



Education and Training  
Inspectorate

Steps to Work Provision in  
North West Regional College  
Foyle Contract Area

Report of an Inspection  
in June 2012



Providing Inspection Services for  
Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure



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In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

## **PART ONE: SUMMARY**

### **1. INTRODUCTION**

1.1 In September 2008, the Department for Employment and Learning (Department) introduced its new employment programme, Steps to Work, which subsumed the main New Deal programmes. The primary purpose of the Steps to Work programme is to help participants who are unemployed or economically inactive to find and sustain employment. The programme has been devised to ensure a more flexible approach to provision which can be targeted at the individuals' personal barriers to employment. Participation on Steps to Work is a mandatory requirement for all Jobseeker's Allowance (JSA) claimants aged 18 to 24 years who have been claiming JSA for six months or more, and those aged 25 and over who have been claiming JSA for 18 months or more. Steps to Work is also available on a voluntary basis to participants who are unemployed or economically inactive and who want to start or return to work.

1.2 Steps to Work is delivered in a '3 step' process.

**Step One:** Participants receive ongoing one-to-one support and guidance from an Adviser from the Jobs and Benefits office/JobCentre with the primary aim of helping the participants find work as soon as possible. Available provision is focused on interventions of short duration such as Short Accredited Courses or Core Gateway.

**Step Two:** This is targeted at participants who require additional assistance to bring them closer to the labour market and help them find and sustain employment. The participant is offered and provided with a wider range of longer-term support; the provision will normally last for between eight and 26 weeks.

**Step Three:** This is targeted at participants who have completed Step Two but have not found employment. The participant is provided with follow-up support and advice from an Adviser for a period of up to six weeks. They may also access some provision such as Short Accredited Courses or elements of Core Gateway, if needed.

### **2. CONTEXT**

2.1 Since July 2011, the North West Regional College has been contracted by the Department as Lead Contractor for the delivery of the Steps to Work programme in the Foyle area of Northern Ireland. Participants are referred to the Lead Contractor through the Foyle and Lisnagelvin Jobs and Benefits offices. The Lead Contractor has worked hard to build up effective working relationships with all stakeholders including the sub-contractors and staff from the Jobs and Benefits offices.

2.2 The North West Regional College was formed in August 2007, following the merger of the former North West Institute of Further and Higher Education and Limavady College. The North West Regional College's largest campus is on the Strand Road in Londonderry. Its other main sites are the Springtown campus in Londonderry, the town centre and the Greystone Road campuses in Limavady, and a campus in Strabane. A building on the Strand Road campus has been refurbished to provide offices and training rooms to deliver the Steps to Work contract. The College is supported by 17 sub-contractors who have offices and training facilities which provide good local access opportunities for participants to all strands of the Steps to Work programme. The sub-contractors are located appropriately across the contract area.

2.3 The North West Regional College is managed by a Chief Executive and a senior management team who have overall responsibility for the delivery of all programmes, including the Steps to Work contract. Since July 2011, the College has appointed a Steps to Work Programme Manager and an additional eleven members of staff to support the contract. The Programme Manager is responsible for the day to day management of the Steps to Work contract in the Foyle area.

2.4 The Foyle contract area encompasses some of the most deprived areas of Northern Ireland. The Northern Ireland Multiple Deprivation Measures 2010 indicate that the Foyle Assembly area is ranked the third most deprived area out of the 18 Assembly areas in Northern Ireland. At the super output level, nine of the 57 areas in the Derry local government district are ranked in the top 5% of the most deprived areas in Northern Ireland. The data supplied by the Department shows that, in December 2011, there were 5,825 Jobseeker's Allowance claimants in the Foyle contract area, the sixth highest claimant count overall for this period. The number of participants eligible for mandatory participation on Steps to Work in this region has increased by approximately 82%, from 770 in December 2009 to 1400 in December 2011. The same statistics show that of the 1,689 participants on Steps to Work in the Foyle contract area, 71% were male and 42% were under 25 years of age.

### **3. PROVISION**

3.1 At the time of the second phase of the inspection in June 2012, there were 592 participants on the Steps to Work programme across the Foyle contract area. Most (81%) of them were on Steps to Work for the first time. There were 38 participants registered on Step One; one on Short Accredited Courses, three on Core Gateway, ten on Self-Employment Basic Awareness and 24 on Self-Employment Start a Business programme. Five hundred and fifty four participants were registered on Step Two; 220 (40%) on Back to Work, 165 (30%) on Vocationally Related Qualifications lasting 26 weeks, 123 (22%) on Essential Skills Training, 23 (4%) on Self-Employment Test Trading, 19 (3%) on the Graduate Acceleration Programme and 4 (1%) on Step Ahead.

