

Skills for employment

The impact of skills programmes for adults on achieving sustained employment

This report assesses the efficiency of systems in matching unemployed adults to training provision and the effectiveness of this provision in developing the employability skills of participants and supporting progression into sustained employment. It is based on visits between September 2011 and May 2012 to 45 providers including colleges, independent learning providers and local authority providers of adult and community learning.

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Executive summary

Helping people to improve their chances of finding work, especially those who have few or no qualifications or specialist vocational skills, is a vital task for the further education (FE) and skills sector and one which presents considerable challenges. These challenges have intensified during the current economic downturn as unemployment has risen and competition for available job opportunities has increased. In August 2011, the government launched a new initiative which invited providers in the further education and skills sector to prioritise labour market-focused training that will engage more people who are out of work and help them develop skills that will support their progression into employment.

This report assesses the efficiency of systems in matching unemployed adults to training provision and the effectiveness of this provision in developing the employability skills of participants and supporting their progression into sustained employment. It is based on visits between September 2011 and May 2012 to 45 further education and skills providers including colleges, independent learning providers and local authority providers of adult and community learning.

Of the 58 providers initially contacted to arrange survey visits, 24 had been slow to respond to the new policy initiative and funding arrangements to support people on active benefits. In the visits that took place between January and April 2012, the volume of provision had started to increase but was still at an early stage of development in about one quarter of the providers visited.

Two thirds of the providers visited identified that direct marketing to Jobcentre Plus was the key to increasing referrals to their provision for the unemployed. However, the time and resources required to attend jobcentres and work with Jobcentre Plus staff were not always rewarded with a higher number of referrals. The quantity and the appropriateness of the referrals to specific courses that would meet participants' needs often varied considerably between different jobcentres.

Providers generally used labour market information well to identify local need, often in collaboration with Jobcentre Plus. The most common vocational areas selected were retailing, customer service, hospitality, care, construction, stewarding and security. Twenty-one of the providers had made good use of the infrastructure and capacity they had developed through previous contracts for provision aimed at progressing participants into employment. The characteristics of the particularly effective provision seen included:

- development of close working partnerships with Jobcentre Plus to increase referrals, especially referrals to short vocational courses
- the capacity to respond quickly to requests for short provision from employers and other partners
- effective use of the qualifications credit framework to develop accredited vocational training especially at level 2, often in subject areas new to participants

- the development of short vocational courses, especially when linked to an employer's specific recruitment drive, that developed participants' basic vocational skills to good industry standards
- purposeful work experience that enabled participants to develop their skills in a real work environment and gave them an opportunity to show the employers their skills and potential
- collaborating with employers to design training in jobsearch skills focusing on CV writing, interview skills and using websites to identify relevant job vacancies
- community-based outreach work to increase access to provision for those in greatest need, such as developing links with housing associations, probation trusts and other specialist agencies, creating high street drop-in venues and providing buses to transport participants from rural or other isolated areas.

According to the partial data available from 31 of the providers sampled, the overall job outcome rates for participants who had left programmes between 1 August 2011 and April 2012 were low, at approximately 19%. Progression to employment was higher at 27% on bespoke programmes linked with individual companies looking to recruit staff. Again, based on information from providers.

The use of initial assessment was weak. Only 15 of the 45 providers visited had effective systems for initially assessing and recording participants' prior knowledge, barriers to employment, and employability skills to inform training. Participants' low levels of literacy, numeracy and/or language skills typically prompted referral to mainstream provision based on the need to achieve a qualification. Inspectors only saw two programmes that were particularly effective at developing the work-related literacy, numeracy and language skills that could directly enhance participants' employability.

Inspectors judged that very few of the employability courses which were not directly linked to actual job vacancies were effective in ensuring that participants fully understood their responsibility for increasing their chances of sustained work. Participants on the employability provision visited had too few opportunities for purposeful work placements or work trials. Providers and participants too often saw the provision primarily in terms of progression to further training such as qualifications at a higher level, as part of a programme of longer-term development. Although this may be appropriate for individuals with significant barriers to employment, not enough participants had clear employment goals or an action plan that provided them with clear direction on the path to employment.

Key findings

- Providers' initial response to the new policy initiative to support people on active benefits was slow in 24 of the 58 providers initially contacted. The development and implementation of a strategy for this area of work had generally improved in the providers visited since January 2012, although this was still at an early stage at about one quarter of them.

- The funding allocation system of 2.5% of a provider's adult skills budget for capacity building resulted in considerable discrepancies in the amount of money available, ranging from less than £17,000 to £450,000 in some cases. The amount of funding allocated was not a reliable indicator of the level of commitment to the initiative in the providers visited.
- Just under half of the 45 providers visited reported difficulties in recruiting participants to specific employability provision, often resulting in cancelled courses or low numbers. The providers that were more successful at recruiting participants either made good use of partnerships and systems already developed for existing provision for the unemployed or they were quick to develop partnerships with Jobcentre Plus or other relevant partners.
- The most successful provision in getting people into jobs involved bespoke programmes set up in collaboration with Jobcentre Plus, local authorities, Work Programme providers or employers. Short vocational training programmes typically led to either a work trial or guaranteed interviews linked to specific vacancies.
- Participants had too few opportunities for purposeful work placements or work trials. Those interviewed typically said that they would like the chance to try out their skills at work and show employers what they could do.
- Progression to employment was not a high enough priority. Too many programmes focused on the achievement of qualifications and the funding did not extend to training which led to job-focused licences. While the employability programmes provided good support in jobsearch skills, they generally failed to tackle participants' often deep-seated barriers to employment.
- The provision visited did not focus well enough on developing participants' literacy, numeracy and language skills for work. Just over half the providers referred participants with low level skills to their existing long-term programmes. Although this provision often provided good teaching and learning towards qualifications, it typically failed to provide intensive training in work-related skills required for specific job roles.
- The English for Speakers of Other Languages (ESOL) provision visited did not adequately identify participants' practical skills and develop the language skills that would increase their employability quickly and effectively.
- Twenty-six providers used partnerships with local communities and specialist agencies very well to identify the support needs of those furthest from the labour market. However, very few of the providers visited had specific strategies for supporting participants who perceived that their ethnicity may be a barrier to employment, especially those of Black African and Black Caribbean heritage.
- One third of the sessions observed did not provide participants with sufficient clear direction or training to support progression to work. Providers' recording of participants' personal barriers to employment was generally weak. The recording of participants' long-term career goals and related plans for further training was not sufficiently detailed.

