



**West Midlands**  
Combined Authority

## Overview & Scrutiny Committee

<b>Date</b>	9 March 2020
<b>Report title</b>	Adult Education Budget – Update on Recommendations
<b>Overview &amp; Scrutiny Committee Lead</b>	Councillor Lisa Trickett
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**Recommendation(s) for action or decision:**

**The Overview & Scrutiny Committee is recommended to:**

- (1) Note the update on delivery of the Adult Education Budget, including progress with the recommendations previously made by the Scrutiny Working Group.

## **1. Purpose**

To provide an update on progress with the delivery of the devolved Adult Education Budget, including progress with the recommendations previously made by the Scrutiny Working Group.

## **2. Background**

2.1 The West Midlands Combined Authority (WMCA) took responsibility for the Adult Education Budget (AEB) for its residents from 1 August 2019. Devolved AEB provides funding for adult skills delivery for residents (aged 19 and over) of the West Midlands seven constituent areas (Birmingham, Coventry, Dudley, Sandwell, Solihull, Walsall and Wolverhampton). The allocation to the WMCA for the 2019/20 academic year was £126m.

2.2 At its meeting on 25 February 2019, Overview and Scrutiny Committee agreed key objectives for the review of the devolution of AEB, to be carried out by members of Overview and Scrutiny Committee, in conjunction with Portfolio Leads for Education and Skills from each of the constituent authorities. These were:

2.2.1 To understand the current picture for Adult Education Budget - reflecting historic and national funding priorities.

2.2.2 To understand the opportunity for devolution to better shape provision locally.

2.2.3 To ascertain individual member views on future opportunities to improve local skills provision.

2.3 The review was led by Councillor Lisa Trickett, Chair of the Productivity and Skills and Inclusive Growth Working Group, and Councillor Joe Tildesley, during March and April 2019. A meeting was held with WMCA Overview and Scrutiny Committee members from each of the seven constituent local authorities, joined by their Cabinet Member for Education and Skills, to undertake a deep dive with the Director of Productivity & Skills and her team, into the use of the Adult Education Budget in each local authority area. An overview detailing what the Adult Education Budget was spent on during the 2017/18 academic year, in relation to local authority residents, was circulated in advance and discussed at the meeting. (This was the latest available full year data available at that time.)

2.4 Overview and Scrutiny Committee considered the report of the working group at its meeting on 12 April 2019 and agreed a series of recommendations to be taken forward. The recommendations and progress to date are detailed below.

## **3. Further Considerations**

3.1 We are at the mid-year point for the first year of delivery. Highlights of our new and devolved approach include:

3.1.1 We have built good collaborative relationships with the skills sector, with a much clearer focus on delivering to regional and local priorities. Colleagues from local authorities have been instrumental in the commissioning of provision and have been working locally to ensure that provision is more joined up. We have established clear feedback mechanisms so that any issues about provider performance or behaviours inform performance discussions. Similarly, examples of good practice are being proactively shared at monthly officer meetings, where

each LA presents ‘a spotlight on...’ Last month Dudley described how they are using AEB provision to support the communities along their inclusive growth corridors and how they plan to develop this further.

