

LSIS funded Pilot Support Projects Pre-employment project

PROVIDER END OF PROJECT REPORT

Project Title: Getting Britain Working

Section 1: Introduction

Project aim

To improve providers ability to manage and track their pre-employment provision.

Project objectives

- To address key themes in the Ofsted Skills for Employment report¹.
- Benchmark current maturity levels using a self-assessment tool.
- Identify the three key themes for workshops and additional support through consultancy from providers who have proved they have good practice to share.
- To support and identify further support through peer groups.

Project summary (approximately 50 words)

The project has identified providers who have expertise in the key areas of:

- tracking a learner's journey;
- good working relationship with Jobcentre Plus; and
- using labour market intelligence to align training with local employment needs.

The project has shared effective practice in these key areas across providers through workshops, a conference, peer groups and consultation. We have made project resources available to all providers through the Excellence Gateway.

Section 2: Activities

Who has been involved in delivering the project?

Gloucestershire College New College Swindon Swindon College Derby College Bridgewater College Milton Keynes College Eastleigh College Macleod Associates	Weston College Birmingham Metropolitan College Grimsby Institute SEQOL Energy2Work APT – formally OCNSWR GFirst (Local Enterprise Partnership)	Department of Work and Pensions, Gloucester Department of Work and Pensions Wiltshire Lambeth Adult Education Service
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¹ [Skills for Employment](#): The impact of skills programmes for adults on achieving sustained employment, OFSTED, July 2012

What pilot activity has taken place so far?

The following activity has taken place.

- Created a self-assessment tool.
- Piloted a self-assessment tool.
- Produced a report on the pilot self assessment results and presented it to partners.
- Rolled out the self-assessment tool to providers.
- Key themes identified from the self-assessment results.
- Developed labour market intelligence resources through the new Universal Jobmatch reporting systems, and testing date agreed with the pilot group.
- Delivered four workshops as part of the best practice seminar– (a) Labour market intelligence using Universal Jobmatch, (b) Effective working with Jobcentre Plus, (c) Tracking and progression and (d) Using accredited units.

Delivered a best practice seminar (open Mic) showcasing and sharing the expertise of (a) Gloucestershire College's Jobsmart ExTRA Work placement programme, (b) Weston College: Aspire model, (c) SEQOL: Social enterprise working with clients with disability, (d) New College Swindon: Graduate programme and (e) Birmingham Metropolitan College's jobskills@bmet.

- Identified and established three peer groups.
- Facilitated five consultancy visits.

We have identified three peer groups who are focusing on three topics. Details are provided in the table below.

Topic 1. Qualifications and credit (QCF) Units	Topic 2. Tracking and Progression	Topic 3. Labour Market Intelligence and Employer Engagement
Gloucestershire College Milton Keynes College Swindon College New College Swindon Birmingham Met College SEQOL Macleod Associates Grimsby Institute Derby College	Gloucestershire College Weston College Milton Keynes College Macleod Associates Grimsby Institute Derby College	Gloucestershire College Birmingham Met College SEQOL Weston College New College Swindon Swindon College Derby College

As part of this pilot we facilitated five consultancy visits. Below is an example of the type of activity and outcomes generated by consultancy visits.

Milton Keynes's consultancy day delivered by Gloucestershire College

Staff from Gloucestershire College spent three hours with Milton Keynes College's Employment and Skills Team to look at the processes and system they use to curriculum plan, book client onto units, manage the individual action plan and track clients through their journey.

Staff at Gloucestershire College could then identify where in the process the tracking software could support the streamlining and efficiency of the department. We have identified several areas where the web based software system used by Gloucestershire College could improve the system at Milton Keynes College. These include:

- data (collection, reporting and analysis);
- communication (amongst the team, including administration and academic and with stakeholders);
- tracking of individual learner by unit, referrals source and milestones;
- curriculum planning; and
- resources planning (venues, rooms and teaching staff.)

Milton Keynes staff were impressed with the capability of the software and can see the benefits of using this system.

Gloucestershire College's consultancy day delivered by Milton Keynes College

Gloucestershire College has limited experience within the Employability and Skills Team in using and developing unitised provision.

Gloucestershire College visited Milton Keynes College to see how they had developed, and are using units to deliver skills to meet the skills needs of the local employment market. Milton Keynes College gave Gloucestershire College examples of two unit workbooks and five top tips about unitised provision.

How many providers have been supported?

Fourteen Colleges and providers have received feedback and a report on their self-assessment. Twelve organisations attended the three workshops and seminar event on the 26 March 2013. Five providers have taken advantage of a free consultancy day.

