

# Education, Training and Employment (ETE) Mapping Project

Educational, training and employment opportunities for substance  
and ex-substance users in Norfolk.

Mapping project report for the ETE group.

14<sup>th</sup> August 2008

# **EDUCATION TRAINING & EMPLOYMENT (ETE)**

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## Introduction:

In the summer of 2007 the Employment, Education and Training group, made up of representatives from DIP, DAAT, Job Centre and Norcas devised an ETE Mapping Project brief, to map, examine and consider;

- ETE provision for those who either are using, or have a history of using, substances, both illegal drugs and alcohol.
- The support needs of potential employers and to how far access to employment, training and education provision is considered in aftercare planning by treatment providers.
- The awareness of ETE provision amongst treatment agencies and awareness of treatment agencies among ETE providers.

The intended aim of the resulting report would be to provide a basis for a strategy to improve access to suitable ETE opportunities for substance and ex-substance users in Norfolk. The project brief was sent out along with invitations to tender. The work was awarded to Norcas and begun in the autumn. Due to staff turnover this project had several authors before being finished by the ETE group in August 2008.

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*'A number of studies have suggested that the key to a successful recovery from addiction is the construction of a new identity, incorporating non-addict values and perspectives and a non-addict lifestyle. Finding employment, preferably paid, can make a major contribution to this process.'* McIntosh & McKeganey (2002)<sup>1</sup>

Employment can play a vital part in recovery yet for many people it is a 'distant goal'. McIntosh & McKeganey believe there are a number of reasons for this, these include.

- Lack of understanding in what is meant by 'ready for work', both on the part of treatment workers and the clients themselves.
- A lack of support for drug treatment clients and employers in order for treatment to work schemes to operate successfully.

Ready for work, flexibility and support are all themes that have emerged during the course of interviews for this report and will all be discussed.

It was intended by the ETE group that the findings from this report would provide a basis for a strategy to improve access to suitable educational, training and employment (ETE) opportunities for substance and ex-substance users in Norfolk. A local ETE strategy will also be mindful of planned benefits changes, No one Written off<sup>2</sup>, chapter two 'A new regime for

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<sup>1</sup> McIntosh & McKegney (2002) *Beating the dragon, the recovery from dependent drug use* Prentice Hall, Harlow.

<sup>2</sup> <http://www.dwp.gov.uk/welfarereform/noonewrittenoff/noonewrittenoff-complete.pdf>

problem drug users', the Connexions NEET strategy<sup>3</sup>, where NEET stands for **not in education, employment or training** and the Test Bed Initiative and 'virtual campus'.

**Connexions NEET strategy:** Connexions work with young people aged 13 to 19 in England. In common with every Connexions partnership nationally, Connexions Norfolk has a target to reduce NEET among 16 – 18 year olds. In order to achieve these targets Connexions have developed a strategy based on research conducted in 2006. The strategy has three strands:

- Targeting resources geographically and by vulnerable groups.
- Increasing employment opportunities.
- Training and learning provision, which meets, identified needs.

The NEET strategy is underpinned by a partnership approach and the forensic use of management information.

**Benefits:** The Government has an ambition of an 80% national employment rate and plans to reform Incapacity Benefit and Jobseekers Allowance. Between 2009 – 13 all incapacity benefit claimants will be reassessed using a medical assessment called the work capability assessment (WCA). Quoting the drug strategy the report states,

*“we will explore the case for introducing a new regime for drug misusers which provides more tailored and personalized support than is currently provided by the existing Incapacity Benefit or Jobseekers Allowance regimes. In return for benefit payments, claimants will have a responsibility to move successfully through treatment and into employment.”*

The No one Written off report also highlights the work of the 'Move On' project run jointly between Sefton Drug Action Team and the Job Centre, an initiative that has similarities with the ETE champion role considered in the findings and recommendations of this report.

**Test Bed Initiative:** The East of England is a national leader in one of the key developments for sustaining and supporting offender education, the Test Bed Initiative and the creation of the 'virtual campus'.

Under this new system, selected offenders will receive personalised information, advice and guidance and will be offered a range of training based on skills needs identified in their training.

Training will include opportunities to gain literacy, numeracy, language and IT skills, employer-led vocational skills, business skills for self-employment, work experience and trials and voluntary work. It is hoped that the scheme will help offenders develop skills and secure better jobs in order to reduce re-offending.

**ETE is a vast topic. For the purposes of this report, the focus has been to identify some of the key partners for an ETE strategy, and educational, training and employment opportunities that exist for substance and ex-substance users in Norfolk.**

## KEY FINDINGS:

**1. ETE and the Cycle of Change:** The DAAT Service User Engagement Training Sub Group were consulted for this report, they were asked where they thought they were on the cycle of change when they started to think about ETE. The majority of the group felt it was at the **maintenance** stage. The group added that it was when they were *'mentally stable'* but not necessarily *'clean'*. Others suggested it was towards the end of their treatment at the point when they asked themselves *'what next?'*

**2. Inappropriate Referrals:** Although this did not appear to be a widespread issue, one training provider operating in Norwich and Great Yarmouth commented on the difficulties that arose from inappropriate referrals to their training programme. That people were not 'job ready' when being referred. One Manager interviewed commented that *'a readiness to be occupied was different from a readiness for work'*.

**3. Flexibility & Support:** The importance of flexible and supportive programmes came out many times. Responding to lapse and relapse if it should occur and support for people who may be returning to ETE after a break, are both keys to ETE success. All the FE colleges and training providers interviewed for this research recognized the need for flexibility and support and offered a range of ways in which these needs can be accommodated, for example the presence of a key worker at the initial assessment interview. One Manager interviewed stressed the importance of *'going the extra rung on the ladder.'*

**4. Importance of ETE in treatment rehabilitation:** The DAAT Service User Engagement Training Sub Group were asked why is ETE important. Their replies suggested that it gave people a structure and purpose along with 'a feeling of normality'. The group added that, refreshing ones abilities, building confidence, along with interaction with others were also important reasons for ETE as part of rehabilitation.

**5. A Directory of ETE provision:** Any printed directory quickly dates, whether it is contacts, courses or funding sources. However a list of over 60 contacts have been compiled within this report. Research for this project has shown that ETE is a vast topic. For the purposes of this report, the focus has been to identify some of the key partners for an ETE strategy, and to begin to list the ETE provision for those who either are using, or have a history of using, substances, both illegal drugs and alcohol. It may be felt useful to put a copy of these contacts on the DAAT website.

**6. A single point of contact (SPOC):** With ETE being such a vast and specialist topic a S.P.O.C for ETE providers and treatment agencies to be able to ring should they have any queries/concerns although desirable is probably not feasible. However this report has found that the setting up of ETE champions in each agency, the setting up of an ETE specialist group and the development of ETE web pages is achievable and desirable. Working with organisations like Norfolk Unite, (Norfolk VCS learning consortium) these web pages could be used for organisations to describe services that they can deliver with hyper links to the Regional Learning and Skills Council along with Shaping Norfolk's Future.

**7. Treatment Outcome Profile:** The NTA has developed a treatment outcomes monitoring instrument (the Treatment Outcomes Profile or TOP) to be used at the start of treatment, in care plan reviews and reported through the National Drug Treatment Monitoring System (NDTMS). One of the domains monitored is social functioning, the data collected can tell the number of new clients that are

in employment and those that are in education, both when they present for treatment and when they leave treatment. **Treatment Outcome Profile data** holds the key to determine exactly how widespread ETE involvement is across all agencies.

