

SUBJECT:	Skills@Work Programme
MEETING:	INDIVIDUAL CABINET MEMBER DECISION
CABINET MEMBER:	COUNCILLOR PAUL JORDAN
DATE:	11th September 2019
DIVISION/WARDS AFFECTED:	ALL

1. PURPOSE:

- 1.1 To seek approval for Monmouthshire's approach to delivering a pan-Wales funded scheme designed to enhance skills and increase productivity in the workplace, providing opportunities for employers in all sectors to gain accredited qualifications for their workforce.

2. RECOMMENDATIONS:

- 2.1 That two new Engagement Worker posts will be created on a fixed term basis until December 2022 to facilitate learner recruitment, mentoring and support to meet the targets set for Monmouthshire's participation and delivery of the Skills at Work project.

3. KEY ISSUES:

- 3.1 The Skills@Work (S@W) project is an East Wales European Social Fund (ESF) Programme. The aim is to increase the skills levels, including work relevant skills, of those in the workforce with no or low skills. This launched following Ministerial approval in January 2019 and will run for 36 months to December 2022.

- 3.2 The project aims to increase the ownership of generic, transferable skills at all levels from NQF (National Qualification Framework) Entry Level 1 to NQF Level 2 across the workforce of the East Wales region through community based provision, thereby improving the opportunities for currently low skilled workers to sustain employment and increase earnings potential.
- 3.3 Community based provision will focus on supporting reluctant learners to engage with flexible learning opportunities outside of the workplace and will offer a range of provision including literacy, numeracy, ICT and other generic transferable skills resulting in an eligible qualification from NQF Entry Level 1 to NQF Level 2. Basic literacy and numeracy skills acquisition will form a key area to improve the mobility of the workforce and sustainable employment.
- 3.4 The Project aims to support 400 participants. It is focused on the following groups gaining an essential skills or technical or job specific qualification upon leaving:

ESF Operation Programme Target Groups	Monmouthshire Participants
Employed, including self-employed participants with no formal qualifications – male	80
Employed, including self-employed participants with no formal qualifications – female	160
Employed, including self-employed participants with qualifications up to and including a lower secondary education (ISCED 2) – male	48
Employed, including self-employed participants with qualifications up to and including a lower secondary education (ISCED 2) – female	112

- 3.5 The engagement targets of the S@W Project will be met via a delivery model looks at a number of headline interventions:
- Participant engagement, referral and recruitment
 - Assessment & support
 - Skills development and continued support
 - Volunteering & work placements
 - Employability support

- Tracking and monitoring

- 3.6 The courses will be delivered by staff who are already employed as tutors within Community Education providing some economies of scale. The project will necessitate the employment of two Skills@Work Engagement Workers at Band F, one in the north and one in the south, to work with local employers to identify the people who can benefit from the scheme and provide the necessary support and mentoring throughout the programme to enable them to achieve the desired outcomes. A role profile is attached as appendix 1.
- 3.7 The scheme will be overseen regionally by a lead beneficiary. Newport City Council will undertake this role for the East Wales scheme.

4. REASONS:

To ensure that Monmouthshire is able to utilise the available S@W funding streams to increase the skill levels, employability and future career prospects and prosperity of the county's workforce.

5. OPTIONS APPRAISAL

- 5.1 The option not to deliver the skills@work programme was discounted because of the potential lost benefits to learners from not pulling this funding into Monmouthshire. An option of delivering the scheme without dedicated co-ordinators was identified but discounted as it would be difficult to identify and support 400 potential learners putting both the funding and success of the scheme at risk

6. EVALUATION CRITERIA

- 6.1 Specific targets are set for the proportion of learners in each category who attain the desired level. The programme will be monitored locally and regionally with progress against the number of learners targeted and the percentage of these achieving the desired qualifications being measured quarterly by a regional operational board.