How many individuals have been supported?

Twenty-four individuals have been supported as part of this project.

What feedback have you received from participants?

The feedback from the self-assessment tool was that the good and outstanding Colleges and providers wanted to participate and contribute to the workshops and best practice seminars. Below are some feedback comments from providers.

What was the most useful part for you?

‘Workshops in funding and accredited units – also understanding other Colleges’ issues and how they can resolve them.’ *Grimsby Institute*

‘Sharing knowledge of provision and funding.’ *Swindon College*

‘Learner tracking systems.’ *Milton Keynes College*

‘Understanding how many different ways employability provision can be set up to meet local needs.’ *Grimsby Institute*

‘Labour market intelligence data and how to get reports using Universal Jobmatch.’ *Birmingham Met College*

‘Information about Universal Jobmatch.’ *SEQOL*

‘The tracking and reporting system.’ *Weston College*

‘Presentation from Milton Keynes College regarding unitised provision.’ *Gloucestershire College*

What good practice will you be taking back to your organisation?

‘Units which can be funded and working on relationships with Jobcentre Plus.’ *Swindon College*

‘Even more of a presence at Jobcentre Plus, looking at incentives for advisors and new methods of labour market intelligence research.’ *Milton Keynes College*

‘We will be now reviewing our tracking systems following this event.’ *Weston College*

‘I have ideas to take back when developing courses and good ideas/ways of constructing packages of work.’ *Gloucestershire College*

‘We will be now looking at development around working with Work Programme providers.’ *New College Swindon*

‘Investigating unitised provision and using labour market intelligence reporting.’ *SEQOL*

‘Looking at using accredited units at induction stage.’ *Birmingham Met College*

‘Developing and maintaining links with Jobcentre Plus and looking at developing an on site presence at their offices. Also be clear with Jobcentre Plus about our offer.’ *Grimsby Institute*

‘Feeding back on what courses different Colleges offer and how they fund these.’ *Grimsby Institute*

What have been the main challenges (up to three) and how have you overcome these challenges?

- 1) Ensuring that we kept within the time scales.
- 2) Receiving completed self-assessments from providers: we had a response rate of 28 per cent.
- 3) Time.
- 4) Adverse weather conditions such as the snow affected attendance.

What has been critical to the project's success (up to three things)?

- 1) Appointment of a project manager.
- 2) Support of other providers to share their effective practice, as identified on the self-assessment tool.
- 3) Auditing good practice.
- 4) Identifying topics for workshops that are relevant to providers.
- 5) Support of Jobcentre Plus.
- 6) Pilot group support.
- 7) Bringing the workshop and best practice seminar together into one day.

Section 3: Impact

Please summarise any evidence of impact that the pilot activity has generated so far (eg increased staff knowledge and skills, behavioural change, changes in practice, organisational change) for learners, providers, employers and your organisation.

The following is what providers said they would do as a direct result of their involvement within this project.

'Identify units which can be funded for the unemployed and work on relationships with Jobcentre Plus.' *Swindon College*

'Increase presence at Jobcentre Plus, looking at incentives for Jobcentre Plus advisors, use new labour market intelligence research tool on Universal Jobmatch.' *Milton Keynes College*

'We will be reviewing our tracking systems following this event.' *Weston College*

'I have ideas to take back when developing courses and good ideas/ ways of constructing packages of work.' *Gloucestershire College*

'We will be now looking at development around working with Work Programme providers.' *New College Swindon*

'Investigating unitised provision for our clients and use labour market intelligence reporting.' *SEQOL*

‘Investigate and use accredited units at induction stage.’ *Birmingham Met College*

‘Further develop and maintain links with Jobcentre Plus, one thing we will consider is developing an onsite presence at Jobcentre Plus and better communication of our provision offer with Jobcentre Plus advisors.’ *Grimsby Institute*

‘Feeding back on what courses different Colleges offer and how they fund these.’
Grimsby Institute

Delegates at the best practice sharing event rated the usefulness of the workshops as follows:

Workshop: Delegate Rating	Excellent - Very useful	Good - Useful	Satisfactory – will be of some use	Not useful
Successful working relationships with JCP: Improving referrals and retention.	9%	91%		
Using labour market intelligence: Addressing local recruitment needs.	33%	58%	9%	
Using accredited units to support the unemployed.	33%	50%	17%	
Efficient tracking systems: Learner outcomes and progressions.	33%	50%	17%	
Open mic presentations and discussions.	42%	50%	6%	

Section 4: Resources produced by the project

What resources have been created to share?