- Too many providers did not have effective systems in place to track job outcomes and record if, or how well the jobs had been sustained. Only 31 of the 45 providers visited were able to provide data on job outcomes for programmes that had been completed.
- According to the data received from these providers, overall job outcomes ranged widely, from 1% of 416 leavers at one provider to 46% of 443 leavers at another. The overall proportion of job outcomes, across all 31 providers, for a total of 10,270 participants who had left a specific course was low at 19%.¹
- As part of the longitudinal component of the survey, inspectors interviewed 75 participants individually between September and December 2011. Of the 55 participants successfully contacted for follow-up interviews between January and March 2012, 10 had gained employment; of the 41 participants who completed the third interview, 15 had either sustained their job or found employment for the first time. This amounts to one fifth of the 75 participants originally contacted.

Recommendations

The Department for Business, Innovation and Skills should:

- clarify the aims and objectives of the funded programmes
- prioritise the provision of work-related English and mathematics
- promote the programme with the Department for Work and Pensions and particularly the staff from Jobcentre Plus
- provide greater clarity on how job outcomes should be measured and performance data collected, especially where participants are referred from other providers or progress to part-time, temporary or agency work
- review funding arrangements to ensure that the smaller, more specialist providers new to this type of provision are not disadvantaged
- ensure that providers' data on recruitment to employability provision for people on benefits, and job outcomes, are accurate and made readily available
- review the funding arrangements for training leading to job-specific licences.

Providers should:

- ensure a systematic and comprehensive initial assessment for all participants with a clear focus on developing English and mathematics skills that are linked to their specific and realistic job goals

¹ These data were collected between January and May 2012. They include people who had only just left the programme shortly before the data were collected and were still looking for work. The providers generally reported that the data represented a smaller proportion than the actual jobs achieved because it was difficult to gain accurate information on progression to employment.

- self-assess their current employability provision to make sure that they focus on ensuring that the provision makes a difference to participants' chances of sustained employment
- self-assess this year's capacity building initiatives and ensure that successful practice is shared and embedded into the provision
- revise provision to ensure that the teaching, learning and assessment give participants more specific direction and a greater sense of urgency to progress to work through:
 - objective initial assessment of employability skills and training needs to increase their employability; clear action plans with realistic timescales
 - increased guidance on how they should take responsibility for their employability
 - clear identification and recording of their barriers to employment and constructive feedback on their progress towards overcoming them
 - increased information, advice and guidance to ensure that participants have specific and realistic employment goals
- agree procedures with referral agencies, including Jobcentre Plus, to ensure that a greater proportion of unemployed people attend Skills Funding Agency (SFA)-funded training provision
- increase links with employers to ensure that courses are linked to real vacancies and skill shortage areas and that more participants increase their employability through purposeful work experience and voluntary work
- ensure that inclusion strategies include all disadvantaged groups including people of Black African and Black Caribbean heritage living in provincial and rural areas.

Ofsted should:

- during inspections, routinely evaluate providers' data on job outcomes for people referred from Jobcentre Plus and those on active benefits
- report on the effectiveness of employability provision in meeting local needs.

Background

The national policy context

1. The most recently published labour market statistics show that during the three months February to April 2012, 2.61 million people were unemployed. This constitutes 8.2% of the economically active population. The number of people unemployed for more than six months has now reached 1.41 million.
2. Since August 2011, training provision for unemployed people has been funded from the Business, Innovation and Skills (BIS) Single Adult Skills Budget. The government's expectation was that a wider range of providers would take this

opportunity to deliver labour market-focused provision on a flexible basis which would improve people's skills and help them enter sustained employment. During this first year, providers are able to use up to 2.5% of their budget to develop capacity and infrastructure and pilot provision in this area of work, in readiness for the following year when the SFA plans to introduce job outcome payment.

3. From 1 August 2011, BIS has funded training for people on Jobseeker's Allowance (JSA) and Employment Support Allowance for the work-related activity group (ESA-WRAG) in partnership with the Department for Work and Pensions (DWP) through a process known as Skills Conditionality. Jobcentre Plus or providers of the DWP-funded Work Programme can refer participants to vocational and employability training. Participants may join existing training programmes or specific group or individual training to increase their chances of sustained employment. The conditionality component means that where a requirement is placed on a claimant to attend training and they subsequently fail to attend or complete skills provision without good cause, they could potentially be subject to a benefit sanction.

Scope of the survey

4. BIS commissioned Ofsted to carry out a survey to assess the efficiency of systems in matching unemployed adults to training provision and the effectiveness of this provision in developing the employability skills of participants and supporting progression into sustained employment. In total, 58 providers were contacted in order to find 45 providers with sufficient employability provision that inspectors could visit. All the providers contacted for stage 1 had a history of providing programmes for the unemployed and none of them had opted out of using 2.5% of their adult skills budget on developing employability provision. All the providers contacted for stage 2 had enrolled people on active benefits since August 2011. The fieldwork was carried out in two stages as follows.
5. Stage 1 (September to December 2011) comprised two-day visits to 18 providers: 10 general further education colleges, five independent learning providers and three adult and community learning providers. Providers were selected because they had a history of providing programmes for the unemployed. Ten of the 28 providers contacted had not developed employability provision since 1 August 2011.
6. Stage 2 (January to April 2012); inspectors returned to the 18 providers already visited for one-day visits to assess their progress in developing their employability provision. In addition, inspectors visited a further 27 providers: seven colleges, six independent training providers and 14 providers of adult and community learning. Three of the providers contacted said that they would not have any employability provision at the time of the planned visit.

7. A longitudinal component of the survey was carried out with 75 participants identified between September and December to track their progression through the programmes over a period of between four and six months. The purpose of this exercise was to determine destinations after the completion of programmes and ascertain the extent to which participants used the skills they had developed in their new employment.