3.2 At the time of the inspection, of the 592 participants, 265 (45%) had no or few qualifications on entry to their provision. Fifty (9%) of them had between one and three General Certificate in Secondary Education (GCSE) passes at grade C or above, with a further eight (1%) having four or more GCSE passes at grade C or above. Two hundred and twenty six participants (38%) had achieved national vocational qualifications up to level 3, and a further 43 (7%) held vocational and other qualifications above level 3. Of the 592 participants, 148 (25%) of the participants had achieved English and 118 (20%) had achieved mathematics, at GCSE grade C or above.

3.3 At the time of the second phase of the inspection, the Lead Contractor was working directly with only 38 of the participants. In addition, 12 of the 17 sub-contractors were actively working with participants. These were: Derry Youth and Community Workshop (141); Rutledge Recruitment and Training (80); Business in the Community (81); North West Marketing (57); the Resource Centre Derry (49); Customised Training Services (45); the Training Company (22); Conservation Volunteers NI (21); Acorn Projects (19); the Women's Centre (17); Austin's Quality Training Services (14); and, Gingerbread (8).

#### 4. THE INSPECTION

4.1 This report is based on an inspection by the Education and Training Inspectorate (the Inspectorate) of the Steps to Work provision in the North West Regional College and in almost all of the sub-contractors' provision. The inspection took place over two phases, the first in December 2011 and the second in June 2012. The phase two inspection involved a team of five inspectors.

4.2 During the two phases of the inspection, the inspectors:

- observed 23 directed training sessions delivered by the Lead Contractor and its sub-contractors;
- visited 40 participants on work experience placements and had discussions with their supervisors where possible;
- observed or held discussions with 114 participants, individually or in small groups;
- held discussions with the members of the Lead Contractor's senior management team and senior staff from the majority of the sub-contractors;
- held discussions with key training and support staff;
- examined a wide range of documentation relevant to the inspection, including samples of participants' written work and their Personal Plans Towards Employment; and
- held discussions with the District Manager and with the Managers, Team Leaders and Advisors from the Jobs and Benefits offices.

#### 5. MAIN FINDINGS

5.1 In the areas inspected, the quality of the Steps to Work adult employment programme provided by the North West Regional College in the Foyle contract area is satisfactory. The inspection has identified areas for improvement in leadership and management, the quality of training and services and employment outcomes and achievements which need to be addressed if the needs of all the participants are to be met more effectively. The Education and Training Inspectorate will monitor and report on the North West Regional College's progress in addressing the areas for improvement, over a 12-18 month period.

**The main strengths are the:**

- very good provision in the Self-Employment strand and the Graduate Acceleration Programme (GAP);
- good provision in the Qualifications strand;
- good quality assurance arrangements for the directed training across the contract area; and
- good or better quality of the teaching, training and learning in most of the directed training sessions observed.

**The main areas for improvement are the:**

- low outcomes into employment since the start of the contract at 13%, which is well below the Department's target;
- further improvement in the strategic management of the delivery of the contract, including the more effective use of management information to monitor the key performance indicators;
- insufficiently robust quality assurance arrangements which fail to identify and address the significant shortcomings in some key aspects of the provision;
- ineffective processes and procedures which are causing frustration to staff in the Jobs and Benefit offices and across the sub-contractors; and
- inadequate quality of the Back to Work provision.

**Table of Performance Levels**

<b>Overall performance level</b>	Satisfactory
<b>Contributory performance levels</b>	
Leadership and management	Satisfactory
Employment outcomes and achievement	Inadequate
Quality of training and services	Satisfactory

## **PART TWO: OVERALL QUALITY OF PROVISION**

### **6. LEADERSHIP AND MANAGEMENT**

6.1 Overall, the quality of the leadership and management of the Steps to Work provision in the North West Regional College is satisfactory. Until recently, all of the provision was supplied by the sub-contractors, although the Lead Contractor has now more firmly established its own provision and has plans, appropriately, to increase this provision further. The Lead Contractor has engaged strategically with employers through a range of initiatives including, for example, employer forums, the Chamber of Commerce and a well attended business breakfast for companies in the Foyle area. These initiatives have resulted in a significant increase in the number of participants placed in the private or public sector. However, there is still a significant and detrimental over-reliance within the contract area on community and voluntary groups for work experience placements (48%). Further action is required, by the Lead Contractor's senior managers, to put initiatives in place to change this culture to enable more participants to move into employment.