- 3.1.2 We have introduced funding flexibilities that enable us to move away from rigid national criteria to more innovative provision that can address current and emerging skills priorities. For example, Solihull College have developed new courses in drone technology, where a different funding rate has enabled them to create a new curriculum in response to employer demand.
- 3.1.3 We have also run a range of ‘test and learn’ innovation pilots to improve our engagement with priority groups. For example, Release Potential’s ‘Returneeship’ programme works with people aged over 40 who are furthest from the labour market to move them back into work. The delivery is centred around the production of a ‘One Show’ style radio show made in the local community with employability skills delivered through experiential learning rather than classroom-based delivery. This was initially developed in 4 Met areas, but the programme was so successful that, at the request of all LAs, we extended this across the region. Walsall LA are further developing the approach to develop a female only returneeship that will work with survivors of domestic abuse and modern slavery.
- 3.1.4 There has been a greater focus on sector-based work academies across the region – where we put on training that helps people to move directly into employment. For example, Sandwell LA and JCP worked with a provider (VSS) to develop a new forklift truck training centre in response to demand for local jobs identified through the Jobcentre.
- 3.1.5 There is increased emphasis on provision for those in work. Netcom Training and North Warwickshire and South Leicestershire College (through their Coventry site) have both offered higher level digital skills training through funding flexibilities, offering vendor qualifications – those that are in demand in the market place rather than generic IT qualifications – meaning there is a better offer for those who want to gain employment or are in work and want to retrain.
- 3.1.6 There has been a reduction in providers operating in the region from over 400 to 94 (48 directly contracted providers with a further 46 sub-contractors). This comprises 22 FE Colleges, 5 Local Authorities, 1 Specialist College, 20 independent and third sector providers with direct contracts. The most significant reductions have come from out of area providers operating under sub-contract agreements often with no reference to local priorities or relationships. This has meant that we can now work more directly with colleges and providers, ensuring a clear focus on meeting priorities; sharing good practice; and enabling good collaboration and better progression for learners. For example, in East Birmingham, we have established an employment and skills taskforce that brings together all those colleges and providers delivering in the area, to ensure a much more joined up approach to engaging learners, supporting progression and responding to local skills needs.
- 3.1.7 We have been able to use ‘repatriated’ funding to give growth to colleges and local authorities. This is against a backdrop of national cuts to funding. We will shortly be bring a paper to the CA Board to set out how we are focusing carefully on performance and where providers are unable to deliver, redeploying that funding to meet in-year priorities.

- 3.1.8 We have also worked closely with colleges, providers, Local Authorities and JobCentres to respond to local redundancies. There is a well-established process in place which allow us to respond flexibly to need with training and support. This gives us some flexibility to respond to in-year economic shocks and we will continue to monitor closely.
- 3.1.9 We are starting to shift the balance to funding being focused on the needs of residents rather than demand from providers. Our proposed funding policies for next year will include the ability to trial financial incentives to ensure that we can stimulate the market to respond to need.
- 3.1.10 We have published an ESOL strategy, developed collaboratively with colleges and providers that sets the direction for our work in this area and also the changes that provider need to make.
- 3.1.11 Our focus has been to encourage more learning that leads to improved employment chances, but we are still keen to preserve a broader offer for learning, recognising its importance in delivering wider social, health and community benefits. The region's Adult and Community Learning Alliance is working on improved metrics to better demonstrate the importance and impact of this type of learning.

3.2 Areas for continued focus or further development include:

- 3.2.1 Building capacity to support people in-work. The main area of under-performance in contracts has been in the offer to those in work. This has been an area neglected by national funding policy (outside of Apprenticeships) so we recognise the need to prioritise and build capacity.
- 3.2.2 Consider how we can engage smaller providers who struggle to access funding through public procurement – successful examples include Wolverhampton Local Authority using its growth funding to support 5 smaller providers as part of their Learning Platform and South and City College testing paid community engagement business models. This will be a continued focus for our LA and LEP employment and skills officer group.
- 3.2.3 Developing more sophisticated approaches to procurement and contracting in areas of market failure. Skills and qualifications below level 2 are easily provided for by the market but we need to stimulate the market to deliver higher levels, particularly in Coventry and some parts of the Black Country.
- 3.2.4 We will continue to adopt a sector and place-based approach to developing provision, with a clear focus on training and retraining individuals to support job entry and career progression. Engagement with employers is critical here. We will build on successful work with construction, digital and creative employers, extending in to areas where there is clear local demand – for example health and social care -as well as areas of regional significance – e.g. green jobs. We are working with colleagues in Wolverhampton LA to identify best practice in using local and regional procurement levers to create opportunities.

