



Working together to
create a socially inclusive
and diverse workforce.



Bury Employment Support & Training

Self-Assessment Report 2007



CONTENTS

	Page
1. Description of provider	3
2. Areas and Programme delivered	4
3. Summary of main features of local Community / Economy	4
4. The self assessment process	4
5. Overall effectiveness	5
6. Feedback from Workstep participants	6
7. Key findings	9
8. Key challenges	29
8. Action plan	30
9. Appendix	

1. Description of Provider

Provider Name: Bury Employment Support & Training, Bury Council

Address: 24 Ribchester Drive, Bury BL9 9JT

Programme
Manager: Lee Salad

Telephone: 0161 761 4662
Email: enquiries@buryest.org.uk

Website :www.buryest.org.uk

Bury Employment Support & Training (Bury EST) was established in 1994 by Bury Metropolitan Borough Council (Bury MBC); Bury EST is a department of the council's Adult Care Services. Originally supporting jobseekers with learning disabilities, the service has developed to support people with a wide range of people with varying needs which include all disabilities and people who are in rehabilitation from drug misuse. The service has also successfully piloted two further projects supporting people in job retention and young care leaver's. Bury EST provides employment support to residents of the Metropolitan Borough of Bury and engages with employers across the Greater Manchester travel to work area. The service is located between Bury and Radcliffe on a main bus route.

Bury EST inherited the management of Bury MBC's greatly reduced Workstep provision in 1997. By this time it consisted of a sole place which has been occupied on a long term basis by an individual employed within the authority. In 2001 Bury EST combined with Stockport, Wigan and Oldham boroughs to tender for a new Workstep contract. Following its award, Stockport Employment Services were nominated to be the lead provider; they have now left the council to become an independent organisation known as Pure Innovations Ltd. Bury has 25 places on this contract and a further five places on a temporary basis. The consortium was recently inspected by Ofsted and was awarded a Grade 1 'Outstanding' rating.

Bury EST offers provision across a number of service areas and is reliant on funded programmes. The 'Workwise' project is currently delivering a prevocational programme for people recovering from drug misuse and provides the clients with a range of individual support to assist them to access training or work.

Over recent years Bury EST has reshaped its organisational structures. Service delivery is managed across two teams, one supporting people through prevocational support and employment through permitted work; The other team delivers support to Workstep participants and clients who are suitable to work over 16 hours per week. Both teams have an Employment Officer as team leader and they are both accountable to the overall service manager. Entry to the Workstep programme is managed through the employment support team

managed by Lee Salad, the nominated officer for the programme, who line manages four Placement Officers within his team.

The service employs additional staff to support the work of both teams. This includes an Employer Consultant who facilitates the Employer Forum and supports employer involvement in programmes; a Business Support Officer who provides contract monitoring support and leads on quality assurance; and an Administrator who provides a wide range of administrative and financial support.

If you have any comments relating to items within the report or you require further information about Bury EST, please visit our website or contact us at the above address.

2. Areas of programme delivery

- Vocational advice and guidance
- Basic Skills screening
- Vocational skills assessment and profiling
- Development planning
- Worksearch support
- Participant Job Matching
- Health and Safety in the workplace
- Risk assessments
- In work support and training
- Facilitating participant employment reviews
- Pastoral support
- Supporting participant accredited learning
- Employer support

3. Summary of the main features of local Community / Economy

Bury has a population of 183,000 and a working age population of about 111,000. 13.8 % have no qualifications. Unemployment is below the Greater Manchester and national averages at 2.1%. Around 9,460 people are dependent on incapacity benefits and 68% of the population describe their health as “good”. Minority ethnic communities make up 6.1% of the population, by far the largest being the Asian (Pakistani/Kashmiri) population at 4.1%. There is also a substantial Jewish population, many orthodox, in the south of the borough.

4. The Self Assessment Process

This self assessment report was compiled by the nominated Workstep officer, Lee Salad in February 2008. It reports on activity on the programme during between November, 2006 and October 2007 and will be used to further improve standards on the programme in the future through the use of an ongoing continual improvement plan that builds on the attached action plan. Its

commentary and conclusions will also contribute to the Pure Innovations Consortium self assessment report and resulting improvement plan.