6.2 The Lead Contractor has made significant investment in accommodation and staffing since the commencement of the contract. A suite of offices and training rooms on the main Strand Road campus has been refurbished to a high standard. In addition, 12 members of staff have been appointed including the programme manager, a quality executive, a finance and administration executive, a Core Gateway facilitator and job coach, three client advisers and five administrative staff. The staff are well qualified and work effectively as a cohesive team. The programme manager, who oversees the operational management of the programme, reports to the head of school for craft services, who reports to the curriculum director. Recently one of the client advisors has taken on responsibility for employer liaison to good effect. However, this important role is underdeveloped and insufficiently resourced in order to address the imbalance in the work experience placements, and the reliance on the voluntary and community sector.

6.3 The Lead Contractor and the majority of the sub-contractors have worked hard to meet the needs and expectations of the contract. A total of 181 participants were successfully recruited in early February 2012 to the Step Ahead 2012 programme over a short period of time, and the innovative Strive to Work option has also produced very good outcomes into employment. Since the first phase of the inspection, the Lead Contractor and most of the sub-contractors have worked well together to increase the percentage of private and public sector work placements from 27% to 52%.

6.4 The Lead Contractor has established mostly good working relationships with the sub-contractors and other key stakeholders. The Lead Contractor has included appropriately a sufficiently broad range of sub-contractors, including voluntary, community and private organisations, and other providers of education and training across the contract area. While the Lead Contractor is generally responsive to issues identified by stakeholders, considerable frustration was reported, especially by the staff in the Jobs and Benefits offices, around administration issues with the Lead Contractor which constantly reoccur. These include delays in receiving paperwork and the length of time it takes for participants to be referred through the system. An urgent review of these procedures is required by the Lead Contractor to ensure that effective procedures are in place to significantly reduce these unnecessary, repetitive administrative difficulties in an effort to maintain the present good working relationships.

6.5 A good start has been made by the Lead Contractor in providing professional development opportunities for staff across the contract area. A number of staff development activities have been identified with the sub-contractors and workshops and seminars have been run, including sessions on safeguarding and curriculum planning. However, the



sharing of good practice is underdeveloped across the contract area. While plans are in place to work with all the sub-contractors to produce a standardised delivery model for the new Core Gateway programme, it is inappropriate that this work will not be completed before the introduction of the programme.

6.6 All of the sub-contractors provide an evaluation of their own provision that informs the Lead Contractor's self-evaluation and quality improvement planning processes. While most of the areas for improvement highlighted during the inspection have been identified as a result of this process, the actions taken to address the identified areas for improvement are not prioritised, tend to be operational in nature, and do not address appropriately the key issues in the contract area that are impacting adversely on the outcomes for participants into sustained employment. For example, an urgent review is required of the capacity of some of the sub-contractors to provide a more appropriate number of work experience placements in the private and public sector and the Lead Contractor needs to take appropriate action to challenge more robustly the significant minority of underperforming sub-contractors, and also to increase its own range of provision. The quality assurance arrangements also need to identify and better inform the quality of the participants' experiences on the programme, including a review of the participant referral process, the quality of the training received by them during their work placements, and an improved use of data to underpin the quality improvement planning process. Good quality assurance arrangements, however, are in place for the directed training, including regular session observations by the Lead Contractor that have been welcomed by the sub-contractors.

## **7. EMPLOYMENT OUTCOMES AND ACHIEVEMENTS**

7.1 Overall, the employment outcomes and achievements in the Foyle contract area are inadequate.

7.2 Based on data supplied by the Lead Contractor, the overall progression rate from Step Two into employment from the commencement of the contract is 13%, which is significantly below the Department's target of 25%.

7.3 In the relatively short period of the contract, the backlogs of those participants who are waiting between 4 and 15 weeks to start the Steps to Work programme is low at 18%; the percentage of participants waiting for over 15 weeks is low at 1%.