#### 4. **Progress Update** Recommendation 1

Through the commissioning process, WMCA should:

*ensure that all providers in receipt of AEB demonstrate an understanding of the communities that they are delivering to;*

*ensure that all providers in receipt of AEB demonstrate a commitment to collaborate with other providers and the local authority to deliver the best service for communities;*

*ensure that the potential for duplication of activity is limited; and*

*ensure that there is a reduction in the number of providers operating in the region  
providers funded through AEB should demonstrate links with local communities and local employers wherever possible*

- 4.1 The procurement process asked all providers to demonstrate their experience of working with identified client groups and to provide their local locations for delivery as part of their submission.
- 4.2 Each local authority has met with the colleges and providers who have contracts in their area, to discuss provision and collaborative ways of working. There are different levels of engagement across these arrangements, but a clear determination to develop progression paths for learners, building on the offer across a range of providers. For example, colleagues from Dudley have produced a matrix of provision which helps when working with residents and employers. It includes the wider support offer through ESF - Skills Support for the Workforce and the National Careers Service. This has enabled the development of a Dudley-wide offer that can be communicated to learners.
- 4.3 Our performance management process has also reviewed the commitment to working in partnership closely. The process included feedback – for each college and provider - from key local partners including local authorities and JCP. Any areas of concern were flagged – although most of the feedback pointed to increased local collaboration.
- 4.4 We have worked with local authorities and JCP to ensure that we are providing residents with the skills required by local employers, so more people can be helped in to jobs. For example, Walsall and Sandwell LAs identified a need for security training linked to local employment opportunities. We commissioned new training – from Dudley College and Telford College – to meet this need.

#### Recommendation 2

*WMCA to develop a method of tracking learner destinations in relation to AEB in order to demonstrate the impact of devolution. This methodology should include the voice of the learner; and:*

*WMCA to set clear, measurable targets to demonstrate the impact of AEB.*

- 4.5 Historically, destination data has been poorly collected by the sector, limiting our ability to understand the impact of courses. Following discussions with WMCA, the region's FE Colleges have jointly contracted an independent research agency to collect and report destinations of all their AEB funded learners – this will provide a much more comprehensive and robust analysis and validated response. This data set will be received later in the year.

- 4.6 We do have a more informed picture of the destinations of learners supported through contracted provision (i.e. private training providers) which we are reviewing as part of regular performance discussions.
- 4.7 The destination data for learners supported through Adult and Community Learning has historically been mixed, however the Adult and Community Learning Association group are working with WMCA to establish a set of impact measures for AEB that will include wider social outcomes such as improved confidence and improved health. There is agreement amongst LAs to move to a single set of definitions from 2020/21.
- 4.8 WMCA has commissioned an independent four-year evaluation with annual interim reports, of the impact of AEB and the impact of devolution. We want to supplement this with user voice where we can hear the experiences of different groups of residents e.g. young unemployed, homeless etc.

### Recommendation 3

*AEB should be deployed as part of a pathway into employment with its role in relation to other funding streams and programmes clearly identified.*

*Further work to be undertaken to identify measures to be put in place that demonstrate how AEB is used to support pathways into employment and further learning.*

- 4.9 Our approach to AEB has been focused on the importance of funding training and education that leads to jobs and to improvements in employment and income for individuals. This does not detract from the wider impact of learning; however we have deliberately been much more focused on deliver economic impact to support individuals in to employment.
- 4.10 We have worked with colleges to remove generic employability courses and instead look at how they can deepen their work with employers and strengthen their connections with JCP. This is still a work in progress; however we will use the evaluation and destination research to establish a clear baseline and inform future actions, course design and funding and contracting.
- 4.11 The WMCA has designed an Employment Support Framework, with the support of local and national partners, which sets out a potential investment framework for future national funding for employment support. This focuses on what good employment support looks like and where funding should be invested to add value to existing funding streams, eg AEB. This is set out at Annex 1.