	File name	Descriptor of resource i.e. lesson plan, trainer notes, training needs analysis, toolkit, online survey etc	Who is the resource for? i.e. teacher trainer, support staff, practitioners, employers etc	How can the resource be used?
1.	Gloucestershire College project report	Final project report	Managers	To provide project background, impact to date and a summary of resources.
2.	(2) Self-assessment tool (2a) Self assessment tool data analysis	(2) Self-assessment questions (2a) an analysis of results	Managers	A template that allows you to test how well your organisation performs against key criteria based on key themes for improvement from the Ofsted Skills for Employment Survey, 2012.

3.	Best practice seminar agenda	Agenda	Managers, teachers, Employability teams/units and learners	To identify speakers and four presentation topics delivered at the best practice seminar.
<i>Presentation 1: Successful working relationships with Jobcentre Plus: Improving Referrals and Retention. (JCP)</i>				
4.	(4) Presentation-Successful working relationships with JCP (4a) Presentation-Skills support for the unemployed (4b) Case study-Derby College Employment World	Presentation Presentation video footage (15 minutes and 40 seconds) is available on YouTube to view. Presentation Case study	Managers, Employability teams/units and learners	This presentation advises on the structure of the Department of Work and Pensions and JCP, detailing whom providers will need to engage with. Clear strategies for aligning College provision with JCP and national objectives are included. The video footage shows clips of presentation delivery. The second presentation and case study shows the impact of excellent working relationships with JCP. The case study identifies some outstanding practice.
<i>Presentation 2: Using labour market intelligence (LMI): Addressing local recruitment needs</i>				
5.	(5) Presentation-Labour market intelligence data (5a) Department of Work and Pensions Universal Jobmatch Management Information	Presentation Presentation video footage, (22 minutes) is available on YouTube to view. Instruction manual in form of a presentation	Teachers, Manager Employability teams/units learners	The presentation and video footage introduce this topic. The instruction manual shows how to access the Universal Jobmatch Management Information data, reports on labour market intelligence and claimants. Useful for curriculum planning, to identify the number of potential learners, job vacancies and companies recruiting locally.

<i>Presentation 3: Making the most of accredited unit delivery</i>				
6.	(6) Presentation- Using accredited units to support the unemployed	Presentation Presentation video footage (37 minutes and 40 seconds) is available on YouTube to view.	Teachers, Manager Employability teams/units learners	Useful to identify good practice in the use of unitised provision, but also gives a realistic view of the challenges and barriers that need to be overcome.

Section 5: Recommendations for the project

How can the pilot activity and resources be useful to other providers?

The self-assessment tool (resource 2) will enable other providers to benchmark themselves against pilot group and Ofsted key themes; helping them identify areas for development.

The instruction manual for Universal Jobmatch (resource 5a) provides a comprehensive guide on how to utilise public reporting data on unemployment and the local job market, giving providers a clear indication of what is happening and trends in their location.

The presentation from Jobcentre Plus (resource 4) provides excellent advice on the structure of the Department of Work and Pensions, and whom providers will need to engage with. It gives clear strategies for aligning College provision with Jobcentre Plus and national objectives.

The case study from Derby College (resource 4b) shows the impact of excellent working relationships with JCP and identifies some outstanding practice.

Section 6: Future planning

What plans does your organisation have for building on the work/outcomes of this project?

We have identified three peer groups to move the project into the action and impact stage.

Peer group one: QCF units

This peer group will create a shared resource group. During the workshop, we identified several core units that would be useful for most of the Colleges. The peer group will be working on creating these resources.

Peer group two: Tracking and progression

Some work is still needed to get effective progression data sharing with Jobcentre Plus and some standardisation. This group will trial and report on the best methods across different Jobcentre Plus districts. With the results, we will attempt to lobby Jobcentre Plus nationally to share results and make recommendations to implement effective practice across all districts.

Peer group three: Labour market intelligence and employer engagement

Most of the Colleges involved were not using the new Universal Jobmatch tool. There was also some interesting discussion on how this information could drive the curriculum, not only for employability but also for 16-18 year olds. The group was also interested in using the tool to increase employer engagement.

Section 7: Contact details

Name of organisation: Gloucestershire College

Name of project lead: Angela de Gandy

Job title: Employability and Skills

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Please confirm that you and your organisation agree that LSIS may put this report and listed resources on the Excellence Gateway

(double click in box below)

Yes ☒

No ☐

May we include your contact details in the report for the Excellence Gateway?

(double click in box below)

Yes ☒

No ☐