**8. Awareness of ETE provision amongst drug and alcohol treatment:** All treatment agencies interviewed reported links with ETE providers, the Shaw Trust (provider of progress to work) being the agency most often cited. Although some reported more links to ETE than others all reported some existing and functioning links. This will provide a good starting point, a network of current contacts and a firm base from which to build an ETE strategy. TOP data will provide the key to discovering how successful these links are.

**9. ETE informed caseworkers.** Research by McIntosh and McKegney (2002) highlight the importance of developing a greater awareness of the world of work both on the part of treatment workers and the clients themselves. One ETE manager interviewed for this research, stressed the importance of having ETE informed caseworkers, able to motivate, support and make timely ETE referrals. When asked about an ETE 'champion' role the treatment agencies asked felt that this would be a positive development.

**10. Current ETE activity:** Interviewed for this research, the DAAT Service User Engagement Training Sub Group, whilst a small group tells of involvement in a broad range of ETE activity. The members of this group come from Thetford, Kings Lynn, Norwich and Great Yarmouth. Treatment Outcome Profile data holds the key to determine exactly how widespread ETE involvement is across all agencies.

**11. ETE provision in local prisons as well as in the community:** The East of England is a national leader in one of the key developments for sustaining and supporting offender education, the Test Bed Initiative and the creation of the 'virtual campus'. Although only being piloted just now close working with test bed partners will be key to advancing offender education in local prisons as well as in the community.

**12. The support needs of potential employers:** ETE providers interviewed for this report were all aware of local treatment providers, larger colleges also having student welfare and support structures. In addition much work has been done in the last couple of years to raise awareness among employers & FE/HE colleges universities, the most recent being, Mars foods Kings Lynn, UEA Health Centre and City College Norwich. However general awareness is one area that constantly needs revisiting and a mail out of treatment service directories to all ETE providers should be considered. Building on general awareness, it is vital that good working relationships between Treatment providers, and ETE providers are built upon, in order to ensure that employers are supported and trained whilst also enabling clients to access and sustain ETE opportunities. As one interviewee put it 'to avoid dump and run'.

**13. DANOS Competence: Help individuals to access employment –** (formerly AK1 now reclassified as HSC347) this workforce competence covers supporting individuals to identify and seek employment that is realistic to their needs. This involves working with individuals to identify their needs and preferences about employment, helping individuals to identify and seek employment opportunities, and supporting individuals to prepare for employment interviews and work. Users of this competence are reminded to ensure that practice reflects up to date information and policies.

## SUMMARY: RECOMMENDATIONS:

- **ETE & Care planning:** ETE is raised from Models Of Care Referral form – Essential Screening Information, to Assessment form and through to the Comprehensive Care plan. To enhance the opportunities presented at these stages, a new **ETE champion role** within treatment providers, with an understanding of the world of treatment and the world of education/ work should be considered. This would allow for knowledgeable support at every office location. This person would have a special interest in promoting ETE and giving knowledgeable support to clients, colleagues and employers. At it's most effective level the person that held this role would be involved in assessment of client need and would work to get the best fit with employer complete with follow up appropriate support to client and employer until the placement was firmly established.
- **Develop an assessment process** for individuals prior to engaging in ETE, to identify any potential barriers they may encounter and the support structures/systems they may need when accessing education, training and employment. Many good models of assessment already exist for example the Initial Assessment / skills assessment rating sheet, used by the Princes Trust.
- **Job ready and premature referrals:** Rather than one definition of 'job ready' they may well be a number of definitions that recognise levels of 'job readiness'. One agency interviewed spoke of basic foundation programmes that focused on time keeping, personal hygiene, workplace communication, awareness of self and impact on others training. As the client becomes more 'job ready' preparation training would include interview skills and disclosure letter writing. Definitions could also be developed to look at 'education and training ready'.
- One interviewee spoke of **Premature Referrals**. In this context the word "premature" would be used by the receiving agency where it is prepared to work only with people who are 'job-ready'. The majority of employers would fall into that category but it is quite feasible that if the receiving agency is a project set up to help individuals into employment it may see its remit to also include moving those referred to it into a position of 'job-readiness'. The interviewee suggested that to **avoid misunderstandings, receiving projects** be asked to publish explicit criteria for suitable and unsuitable referrals. **Referring projects** would have explicit statements to alert receiving agencies to any predictable needs of their client group and to clarify the kind of support they are able to offer when a referral is accepted. The presence of a key worker at the Initial Assessment interview stage (e.g. at a FE college or training provider) may well be helpful for putting needs into context and to identify support needs from the outset.
- **The ETE strategy should consider devising training and development programmes** of intervention, including lapse programmes where people have problems, to enable people to sustain their positions as learners, trainees and employees.
- To ensure that good working relationships are in place between Treatment providers, and ETE providers, to ensure that employers are supported and trained whilst also enabling clients to access and sustain ETE opportunities, and in recognition of the No one Written off report.
- **Set up an ETE information group** to develop awareness raising materials for employers, on the difficulties / barriers experienced by substance and ex-substance users in Norfolk.
- **The ETE information group to become a centre of information** regarding Norfolk ETE provision and best practice. Possible members of this group would include FE / HE / LSC/ Treatment

providers/Structured day care/ Voluntary Norfolk / Chamber of Commerce / Business in the Community/ Prison Education / Occupational Therapy / Norfolk Learning partnership/ Service Users / Job Centre.

- **An annual ETE day** to bring together ETE providers and treatment agencies. A virtual ETE fair could be built on the website for all year round access.
- **Innovative partnership approaches to ETE**, may offer a broader access route to education and training provision, for example creating more partnerships involving Open College Network (OCN) and Treatment Providers to set up OCN satellite learning centres, like the one between Norcas and OCN. The same centres could also provide access to Learn Direct courses, which may be shorter in duration and better suited to the length of contact time that clients have.
- **TOP:** Encourage the consistent provision of employment and education information both at the beginning and at time of case closure. This information is key to discovering how successful ETE activity is across all treatment agencies.
- **Funding:** Maintain, through the **ETE information group**, good working and strategic relationships with local mainstream education providers, treatment providers, service users, Norfolk Unites/LSC, the Job Centre Plus, and Shaping Norfolk's Future, to ensure that clients can access and sustain learning.
- **The DAAT service user bursary scheme:** Over £2000 of service user bursary funds have been allocated in the last eight months to support service users access development opportunities. The service user bursary scheme is a sign of the DAAT's commitment to enabling service user development and deserves ongoing support.
- **Awareness and Skills Training:** Many of the ETE providers interviewed for this report were aware of local treatment providers, larger colleges also having student welfare and support structures. However general awareness and skills development, for example early recognition and 'broaching the subject' skills training, is one area that is needed. A mail out of treatment service directories followed up by a training programme to all ETE providers should be considered. The DAAT spent £2500 on 04 housing training sessions last year reaching over 70 people, a similar sum would fund a similar number of sessions of awareness and skills development to ETE providers.
- **Offender learning:** When planning the ETE strategy close links with the Test bed initiative is advised. Given that the plan for test bed is that this will work through the prison gate, from custody into community, working closely with this innovative initiative may well save time, money and help to reduce duplication of effort.

## 1. ETE AND FE COLLEGES IN NORFOLK.

Further and Higher Education offers substance and ex-substance users in Norfolk a broad range of opportunities through which they can develop skills, build confidence and increase their employability.