### Recommendation 4

*WMCA should increase the amount of provision delivered in priority skills sectors; and WMCA should ensure that all AEB funded employability courses add value to an individual's journey into employment.*

- 4.12 We have seen some progress with the increased delivery of higher-level skills, particularly with FE colleges. There have been increases in engineering, manufacturing and electrical higher-level skills at Dudley College, South and City College and Warwickshire College who are all testing part subsidies for qualifications. Solihull College made significant increases in their higher-level skills delivery through subsidies for business and professional courses and the introduction of new courses e.g. Drone Piloting. We are

in discussions with local colleges and providers to look at how we can support more higher-level provision in Coventry.

- 4.13 Private training providers have made slower progress in the delivery of higher-level skills with the exception of Netcom who are offering a range of digital qualifications and training at higher levels. This has been addressed through performance discussions and we expect further improvements this year.
- 4.14 We have further work to do to ensure that all low-level, employability courses genuinely add value. The destinations work will give us a baseline for measuring but closer working between WMCA and JCP means we are more swiftly able to identify where there are good courses and where there are courses not moving people into work. Where courses do not move people into work at the required performance levels then we will not continue to contract for this provision in 2020/21.

#### Recommendation 5

*WMCA to work with local authorities to understand the potential role of AEB in supporting learners with additional needs and shape provision to respond to this.*

- 4.15 The Skills Advisory Board has identified that support for learners with learning difficulties and disabilities aged post 19 is not well understood and/or coherently integrated with other support. WMCA is working with Sandwell and Coventry Local Authorities to understand this area in more detail. This will include mapping of existing provision and services and a better articulation of need and demand. This will inform a more detailed discussion paper that will be taken to the next Skills Advisory Board to inform future policy.
- 4.16 The initial findings are:
- There is very little bespoke provision for learners with additional needs beyond the age of 19. Most provision is within FE colleges and learners infill into courses and receive additional learning support – either in class, small group or individual as required. For many individuals this is appropriate however, there is felt to be a lack of associated work experience and career planning alongside the course.
  - Adult and Community Learning (ACL) makes limited use of additional learning support funding, which is available as part of the allocation. This is often because they are offering non-accredited learning and are not subject to formula rates. There is scope for ACL services to offer greater support and use their flexibilities to bespoke the offer.
  - Independent training providers have a limited offer to this group, unless they are a specialist provider.
  - More widely, there are a significant lack of inclusive apprenticeships, supported internships and supported employment programmes, meaning that many who would like or benefit from this opportunity are unable to access places and therefore 'default' to full time further education.
  - There are few examples of individuals accessing part time programmes alongside supported employment to increase skill levels.

#### Recommendation 6

*WMCA to consider how the distribution of AEB funding can be adjusted over time to better align with patterns of need across the region.*

- 4.17 The distribution of funds by geography has been determined by a complex pattern of delivery that has, in the main, been a result of provider behaviour to deliver contract volumes. We have begun the process to move to a more needs-based approach and will continue to develop this with local officers, recognising that there are many aspects of need that need to be considered. The ability to deliver volume of provision does not always directly correlate to need. Many providers have become expert at attracting unemployed residents to undertake learning that does not lead to higher learning or employment. We are starting to change this behaviour through a combination of relationships and contract management, so we get a closer alignment of the provider market to priorities.
- 4.18 We have allocated growth to those colleges who have demonstrated the capacity to grow, in response to clear needs and unmet demand. Recipients have been predominantly based in the Black Country, which has allowed us to increase the offer to residents.
- 4.19 Furthermore, we have used our performance reviews to reduce contract values for those providers who are under delivering at the mid-year point. This has enabled us to re-allocate funds to high performing providers, in line with regional and local priorities.