7. RESOURCE IMPLICATIONS:

The programme will enable the council to access funding of £288,388. Delivery will require the creation of two fixed-term posts. These will be 50% match-funded meaning additional costs of £33,800 per year. This will be met from existing resources within existing

Community Education budgets. The scheme will require management capacity which will be provided by existing staff with costs being off-set against the available ESF funding. The project is currently generating other savings within Community Education by virtue to the funding structure of the project. The UK's exit from the EU does not have an implication for the sustainability of the project until December 2022 as funding has been guaranteed via the Wales European Funding Office. However there is a risk of redundancy costs being payable for the two co-ordinator posts at the conclusion of the project as these are fixed term positions extending beyond two years.

8. WELLBEING OF FUTURE GENERATIONS IMPLICATIONS (INCORPORATING EQUALITIES, SUSTAINABILITY, SAFEGUARDING AND CORPORATE PARENTING)

8.1 The Future Generations Act requires public bodies to prevent problems occurring or getting worse and take an integrated and collaborative approach. The S@W Project will engage with people, 16 years and over, of all generations to ensure Monmouthshire residents receive proper support for their personal development, employment security and potential career development. This also aligns with the theme of 'Thriving and well-connected communities' as set out in the Corporate Plan

9. CONSULTEES:

Senior Leadership Team
Cabinet

Legal services have been consulted about the contractual arrangements and a number of minor alterations have been made to the contract as a result.

8. BACKGROUND PAPERS:

None

10. AUTHOR:

Richard Drinkwater, Community Hubs Manager (South) / Community Education Manager

11. CONTACT DETAILS:

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ROLE PROFILE

ROLE TITLE: Skills@Work Engagement Worker – 2 Posts

Fixed term until 31st December 2022

POST ID: TBC

GRADE: Band F SCP 19-23 £24, 799 – £26, 999

HOURS: 37 hours per week

LOCATION: North Monmouthshire (Monmouth, Abergavenny, Usk)
South Monmouthshire (Caldicot, Chepstow)

The authority operates an agile working policy and staff will be required to work in agile manner across the county of Monmouthshire as per the needs of the service. Unfortunately no disturbance mileage will be payable for any re-location of the office base.

RESPONSIBLE TO: Community Learning Lead

Our Purpose/Purpose of the Role:

Community Learning Service in Monmouthshire is focused on delivering a high quality services and customer focused culture and attitude. AS a service we engage with the local community to provide a service that meets their needs within the resources available.

The Purpose of this Role:-

- As part of the Skill@Work Project, our Engagement Workers will provide support to participants to help them identify and take practical steps to overcome barriers preventing them taking up identified training and employment.
- You will support a caseload of participants identified as being eligible to receive services under the programme, developing and implementing their action plans, developing employability skills.
- You will empower, motivate and support participants to move into and, most importantly, sustain employment, as well as supporting participants to progress whilst in work.
- You will provide a flexible and high quality service. As part of the Community Adult Learning team supporting participants throughout their journey.
- To provide a link between our communities, community hubs and training providers to map participants journey whilst engaged with the project.
- To support all engaged participant through to the targeted outcomes of the Skills@Work Project and personal development.

Expectation and Outcomes of this role;-

Manage the recruitment, retention, training and development of participants, building positive relationships and developing effective processes to identify and overcome barriers as a pathway to personal development and career progression.