**Funding for places on courses:** Easton, UEA, College of West Anglia, City College, Norwich School of Art and Design and Great Yarmouth College were all asked about funding. To a large extent funding for places comes from The Learning and Skills Council. Although they do not fund Higher Education places they do fund places in FE colleges. Historically the LSC have focused their funding on the 16 – 25 year olds, however this is changing and the upper age limited will be lifted. If the college run a vocational course the LSC will probably be funding places. (See also appendices 8 & 10)

The Colleges approached offer study support to all learners including those who may be returning to education after a break. The help offered can cover anything from specialist help, to essay writing or using computers.

The colleges were asked specifically about the kind of support available for substance and ex-substance users who may be returning to education. These learners may be returning to education after a gap and with some previous experiences of education that make that first step a difficult one.

They were also asked about flexible learning, this question has particular relevance where it is widely recognised that lapse and relapse can occur for people trying to make and maintain changes to their lives. They were asked about the extent of flexible learning, provision perhaps for people to take time out if necessary and return to their studies when ready.

### Responses from learner support included:

*'At the college we rely on the students disclosing their issues on application. At this point I will give them a ring to ascertain what support they consider necessary and complete a report, which goes to the interviewing tutor. I may also ask for written evidence to assess needs, e.g. risk assessments, letter from medical professionals, etc. to be brought in at interview. This is so we can have a balanced and objective view.'*

*'We encourage students to bring along to interview any professional support workers they access. This information sharing has been very successful in the past for putting needs into context and for writing risk assessments/care plans as necessary. As such we treat each student individually as their needs and opinions are part of the assessment process.'*

*'With Norfolk being a largely rural county, I doubt if the college, are as geared up to substance abuse in the way that many larger, urban conurbations are. This may well be part of an overall learning barrier within educational services that may previously have had only to address relatively small pockets of learners with substance abuse backgrounds. This, I think, is changing rapidly as a consequence of the growth of the city and the large influx of people from the London area.'*

*'Within the college the support provided is often pastoral through counselling services under Learner Services.'*

*'In more general terms, the main barriers to learning will be the rigid timescale of most courses and their requirements to be evidenced in written, academic formats. Many tutors may also have little knowledge of working with this type of learner group.'*

One interviewee spoke of the problems faced when an offender, who had left custody in May, and was motivated to begin their learning, discovered that the F.E course that they required did not start until September. Fortunately the key worker involved had a good knowledge of what learning was available and was able to build a bridging programme that kept their client engaged in their learning until the September course started.

### **THE COLLEGE OF WEST ANGLIA – 'ROUTE TO LEARNING' PROGRAMME AND ACCESS COURSES.**

The 'route to learning' programme is a ten-week, twelve-hour per week programme and is free to all. The programme is designed to help people return to learning.

'Routes to Learning' is open to anyone wanting to make a return to learning that may lack formal qualifications. The course is designed to improve confidence as well as study skills, whilst helping learners to prepare for those first steps towards more advanced study.

The course is available at the King's Lynn Campus and is delivered over 3 days per week, Tuesday, Wednesday and Thursday, 9.45am – 2.30pm, starting Tuesday, 8th April 2008.

Once enrolled on the programme learners have the chance to study five subjects.

- Communications,
- Numeracy,
- IT and a choice of
- Sociology and psychology or history and law or science and technology.

Regular tutorials are built into the course, as well as the opportunity to meet an Adult Guidance Worker and to work with other mature students. This programme offers an opportunity for learners to take the first steps to accessing further educational opportunities.

**Access programmes:** From this programme learners can progress onto Access programmes, which offer Higher National Diploma (HND) or degree route progression.

### **Access to Higher Education – College of West Anglia**

This course is for anyone who wants to achieve an HND or degree, but does not have the appropriate qualifications to gain entry to such a programme. The course is 1 year full-time, but also has the option to study part-time, over 1 or 2 years. The College of West Anglia is a longstanding and successful provider of Access courses. An Access course provides sound preparation for Higher Education and is a nationally recognised entry qualification for university or college. The purpose is to help students regain confidence and study skills that may have been lost through previous bad experiences, or through time. Study time at home should match the time you spend in the classroom.

The following are the different pathways that are available on the combined Access programme.

- Art pathway – modules covered include painting and drawing; craft; print; and the history of art.
- Humanities and social sciences pathway – modules covered include English literature; history; psychology and sociology.
- Science pathway (including access to nursing and professions allied to medicine) – modules covered include human biology; forensic science; health and community; physics; chemistry.

**End Qualification:** These Access courses are validated by the Cambridge Access Validating Agency and lead to a nationally recognised qualification for entry to university level study.

**Entry Requirements:** No interview required.

**Recommendations:**

1. Develop an awareness and skills training package which can be offered to colleges, front line teachers and guidance staff, where learners include substance and ex-substance users.
2. Further and Higher Education - Initial Assessment interview stage - the presence of a key worker at the interview may well be helpful for putting needs into context and to identify learner support needs from the outset.

## 2: PRISON, ETE OPPORTUNITIES AND TRANSITION BACK INTO THE COMMUNITY.

There are a broad range of educational courses and training for prisoners whilst in prison. These opportunities are there to help them gain skills and qualifications that it is hoped will enable them to find employment when they are released. Research has shown that prisoners who gain employment after release are much less likely to re-offend.

*'Many employers said they would consider employing offenders providing there was vigorous preparation for employment and good support mechanisms if things go wrong'.*

Reducing Re offending through skills and employment.<sup>4</sup>

One of the key developments in sustaining and supporting offender education is the Test Bed Initiative<sup>5</sup> and the creation of the 'virtual campus'. The East of England is a national leader in this initiative.

**Education and Employment Opportunities at HMP Norwich:** All new arrivals to HMP/ Young Offenders Institute (YOI) Norwich are screened for their literacy levels. The education department offers entry level 1, 2 & 3 for basic reading and writing and also levels 1 & 2. These are an OCR (Oxford Cambridge and RSA Examinations) qualification, which is equivalent to the lower end of a GCSE.

They offer Key Work Skills, Social & Life Skills and IT across both the Adult and YOI sites. Other available courses include ESOL (English as a Second Language), Basic Food Hygiene, Basic First Aid, Health and Safety, Art & Craft and pre-release work programs.

### **Vocational Qualifications:**

- The Norwich print shop deliver an National Open College Network (NOCN) accredited course in printing industries for the adult establishment and they have an educational support worker to assist offenders on this course. In addition they run manual handling and health and safety NOCN accreditations delivered by education staff in the workshops. All courses are run at level one.
- Gardens/Horticulture, Norwich currently runs an NVQ qualification for both adults and young offenders. This is done through the prison and not via the education department.
- Painting and Decorating: In the Norwich YOI there are plans to offer an NVQ in painting and decorating (this was offered in the past but halted due to unavailability of staff to deliver it).

There is a new build of a 300-bed unit currently taking place at HMP Norwich. This may raise further opportunities for industries and qualifications.

**The Foundation Training Company:** FTC operates in nine prisons in the Eastern region, including HMP Wayland and the Norwich Young Offenders Institute. As part of their programmes, they provide each client with relevant training, support, information, advice and guidance to meet their immediate and mid-term aims. This is done through developing personal action plans which cover immediate, mid and long term goals, covering all resettlement pathways: ETE, incorporating training for work, accommodation, family, health and finance.