The report has been compiled by consulting a range of stakeholders and a variety of different sources of information. These include:

- Feedback from client focus groups and questionnaires
- Feedback from an employer questionnaire
- Feedback from staff via a consultation day and staff questionnaire
- Data trends from the Gemma database
- Service audits completed as part of the ACIS quality assurance system
- Observed staff practice
- Feedback from a health check by the lead provider, Pure Innovations Ltd
- Feedback from a recent Ofsted inspection

5. Overall Effectiveness

Area	Grade
Effectiveness of provision	1
Capacity to Improve	2
Quality of Provision	1
Leadership and Management	1
Equality of Opportunity (contributory Grade)	1

6. Feedback from Workstep participants

What participants like about Bury EST's WORKSTEP provision

Participant Support:

"The Support received is superb and I have no suggestions on how to improve it"

"Most definitely support has been very good."

"I have received help from Bury EST staff especially during the bad times"

"Receive excellent support from staff and Bridget (Placement Officer) ."

"Bridget always talks to me about my goals on my development plan"

Development Planning:

"My goals were definitely challenging and very realistic for me."

"Goal setting is discussed openly and if we disagree or do not feel that it can be achieved we are comfortable to talk about it."

"Bridget always involves me in my development plan."

Job finding and matching:

"It's all good; my daughter would not have been able to get a job without Bury EST."

"Care has always been taken to make sure that we are safe at work."

In work training and Support:

"I have been trained how to do the job properly "

"My reviews were fair and I was happy with them"

"At work I am buddied up. It has helped with my confidence and working with customers."

"Work experience has helped me recognise what career path I want to take."

"If there are any problems I will discuss with my managers or Placement Officer."

"Two of the staff have already said to go to them if I have any problems and I have only been there a week."

Pastoral Support:

"I was helped with personal problems inside and outside of work."

"My Placement officer has helped me look outside my box - recognise what I can do - what is out there."

"I have built a relationship with my Placement Officer which has lead to respect and trust"

Workplace integration, respect and dignity:

"I am part of a team. I take my breaks on my own as Les is not always there but I do not mind as I sing."

"My work mates have helped me fit in and always say my work is nice."

"I am respected at work and treated fairly"

Made friends straight away at new job and they all helped me to fit in.

"My achievements are acknowledged at work by employer"

What participants thought could be improved by Bury EST's WORKSTEP programme:

"Cannot think of anything that can be improved"

"When things go wrong the Placement officer should ask relevant questions of the employer"

"Need to ensure that the job matches the individual"

"The client handbook was quite clear, but may have been useful to have the audio version"

"Good levels of support; however support needs could be more regularly reviewed and re-assessed"

"We talked about my family but my Placement Officer never met them"

7. Key Findings

Q1 - How well do learners achieve?

Commentary	Grade
<p>Development plans are central in supporting the participants to achieve progression. Short to medium term goals are identified that are SMART, challenging but realistic and are tailored to meet the needs of the individual.</p> <p>Work placements, work trials and working interviews are used to develop the participant's employability skills. On average an individual spends seven weeks on the programme before moving into a placement or paid employment.</p> <p>Participants accredited and non-accredited learning is promoted and supported by programme staff during work preparation and within employment. Such training is highly compatible with their needs and job roles. It enables them to improve their employability skills, promotes job satisfaction, job retention and Progression.</p> <p>Outside of the workplace, Placement officers play a key role in signposting and supporting participants to access local training in order to assist progression in their chosen career. Access to Basic Skills provision is a good example of this.</p> <p>Progression is a stated aim for all participants and employers who engage in the programme and is central to the client's journey on WORKSTEP and one which runs through programme induction, development planning and employment reviews.</p>	<p>1</p>

Self assessment framework	Key strengths	Key weaknesses	Grade
<p>1.1 <i>Learners' success in achieving challenging targets, including qualifications and learning goals, with trends over time and any significant variations between groups of learners.</i></p>	<ul style="list-style-type: none"> • Clients achieve a range of accredited and non-accredited learning programmes relevant to their jobs • Identification of basic skills needs 	<p>Ensure that current rates of participant occupancy and progression are maintained</p>	<p>1</p>