Participants' perceived barriers to employment

8. In addition to the longitudinal component of the survey, inspectors carried out focus groups with 720 participants during their visits to providers. A total of 795 participants were asked to identify their perceived barriers to gaining sustained employment. The key messages taken from the focus groups were as follows:
 - They typically expressed concerns about the length of time without a job and the resulting gap in their CVs. They also cited lack of qualifications and relevant experience as significant barriers to employment.
 - One of the other most frequently cited barriers to employment among the participants interviewed was the large number of applicants for each job. Typically, they were concerned about the lack of response from employers that left them uncertain as to what they could do better to increase their chances of an interview.
 - Very few of the participants interviewed had a clear idea of possible career paths and training options. Overall, participants typically felt that they had insufficient time to discuss this with their personal advisers at the jobcentres or to receive sufficient information on the full range of available, relevant courses.
 - Participants between the ages of 40 and 60 cited their age as a barrier to employment, believing that employers preferred younger people.
 - Those looking for jobs in construction, logistics and security were anxious to increase their employability through gaining the appropriate specialist certificates such as the Construction Skills Certificate Scheme (CSCS) card, the lift truck licence and the security industry authority certificate.
 - Personal circumstances were often seen as barriers to their chances of employment. For example, finding and funding childcare or finding work that fits in with childcare arrangements frequently headed the list of barriers for participants with young children.
 - A lack of driving skills was a concern for those living in rural areas or those who felt that their possible new areas of work may involve driving.
 - The participants interviewed who had disabilities, such as dyslexia, dyspraxia or Asperger's Syndrome felt that the paper-based application process prevented them from showing their abilities to employers and they would welcome opportunities for work trials or placements.

- Participants who had been made redundant in the last two or three years typically found that keeping a job was an issue. Temporary contracts and seasonal work were attractive in the short term, but as one participant typically stated: 'The roller coaster ride of being in and out of work can have an adverse effect on my personal well-being. The low wages means that it is difficult to save for the bad times.'

Effectiveness of the systems for identifying need and recruiting unemployed participants to provision

9. Twenty-four of the 58 providers contacted for this survey had been slow to respond to the policy initiative to develop provision for unemployed people. In total, 13 providers had no provision or too little to warrant a visit. The formulation and implementation of strategies to develop this area of work improved after January 2012, although a quarter of the 45 providers visited were still slow in developing the provision. The more successful providers had either used their extended European Social Fund (ESF) contracts to support the unemployed or, as seen in 12 providers, built new provision from scratch.
10. Providers were generally unclear about how the SFA would evaluate their use of the capacity building funding and they were uncertain about what evidence they needed to provide.
11. Providers generally felt that low numbers of referrals from jobcentres and the DWP restrictions on the length of time that participants were allowed to attend training were the two main barriers to setting up provision.² About half of the managers interviewed also cited the lack of funding for provision for job-specific licences that were more likely to increase the chances of employment, and participants' low levels of skills in literacy, numeracy and English that prevented them from taking part in some programmes.
12. Funding the provision was not straightforward, especially for those providers without the former adult learner-responsive funding stream. Of the 21 independent providers contacted that had employer-responsive funding only for 2010–11, 10 did not have provision specifically for the unemployed at the time of the planned visit. Similarly, three of the 20 adult and community learning providers contacted did not plan to receive referrals from Jobcentre Plus during the time of the visits.

² Participants on active benefits attending training are also expected to be available for job search activities. The DWP restrictions are complex and can be negotiated in exceptional circumstances. In general, participants should not attend training for more than 16 hours a week or for eight weeks at any one time, depending on their length of time on benefits and how they were referred to the programme.

13. The funding allocation system of 2.5% of a provider's adult skills budget for capacity building resulted in wide discrepancies between providers in the amount available for this purpose. The amount of funding allocated did not give inspectors a reliable indication of the level of engagement in the providers visited. For most of the 17 colleges visited, the sum amounted to between £100,000 and £450,000 and 13 were judged to have made good progress in developing and implementing a strategy for the unemployed by the time of the survey visit. Six independent learning providers with contracts of about £1 million had significantly smaller amounts for capacity building, often as little as £17,000. These providers showed their commitment to supporting unemployed people by subsidising this new area of work from their other income streams.
14. A number of the local authorities and independent providers visited had experienced a gap between their ESF funding which came to an end in March 2011 and the new SFA funding year which started in August 2011. This funding shortfall and other reductions in government-funded training had in some cases led to staff restructuring, redundancies or redeployment and had resulted in a lack of provision for the unemployed between September and December 2011.
15. While not in the direct scope of this review, the extension of ESF contracts for employability provision from March 2011 to July 2012 appears inequitable. Of the 18 providers visited in stage 1, six colleges and three independent learning providers were in a more advantageous position as they had had their contracts extended to provide ESF provision beyond March 2011. These contracts ranged from £4,000 to £2million. However, the nine providers with extended ESF contracts were unable to confirm how they would continue their employability provision after the funding ceased in July 2012.
16. Good curriculum planning and financial management were key to developing new employability provision at short notice at three fifths of the 45 providers visited. They used the flexibilities in funding to provide short, discrete employability or vocational courses by checking that the courses were linked to qualifications approved for funding. For example, one provider used its adult skills budget for the first part of a four-week employability provision to cover generic training in employability skills; the remaining two weeks usually involved first aid or lift truck training, funded through an ESF subcontract. Participants requiring literacy and numeracy support attended the provider's own learndirect provision. The most significant priorities for all the providers visited were to continue to develop this area of work and their links with Jobcentre Plus and employers, and to maintain the staffing and staff expertise in this provision.
17. Thirteen of the 45 providers with extended ESF contracts used their established infrastructure, capacity and systems well for developing this provision. This experience had provided good opportunities to:
 - develop local strategic networks and links with Jobcentre Plus, employers, other providers and agencies

- develop the expertise of staff in working with unemployed people and setting up short, discrete employability or vocational programmes
 - develop referral systems, initial assessments, development plans, learning materials and resources relevant to working with the unemployed.
18. These providers had developed good capacity and the systems required to set up provision at short notice. They often responded quickly to requests from Jobcentre Plus, employers or other partners who had identified a specific recruitment drive, to set up short, bespoke pre-employment training programmes. The following examples illustrate this type of provision in a range of vocational areas.

Examples of bespoke provision developed with employers

A short, pre-employment engineering programme designed by a college to meet a local employer's identified need, which resulted in 14 people taking the short course and three of them entering employment with the company; the others gained welding skills to enhance their employability in the open market.

A programme run by a college in conjunction with the local county council and the SFA and Jobcentre Plus successfully to help people become work ready, with the temporary aim of seeking employment in the council or one of its partner organisations as a route into further employment. Of the first 19 who completed the programme last year, eight are employed across the council in temporary roles, five found employment with other employers, and two have gone into further training. The training was developed in response to the college and council identifying that many people are excluded from working in the public sector as they do not meet the minimum level of qualifications needed.