Your responsibilities are:-

1. To have individual responsibility for supporting a caseload of participants, using a positive, enabling and collaborative approach.
2. To use a variety of techniques, including effective diagnosis, individual coaching and personal support to maximise the number of Programme participants.
3. To work with key stakeholders, service delivery partners, statutory and non-statutory organisations in order to promote the support available through the Programme and generate referrals.
4. To work closely with stakeholders in order to provide an effective referral pathway and support for participants in order to provide a continuum of support and progression.
5. To provide a flexible service, developing comprehensive action plans with participants, undertaking detailed assessments and regular reviews as appropriate to maximise collective support available for participants in addressing wider barriers.
6. To provide information, advice and guidance regarding the support available from the Programme to key stakeholders and participants.
7. To be involved in taking and making referrals and completing initial assessments.
8. To identify alternative employment options for participants who require additional support in progression.
9. To verify job outcomes through evidence or employer contact and to be responsible for ensuring all participants' outcomes are recorded accurately.
10. To maintain participants' files and data (paper and database) to 100% accuracy at the first, and every subsequent instance of completion.
11. To follow prescribed filing and data accuracy requirements to ensure the confidentiality of participant information and a robust audit trail for internal and external review.
12. To provide flexible support to the programme in the area and work occasional unsocial hours.
13. To carry out other tasks and responsibilities of a similar nature to those listed above as determined from time to time by the Community Learning Lead.
14. To fully support and deputise for the Community Learning Lead as directed by service needs.
15. To contribute to the local delivery of the council's values, Corporate Plans and the Service Plan.



<p>Name of the Officer: Matthew Gatehouse</p> <p>Phone no: 01633 644397</p> <p>E-mail:</p>	<p>Please give a brief description of the aims of the proposal</p>
<p>Name of Service area: Community Hubs</p>	<p>Date: 18 August 2019</p>

1. Are your proposals going to affect any people or groups of people with protected characteristics? Please explain the impact, the evidence you have used and any action you are taking below.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	The proposals are targeted specifically at people of working age. This could include older members of the workforce to ensure that they develop the skills necessary to remain actively employed in industries of the future		This could include older members of the workforce to ensure that they develop the skills necessary to remain actively employed in industries of the future
Disability	The project will be targeted at all sections of the community who meet the criteria of being in employment. People not in employment who are interested in skills development and who therefore do not meet the criteria will be signposted to other opportunities.		People not in employment who are interested in skills development and who therefore do not meet the criteria will be signposted to other opportunities.

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Gender reassignment	The project will be targeted at all sections of the community who meet the criteria of being in employment.		
Marriage or civil partnership	The project will be targeted at all sections of the community who meet the criteria of being in employment.		
Pregnancy or maternity	The project will be targeted at all sections of the community who meet the criteria of being in employment.		
Race	The project will be targeted at all sections of the community who meet the criteria of being in employment		
Religion or Belief	The project will be targeted at all sections of the community who meet the criteria of being in employment		
Sex	The project will be targeted at all sections of the community who meet the criteria of being in employment		
Sexual Orientation	The project will be targeted at all sections of the community who meet the criteria of being in employment		
Welsh Language	The project will be targeted at all sections of the community who meet the criteria of being in employment. Skills@Work can also serve as a gateway to other community learning opportunities such as Welsh Language provision		Courses will be made available through the medium of Welsh in accordance with the Welsh language standards applicable to the authority where there is sufficient demand.


Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Poverty	In work poverty is a significant issue in Monmouthshire as in other parts of the UK. Raising skill levels increases the ability of the workforce to progress in their careers securing access to future progression opportunities and access to higher paid employment.	This project is targeted at those already in employment rather than those who are not in work and experiencing poverty	Two engagement will be appointed to identify those who will benefit from the scheme and ensure that they are supported to get the maximum possible benefits. People who learn of the scheme but are not eligible will be signposted to other community learning opportunities to develop their skills





2. Does your proposal deliver any of the well-being goals below? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. There's no need to put something in every box if it is not relevant!