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<sup>4</sup> Reducing Re offending through skills and employment; next steps. (2006) DfES, HO & DWP.

<sup>5</sup> [http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2007\\_0083](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2007_0083)

The programme that FTC run is called the Foundation Training Programme, which is awarded through OCN - Open College Network and allows learners to achieve a menu of resettlement orientated units covering levels 1 and 2. The Open College Network certificates earned by the learners further contribute to their sense of achievement and improved self-esteem.

FTC (HMP Wayland) also runs the **rail and construction project**, which begins by assessing client skills and goals. Clients are then all interviewed and ten weeks prior to release, and acting as a type of 'Job Agency', FTC will link clients with potential employers to help them find employment upon release.

**YMCA in the prison:** YMCA facility inside Norwich Young Offenders Institute provides intensive face-to-face contacts with over 1,000 young offenders offering pastoral care, guidance and resettlement advice, often working with young men at serious risk of self-harm. YMCA offer through the gate support.

**Jobcentre plus in the prison:** Job Centre Plus deliver weekly surgeries for the 'D' CAT prisoners in Britannia House, offering advice and guidance on training, job search employment. Training opportunities are limited because of funding issues for serving prisoners.

Prior to release, help and advice to identify and address the needs of the prisoner is offered, ensuring the prisoner leaves with the best possible support to help reduce the risk of re-offending.

#### **Working out at HMP Norwich:**

The presence of 'D' category prisoners at Norwich means that the Prison Service is able to offer Employment support to prisoners once they get to the resettlement unit. As part of prisoner resettlement back into the community, Britannia House, HMP/YOI Norwich, work with employers and learning providers to arrange placements for serving prisoners.

Prisoners at the unit only become eligible for this employment support after exhaustive enquiries, rigorous risk assessment and a great deal of work has been carried out to address any areas of concern. It is also important to acknowledge the work the prisoner does himself in order to gain category D status, that is, the achievement of goals contained within the sentence plan. All the previously mentioned checks are undertaken in order to minimise the risk of any temporary release of a prisoner into the community.

A RaPT resettlement worker also works from Britannia House to help with CV's, housing issues and drug and alcohol problems arising from voluntary drug testing and Breathalyzer testing.

**Tribal:** Deliver the information, advice and guidance (IAG) service in HMP Norwich. They conduct initial assessments at the induction stage and make referrals to education.

#### **HMP Wayland:**

The same education system runs at HMP Wayland, along with FTC and A4e (as above). The regime provides OCN qualifications, Workskills and Social and Life Skills, along with Routes to Employment and Turning point. They also run 13 vocational workshops. This can be difficult as NVQ's require evidence not only of knowing but doing, however despite this they offer an extensive range of workshops and training facilities, including Electrics, Welding, Bricklaying, Painting and Decorating

and Motor Mechanics, Light Vehicle Body Repairs, many of these being NVQ (C&G) qualifications. Wayland recognise the ongoing need for employment support through the gate and run the 'work out' scheme. 16% of offenders leaving Wayland will go back to live in Norfolk.

**Train to Gain:** Where an employer takes on an offender T2Gain will support both the employee and the employer by paying for the employee's (or volunteer's) training.

**The Test Bed Initiative:** is a new personalised skills assessment initiative in prisons and in the community to identify offenders who would benefit from employment-focused skills training funded by Offenders Learning and Skills Service (OLASS) money.

The Next Steps scheme is designed to significantly reduce re-offending by opening up new pathways to vocational learning opportunities and employment.

Under the new system, selected offenders receive personalised information, advice and guidance and will be offered a range of training based on skills needs identified in their training. Training will include opportunities to gain literacy, numeracy, language and IT skills, employer-led vocational skills, business skills for self-employment, work experience and trials and voluntary work. It is hoped that the scheme will help offenders develop skills and secure better jobs in order to reduce re-offending.

The E of England secured Test bed money to pilot a variety of communication systems designed to create what is called 'a campus model' for delivery of offender learning, interpreted as making it possible for large geographical areas to operate as though on a college campus, where what the learner needs is to hand when they need it. The East of England was one of only two areas to win the bid so are national leaders in this initiative.

**The main themes of the Test Bed are:**

1. Engaging with employers to increase the part they play in helping offenders move into work.
2. Developing a 'campus model', including the use of an 'employability compact' .
3. Building a new emphasis on skills and jobs in prison and in the community, the Virtual Campus.

**'Employability Compact':** is an agreement between Test Bed and Offenders, where test bed will offer offenders in prison and in the community enhanced job search support in return for a commitment from offenders to improving their skills and demonstrating their general work-readiness, employability characteristics of reliability, motivation, and integrity.

**Meganexus<sup>6</sup> at HMP Blundeston:** Although currently running as a pilot as part of the virtual campus model for test bed this may well be rolled out to other prisons in the east. This is an innovative model of Higher Education provision to learners run by the Open University, which provides a model for learning; to ensure continuity of education from prisons into the community. There are currently 1239 OU students in custody in the UK and Ireland.

**Ready for work:** The need for a '*vigorous preparation for employment*,' has been made already and will be picked up elsewhere in this report. The Corston report<sup>7</sup>, which focused on women within the criminal justice system highlighted that there are stages of preparation for readiness, when Baroness Corston argued for emotional literacy training and development in Women's prisons.

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<sup>6</sup> <http://www.open.ac.uk/cetl-workspace/cetlcontent/documents/48737f509091b.pdf>

<sup>7</sup> <http://www.homeoffice.gov.uk/documents/corston-report/corston-exec-summary?view=Binary>

*The concept of emotional literacy, the base from which all learning must start. Respect for one other forming and maintaining relationships, developing self confidence, simply being able to get along with other people without conflict must come before numeracy and literacy.*

### **TRANSITION BACK INTO THE COMMUNITY, PS Plus, A4e, POPO & DIP:**

**PS Plus:** This project helps offenders address their individual barriers to entry into the labour market. By offering education, training and employment support along with supplying information, advice and guidance, PS Plus works with people released from prison by helping to find sustainable housing and employment.

**A4e:** Works along side Learning Skills Council, Job Centre plus and Probation to provide employment training and support to offenders into the community after release. They deliver all New Deal strands for the Job Centre.

A4e delivers Offender Learning and Skills Services (OLASS)<sup>8</sup> in 32 prisons across England; working in partnership with each prison to develop tailored education and training for their offenders.

The OLASS programme is overseen by the Learning and Skills Council. A4e is working on their behalf to educate offenders and help them find employment on their release. OLASS forms a vital part of the prison reform programme and research has shown that improving the transition between offender release and their entry to employment programmes can make a significant impact on reducing re-offending rates.

***“The Offender Learning and Skills Service aims to offer a seamless journey for offenders in prisons, on probation and on release by bringing together the education service with vocational training in a broader curriculum which is both flexible and centred around the needs of the individual.”***

**POPO scheme:** This scheme focuses on a small group of offenders who are the most prolific, the most persistently anti social and / or pose the greatest threat to safety and confidence in their local communities. Working with Job centre plus, Norfolk Learning and Skills Council one strand of this work is concerned with employment and training.

**DIP:** A number of DIP clients will have accessed education and training whilst in custody and the challenge is to ensure that all clients are:

- Sustained and supported in their education upon release or
- Re-engaged if they were not accessing education provision beforehand.