	<p>via initial screening and on-going monitoring</p> <ul style="list-style-type: none"> • Effectiveness signposting to specialist providers ensures basic skills needs are addressed • Development plans are SMART and tailored to the individual goals of participants and designed to promote progression • Good participant ownership and involvement in setting learning goals • High levels of learning goal achievement amongst participants 		
<p>1.2 <i>The standards of learners' work in relation to their learning goals.</i></p>	<ul style="list-style-type: none"> • Good quality job matching, and tailored training and support in the early stages of employment • Roles and responsibilities of relevant stakeholders are clearly defined and monitored to effectively support the participant in the early stages of employment • Regular 	<ul style="list-style-type: none"> • Need to record how the acquisition of skills has taken place and the levels and type of assistance provided 	<p>1</p>

	employment reviews focus on maintaining and developing job performance.		
1.3 Learners' progress relative to their prior attainment and potential with any significant variations between groups of learners.	<ul style="list-style-type: none"> • Development plans document the progress that participants make. • The number of learning goals achieved by all employed participants is recorded to provide analysis of participant's progress. • Good participant progress and achievement in developing vocational, personal and social goals • Good acquisition of core job skills 		1
1.4 The extent to which learners enjoy their work	Employed Participants have high levels of enthusiasm, motivation and enjoy their jobs		1

Reference	Evidence
1.1, 1.3 1.1 1.1, 1.2, 1.3 1.1. 1.1, 1.2, 1.3, 1.4 1.1, 1.2, 1.3, 1.4 1.2	Development plans Client certificates Employment reviews Training records - GEMMA Client focus groups / questionnaires Ofsted Inspection report GEMMA client contacts Workplace agreement Job analysis Goals achieved spreadsheet

Q2 - How effective are teaching, training and learning?

Commentary	Grade
<p>Comprehensive and detailed vocational profiling is used to capture and identify a participant's aspirations, skills, prior experiences, support and vocational needs. The completed profile is then used to advise the participant on what employment is suitable for them and the actions required to support them to find and maintain employment. This takes the form of a development plan.</p> <p>Work placements, trials and tasters are used to enable participants to develop their skills, confirm the type of employment which is suitable for them and develop their vocational and soft skills. This activity is closely monitored by programme staff to inform the job matching process and skills development.</p> <p>Programme staff provide on the job training and support tailored to meet the needs of the individual. This is combined with natural support in the workplace for as long as and when required until the participant an acceptable level of competency to do the job.</p> <p>Participants have employment reviews with their employer and Placement Officer at least every 6 months. These reviews along with on-going monitoring are used to identify any training and learning needs to enable participants to perform the job role independently.</p>	1

Self assessment framework	Key strengths	Areas of Improvement	Grade
<p>2.1 <i>How well teaching and/or training, and resources promote learning, address the full range of learners' needs and meet course or programme requirements.</i></p>	<ul style="list-style-type: none"> • Person centred approach to vocational profiling, development planning and job matching ensures that client training needs and support are identified and addressed. • Comprehensive and detailed vocational profiling and job analysis • Targeted on & off the job training which meets individual needs 		1

	<ul style="list-style-type: none">• 'Active Assessment' during vocational profiling ensures accurate identification of training and support needs for future employment.• Specialist local provision is effectively utilised to meet the diverse range of participants social, personal and health needs.• A range of aids and adaptations are used in the workplace to support participants overcome barriers to mastering their job role. Where appropriate external providers and courses are utilised.• Participants receive a full induction to the programme and have a high degree ownership and control over their learning goals and the type and nature and level of support they receive.		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>2.2 The suitability and rigour of assessment in planning and monitoring learners progress</p>	<ul style="list-style-type: none"> • Detailed, active person centred vocational profiling combined with continuity of support, ensures that programme staff are well positioned to assess a participants progress • Initial employed development plans focus on ensuring participants receive a thorough job induction and that arrangements for their training are clearly identified • Programme staff facilitate regular employment reviews and ensure that the participants and relevant stakeholders are consulted and involved in reviewing the participants progress at work 		<p>1</p>
<p>2.3 The identification of, and provision for, additional learning needs</p>	<ul style="list-style-type: none"> • Thorough assessment leading to actions to address a wide range of development needs • Basic skills screening on referral to service 		<p>1</p>

	<ul style="list-style-type: none"> • Emerging basic skills needs during vocational profiling and in employment are addressed by providing direct support or by signposting to specialist provision. • Good use of Access to Work to support travel to work and support in the workplace. • Good range of training opportunities to meet individual needs and aspirations 	<ul style="list-style-type: none"> • Service needs to formalise and record arrangements for ensuring safe independent travel to and from work for participants 	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Reference	Evidence
2.1	Job aid cards, Induction checklist,
2.1,2.3	Adult education partnership agreement, Access to work records
2.1, 2.2	GEMMA contacts,
2.2, 2.3	Employment reviews,
2.1,2.2,2.3	Workplace induction checklist, workplace agreement, Ofsted report, health check report, vocational profiles, Development Plans, GEMMA training records, Client focus groups / questionnaires, GEMMA client contacts, job analysis, Goals achieved spreadsheet, basic skills screening tool, client focus group feedback and client questionnaires, client certificates

Q3 - How well do the programme and activities meet the needs and interests of learners?