#### Recommendation 7

*WMCA to consider how AEB can be used to address these barriers, particularly through the innovation strand of its commissioning approach; and  
WMCA to explore how other sources of funding (eg. travel subsidies) can be connected with AEB funded provision to support learners to access courses.*

- 4.20 AEB can currently fund the costs of travel, kit or childcare where this is a barrier to participation. This is well used by FE colleges but is accessed less by adult and community and private training providers. However, the issue is more complex than access to funding. For example, people report that it is difficult to find childcare at a quality provider that a parent is happy to leave their child with that can be booked for days / hours especially at short notice that fits with their study.
- 4.21 We are encouraging more flexible models of delivery by colleges and providers including blended learning and evening offers that both fit round work and other commitments.

#### Recommendation 8

*AEB funded ESOL provision to develop a contextual element so that residents are supported to develop the vocabulary required to enter employment in priority skills areas.*

- 4.22 WMCA initiated a review of ESOL provision which was reported in 'Making sense of ESOL in the region'. <https://www.wmca.org.uk/media/3537/making-sense-of-esol-in-the-region-v4.pdf>. The report recommendations included the development and prioritisation of provision where ESOL is combined vocational training enabling greater access to jobs. We have begun to implement this across the region – for example, South and City College are offering ESOL combined with construction training with a focus on the language needed to understand the health and safety instructions and signage.
- 4.23 A practitioner led group has been established to oversee the recommendations and develop stronger and more shared practice across the region.

## **5. Financial Implications**

5.1 There are no direct financial implications arising out of the recommendations contained within this report.

## **6. Legal Implications**

6.1 There are no direct legal implications arising out of the recommendations contained within this report.

## **7. Equalities Implications**

7.1 Investment in skills is vital for supporting the poorest and promoting social mobility. Delivery of the recommendations will help bridge the regional skills equality gap by improving understanding of and encouraging alignment with local needs, supporting learners with additional needs, improving ESOL provision and by addressing issues such as childcare and travel costs which are recognised as key barriers for a number of protected characteristics and people from lower socio-economic backgrounds.

7.2 One of the recommendations sets measurable targets to demonstrate the impact AEB and these will need to have specific measures around reducing the gaps for harder to reach groups. The focus on in-work skills development is also key. Women, BME people and people from lower socio-economic backgrounds are much more likely to occupy low productivity sectors and are likely to be left out. Reference to ESOL provision would also support the significant number of newer arrivals whose lack of basic language skills trap them in a cycle of low employment and poverty. It is important that the targets set to demonstrate the impact of AEB aim to reduce the gaps for harder to reach and lower income groups.

## **8. Inclusive Growth Implications**

8.1 The development of skills at all levels and for all communities are key to inclusive growth, specifically:

- Aligning investment with need will help to ensure that people who need better jobs (and the higher incomes associated with those jobs) can get them, enabling them to build wealth;
- More focussed commissioning around local needs should result in better outcomes for the people learning new skills, demonstrating the power of devolution;
- Delivering AEB as part of life pathway aligned to other services, rather than a discrete service, will result in an offer designed around the needs of diverse people, rather than of individual institutions.

## **9. Geographical Area of Report's Implications**

9.1 Devolution of the Adult Education Budget relates only to the constituent member areas. In non-constituent member areas, AEB will continue to be deployed through the national funding system.