### **Recommendation:**

1. When planning the ETE strategy close links with the Test bed initiative would be advised. The Virtual Campus – provides an IT-based integrated learning and information environment which offers resettlement and learning opportunities to offenders. It has recently gone live in Blundeston prison and Wayland will follow shortly. Using the Virtual Campus offenders can access a range of content provided by a variety of partners, including learn direct, Open University, Meganexus and OLASS providers. Given that the plan is that this will work through the prison gate, from custody into community, working closely with this innovative initiative may well save time, money and help to reduce duplication of effort.

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<sup>8</sup> <http://www.dcsf.gov.uk/offenderlearning/index.cfm?fuseaction=content.view&CategoryID=3&ContentID=4>

2. Adults returning to learning after some time may face a number of barriers, for example poor previous educational attainment, less than positive previous experiences of education. The reducing re offending report<sup>9</sup> argues for the need to find ways of '*engaging and motivating reluctant learners*'. Where gaps in main stream ETE provision should occur, or learners are unwilling to engage with mainstream provision, innovative partnership approaches to ETE, may offer a way to help address both barriers and gaps. For example partnerships involving Open College Network (OCN) and Treatment Providers to set up OCN satellite learning centres. Norcas and OCN already have such an agreement in place. The same centres could also provide access to Learn Direct courses, which may be shorter in duration and better fitted to the length of contact time that DIP clients have.

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<sup>9</sup> Reducing Re offending through skills and employment; next steps. (2006) DfES, HO & DWP.

### 3. DAAT SERVICE USER INVOLVEMENT TRAINING SUB GROUP AND ETE.

The Service User Engagement Training Sub-Group identifies training opportunities needed for effective service user involvement. They help to inform service users of the training and development opportunities that exist, and by so doing enable service user development in order to increase effective participation in the design of treatment services and support of other service users. Wider ETE opportunities are also discussed within this group and guest speakers are invited to meetings.

A key part of the group's work has been to develop a manual “ **Get a life, get involved**”<sup>10</sup> to explain how people who wish to get involved in their Drug & Alcohol Service can contribute to the design, planning, and delivery of services at a local level.

#### **TRAINING, DEVELOPMENT, VOLUNTEERING & EMPLOYMENT OPPORTUNITIES.**

Within the “ **Get a life, get involved**” manual is information on training and development opportunities for people wishing to be involved in Service User Groups; Advocacy or Service Development. Either at day-to-day involvement with service users (operational engagement) or at the planning level (strategic engagement) taking an active part in the Norfolk Drug & Alcohol Partnership meetings to help guide the direction of treatment services.

Also included within the manual are information on a range of volunteering opportunities; information on benefits and, information on the Rehabilitation of Offenders Act. Lastly there is information on different organisations that may be able to help service users to get back into paid work.

# Get a life!



## Get involved in Your Drug and Alcohol Treatment Service

<sup>10</sup> 'Get a life, get involved' manual (2008) Norfolk DAAT service user involvement training sub group.

#### 4. DAAT TRAINING & DEVELOPMENT AND LINKS TO ETE.

The DAAT training and workforce development strategy uses a multi level model for training, Foundation, Intermediary and Specialist. This provides an effective way of approaching training and development provision in Norfolk.

Many Service users wish to volunteer / work in the Drug and Alcohol sector, to help them achieve that goal they can and do access a number of DAAT courses. See also the leaflet '**Why be a drug and alcohol worker**' – a career in substance misuse<sup>11</sup>. Service users do apply to the DAAT bursary fund to enable them to access further development opportunities e.g.

- The one day Foundation course Drug & Alcohol awareness,
- The two day Crack Cocaine course
- BBV awareness
- Overdose awareness and prevention,
- Assertiveness and Confidence building
- The NORCAS run OCN accredited Befriending course or the
- Certificate Higher Education DAAT & UEA Substance Misuse accredited course.

**DAAT Service User Involvement Group:** To date transition from attending courses to volunteering or employment within the drug and alcohol (D&A) sector has not translated into significant service user involvement across the three levels of;

- Service user groups,
- Advocacy and
- Commissioning.

However a recent survey of members of the Service User Engagement Training Sub-Group has shown volunteering and involvement is occurring on a broader number of fronts, for example;

- Service user attendance on the Royal Institute of Public Health (RIPH) accredited training, which is directly linked to NHS Health Trainer work in the community.
- Running a bereavement group at the Matthew Project.
- Conservation work on the Broads.
- Enrolment on the Health and Social Care NVQ.
- Volunteering for Hebron House.
- Running a HEP C support group

It may be that in some cases, the skills and confidence that come from attending training, like the DAAT training, has helped develop both a desire for learning and volunteering, and that where opportunities do not exist in D&A agencies, people have been more creative and looked wider to meet those needs.

<sup>11</sup> 'Why be a drug and alcohol worker' – a career in substance misuse (2007) N-DAP leaflet.

**Recommendation:**

1. The DAAT continue to fund the service user bursary scheme to enable service users to access development opportunities.

## 5: THE EXTENT, APPROPRIATENESS AND ACCESSIBILITY OF ETE PROVISION FOR THOSE WITH A HISTORY OF SUBSTANCE USE.

*ETE gives “a chance for a future, because some users at some point maybe thought they didn’t have one. ETE gives people hope and confidence that there are things you can do and more you can learn.”*

*Member of the DAAT Service User Engagement Training Sub Group.*

**Extent & appropriateness:** As will be seen by a glance at the directory there is a wide range of ETE provision in Norfolk, and many of the training / education providers interviewed talked of careful initial assessment to ensure that clients were accepted onto appropriate programmes.

**Accessibility:** Research for this report has shown that the point of access for some of the programmes described is via a referral and so the cost is borne by the referrer, for example referrals to the Shaw Trust are made through Jobcentre plus. Some programmes are offered free of charge, for example LSC funded places, Business in the Community and the College of West Anglia ‘route to learning’ programme. There are others that offer discounts for people on certain benefits\*, for example the Adult Education programmes. The DAAT also run a small bursary fund to enable service users to access training and development opportunities.

**Norfolk Flexible Routeways:** Is Department of Work & Pensions (DWP) funding for supporting people into employment. This is funding to refer unemployed service users onto free employment support or to deliver actual job support activity.

**CeeMac** is the contract holder for ‘Flexible Routeways Provision’<sup>12</sup> in Norfolk. For this Norfolk contract, CeeMac require 1700 beneficiaries over 3 years, of which they expect 6-700 to come from the Norfolk VCS.

**A Norfolk-wide Voluntary and Community Sector (VCS ) Learning Consortium:** The Gershon Report (2004)<sup>13</sup> looked at aggregation of procurement services as a means of increasing efficiency. This resulted in Government preferences for this type of larger, collective procurement process, for example the regional and county-wide emphasis on Learning & Skills Council (LSC) contracts. For information on the role of the LSC please see section 10.

In response to these changes Norfolk Unites are developing a consortia to promote better working between the Norfolk VCS and the LSC. Meridian East, Learning Community Partnership and Norfolk Learning Partnership among others have contributed to the development of how a Norfolk VCS learning consortium could be shaped to promote better working in light of changes to LSC contracts.