Commentary	Grade
<p>A detailed job analysis is conducted for every job placement arranged which identifies the core job routines and wider job demands, health and safety issues, workplace social and cultural issues. This is checked for compatibility with the participant's vocational profile in order to provide a good job match. A workplace agreement and development plan are put into place when the participant commences employment to ensure that their support needs and learning style are accommodated and that their skills are effectively utilised.</p> <p>Vocational profiling highlights specific areas of development that participants need to address in order to match them to a particular job role. Staff support participants in addressing these needs via links with external training provision and by working with the participants and the employers, ensuring accredited and non accredited learning needs are identified and addressed</p> <p>Training plans are used for participants undertaking work placements to support them in developing their vocational and soft skills. This is complemented by a Placement Assessment Record which documents the employer's observations of their vocational and soft skills.</p> <p>Staff have links with a range of external organisations and agencies representing different disability groups. Publicity material is shared with these organisations. Translators, audio, visual and photographically adapted materials are utilised to meet the specific needs of disability groups.</p> <p>Staff carry out Fact Finds with employers to identify the nature of their labour market needs. Employment reviews enable employers to identify changes required to a participant's job role to meet their commercial needs.</p> <p>Feedback from all key stakeholders is gathered regularly via quality audit exercises to improve service delivery. Employers' needs are identified and addressed via Bury EST's Employer Forum.</p>	<p>1</p>

Self assessment framework	Key strengths	Key weaknesses	Grade
<p>3.1 The extent to which programmes or activities match learners aspirations and potential, building on prior attainment and experience</p>	<ul style="list-style-type: none"> • The programme finds clients jobs which are compatible with their skills, job aspirations and needs • Training addresses the participants learning and job development needs • High levels of employer ownership over client training needs and related issues • Excellent range of opportunities for undertaking qualifications and/or Vocational Learning • Good personal and social development supported by work and non-work related activities 		1
<p>3.2 How far programmes or the curriculum meet external requirements and are responsive to local circumstances</p>	<ul style="list-style-type: none"> • Regular feedback from key stakeholders which feeds into the quality improvement cycle • Excellent partnership links with a range of specialist providers to meet the needs of participants • Good knowledge and access to a range of aids and adaptations 		1

	<ul style="list-style-type: none"> • Programme material has been and can be adapted to meet the specific needs of participants • Good identification of employers labour market needs 		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Reference	Evidence
3.1	Vocational profile, GEMMA job and training records, employment reviews, partnership agreement with Adult Education,.
3.1, 3.2	Ofsted inspection report, health check report, feedback from focus groups and questionnaires, employer forum minutes, development plans
3.2	Programme staff induction handbook, Access to Work documents, job prompt aids, programme materials, Employer forum minutes, Employer fact find, programme staff training, employer questionnaires

Q4 - How well are learners guided and supported?

Commentary	Grade
<p>Placement Officers work closely with employers, parents and carers and supporting agencies to provide specific advice and guidance to support participants prepare, find and retain employment. Participants are signposted to external agencies where additional support is required.</p> <p>Where appropriate Placement Officers provide a range of pastoral support to enable participants to address health, financial, personal and social issues. Job support is provided to employers via specialists who can provide advice and guidance about specific disability issues to raise awareness and understanding. Many employers also play an important mentoring role in helping participants deal with personal issues.</p> <p>Participants are provided with a comprehensive introduction to the service when they start on the programme. They are also made aware of their own role, responsibilities and of confidentiality issues. When participants commence employment along with their employer and Bury EST they sign and agree a workplace agreement which documents the role and responsibilities of all participating parties.</p> <p>Client welfare issues including workplace health and safety and bullying and harassment are addressed in employment via a workplace agreement, workplace induction checklist, employment reviews and client consultation exercises.</p>	1