A college and Jobcentre Plus worked with a hotel chain to support their recruitment for a new local hotel by providing bespoke pre-employment training. Two, two-day courses recruited 37 participants. The courses covered background to the company; customer service; details about the jobs available; local knowledge that tourists may need; and making a positive impression at interview. Of the eight jobs available, seven were allocated to people on the course and the eighth was filled by an internal candidate. The other 30 participants continued their vocational training at the college.

A supermarket chain asked a college and Jobcentre Plus to provide a two-week pre-employment course that provided training in customer service, health and safety, food hygiene and manual handling. The employer provided training sessions that were specific to the supermarket industry and a short work placement for each participant. All 30 participants recruited through the college were guaranteed an interview and a minimum of 12 jobs were provisionally reserved for them.

In all these examples, the providers had worked well with employers to promote the benefits of employing local people. They were able to set up courses at short notice and provide training staff with good expertise in working with the unemployed. Even the participants that had not been successful in gaining employment had benefited from training that had been directly influenced by employers.

19. Four of the independent learning providers visited who were new to working with unemployed people stood out for their innovative and responsive practice in developing new provision. They had applied their experience in work-related training very effectively to provide short vocational training that focused particularly well on developing participants' wider employability skills. For example, one of these companies specialised in telecommunications and developed 12-week courses specifically for the unemployed.

A short, 12-week course at level 2 in telecommunications

At the time of the survey visit, three courses were running concurrently at three different venues, including one in the grounds of the local football club. All participants were new to telecommunications. They attended for two days a week. Training took place in classrooms and in well-equipped specialist workshops. The provider had almost completed building a well-equipped workshop in the grounds of the football club.

Recruitment and induction

The provision was very well marketed through leaflets and advertisements in the newspapers. A small proportion of participants were referred from the local jobcentres. The induction programme was very effective in providing a quick overview of the nature of the specialist vocational areas, what the course would involve and the range of employment options that related to the specific qualification.

Teaching and learning

All teaching staff were very well-qualified and had very good expertise in training in their specialist field. The quality of the resources was outstanding and the staff reinforced very high standards of health and safety quickly and effectively. The participants also received good support from advanced apprentices.

Development of employability skills

The one-day discrete course on employability skills was very well-planned. It included a wide range of stimulating activities and frank discussions that were very effective in assessing participants' barriers to employment and employability skills and development needs. The resulting action plans were used well to monitor each participant's progress.

Outcomes for participants

Success rates were good; 78% of the 95 participants who had taken part in the programme by the time of the visit had achieved a qualification at level 2 in telecommunications. They also had a health and safety qualification or site passport that allowed them to work. More specifically, participants gained good skills in fibre and copper cabling, and technical fault diagnosis and remedy selection. All those interviewed felt that they had increased their chances of employment as they had a specific, developed technical skill that was required in the local area. They also had a good understanding of the job market and had developed good links through the providers' sister company, a telecommunications employer.

This provision was an example of good practice because:

- it provided good specialist training in a marketable technical skill to people new to this vocational area
- the outstanding resources and specialist training provided participants with a thorough and professional training course that prepared them well for employment
- the provision in the football club provided very good outreach to the community and opened up a specialist training opportunity with excellent facilities to more people who may not have associated themselves with a job in telecommunications.

20. All the providers visited had initially identified that direct marketing to Jobcentre Plus was critical to recruiting people on active benefits to their discrete employability provision. Indeed, this was the focus of capacity building for two thirds of the 45 providers visited. Although eight providers clearly identified that increased staffing with responsibility for developing links with local jobcentres was rewarded with increased referrals, just under half the providers visited reported difficulties in recruiting participants to specific employability provision, often resulting in cancelled courses or low numbers. The exception was ESOL where referrals were consistently high, often resulting in long waiting lists.
21. Successful initiatives in working with jobcentres to increase the number of referrals included:
 - arranging for provider staff to spend at least one day a week at each jobcentre
 - arranging for jobcentre staff to spend at least one day a week on the providers' premises
 - frequent meetings with district managers and personal advisers
 - visits by jobcentre staff to employability provision
 - attending local network meetings with other providers and employers.

22. Five providers were unable to give examples of how they had used the capacity building funding; most of the others had followed suggestions provided by the SFA, although few of them had a pre-planned funding strategy. In addition to increasing staffing, successful examples of capacity building included:
 - developing new provision, designing courses and materials (25 providers)
 - setting up premises close to the jobcentres and setting up discrete departments for employability provision (12 providers)
 - providing more jobsearch (10 providers)
 - determining skills needs (six providers)
 - providing a more flexible provision and smaller classes (five providers).
23. Tracking of participants' destinations on leaving a course was particularly weak. Although 13 providers had also allocated some of their capacity building funding to developing management information systems, very few providers were able to supply reliable data on the number of people referred (either voluntary or mandated) from Jobcentre Plus; the proportion of those referred who had started a course; and the proportion of leavers that had progressed to a job.
24. However, one provider had developed a particularly effective management information system that tracked participants' progress throughout the programme. It used software that could be linked to jobsearch websites to alert the provider of job vacancies that were likely to be suitable for individual participants. It could also be used to alert the provider when to contact the participants to check the outcomes of any job applications.
25. The main concerns for nearly all the providers visited were the difficulties in gathering information on job outcomes, which was often hampered by a perceived lack of information provided by Jobcentre Plus. Managers frequently described the considerable amount of time their staff spent on contacting former participants by telephone, text and email. Lack of success, including where a small financial incentive or voucher was offered, was put down to participants changing their place of residence, their telephone numbers or email addresses. The response from employers was also negligible. None of the providers interviewed routinely expected participants to contact them with written evidence of employment.
26. Few providers reported that the policy of mandatory referrals was having a clear impact on the numbers progressing to work. Twenty-two of the 36 providers that submitted data on their employability provision had sufficient information to differentiate mandated from voluntary referrals. Their data on the number of participants referred that actually started a learning programme did not show a clear difference for mandated or voluntary referrals. Most providers reported that the increased demand for training places anticipated under skills conditionality had not materialised.

27. The eight providers that had a direct contract with a Work Programme provider or subcontractor to provide initial assessments or jobsearch had a good response from those referred by the jobcentres. However, these providers also reported delays in some jobcentres converting recommendations for further training into a formal referral.