It is felt that the forming of this consortium will enable the Norfolk Voluntary and Community Sector (VCS) to be in a position to hold those larger contracts and to distribute these funds to partner organisations. <http://www.norfolkunites.org.uk/news/30/>

*“The thing that helped me with my drinking more than anything else was when I realised that for once I had something to get up for. For the first time in my life I feel I have got something to offer...”*

NORCAS client now volunteering in a day centre

<sup>12</sup> <http://www.norfolkunites.org.uk/flexible-routeways/>

<sup>13</sup> [http://www.hm-treasury.gov.uk/media/C/A/efficiency\\_review120704.pdf](http://www.hm-treasury.gov.uk/media/C/A/efficiency_review120704.pdf)

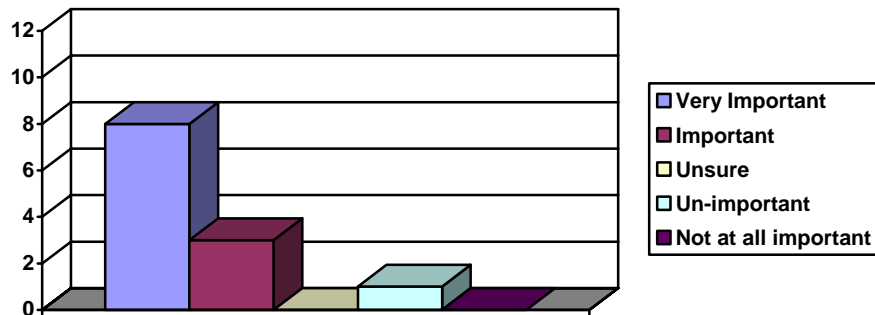
The NORCAS focus group participants consulted for this report gave the following main motivations for joining an employment-based project:

- The desire to make a break and escape from drug dependency, health problems and reliance on welfare benefits.
- The wish to develop social support structures beyond the drug 'culture'.
- The desire for a 'sense of normality'.
- The possibility of earning money.

The Norcas focus groups with drug services pointed out that considerable **variation** exists in the motivation of users, reflecting mainly their **age group and background**. Frequently, older people are more motivated to make a break with the past and are much more likely to have some work experience and relevant skills. Whereas the group suggested that for some younger people the use of drugs had not as yet become a problem in itself and so were less interested in finding employment.

### Feedback from the DAAT Service User Engagement Training Sub-Group

Twelve Education Training and Employment (ETE) questionnaires were circulated to the Service User Engagement Training Sub-Group in June 2008. The results are shown below.



**Fig 1.1**  
The importance of education, training or employment in treatment rehabilitation.

Eight of the twelve rated ETE as important in rehabilitation and three as not important. With one rating between unsure and not important.

- When asked to give the reasons it was important the following was highlighted;

Option	Number of times scored
Structure	12
Purpose to daily life	10
Feeling of normality	11
Chance to earn money	6
Chance to escape from health problems	2
Chance to escape from benefits	7
Chance to make new friends	8

**Fig 1.2 Reasons for importance**

This suggests that structure and purpose along with ‘ a felling of normality’ were most valued by service users.

Interaction, knowledge and opportunity, refreshing abilities and confidence were also noted as important reasons for ETE in rehabilitation.

**“... a chance to for a future, because some users at some point maybe thought they didn’t have one. ETE gives people hope and confidence that there are things you can do and more you can learn”.**

- When asked ‘does the motivation to take up education, training or employment opportunities differ with a persons age?’ was posed to the group 8 (67%) said ‘Yes’ and 4 (33%) said ‘No’.

This question brought a number of comments. Most felt that ‘when you are younger you are not as concerned with how your life will turn out, but as you get older you become more motivated but there does not appear to be so many chances’.

- The group were asked if they felt there were any barriers existing for people wishing to take up ETE opportunities? They were given a list of options with room for comments and asked to tick, as many as they felt were appropriate.

One felt there were no barriers, while the remaining 11 rated the following;

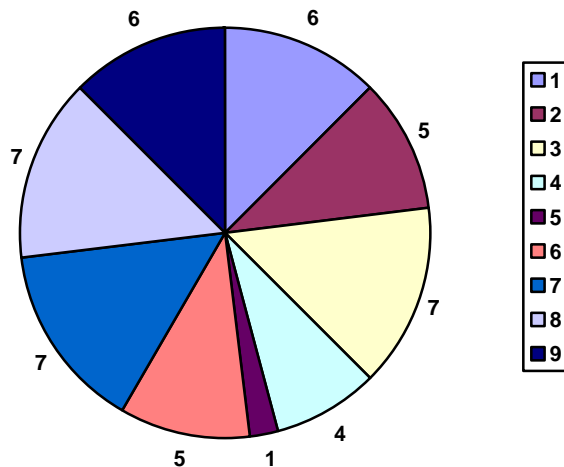


Fig 1.3 barriers pie chart

KEY		Number of times scored
1	Previous experience of education/training/work	5
2	Health Issues	4
3	Attitudes of potential providers of employment or employment services	7
4	Other more pressing issues such as housing	4
5	Where you live (too far away or too difficult to travel)	1
6	Self confidence	5
7	Fear of judgement	7
8	Worries about the impact on benefit income	7
9	Worries about the type of work available	6

Fig. 1.4 barriers data

This appears to show that where you live, being too far away or too difficult to travel to was not seen as a barrier to ETE.

The other options ranged between 4-7 votes showing that all were seen as barriers to some degree. With attitudes of potential employers, fear of judgement and worries about benefits all scoring the highest.

It was also suggested that barriers might be “*knowledge and availability of ETE*” and that you “*can’t train on incap benefit*”.

- The group were given the opportunity to add any thing further

“*It’s a good idea to get help in treatment with motivation i.e. Voluntary work*”

*"I think it is important but people need a lot of support"*

*"I think it is a chance to put back what I have taken away, it is a chance to better your self for a more secure future"*

### **Cycle of Change:**

- The group were finally asked where they felt they were on the cycle of change when they thought about ETE.

There were a number of views with the majority pointing towards '**maintenance**'. The majority of the group felt it was 'when they were '**mentally stable**' but not necessarily 'clean' such as when they were trusted to pick up weekly. Others suggested it was towards the end of their treatment at the point when they asked themselves '*what next?*'

### **SCODA a barrier to ETE?:**

**1. SCODA guidelines:** For former service users wishing to work in the Drug and Alcohol field, the two-year drug free rule, Standing Conference on Drug Abuse (SCODA 1997) may appear to be a barrier. This guideline states that ex drug users should be two years drug free if they are to be employed in a therapeutic capacity, concentrating specifically on workers who will be engaged in a counselling role.

When the DAAT Service User group were asked about barriers to ETE, attitudes of potential employers, and fear of judgement scored highly although it is unclear whether people were specifically thinking of the two year rule.

*'We may use someone who is on subutex in one context for example, where in another context it might be unhelpful'*. **Manager of a Drug & Alcohol Treatment Agency**

In 2003 Drugscope and The National Treatment Agency published a document called Enhancing Drug Services, which contains the following statement:

*'People with experience of drug use and drug treatment can be effective workers in drug services, particularly when they have support and backup from their management... Current and former drug users should not be considered or rejected for employment in a drug service solely on the basis of their drug use. It should not be assumed, however, that because an individual has experienced drug treatment they also have the competency to deliver it...*

*When considering current or ex-drug users for job vacancies, services should clearly state the expectations they have for their employees as well as the aims and objectives of the service. For example - a drug service seeking to engage with active drug users and provide them with harm reduction information and services, may encourage current users to be involved in their service as employees'*

**DrugScope / National Treatment Agency, Enhancing Drug Services, 2003. P. 22**

**Adult Education note:** Adult Education will give fee discounts for people on Income Support, Council Tax benefit, Job Seekers Allowance and Working Tax credits.