Self assessment framework	Key strengths	Areas of Improvement	Grade
<p>4.1 The care, advice, guidance and other support provided to safeguard welfare, promote personal development and achieve high standards</p>	<ul style="list-style-type: none"> • Support is responsive to clients needs especially to those with fluctuating, complex or deteriorating conditions • Support is tailored to an individuals health needs, client disclosure level, nature and amount of support required. 		1

	<ul style="list-style-type: none"> • The programme provides direct pastoral support to address a range issues relating to a client's daily living skills, health, finances, housing, relationships, education and training • Clients receive good levels of job guidance and support from Bury EST staff, co-workers and supervisors • The support provided has empowered clients to deal with workplace issues themselves • Good progress and achievement of "soft outcomes" • Learners actively encouraged to participate in job-enrichment activities • The programme mobilises and co-ordinates a package of support measures from a range of statutory and voluntary and organisations to address a clients personal issues 		
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<ul style="list-style-type: none"> • Regular Employment reviews and on-going monitoring ensures that the programme is effective in addressing participants support and development needs and any workplace issues. • Respect and dignity of participants is a priority throughout their journey on the programme 		
<p><i>4.2 The quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and, where applicable, career progression</i></p>	<ul style="list-style-type: none"> • Clients receive a formal induction to the programme • A range of accessible format alternatives of key documents are available where appropriate. • Clients have ownership of their own development and learning via their development plan. • Participants play a full role in employment reviews and all learning goals require client consent. 	<p>Clients would benefit from specialist advice and guidance on career and job options</p>	<p>1</p>

Reference	Evidence
4.1	Vocational profile, development plans, referral forms, staff supervision records, partnerships with specialist agencies, Ofsted inspection report, health check report, client files, workplace agreement, workplace induction checklist client handbook, employer handbook
4.1, 4.2	GEMMA client contacts, programme induction checklist, Client focus group feedback and client questionnaire Employment reviews, development plans
4.2	Large print and client induction booklet, client induction CD,

Q5 - How effective are leadership and management in raising achievement and supporting all learners?

Commentary	Grade
<p>There is a comprehensive quality assurance process in place. It focuses on values and specific issues around disability and inclusion, promoting on the job learning by new staff under the mentorship of an experienced colleague.</p> <p>Staff appraisals are conducted annually with bi annual monitoring reviews. This is supported by regular formal supervisions. Staff training and development needs are identified through these processes and passed to the training officer to ensure staff are fully skilled and equipped to carry out their jobs. As a consequence staff are about to undertake nationally accredited qualifications in Training and development and Advice and Guidance.</p> <p>Bury EST has developed its own policies and procedures for service delivery and these are documented on the ACIS quality assurance system, ACIS. The GEMMA database contains full client contact and progression information as well as details of employer engagement.</p> <p>Program performance data is gathered and updated monthly. Performance and demographic trends are monitored and cross checked for accuracy by the Programme Manager and fed into the quality assurance improvement process.</p> <p>Quality is checked by frontline staff, team leaders and finally by the quality audit system which is managed via a quality assurance officer.</p> <p>The service has a full quality assurance cycle that is built on regular evidence collection from service audits, customer feedback, observed practice of staff and data analysis. A quality calendar schedules all aspects of the monitoring process. An on-going improvement plan is reviewed on a monthly basis.</p> <p>Participant’s disability, gender, age and ethnicity are recorded and monitored to ensure that the service represents the demographics of local disabled people.</p> <p>There is a comprehensive staff induction programme in place. It focuses on values and specific issues around disability and inclusion and promotes on the job learning by new staff under the mentorship of experienced staff.</p> <p>.</p>	<p>1</p>

Self assessment framework	Key strengths	Key weaknesses	Grade
<p>5.1 How effectively performance is monitored and improved through quality assurance and self assessment</p>	<ul style="list-style-type: none"> • Staff are fully trained and have a good understanding of the programme and are clear about quality procedures and quality standards and involved in this process • Excellent levels of consultation with relevant stakeholders to inform quality assurance issues • Rigorous quality assurance and improvement cycle in place • Arrangements for quality assurance are comprehensive • The self assessment process is inclusive and the resulting report is critical and action focused 		<p>1</p>
<p>5.2 How effectively leaders and managers at all levels clearly direct improvement and promote the well being of learners through high quality</p>	<ul style="list-style-type: none"> • Good use of the management information system to effectively monitor and manage progression and performance • Bury EST aims and objectives are 	<p>Current WORKSTEP provision is due to end 2009.</p> <ul style="list-style-type: none"> • Lack of involvement with the programme 	<p>1</p>