## **10. Other Implications**

10.1 There are no further specific implications arising out of the recommendations contained within the report.

**ANNEX 1 – EMPLOYMENT SUPPORT FRAMEWORK**

**Customer Journey – support and gaps**

	Registering unemployment / benefits advice	Initial support to enter work /self employment	More bespoke IAG	Assessment of / removal of wider barriers	Pre-employment Training / Work Experience	Vocational Skills (unemployed and employed)	Employer engagement/jobs matching	In-work Support / mentoring	In work progression
<b>Core funded offer – mainstream claimants</b>	<p><b>Jobcentre Plus</b></p> <ul style="list-style-type: none"> <li>Process new claims</li> <li>Manage existing claims</li> <li>Support claimants to find work</li> </ul>	<p><b>Jobcentre Plus</b></p> <ul style="list-style-type: none"> <li>Short interview approximately every two weeks for those out of work (length and frequency subject to individual needs within overall resource envelope) to assess barriers to work, support job search and refer to further support.</li> <li>New Enterprise Allowance – mentoring and an allowance to support self-employment</li> </ul>	<p><b>National Careers Service</b></p> <ul style="list-style-type: none"> <li>Free up to date, impartial advice and guidance on careers, skills and the labour market to anyone aged 13 years and upwards – telephone and web support</li> <li>Face to face support to develop a careers and skills action plan. Available through local contracts (Prospects) for those aged 18+ - priority groups are 18-24 NEETs, adults without a level 2 qualification, unemployed over 12 months, single parent with dependant living with them, SEN/disabled, 50+ unemployed or at risk of unemployment.</li> </ul>	<p><b>Jobcentre Plus</b></p> <ul style="list-style-type: none"> <li>Refer to DWP funded and other programmes to access support with specific barriers to work.</li> <li>To use DWP Flexible Support Fund to address barriers such as the need for interview clothing, etc.</li> </ul>	<p><b>Adult Education Budget (19+)</b></p> <ul style="list-style-type: none"> <li>Sector Based Work Academy models funded through AEB in collaboration with JCP.</li> <li>Training can last up to 6 weeks and includes 3 main components – pre-employment training relevant to the needs of the business and sector, a work experience placement and a guaranteed job interview.</li> </ul>	<p><b>Adult Education Budget</b></p> <ul style="list-style-type: none"> <li>Adult Education Budget funds vocational training for adults both in work and out of work with a focus on regional priority sectors.</li> </ul> <p><b>DfE (Advanced Learner Loans)</b></p> <ul style="list-style-type: none"> <li>Loans available to those aged 19+ to fund a level 3-6 qualification at an approved college or training provider in England.</li> </ul> <p><b>DfE (Apprenticeships)</b></p> <ul style="list-style-type: none"> <li>An apprenticeship is a job that combines practical training in a job with study.</li> </ul>	<p><b>Jobcentre Plus</b></p> <ul style="list-style-type: none"> <li>Local employer advisors and national accounts with focus on recruitment support and links to SBWAs for claimants, particularly the more disadvantaged – support through disability confident scheme, etc.</li> </ul> <p><b>Local Authority</b></p> <ul style="list-style-type: none"> <li>Engagement with statutory services such as business rates, planning, environmental health, procurement, etc.</li> </ul>	<p><b>Jobcentre Plus</b></p> <ul style="list-style-type: none"> <li>Support for those in work on UC to increase their income.</li> <li>Rapid response to redundancy</li> </ul>	<ul style="list-style-type: none"> <li>AEB targeted at those in work</li> </ul>
<b>Added value offer requiring future funding – mainstream claimants and non-claimants</b>	<p>Personalised benefits advice. 1-2-1 employment support delivered within the community Toolkit for all frontline staff across the region to signpost unemployed / inactive residents to register for support with help in to work</p>	<p>1-2-1 personalised, intensive employment support.</p> <ul style="list-style-type: none"> <li>Able to provide job seekers with more complex needs with more time and support to overcome barriers to work – additional capacity allows for lower caseload and longer, more frequent contact as required.</li> </ul>	<p>Diagnostic and career planning tool that can be used across organisations and that creates a flexible training and career plan Practical information about jobs available now – IAG linked to real, accessible jobs.</p>	<p>Work coach/key worker model that allows for more time to be spent with people who have multiple barriers to overcome. Co-location of support services within the community. Support for wider costs – travel, childcare, DBS checks, etc. New approach to accessing and fully utilising Flexible Support Fund rather than funds that are easier to access.</p>	<p>Support for those who are harder to reach – more intensive programmes leading to pre-employment training/SBWAs Access to work experience and volunteering opportunities.</p>	<p>Shorter, more intensive vocational skills programmes Support to overcome wider barriers – travel, childcare, DBS checks etc. built in to training offer Broader flexibility to apply discretion to support claimants wishing to undertake vocational training.</p>	<p>Employer engagement activity – to identify and support recruitment of unemployed, link to training opportunities, etc. Greater co-ordination of employer engagement activity across range of partners with better co-ordination of customer interfaces – opportunity for account management approach. Independent brokers to promote single employer offer Development of talent management approach for businesses Building capacity to deliver of Section 106 and social value commitments</p>	<p>Funding to support those that have moved in to work, to ensure sustainable outcomes and progression. In work mentoring programmes to be more widely available. Wider support for those facing redundancy Better utilisation of Access to Work</p>	<p>Support for those who are under employed and/or wish to changed roles.</p>
<b>Core funded - Youth offer claimants (18-24)</b>	All aspects of core funded adult offer is available other than AEB for under 19's								