Development of individual programmes in the light of local labour market needs

28. Twenty-seven of the 45 providers visited worked well with Jobcentre Plus, either individually or in local provider networks, to explore labour market needs and select relevant vocational areas for short courses. Of these, 12 providers developed sector-based work academies or set up bespoke provision in liaison with mostly large employers from the service industries to meet a specific vacancy that guaranteed a job interview or a work placement. A further eight providers were setting up this provision at the time of the visit. For example, one local authority visited had developed provision in partnership with a national laundry service for the hospital and healthcare industries.

A short, 8-week course in laundry services

The participants attended for two days a week over eight weeks that included half a day working in the industrial laundry. They experienced a good range of practical and administrative roles, including being part of a production team. The course ended with a formal interview with the general manager. Several participants had subsequently been offered jobs at the laundry and others are on the reserve list should vacancies occur.

What made this initiative successful?

- The local authority had successfully encouraged suitable local residents to apply for relevant positions.
- The council's staff had worked very effectively with the employer and had successfully demonstrated that they had relevant expertise to select appropriate participants for the course.
- The employer had demonstrated commitment to employing local residents and to good-quality, sustainable employment.
- The employer had spare capacity to provide real work experience to participants.
- The employers' staff had received good training in how to support participants.
- The local authority communicated effectively with the employer and responded quickly to provide additional support when necessary.

29. Too many of the programmes focused on the achievement of qualifications and did not support progression to employment well enough. Although participants gained qualifications, these programmes did not provide sufficient training and

development in employability skills to enhance participants' employability and help address their barriers to employment.

30. While the employability programmes, mostly at entry level 3 or level 1, provided good support in jobsearch skills, they generally failed to tackle participants' often deep-seated barriers to employment. Short vocational provision was often found at level 1 and provided a good introduction to those who were new to an occupational area. However, this provision was often insufficiently challenging for those familiar with the vocational area. Providers and participants often saw progression routes primarily in terms of further training, but not employment. Although further training promoted increased employability in the long term, it did not address the urgency for participants to move off benefits into work in the short term. The following case study shows how a college had designed a course that successfully led into employment that was linked to apprenticeships.

A programme in construction specifically designed to lead to apprenticeships

The college developed the project in partnership with the local council and a housing association. It aimed to support unemployed people age 18 to 24 to progress to an apprenticeship in construction.

Fourteen participants had started the programme by the time of the visit and two had left for full-time employment.

Ten apprenticeship places are available at the end of the 14-week programme which includes a work placement with the council or a local housing association.

Participants gained training in joinery, plastering, brickwork, health and safety and information and communication technology; they were mentored by an experienced manager and were guaranteed an interview for an apprenticeship with a local employer.

This programme demonstrated good practice because:

- it ring-fenced apprenticeship places specifically for young unemployed people, with a guaranteed interview that motivated the participants interviewed
- it provided young people new to the construction industry with good opportunities to develop the basic vocational skills carefully selected by vocational specialists in collaboration with the council and housing association
- it included a mentoring scheme to help ensure that the participants stayed on target to achieve and help them overcome any personal barriers to training and employment.

31. About one quarter of the providers had identified the need to provide more intensive and slightly longer provision leading to a qualification or units towards a qualification at level 2 in a specific occupational area, such as retailing, beauty therapy, and construction. These areas were selected through scrutiny of local labour market information provided by Jobcentre Plus. Other examples of more challenging vocational courses include:
 - courses based on the technical certificate at level 2 in warehousing, customer housing, taxi driving and health and social care
 - community-based courses in interpreting skills at levels 1 to 3
 - stewardship and security courses specifically linked to local sporting venues.
32. Participants' very high demand for courses leading to job-specific certificates, such as the CSCS card, the lift truck licence and the security industry authority certificate was not met directly through SFA funding, as the agency expected that employers should fund these courses. However, approximately 15 providers used the capacity building funds, ESF funding, Neighbourhood Learning in Deprived Communities funds, or other funds to support achievement of these qualifications, as they recognised that they could significantly enhance participants' employability. However, many managers of the providers interviewed were concerned about future availability of funds to support these qualifications.
33. The provision visited did not focus well enough on developing participants' literacy, numeracy and language skills for work. Just over half the providers referred participants with low level skills to their existing long-term literacy, numeracy and ESOL provision or they referred them to external providers. This mainstream provision allowed for flexible enrolments and often provided good teaching and learning towards qualifications, but it typically failed to provide intensive training in work-related skills required for specific job roles. The ESOL provision did not meet the very high demand especially for provision at pre-entry to entry level 2. Providers, referral agencies and even the participants themselves prioritised the need to develop discrete language skills before considering the possibility of work. The provision visited failed to identify participants' practical skills and develop the language skills that would increase their employability quickly and effectively.
34. Very few of the 720 participants interviewed had opportunities for work placements or work trials. They typically said that they would like the chance to try out their skills at work and show employers what they could do. Most of the providers visited, however, had not developed sufficient links with local employers to develop this facility. Only very few of the colleges visited made sufficient use of their realistic vocational training facilities to support the employability provision. None of the 11 local authorities visited had developed clear links with their often wide-ranging work settings for the purpose of setting up work experience or using the resources for employability training.

35. Most of the providers used partnerships with local communities and specialist agencies such as housing associations and support groups very well to identify the support needs of those furthest from the labour market. These include people with mental health issues, learning difficulties or disabilities and those struggling with drug or alcohol dependency, or with a criminal record. Staff were particularly effective at identifying their needs and providing them with good access to provision. Seven providers were particularly effective at helping these participants identify the type of support they would need in specific jobs. However, very few of the providers visited had specific strategies for supporting participants who perceived that their ethnicity may be a barrier to employment, especially those of Black African and Black Caribbean heritage living in provincial or rural areas.
36. In approximately one third of the providers visited, participants received good access to individual information, advice and guidance, generally provided by providers' own services or nextstep services (now the National Careers Service) located on providers' premises or in jobcentres. Initial interviews were used well to explore participants' prior experience and their career goals, and in some cases participants received realistic advice about the availability of employment in the area and the qualifications and/or skills needed to gain employment. However, the outcomes of the individual guidance interviews were not systematically recorded or shared with other members of staff. The providers visited said that they received little information from jobcentres about participants referred for further training and participants were frequently obliged to repeat personal information they had already given to their personal adviser.
37. The majority of the participants interviewed who did not already have clear employment goals told inspectors that they felt they needed clear guidance on local job options and available training, especially those who realised that they needed to change their careers completely due to personal circumstances or lack of job opportunities.
38. The use of initial assessments was generally weak. Only one third of the providers visited identified participants' levels of literacy and numeracy and English language skills effectively. The initial assessment of participants' employability skills relied too much on self-assessments. Very few of the 370 independent learning plans reviewed included information on participants' personal barriers to employment, specific employment goals and related training plans to increase their chances of work. Development goals were too vague, and typically directed participants to 'complete the course and gain a job'. Very few of the participants interviewed had a clear idea of possible career paths and training options.