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs	The scheme is designed to enhance skills and increase productivity in the workplace, providing opportunities for employers to gain accredited qualifications for their workforce	
A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)	No specific impacts have been identified against this goal.	
A healthier Wales People's physical and mental wellbeing is maximized and health impacts are understood	Increasing skills and qualifications can have a significant positive impact on well-being.	
A Wales of cohesive communities Communities are attractive, viable, safe and well connected	Monmouthshire has areas where poverty and wealth exist side-by-side. Increasing skills at all levels can help achieve a more equal society in line with the council's	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	social justice policy commitment leading to more cohesive communities.	
A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental wellbeing	No specific impacts have been identified against this goal.	
A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation	Accessing the skills at work programme will give learners greater awareness of broader learning and cultural opportunities available in community learning and in Monmouthshire's community hubs	
A more equal Wales People can fulfil their potential no matter what their background or circumstances	Monmouthshire has areas where poverty and wealth exist side-by-side. Increasing skills at all levels can help achieve a more equal society in line with the council's social justice policy commitment leading to more cohesive communities.	Ensure that support provided enables people to continue with the programme to secure the benefits

3. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Balancing short term need with long term and planning for the future</p>	Investing in workplace skills that will provide long-term benefits to individuals, communities and society as a whole through increased productivity	Ensure opportunities to cross-pollinate with other opportunities with long-term benefits (such as libraries and community learning) are maximized.

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Collaboration</p> <p>Working together with other partners to deliver objectives</p>	<p>This is a collaborative project between the EU, Welsh Government and a regional collaboration of local authorities in East Wales</p>	<p>Continue to collaborate on a regional basis throughout the programme to learn from what works and replicate effective practice at scale for the benefit of all learners.</p>
 <p>Involvement</p> <p>Involving those with an interest and seeking their views</p>	<p>Involvement and consultation in shaping the programme has been undertaken at a national level</p>	
 <p>Prevention</p> <p>Putting resources into preventing problems occurring or getting worse</p>	<p>Increasing skill levels should help people maintain employment and secure future opportunities mitigating against future job losses and the resultant harms that can be caused.</p>	
 <p>Integration</p> <p>Considering impact on all wellbeing goals together and on other bodies</p>		<p>Work closely with other providers across the region</p>

4. Council has agreed the need to consider the impact its decisions has on the following important responsibilities: Social Justice, Corporate Parenting and Safeguarding. Are your proposals going to affect any of these responsibilities?

	Describe any positive impacts your proposal has	Describe any negative impacts your proposal has	What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?
Social Justice	Social Justice is about reducing inequalities. This scheme is targeted at increasing skill levels, employability and wages and should help to raised income levels of lower paid workers.		
Safeguarding	Effective safeguarding arrangements and in place through community learning and these will be applied to the Skills@Work Programme		
Corporate Parenting	None identified.		

5. What evidence and data has informed the development of your proposal?

The proposal has been developed nationally. National and Monmouthshire data on income and qualifications relevant to the proposals highlights that salaries earned in Monmouthshire are low compared to incomes of Monmouthshire residents. It also highlights specific qualification levels in the county compared with other parts of the UK as shown below.

	Monmouthshire (level)	Monmouthshire (%)	Wales (%)	GB (%)
NVQ4 and above	25,700	47.9	35.4	39.3
NVQ3 and above	33,800	63.1	55.1	57.8
NVQ2 and above	42,900	80.0	74.0	74.9
NVQ1 and above	48,300	90.1	84.9	85.4
Other qualifications	2,500	4.6	6.5	6.8
No qualifications	2,800	5.3	8.6	7.8

Source: NomisWe, derived from ONS annual population survey (<https://www.nomisweb.co.uk/reports/lmp/la/1946157403/report.aspx#tabquals>)

6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?

The Skills@Work Project will engage with people, 16 years and over, of all generations to ensure Monmouthshire residents receive proper support for their personal development, employment security and potential career development helping raise income and reduce in-work poverty. This also aligns with the theme of 'Thriving and well-connected communities' as set out in the Corporate Plan

7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.

What are you going to do	When are you going to do it?	Who is responsible

8. VERSION CONTROL: The Equality and Future Generations Evaluation should be used at the earliest stage, such as informally within your service, and then further developed throughout the decision making process. It is important to keep a record of this process to demonstrate how you have considered and built in equality and future generations considerations wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
0.1	Pre-ICMD Consultation		

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