	Registering unemployment / benefits advice	Initial support to enter work /self employment	More bespoke IAG	Assessment of / removal of wider barriers	Pre-employment Training / Work Experience	Vocational Skills (unemployed and employed)	Employer engagement/jobs matching	In-work Support / mentoring	In work progression
<b>Core funded offer – Youth obligation (18-21)</b>		<p><b>Intensive Activity Programme</b> A set of workshops and exercises to encourage young people to think more broadly about skills and job goals and help identify any training needs. Support to develop and improve CV and covering letters, interview skills and job search.</p> <p><b>Work search reviews</b> Regular support from a work coach tailored to individual needs.</p>			<p><b>Traineeships</b></p> <ul style="list-style-type: none"> <li>6 weeks to 6 months</li> <li>Work preparation training</li> <li>Support with English and maths</li> <li>Work experience placement</li> </ul> <p><b>Work experience</b> Guaranteed work experience for a period of 3 months.</p>				
<b>Added value youth offer requiring future funding – in addition to added value adult offer</b>	Programme of engagement to reach the most disengaged – through use of influencers and alternative engagement channels.	Extension of youth obligation to 22-24 year olds			Extension of work experience guarantee to 22-24 year olds Supported internships. Work experience linked to learning. SBWA model delivered over an extended period.			Pre and post employment mentoring.	
<b>Core funded offer – people with complex needs and barriers (in addition to wider adult core offer)</b>	<p><b>DWP Visiting Team</b> A visit can be arranged if an individual needs extra help to claim benefits, e.g. because they:</p> <ul style="list-style-type: none"> <li>Have complex needs</li> <li>Are disabled</li> <li>Are a vulnerable young person making a claim for the first time</li> <li>Have nobody else to support them</li> <li>Cannot claim benefits in any other way</li> </ul>	DWP Work & Health Programme DWP Intensive Employment Support Programme		DWP Work & Health Programme DWP Intensive Employment Support Programme			DWP Disability Confident Support DWP Fuller Working Lives support	<b>DWP</b> • Access to Work	
<b>Added value offer requiring future funding – people with complex needs and barriers (in addition to wider added value offers)</b>	Support to encourage referrals from health professionals.	Specialist support for specific groups e.g. Mental health, MSK, LD	Tailored versions of programmes where appropriate and/or add-ons for those with complex needs	Ability to access intensive support via call off contracts Travel training and journey planning	Tailored versions of programmes where appropriate and/or add-ons for those with complex needs Supported internships for all ages. Transition to work programmes	Tailored versions of programmes where appropriate and/or add-ons for those with complex needs	IPS and supported employment models, for people with complex needs. Linking needs of individual groups to single employer offer More active support to employers to change working practises to accommodate employees with complex needs.	IPS and supported employment models for people with complex needs. Tailored versions of core programmes where appropriate and/or add-ons for those with complex needs Specialist support for those in work with complex needs for a longer period	

The above does not include support for 16-17 year olds