Characteristics of training provision that are most effective in supporting progression into sustained employment

39. In almost all the vocational sessions observed, tutors had good specialist expertise in the relevant vocational area. Characteristics of effective vocational training included:
- a strong emphasis on current industry standards
 - disciplined and focused learning environments
 - good access to up-to-date techniques and equipment used in the industry
 - good practical activities to help participants new to a vocation grasp key basic skills quickly, such as:
 - using the appropriate technique when mopping different floor surfaces on the cleaning course
 - making and filling choux pastry to a tight schedule in catering
 - using a spirit level and tape measure to ensure that a wall setting on a bricklaying course was accurate to within a millimetre
 - taking orders and working out bills in catering.
40. The case study below describes an observed session in which the teaching and learning of literacy, numeracy and employability skills were integrated very effectively into vocational training.

Teaching and learning of literacy, numeracy and employability skills integrated effectively into a learning session in plastering

This independent provider's course for women in level 2 Construction Skills was particularly well structured and planned. The tutor had excellent knowledge and experience as a woman working on construction sites and provided valuable insights to prepare the participants for work in the industry.

The tutor constantly reinforced the importance of accurate literacy and numeracy skills throughout the sessions by ensuring that participants:

- practised mental arithmetic as they calculated measurements such as the height of skirting boards and the amount of liquid needed to mix the plaster
- discussed technical terms and worked out ways to remember how to spell them
- learnt how to follow and remember instructions and explain exactly what they were doing and why

- identified when it was necessary to make decisions while working independently and in teams
- picked up further awareness of the need for employability skills from external speakers
- received feedback from work experience on how well they demonstrated skills to a client's satisfaction.

Participants also made good progress in improving the accuracy of their spelling and grammar through the use of specially designed workbooks in the context of the construction industry.

41. In the weaker aspects of the vocational training observed, tutors failed to pick out and assess the employability skills that participants were developing in practical sessions, such as remembering and following instructions, problem-solving and seeing through activities to the end. Similarly, participants struggling with numeracy activities during practical vocational activities were often given support to achieve the task and were not helped to develop the skills needed to carry out the calculation or measurement independently.
42. The weaker theory sessions did not include sufficient assessment activities to check participants' understanding and help them retain the information and concepts. About one quarter of the 99 sessions observed focused too much on helping participants complete the written assessment packs required for the qualification.
43. The employability courses were often short courses lasting from four to 20 days over a period of up to four weeks. They generally covered jobsearch and basic employability skills such as positive attitudes at work and work ethic, redressing low aspirations and interpersonal skills. These pre-employment courses were often a first step to vocational training.
44. Characteristics of effective employability skills training included:
 - a catchy brand name, such as 'Job Gym' 'Talent Start' or 'Step on the ladder to construction' that gave a positive identity to the provision that underpinned the philosophy of building on your strengths to progress to employment
 - awareness training in jobsearch facilities, including websites that enabled participants to extend their jobsearch activities
 - discussion to prepare participants for career changes, but exploring the implications of different types of jobs
 - the use of role play to practise telephone calls to employers; individual and group interviews
 - the involvement of employers and other specialists to incorporate training and assessment in teambuilding and problem-solving, and recognise the importance of understanding the needs of businesses and customers

- the involvement of employers to talk directly to the participants on what they look for and advise on how to prepare for an interview
 - frank discussions to identify participants' personal barriers to employment and employability skills development needs, and plan clear action to overcome barriers and identify training needs
 - in ESOL, a focus on improving pronunciation and increasing relevant vocabulary to improve communication skills.
45. The weaker employability provision seen did not focus sufficiently on assessing and developing participants' employability skills. Participants enjoyed the individual help they received in developing a CV or the advice on preparing for an interview, but they received insufficient support in developing the skills they would need once they had obtained a job. The following case study shows how a provider successfully linked participants' work on employability provision to their jobsearch activities through the use of a reflective journal.

Using a reflective journal and other development resources for an employability programme to give participants a structure to their work and jobsearch

This independent learning provider had developed excellent learning and development resources that focused on enabling participants to take responsibility for improving their employability through the use of a reflective journal.

This programme had the following effective features:

- The resources were visually attractive and provided plenty of space for participants to make their own notes.
- The resources contained excellent questions and scenarios that helped participants identify the reasons why they had specific barriers to learning and/or employment and how they would address them.
- The accompanying sessions helped participants explore their confidence levels, stressful and uncomfortable situations, decision-making and how their behaviour was viewed by others.
- Participants also had to focus on what they could offer employers, through identifying their best skills and qualities and using the journal to record them. Giving examples of these helped the participants to prepare for job interviews.
- Participants had to consolidate their learning at the end of each session by identifying three things they had learnt, what was useful, and three things they would do after the session. They used their personal action plan to record their thoughts.

This approach was particularly effective in that it used stimulating resources to prompt the participants to make judgements about their personal strengths and potential barriers to employment. The resources

challenged participants' thinking and directed them to explore their own employability as a routine feature of each session. Although the approach ensured that participants developed the skill of reflecting on their own performance independently, the tutors were always on hand to provide careful guidance and ensured that participants received constructive feedback on their progress.

46. The use of information and communication technology was not sufficiently effective at half of the providers visited. All the providers developed participants' skills in using websites for jobsearch and word processing for CVs and job applications. This was particularly useful for participants with no or little prior experience in using computers. One provider had a four-week course in information technology that was effective in developing participants' skills in word processing and using spreadsheets and the internet. However, this was the exception and participants externally had insufficient opportunities to develop their computing skills. Very few of the short vocational courses helped participants to develop skills in the practical use of databases and other software widely used in a wide range of industries.
47. The use of technology was also a weak area of the ESOL provision. Although participants developed good basic language skills, they were given few opportunities to build on their prior work experience and expertise to develop the basic functional language skills they would need to work in this country. Electronic whiteboards and computers were frequently used for developing participants' understanding and use of tenses and to increase their vocabulary. Very few tutors made effective use of the very widely available work-related visual images and scenarios on the internet to help participants relate their language learning to contexts relevant to their jobsearch.