care, education and training	clearly linked to corporate priorities and Workstep requirements	at a Corporate level	
5.3 How well equality of opportunity is promoted and discrimination tackled so that all learners achieve their potential	<ul style="list-style-type: none"> • Effective strategic and operational planning • Strategic objectives are clearly translated into meaningful team and staff actions • Bury EST's value and culture strongly supports social responsibility and provides support for disabled people to find work • Good promotion of equality of opportunity • Highly effective engagement of employers • The service has excellent links with a range of local, regional and national policy and strategic organisations • Programme demographics show a spread of participants across gender, ethnicity and disability type 	.	1
5.4 The adequacy and suitability of staff, including	<ul style="list-style-type: none"> • Policies, procedures and standards are clearly communicated to 		1

<p><i>the effectiveness of processes for recruitment and selection of staff to ensure that learners are well taught and protected</i></p>	<p>staff via management and IT systems</p> <ul style="list-style-type: none"> • Excellent levels of specialist knowledge of specific disability groups • Staff are experienced and receive regular in-house training to update and refresh and enhance their skills and knowledge. 		
<p><i>5.5 The adequacy and suitability of specialist equipment, learning resources and accommodation</i></p>	<ul style="list-style-type: none"> • Provision of specialist and individualised equipment to aid personal development and job role • Clear procedures, quality assurance and regular audits ensure that workplaces are suitable and safe for participants • Excellent links to a wide range of good quality learning resources • Bury EST provide private interview rooms for participants 		<p>1</p>
<p><i>5.6 How effectively and</i></p>	<ul style="list-style-type: none"> • Close monitoring of team performance 		

<i>efficiently resources are deployed to achieve value for money</i>	via team meetings, regular staff supervisions and observed practice ensure effective use of staff resources		1
-----------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------	--	----------

Reference	Evidence
5.1	ACIS procedures, staff induction programme / handbook, feedback from quality audits, client, employer and staff questionnaires, client focus group feedback Annual staff consultation exercise. Self Assessment Report, regular quality audits,
5.1,5.2	WORKSTEP monitoring records, KPI records
5.2,5.3	Business plan, Impact Needs Requirement Assessment (INRA)
5.1,5.2,5.3	Improvement plan, team meeting minutes, staff supervision records
5.3	Service information pack, employer forum minutes, client case studies,
5.1,5.3	client, employer and staff questionnaires, client focus group feedback Annual staff consultation exercise
5.2,5.3, 5.4	GEMMA database & reports
5.1,5.2,5.3, 5.4, 5.6	Management meeting minutes, team meeting minutes

5.4	Staff training records,
5.1,5.4	Staff induction programme
5.5	Access to Work records, Client job support aids, 'Directions' careers software, Partnership agreements with local education providers
5.1, 5.3, 5.4, 5.5, 5.6	Staff observed practice records, Ofsted inspection report , health check report
5.1,5.2,5.3, 5.6	Staff supervision records

8. Key Challenges

- Increase the number of participants employed by Bury Council by extending the working interview method to other council departments
- To develop a clear process and documentary evidence which shows the techniques used to train participants in work and to show how learning and acquisition of skills has taken place and the levels and type of assistance required.
- To formalise the travel risk assessment process travel training packages for participants that promote safe and independent travel to and from their place of work.
- Maintain high rates of participant occupancy and progression on the programme
- Prepare for the re-tendering of WORKSTEP by exploring the expansion of the WORKSTEP consortium with current consortium members

9. Action Plan

Objective 1: How well do learner achieve?						
Expected outcome	Actions	Timeframe	Who	Main milestones	Reviewed	
Introduce 'on-the-job' training records and the collect evidence of training methodologies	Management to agree on pilot procedure and pro-formas	15/4/08	Manager/ / EO	Meeting held to agree on provisional procedure and pro-formas to be used		
	Team to pilot 'on the job training' records with selected clients	30/4/08	PO's	POs provide feedback on the application of procedure and proformas		
	Feedback from pilot used to revise procedure and pro-formas Feedback from pilots	17/05/08	POs/EOs	Feedback meeting held with staff involved in pilot Finalise procedures and pro-formas to be used and upload on to ACIS		
	Staff to be briefed and trained in the use of training records	30/5/08	POs/EOs	Training session held New working practices implemented by staff		