7.4 The employment outcomes for the Vocationally Related Qualifications strand are very good. The participant progression rate into employment for Vocationally Related Qualifications is 48%. Most of these participants are well-motivated in their training and they make good progress in their professional and technical units. The levels of motivation and commitment for most of the participants on the Strive to Work programme are very good; they are developing appropriate work-readiness skills through an intensive four week workshop programme. A small number of participants on this strand, however, require additional training to develop the professional and technical skills they need to support their employment goals. Most of the participants are retained on the strand and, to date, out of the five who have completed their training, all have achieved their target qualification.

7.5 The employment outcomes and achievements on the Essential Skills Training strand are unsatisfactory. Outcomes into employment for this strand are unsatisfactory at 7%. For those participants who remain on the strand, most are positive about their experiences in the essential skills and report that their literacy and numeracy skills are improving. The retention and achievement rates for participants on the essential skills strand are also unsatisfactory at 25% and 9% respectively.

7.6 The outcomes into employment for the Step Ahead strand are inadequate; only 15% of the participants have progressed into employment. However, there is evidence to show that the participants do enhance their employability skills and most show high levels of motivation.

7.7 The outcomes to employment for the Self-Employment Test Trading strand are generally good at 36%.

7.8 Outcomes into employment for the Graduate Acceleration Programme are very good, at 43%. Within their work placements, most of the participants are demonstrating good or better standards of work and their workplace mentors value their contributions highly.

7.9 The outcomes into employment for the Back to Work strand, which accounts for around 40% of the provision, are unsatisfactory. Since the start of the contract, only 7% of participants have progressed into employment. While a minority of the participants on the strand achieve good standards of work and are developing good employability, personal and social skills, for most of them the breadth and scope of the assigned duties are too narrow and provide an insufficient level of challenge to match their needs. The employment prospects for most of the participants within their current work experience placements are minimal due to being placed in a community or voluntary organisation.

## **8. QUALITY OF TRAINING AND SERVICES**

8.1 Overall, the quality of the training and services provided for participants by the Lead Contractor and the sub-contractors is satisfactory.

8.2 The arrangements for the inspection of the personal support and safeguarding of vulnerable adults include the opportunity for the participants to complete a confidential questionnaire prior to the inspection, as well as meetings by the inspection team with individual and groups of participants. Prior to the first phase of the inspection, 200 questionnaires were issued to the participants, of which 173 (87%) were returned to the Inspectorate; 54 of them contained additional written comments. The returns show that almost all of the participants consider their experiences in the Foyle Steps to Work provision to be very good, and in particular they value the respect with which they are treated. The Inspectorate has reported the outcomes of the questionnaires and the discussions held with the participants to the Lead Contractor.

8.3 The provision for Core Gateway is satisfactory. The tutors, in the sub-contractors inspected, provide good support to the participants. While the training and learning was good or better in the majority of the sessions observed, it was satisfactory in one-quarter of them. In the better sessions, the tutors have well-planned schemes of work and use a broad range of teaching and training approaches, including the relevant use of Information and Learning Technology, to engage the participants fully in their learning. Currently, a flexible programme of seven modules including interview skills, application forms and Jobsearch is on offer across the five sub-contractors who deliver this strand. In the satisfactory sessions, however, the training is over directed and the pace of learning is slow.

8.4 The use of Short Accredited Courses is underdeveloped. The range of courses currently on offer is satisfactory but the numbers accessing this provision are small. Since the introduction of the contract, only 65 participants have participated in courses, including Construction Skills Register (CSR), Sage Accounting and basic ICT courses; three-quarters of the courses taken have been CSR courses. It is appropriate that the Lead Contractor is reviewing and extending the current provision to maximise the potential of these courses to improve employment prospects for participants.

8.5 The Jobsearch provision is not used sufficiently to enable participants to find employment opportunities and apply for relevant vacancies, and there is insufficient emphasis placed on Jobsearch activities during the participant reviews.

8.6 The quality of the provision for Enhanced Support and Confidence and Motivation is inadequate. During phase two of the inspection no participants were receiving support from either of the two available options. In order to underpin improved rates of progression to sustained employment, urgent action needs to be taken to ensure that the Lead Contractor, along with the sub-contractors and key staff from the Jobs and Benefits offices, reach an improved awareness and shared understanding of these two support options and the important benefits they can afford a wide range of participants.