The views of employers

48. Inspectors interviewed 72 employers that had first-hand experience of supporting employability provision. This included such activities as advising what they looked for in applications and interviews, providing work experience or collaborating on bespoke provision to help them fill vacancies.
49. The most commonly expressed view was that they always looked for what they termed as the 'right attitude'. However, most of them felt that this was not given a high enough priority in training. A care home owner, for example, observes the interviewees' attitudes to the residents during introductory tours of the homes and pointed out that she was willing to give people a chance if they showed an interest, even if they would need more substantial training in specific skills related to the role they were applying for. Another employer said, 'I'm perfectly willing to give people opportunities to turn their lives round, but if they don't care, why should I?'
50. Nearly all of these employers stressed the importance of pre-employment or 'pathways' courses to give participants an idea of what to expect and help

ensure the right match of participant to placement and placement to participant. They regarded work experience as an extended interview and many of them recognised that they had appointed people to a permanent position that they may well have rejected through the formal application process; but they were made aware of the participant's strengths through work placement.

51. Typical requirements from employers considering appointing people who were unemployed or had previous barriers to employment included:
- they should be smartly dressed, punctual, be ready for work, show enthusiasm
 - they should be able to complete timesheets, work logs, follow instructions and report back clearly
 - they should have proof that they are reliable, preferably through references from previous employers or work placement providers, or otherwise from training providers or other professional bodies with first-hand experience of the applicant's work.

The impact of employability skills provision on achieving sustained employment

52. Only 31 of the 45 providers visited were able to provide partial data for job outcomes for programmes that had been completed between 1 August 2011 and April 2012. According to the data received from these providers, overall job outcomes for participants starting employability provision from 1 August 2011 ranged widely, from 1% of 416 leavers at one provider to 46% of 443 leavers at another. The overall proportion of job outcomes across these 31 providers, for a total of 10,730 participants who had left a specific course, was 19%. According to the data available from 10 providers, 27% of the 795 participants who had gained a job had retained it for at least 13 weeks. However, the providers generally reported that the data represented a smaller proportion than the actual jobs achieved because it was difficult to gain accurate information on progression to employment.
53. The purpose of the longitudinal component of the survey was to determine destinations after the completion of programmes and ascertain the extent to which participants used the skills they had developed in their new employment.

The longitudinal study

Inspectors interviewed 75 participants between September and December 2011 during the stage 1 visits to 10 colleges, five independent providers and three providers of adult and community learning. They spoke to 58 of these participants (77%) over the telephone between January and March 2012. Ten of them were employed at that time. Forty-one participants took part in a third interview in April or May 2012. Fifteen of them had

some form of employment. This amounts to 37% of those who participated in the third interview.

Key findings of the longitudinal study

- Job outcomes were higher where the programmes were vocational or linked to a guaranteed interview with an employer (eight jobs). They found the training particularly helpful in that it focused on the vocational skills that were relevant to specific job roles at a specific employer.
- The other significant aspect that increased the employability of those that gained jobs was the achievement of specialist licences, such as the CSCS cards. However, those that had achieved this qualification but were still unemployed typically felt that the other barriers to employment (listed below) prevented them from being successful.
- Fewer job outcomes came from attending discrete employability programmes but these programmes were helpful in encouraging participants to consider alternative job options in which three participants were successful.
- The 15 participants that had gained employment singled out the practice in interview skills as one of the main aspects of their provision that contributed to their success. Nearly all of them felt that the confidence they had gained on the programme and the ability to talk to different people in new situations had supported them well in their new jobs. Five of them mentioned that they realised, retrospectively, that they had also increased their skills in teamworking and problem-solving on their employability programmes, although they had not realised this at the time.
- Participants that had attended short vocational programmes felt that this was a start in developing relevant skills, especially if they were new to the vocational area. However, they questioned the value of the qualifications at level 1 to employers.
- Only about one quarter of 26 participants who were still unemployed by the third interview felt that the training programme had made a significant difference to their chances of sustained employment.
- When asked to propose improvements to the employability provision by far the most frequent suggestions made were for providers to create opportunities to discuss failed applications, preferably with input from employers; and longer vocational courses at level 2 or above.

54. According to the job outcome data from 18 providers working within individual companies to recruit staff, the progression rates between these providers varied considerably; they ranged from 2% to 96%, averaging overall at 27%. Examples of the more successful programmes include:

- fifty-five of the 65 (85%) participants who attended a short course in stewarding achieved jobs at local sport venues

- of the 137 participants who attended a four-week course organised by a college in partnership with Jobcentre Plus and a national supermarket chain, 132 (96%) gained employment at the new store
 - eleven of the 17 participants who attended a four-week course on preparing to work in the care sector gained jobs in local care homes.
55. Measuring progression to employment was particularly unreliable in those industries, such as logistics, where employers routinely recruited through agencies or where participants took up part-time, temporary or seasonal work. These opportunities, as well as voluntary work, provided invaluable experience of work that participants felt had increased their long-term chances of work.
56. Participants attending vocational courses and those interviewed during the visits developed good vocational skills, including technical skills related to practical activities such as in catering, bricklaying and retail. They also developed a good understanding of the nature of businesses in their vocational area and the type of job-specific questions they could ask at interview. Participants specifically appreciated the confidence they had gained while on the programme and many had cited increased motivation as a significant factor in helping them look for a job.
57. There was insufficient evidence of the development of participants' skills in team-building, problem-solving and self-management. These are some of the main employability skills identified by the Confederation of British Industry's research with employers.³ Although participants may have developed some of these skills during course activities, they did not receive feedback on this development or maintain a record of their progress in these aspects.
58. Nearly all the participants interviewed during the visits stated how they had increased their confidence while attending a course and had an increased understanding of what employers were looking for. Most of them were unclear about the extent to which they had overcome their barriers to employment and they would like longer courses to give them opportunities to gain qualifications at a higher level.

Notes

Fifty-eight providers were contacted in order to arrange 45 survey visits. All the providers contacted for stage 1 had a history of providing programmes for the unemployed and none of them had opted out of using 2.5% of their adult skills budget on developing employability provision. All the providers contacted for stage 2 had enrolled people on active benefits since August 2011. Ten providers did not have

³ *Building for growth: business priorities for education and skills, education and skills survey 2011*, CBI, 2011; www.cbi.org.uk/media-centre/news-articles/2011/05/building-for-growth.

employability provision at the time of the planned visit. The fieldwork was carried out in two stages.