Objective 1: How well do learner achieve?						
Expected outcome	Actions	Timeframe	Who	Main milestones	Reviewed	
To maintain current levels of participant progression off the programme	Establish progression strategy	1/11/08	HD/ LJS		Completed and staff briefed 30/11/08	
	Establish and monitor team and individual targets for client progression	28/2/08	LJS	<p>1/1/08 Annual team target of 12 participants to progress off programme by year end</p> <p>1/4/08 Staff support session to include client progression as set agenda item</p> <p>30/3/08 3 participants have progressed</p> <p>30/6/08 6 participants have progressed</p> <p>30/9/08 9 participants have progressed</p> <p>30/12/08 12 participants have progressed</p>		

Objective 1: How well do learner achieve?						
Expected outcome	Actions	Timeframe	Who	Main milestones	Reviewed	
To maintain current levels of participant occupancy on programme	Establish and monitor team and individual staff targets for the number of jobs to be secured	28/2/08	LJS	31/3/08 3 jobs secured 31/6/08 6 jobs secured 30/9/08 9 jobs secured 30/12/08 12 jobs secured		
	Ensure clients are clear on about progression aims from entry to the service onwards		LJS/FNO	30/4/08 New Induction checklist to be devised and include a section on client progression. 1/5/08 Induction checklist to be piloted. Staff to be briefed 1/7/08 Checklist to be finalised and implemented by staff 1/7/08 ACIS procedure to be revised accordingly		

Objective 2: Equal opportunity issues						
Expected outcomes	Actions	Timeframe	Who	Main milestones	Reviewed	
Increase number of employees from disadvantaged backgrounds within the local authority	Maintain links with ethnicity organisations.	31/06/07	LJS/ZA	31/04/07: Meet to held with ADAB		
	Extend working interview to other council departments	30/09/07	FB	30/05/08: Corporate HR to meet with programme staff to discuss piloting the working interview within council departments		
	Agree working interview procedures with Personnel section of local authority	30/06/07	FB	30/07/08 Identified council departments agree to pilots 30/08/08 First clients commence working interviews		
	Pilot working interview process within different departments		FB	30/09/07: First clients undertaking working interviews		
Develop new mental health employment strategy	Update mapping and action plan	31/03/08	LMS	1/4/08 Service receives new referrals from MH teams		
	Agree revised pathways with mental health services	31/03/08	DF			
	Rod and Lee to re-establish links with mental health teams	28/02/08	RG / LJS	28/02/2008: attend mental health team meetings and re-establish dialogue		

Objective 3: How well are learners guided and supported

Expected outcomes	Actions	Timeframe	Who	Main milestones	Reviewed
Ensure safe and independent travel of learners to and from their place of work	Ensure that a travel risk assessments and a travel plans are in place for clients travelling to and from their place of work	30/9/08	RG/LJS	<p>30/5/08 Staff attend travel training course</p> <p>30/7/08 Procedures / proformas are developed and piloted</p> <p>30/08/08 Arrangements for travel risk assessment and training are finalised and are implemented by staff . ACIS procedures updated</p>	
Clients make informed decisions regarding their future job and career options	Partnerships with Phillips high school to be developed to provide work sampling opportunities and address work sampling opportunities and address work-related basic skills needs of clients		FB / FNO	<p>30/4/08 Staff to be informed via team meeting of the initiative</p> <p>30/04/08 Yvonne Megson to meet with Fran</p> <p>30/06/08 Submissions to extend the funding for the initiative to be made to Barclays</p>	
	Next Steps to provide CV building and career advice to clients		PO's	<p>30/4/08 Next steps to provide appointment based service every Tuesday morning at EST</p> <p>30/4/08 Pam Barrett to introduce staff to Next Steps service via Tuesday morning sessions</p>	

Objective 4: How effective are leadership and management in raising achievement and supporting all learners

Expected outcomes	Actions	Timeframe	Who	Main milestones	Reviewed
Long term future of current Workstep provision is secured	Prepare for tendering of new Workstep programme by increasing the size of the current consortium	31/11/08	LJS/LS/ Pure Innov	30/3/08 Request expressions of interest from interested parties 30/4/08 Establish a contracting sub group consisting of representatives from the consortium 30/08/08 Suitable parties agree to be part of the consortium tender 30/11/08 Consortium submit tender to DWP	