## **6: A REVIEW OF THE EXISTING AWARENESS OF AND REFERRAL PRACTICES TO ETE PROVIDERS IN SPECIALIST TREATMENT AGENCIES.**

With so much emphasis on NTA targets of numbers in treatment, retention in treatment, waiting times and whilst it is a part of the MOC care plan, it is not surprising that a particular emphasis on ETE may not be a top priority for treatment provision. However Structured Day care does offer an opportunity for clients to develop important life skills and work towards employment goals.

**Structured Day Care:** The National Treatment Agency (NTA) define Structured day care programmes<sup>14</sup> as providing:

***“intensive community based support, treatment and rehabilitation . They should offer clear programmes of defined activities for a fixed period of time with specific attendance criteria usually four or five day per week.”***

**Structured Day Care Programme in Norfolk:** ETE forms a part of the Structured Day Care programme in Norfolk which is run by NORCAS. The Service Aims and Objectives for the Clients include help to:

- Develop life skills and vocational or educational goals – taking a holistic approach to rehabilitation.

These aims and objectives are achieved through programmes that include:

- Education – for example, joint work with local colleges, literacy development and access to non-vocational learning (on and off site)
- Training – for example, links with local Learning Skills Councils, National Vocational Qualification (NVQ) assessment centres, social skills training.

**Norfolk Structured Day Care provision is available to clients at the following locations, Great Yarmouth, Kings Lynn and Norwich.**

### **REFERRAL PRACTICES TO ETE PROVIDERS:**

**Norcas Structured Day Programme (SDP):** SDP work with clients on an individual basis, for example, with support from SDP a current Norwich based client is now going back to the local FE College. SDP has ETE links with the following organisations, Learn Direct, Next Step, The Shaw Trust, WEA as well as voluntary organisations such as Community Music East and Norwich Community Workshop. Lastly SDP also work closely with the Norwich school of Art and Design who provide art/craft sessions for SDP clients.

*‘In some ways, the whole of SDP is ETE’. Norcas SDC manager.*

Other Drug and Alcohol treatment providers were asked about the ETE links that they had, a selection is included here.

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<sup>14</sup> [http://www.nta.nhs.uk/about\\_treatment/Types\\_of\\_treatment.aspx](http://www.nta.nhs.uk/about_treatment/Types_of_treatment.aspx)

**Enhanced Arrest Referral** reported that they had a number of links with ETE providers. These links depended on what part of the county they were working in, but the Shaw Trust and P S Plus, partner agency to Probation were widely accessed over the whole county.

- **North Norfolk:** Norfolk Volunteer services, Next Step, Move on East and Meridian East.
- **East Norfolk:** Business in the Community (BiTC), CITB, Next Step, A4E and Connections.
- **Central Norfolk:** Next Step and Weetu.
- **West Norfolk:** College of West Anglia, Shaw Trust and Meridian East.

When asked about a ETE 'champion' role, EAR felt that they had a fairly well developed understanding of ETE across the team, although they were not sure that this amounted to a specialist level of knowledge. In addition they did wonder about claims on a person's time, if they were to become an ETE 'champion' and how this might impact on present duties.

**The Junction** (Matthew Project) in Cromer reported links with Move on East, Next step and the Shaw trust. In the past clients seeking forklift training, offshore certificates and entry onto a plumbing course have been referred to the Shaw trust; the Junction report good links with the Shaw trust. The Junction also has a skills and interests assessment resource on DVD, that they use with clients to help them identify career direction. When asked about an ETE 'champion' role the respondent felt that such a role would be a positive development.

**CADS, in Kings Lynn:** Although CADS have no formal links with any ETE providers, NORCAS Structured Day Programme (SDP) based at CADS, does has active contacts with A4E and Learn Direct for SDP participants.

A view was expressed that the Job Centre would probably initiate links to ETE services for a number of CADS clients, although CADS key workers can refer through the Shaw Trust for the Progress to Work Scheme.

There seem to be less frequent links with the College of West Anglia, Princes Trust and Meridian East. When asked about an ETE 'champion' role the CADS respondent felt that participation on the DAAT Training and Workforce Development group enabled him to cascade ETE information and opportunities to his team. However he acknowledged that not everyone had this opportunity, and felt that such a role would be a positive development.

**TADS** have frequent links with the Shaw Trust, occasionally links with Meridian East, and will signpost to City College Norwich or Adult Education.

**DIP**, although the majority of DIP's work with clients will be around stabilisation, e.g. benefits, the DIP does have contact with Move On East, the Shaw trust, A4E, Tribal and Great Yarmouth Chamber of Commerce. DIP also have very good links with BVUC who recruit volunteers to do garden and landscape work, these are flexible schemes, which require as little as two hours commitment at a time.

**T2:** T2 is the young peoples service working with 19yrs and under client group. They have strong links with Broadland Training Services, which offer flexible tailored training to

accommodate Young Peoples interests. T2 also have occasional links with YMCA and City College Norwich. Although links with YMCA and City College Norwich are mostly to run awareness sessions or to take referrals, they have also signposted these organisations to their clients.

**This report went beyond treatment providers to ask about awareness of and referral practices to ETE providers in other specialist agencies.**

From interviews with Business in the Community, Princes Trust and Meridian East it became apparent that a number of agencies were referring people to ETE providers, St Matthews Housing, St Martins Housing, Move On East, Beulah House, YOT's, Britannia House HMP Norwich, and YMCA to mention a few.

**Recommendations:**

1. Treatment providers and links to ETE: Although some reported more links to ETE than others, all providers contacted reported some present links to ETE, the Shaw trust being the provider most often mentioned. An ETE strategy that builds on this good network of current contacts will have a good foundation from which to build an.
2. ETE informed caseworkers. One manager from an award winning service interviewed for this research, stressed the importance of having ETE informed caseworkers, able to motivate, support and make timely ETE referrals. This could be achieved by developing ETE champions within agencies. This would allow for knowledgeable support at every office location. This person would have a special interest in promoting ETE and giving knowledgeable support to clients, colleagues and employers. At it's most effective level the person that held this role would be involved in assessment of client need and would work to get the best fit with employer complete with follow up appropriate support to client and employer until the placement was firmly established.
3. Develop an assessment process for individuals prior to engaging in ETE, to identify any potential barriers they may encounter and the support structures/systems they may need when accessing education, training and employment.
4. Job ready and premature referrals: Rather than one definition of 'job ready' they may well be a number of definitions that recognise levels of 'job readiness'. This could also be further developed to include definitions of education and training ready. Premature Referrals in this context the word "premature" will be used by the receiving agency where it is prepared to work only with people who are job-ready. Most employers will fall into that category but it is quite feasible that if the receiving agency is a project set up to help individuals into employment it may see its remit to also include moving those referred to it into a position of job-readiness. To avoid misunderstandings, receiving projects could be asked to publish explicit criteria for suitable and unsuitable referrals. Referring projects should have explicit statements to alert receiving agencies to any predictable needs of their client group and to clarify the kind of support they are able to offer when a referral is accepted. The presence of a key worker at the Initial Assessment interview stage (e.g. at a FE college or training provider) may well be helpful for putting needs into context and to identify support needs from the outset.

5. Develop programmes of intervention, including lapse programmes where people have problems, to enable people to sustain their positions as learners, trainees and employees.