8.7 The quality of the provision for the Vocationally Related Qualifications strand is good. The planning for the delivery of this strand is good and most of the sub-contractors involved have good links with local employers which they use to good effect through appropriate work placements. Most of the participants are placed in private sector organisations and their work experience placements are matched well to the assessment requirements of their professional and technical qualifications. The Strive to Work programme, delivered by Business in the Community, is a feature of the provision in the qualifications strand. A key strength is the strong collaborative links that Business in the Community has established with local employers in the design and implementation of this programme that does much to enhance progression rates to employment. Across the provision, the tutors are well-qualified and experienced to deliver the programmes, and participants have access to appropriate resources to support their learning. Quality assurance and internal verification arrangements are implemented effectively by the providers. Although the overall range of provision has extended since the first phase of the inspection, the Lead Contractor needs to increase its own provision under this strand.

8.8 The quality of provision on the Step Ahead strand is satisfactory and most of the participants are engaged in appropriate projects within their local community. Work based supervisors are in place to guide and support the participants and there was clear evidence of structure to their work. However, there is insufficient evidence that this strand really tackles appropriately wider barriers to employment including the motivation for participants to travel outside their local area or to participate in work or access further training. While progress reviews are undertaken regularly they do not address effectively the participants' wider employability skills.

8.9 The quality of the provision for Essential Skills Training requires improvement. Although the tutors plan well and work hard to encourage and support the participants, and to meet their individual learning needs across the sub-contractors, there is limited use of Information and Learning Technology to support teaching and learning. The learning resources used are of a good standard, but they are mostly paper-based. While almost all of the participants on the Essential Skills Training are in a work placement, a minority of them are placed with their own sub-contractor and two of the sub-contractors have multiple participants placed mainly in community organisations, where there are only limited opportunities for them to progress to employment.

8.10 The quality of the provision of the Self-Employment Test Trading strand is very good. The strand is managed well by the staff from the local Enterprise Agency and the provision is characterised by good working relationships and open channels of communication between the business advisers and the Lead Contractor. The participants are engaged in a range of

test trading projects which are matched well to their skills and aspirations and include children's entertainment, and the production of online employability materials. In addition, they receive good levels of information, advice and support from the staff in the Enterprise Centre on administrative, financial and promotional aspects of their businesses such as insurance, sourcing materials and additional training opportunities and funding sources.

8.11 The quality of provision on the Back to Work strand is inadequate, a significant concern given that it accounts for around 40% of the total provision. While the workplace training is good for a minority of the participants and they gain appropriate experience to assist them in their job applications and with their career options, for most, the work-related tasks they complete are mundane and routine. These tasks contribute insufficiently to the participants' preparation for work. During the inspection, a minority of the participants were in a private or public sector work placement, and it is unsatisfactory that Derry Youth and Community Workshop, which has the largest number of participants on the strand, had only 2% of their participants placed in a private or public sector organisation. It is a significant concern that forty two of their participants were placed in one local community organisation. The quality of the monitoring and review process of participants by the Lead Contractor and sub-contractors on this strand lacks rigour.

8.12 The provision for the Graduate Acceleration Programme is very good. As a result of detailed and thorough planning, most of the participants experience a well-integrated and coherent programme which combines the opportunity for them to gain a qualification in leadership and management with an extended period of work-placement which is matched very well to their degree specialisms and career aspirations. The Business in the Community staff and most of the workplace mentors provide very good levels of support for the participants. The participants in a significant minority of work placements benefit from very good opportunities to achieve additional qualifications which improve their employability.

8.13 The quality of the Personal Plans towards Employment is inadequate. Almost all of them are generic and do not address the individual needs and aspirations of the participants. They are not effective working documents and do not contain clearly defined targets which will help prepare the participants for progression to employment. Too little cognisance is taken of the outcomes of any initial assessments or the views of employers, and there is insufficient evidence of the use of the plan in monitoring and reviewing the participants' progress.

8.14 The Lead Contractor promotes effectively the safeguarding of vulnerable young people and adults. On the basis of the evidence available at the time of the inspection the organisation has very good arrangements in place for safeguarding. The arrangements for safeguarding vulnerable groups comply with the Safeguarding Vulnerable Groups (NI) Order 2007.