Stage 1 (September to December 2011) comprised two-day visits to 18 providers: 10 general further education colleges, five independent learning providers and three adult and community learning providers. These providers were selected because they had a history of providing programmes for the unemployed. Ten providers contacted could not be visited as they had not developed employability provision.

Stage 2 (January to April 2012): inspectors returned to the 18 providers already visited for one-day visits to evaluate their progress in developing their employability provision. In addition, inspectors visited a further 27 providers: seven colleges, six independent training providers and 14 providers of adult and community learning. These providers were selected from individual participant record data submitted in November 2011 that showed that they had been working with people on active benefits. Three providers contacted could not be visited as they did not have any employability provision at the time of the planned visit.

During the visits to the providers sampled, inspectors explored: the range of the provision for participants referred through Jobcentre Plus; the providers' systems for identifying needs and setting up discrete programmes; and the impact of partnerships with Jobcentre Plus, employers and other stakeholders to meet the needs of all unemployed, including those further from the labour market. Inspectors observed 99 learning sessions, interviewed 720 participants in focus groups and reviewed 370 individual learning plans. They spoke to 72 employers and interviewed 33 Jobcentre Plus staff on 26 of the visits.

Thirty-three providers set up short, discrete employability courses and 24 had vocational provision specifically for participants referred from Jobcentre Plus. Three providers referred all their participants from Jobcentre Plus to their mainstream provision up to level 3.

Participants were generally asked to volunteer to take part in a longitudinal component to the survey during the focus group meetings. They took part in confidential individual interviews which were used to explain the purpose of the survey and the two further telephone interviews. Inspectors were unable to contact the 18 participants who did not complete the second interview via email, text or telephone. Although they tried again on the third interview, only two of these were available for the third interview. A total of 41 participants took part in the third interview. The numbers in the longitudinal approach, however, were small and represent the views of these individuals at one moment in time. Caution is urged in the interpretation of these views.

Further information

Publications by Ofsted

Apprenticeships for young people (110177), Ofsted, 2012; www.ofsted.gov.uk/resources/110177.

Good practice in involving employers in work-related education and training (090227), Ofsted, 2010; www.ofsted.gov.uk/resources/090227.

Improving progression to sustainable unsupported employment (080258), Ofsted, 2010; www.ofsted.gov.uk/resources/080258.

Progression post-16 for learners with learning difficulties and/or disabilities (100232), Ofsted, 2011; www.ofsted.gov.uk/resources/100232.

Reducing the numbers of young people not in education, employment or training: what works and why (090236), Ofsted, 2010; www.ofsted.gov.uk/resources/090236.

Ofsted's good practice website area

For the last three years, Ofsted's good practice database for learning and skills has been hosted by the Learning and Skills Improvement Service on its Excellence Gateway. In March 2011, Ofsted launched its own website (www.ofsted.gov.uk/resources/goodpractice) showcasing good practice across the sectors that Ofsted inspects and regulates.

The case studies are written by Ofsted's inspectors following a visit to the provider to investigate a lead about good practice, which has usually been identified during an inspection. A number of the examples on the website include documents supplied by the provider which can be downloaded and adapted. There are currently over 80 learning and skills examples, including four video case studies, which illustrate effective teaching and learning in business administration, construction, hairdressing and engineering.

Other publications

Review of employment and skills, UK Commission for Employment and Skills, 2011; www.ukces.org.uk/publications/review-of-employment-and-skills.

UK Commission's employer skills survey 2011: England results, UK Commission for Employment and Skills, 2012; www.ukces.org.uk/publications/er46-employer-skills-survey-2011-england-results.

Building engagement, building futures: our strategy to maximise the participation of 16–24-year-olds in education, training and work, Department for Work and Pensions, 2011; www.dwp.gov.uk/publications/policy-publications/building-engagement.shtml.

Building for growth: business priorities for education and skills, education and skills survey 2011, CBI, 2011; www.cbi.org.uk/media-centre/news-articles/2011/05/building-for-growth.

Learning to grow: what employers need from education and skills, CBI, 2012; www.cbi.org.uk/media/1514978/cbi_education_and_skills_survey_2012.pdf.

New challenges, new chances: next steps in implementing the further education reform programme, Department for Business, Innovation and Skills, 2011; www.bis.gov.uk/Consultations/fe-and-skills-new-challenges-new-chances.

Annex: Providers visited

General further education colleges

Bournville College of Further Education	Birmingham
Bury College	Bury
Carlisle College	Cumbria
Chichester College	West Sussex
City College Coventry	Coventry
City of Sunderland College	Sunderland
Doncaster College	Doncaster
Exeter College	Devon
Gloucestershire College	Gloucestershire
Hackney Community College	Hackney
Havering College of Further and Higher Education	Havering
Hull College	City of Kingston upon Hull
Lancaster and Morecambe College	Lancashire
Lincoln College	Lincolnshire
Newham College of Further Education	Newham
Rotherham College of Arts and Technology	Rotherham
Stockton Riverside College	Stockton-on-Tees

Adult and community learning providers

City Lit	Camden
County Durham Council	Durham
Croydon London Borough Council	Croydon
Derby City Council	Derbyshire
East Riding of Yorkshire Council	East Riding of Yorkshire
Halton Borough Council	Halton
Kent County Council	Kent
Leicestershire County Council	Leicestershire
Liverpool City Council	Liverpool
Myrrh Limited	Southwark
Newcastle upon Tyne City Council	Newcastle upon Tyne

Redbridge Institute of Adult Education	Redbridge
Sandwell Metropolitan Borough Council	Sandwell
The Shropshire Council	Shropshire
V Learning Net	Cornwall
Women's Technology and Education Centre (Blackburne House Group)	Liverpool
Workers' Educational Association	Manchester

Work-based learning providers

5 E Ltd	Haringey
Acton Training Centre Limited	Ealing
Anne Clarke Associates Limited	Norfolk
Cablecom Training Limited	Stockton-on-Tees
Mantra Learning Limited	Manchester
Profound Services Limited	County Durham
Talent Training (UK) LLP	South Tyneside
TBG Learning Ltd	Birmingham
The London College of Beauty Therapy Limited	Westminster
TNG Options (now Avanta Enterprise Ltd)	Enfield
YMCA Training	Oxfordshire