## **PART THREE: KEY PRIORITIES FOR DEVELOPMENT**

### **9. KEY PRIORITIES FOR DEVELOPMENT**

9.1 In order to raise the quality of its provision, the North West Regional College should:

- improve significantly outcomes into employment;
- strengthen the strategic leadership and management of the contract area;
- take urgent action to tackle the high dependency on community and voluntary work placements;
- improve significantly the arrangements for quality assurance, particularly to address those sub-contractors who are underperforming; and
- work with key stakeholders to identify and develop more effective administrative processes and procedures to improve significantly the management of participant referrals.

APPENDIX

Table 1 - 13 Week Performance for the Foyle Region by Step 2 Strands					
Period		Sep 2008 - Mar 2009	Apr 2009 - Mar 2010	27 Jun 11 - 18 May 12	Total/Average
<b>Back to Work</b>	Total Leaving Steps to Work	N/A	N/A	566	566
	Into Employment	N/A	N/A	39	39
	Into Employment %	N/A	N/A	7%	7%
	Sustained 13 Wks	N/A	N/A	N/A	N/A
<b>Essential Skills</b>	Total Leaving Steps to Work	N/A	N/A	44	44
	Into Employment	N/A	N/A	3	3
	Into Employment %	N/A	N/A	7%	7%
	Sustained 13 Wks	N/A	N/A	N/A	N/A
<b>GAP</b>	Total Leaving Steps to Work	N/A	N/A	14	14
	Into Employment	N/A	N/A	6	6
	Into Employment %	N/A	N/A	43%	43%
	Sustained 13 Wks	N/A	N/A	N/A	N/A
<b>Qualifications</b>	Total Leaving Steps to Work	N/A	N/A	77	77
	Into Employment	N/A	N/A	37	37
	Into Employment %	N/A	N/A	48%	48%
	Sustained 13 Wks	N/A	N/A	N/A	N/A
<b>Self-Employment</b>	Total Leaving Steps to Work	N/A	N/A	11	11
	Into Employment	N/A	N/A	4	4
	Into Employment %	N/A	N/A	36%	36%
	Sustained 13 Wks	N/A	N/A	N/A	N/A
<b>Step Ahead</b>	Total Leaving Steps to Work	N/A	N/A	329	329
	Into Employment	N/A	N/A	48	48
	Into Employment %	N/A	N/A	15%	15%
	Sustained 13 Wks	N/A	N/A	N/A	N/A

Table 2 - Foyle Contract Area - Summary of Backlogs

Period		Jan - Dec 2010	Q1 2011	Q2 2011	Q3 2011	Q4 2011	Contract Area Total/Average	N.I. Total/Average	
Back to Work	No. Referrals	0		38	298	405	741	37,016	
	>4wks < 15wks	Number	0	2	32	94	128	13,814	
		%		5%	11%	23%	17%	37%	
	> 15 wks	Number	0	0	0	3	3	8,959	
%			0%	0%	1%	0%	24%		
Essential Skills	No. Referrals	0		11	66	89	166	6,000	
	>4wks < 15wks	Number	0	1	12	43	56	2,804	
		%		9%	18%	48%	34%	47%	
	> 15 wks	Number	0	0	0	2	2	1,700	
%			0%	0%	2%	1%	28%		
Qualifications	No. Referrals	0		15	147	127	289	3,755	
	>4wks < 15wks	Number	0	6	47	67	120	2,249	
		%		40%	32%	53%	42%	60%	
	> 15 wks	Number	0	0	1	5	6	764	
%			0%	1%	4%	2%	20%		
Self-Employment	No. Referrals	0		1	34	31	66	2,270	
	>4wks < 15wks	Number	0	0	2	16	18	934	
		%		0%	6%	52%	27%	41%	
	> 15 wks	Number	0	0	0	0	0	635	
%			0%	0%	0%	0%	28%		
GAP	No. Referrals	0		3	50	20	73	1,388	
	>4wks < 15wks	Number	0	2	14	45	61	714	
		%		67%	28%	225%	84%	51%	
	> 15 wks	Number	0	0	3	13	16	229	
%			0%	6%	65%	22%	16%		
Total No. of Referrals	No. Referrals	0	0	68	595	672	663	47,489	
	>4wks < 15wks	Number	0	0	11	107	265	118	22,064
		%			16%	18%	39%	18%	46%
	> 15 wks	Number	0	0	0	4	23	4	13,200
%				0%	1%	3%	1%	28%	

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