## **7: AWARENESS AND PRACTICE OF REFERRAL FROM ETE PROVIDERS TO SPECIALIST TREATMENT AGENCIES.**

As noted already there is a wealth of ETE provision in Norfolk. These can be broadly broken down into four main categories, see table below.

- mainstream
- specialist
- voluntary
- others [as part of other services – e.g. Connexions advisors]

Over the last six years a great deal of work has been done to raise awareness of Drug and Alcohol issues in the workplace and offer support in the development of Drug and Alcohol policies, most recently with City College Norwich.

D&A policies have two strands, how an organisation aims to prevent substance misuse problems in the workplace and, if they occur how that organisation will treat an employee who may have a drug or alcohol problem, the emphasis being on support rather than punishment (Home Office 2004). This work continues in Norfolk.

**Mainstream Provision:** Larger employers are more likely to have services and support for employees experiencing drug /alcohol related problems – e.g. Occupational Health and company Drug and Alcohol policies, which help HR/ Occupational Health to signpost to NDAP services.

**HE / FE:** All the HE / FE establishments in the county cited their own welfare / counselling services as a referral route for those with drug problems. There are established NDAP links to health fairs and staff / student training around the county, to promote awareness of NDAP services.

**Specialist ETE Provision:** Norcas research for this report shows that among Specialist ETE providers there is a high degree of awareness of drug treatment services and that they will readily make a referral.

*“Whenever we have worked closely with someone in the drug service it’s been positive for whoever we’re trying to help. I think we need to talk more. It’s all about relationships on the ground.”*

**Manager, Specialist ETE provider, Norwich**

### **Recommendation:**

1. Maintain Workplace links to raise awareness of the issues and agencies that can help.

ETE PROVISION			
TYPE	DEFINITION	LOCAL EXAMPLES	COMMENTS
<b>Mainstream</b>	e.g. employers, institutions offering and further and higher education.  This also includes dedicated mainstream services assisting entry into employment, e.g. Job centre advisors, offering supporting programmes like progress2work, pathways and new deal.	Local employers  Job Centre Plus advisors  Progress 2 Work advisors  FE colleges for example, City College Norwich.	County wide coverage of FE colleges  Larger employers and FE institutions more likely to have in-house welfare services (Occupational Health, Counselling etc)
<b>'Specialist'</b>	e.g. those working with particular groups – e.g. young people, the long term unemployed, people with mental health problems and working within the criminal justice system.	Shaw Trust  YMCA Training Services  A4E	NORCAS Structured Day Programme runs in Norwich, Kings Lynn and Great Yarmouth.  High level of awareness of drug & alcohol treatment services within this specialist category.
<b>Voluntary</b>	Brokers of volunteer placements and those providing non-paid volunteering opportunities	Voluntary Norfolk Agencies and charities needing voluntary work	Vital role to play in offering flexible volunteering opportunities and in the development of key and personal skills.
<b>Others</b>	ETE advice as a part of other services	St. Martins Housing Trust resettlement scheme Connexions (13 –19 yrs, see note below)	St Martins provide individuals with the opportunities of gaining or re-gaining a greater level of independence.

Note: Connexions also provides support up to the age of 25 for young people who have learning difficulties or disabilities (or both).

#### Recommendations:

1. Many of the ETE providers interviewed for this report were aware of local treatment providers, larger colleges also having student welfare and support structures. However general awareness is one area that constantly needs revisiting and a mail out of treatment service directories to all ETE providers should be considered.
2. Develop an awareness and skills training package, for example early recognition and 'broaching the subject' skills training. This package to be offered to colleges, front line teachers and guidance staff, where learners include substance and ex-substance users.

## **BARRIERS TO ETE FOR DRUG USERS - Treatment providers.**

As was shown earlier in section six, treatment specialists report existing links to ETE providers, and in the future TOPS data will be able to show how numerous those links are. However the necessity to focus on retention, waiting times and numbers in treatment along with working through related issues, remains the top priority. Nonetheless Government plans for people on out-of-work benefits will push ETE up the agenda for those clients' currently unemployed and claiming benefits.

*'Having (ETE) informed caseworkers, able to motivate, support and make timely ETE referrals. Is most important.'*

### **Manager of an ETE service.**

The development of a pool of ETE champions based within specialist services that understands the world of treatment and the world of education / work could engage with clients at a point where they are beginning to consider 'what next'. By recruiting these champions from within the services any key worker and/or client concerns about exposure to relapse if pushed too far or too fast into education, training or employment will be well understood and can be addressed.

**MOC<sup>15</sup>:** Systems already exist; ETE is raised from the Models of Care Referral form (Essential Screening Information), through to the Comprehensive Care plan. An ETE champion could be available to build on the opportunities presented at these stages.

The importance of flexible and supportive programmes came out many times in the compilation of this report. The following case study highlights the importance of both ongoing support and flexibility.

*'Vicky had been working to address her alcohol problems. As part of the changes she was making in her life, she had been participating on a Meridian East programme. Towards the end of the programme she started a stock control job with a local supermarket and was placed on an early shift. Within a short time, time keeping issues began to develop. Meridian had continued to work with Vicky once she began work, and through this ongoing support had found that her medication was causing her to oversleep. Meridian worked with the supermarket and they agreed to change her shifts. This flexibility and support enabled Vicky to retain her job. Vicky developed within that post, and was made up to supervisor.'*

### **Manager Meridian East.**

Here the training provider, employer and employee all worked together, through ongoing support and flexibility a trainee was helped to succeed.

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<sup>15</sup> [http://www.nta.nhs.uk/areas/models\\_of\\_care/default.aspx](http://www.nta.nhs.uk/areas/models_of_care/default.aspx)

**Recommendation:**

1. Develop programmes of intervention, including lapse programmes where people have problems, to enable people to sustain their positions as learners, trainees and employees.
2. Ensure that good working relationships are in place between Treatment providers, and ETE providers to ensure that employers are supported and trained whilst also enabling clients to access and sustain ETE opportunities.

## 8: THE CYCLE OF CHANGE - ETE AT DIFFERENT STAGES OF THE TREATMENT JOURNEY.

### ETE as part of the treatment journey, a flexible pathway?

From interviews with the DAAT Service User Engagement training sub group and research undertaken by the Effective Interventions Unit<sup>16</sup> (2003), there may be at least two points at which someone with a substance misuse problem may start considering their employability.

1. Firstly the report from the Effective Interventions Unit, suggests that the pathway followed by individuals may not be the apparently logical one.

*“The expectation tends to be that drug users start considering their employability after they began addressing their drug misuse issues. However, it is important to recognise that some individuals choose a different route. The process of recovery may start by first addressing employability issues including self-esteem, life-skills and qualifications. These individuals may choose to access education, training and employability services before treatment services. Indeed, it is in the process of addressing training and employability issues that they may also want to tackle their substance misuse and begin a treatment programme. In order to enable clients to choose their preferred route to recovery, programme types need to be flexible and there is a need to ensure close partnership working between the range of service providers.”*

2. The second point, consistent with Maslow’s Hierarchy of needs model<sup>17</sup>, is that people will only start considering their education, training and employability after they have addressed their drug misuse issues.

The DAAT Service User Engagement training Sub Group were asked where they felt they were on the cycle of change when they started to think about ETE. The majority of the group felt it was when they were ‘*mentally stable*’ but not necessarily ‘*clean*’ such as when they were trusted to pick up weekly. Others suggested it was towards the end of their treatment at the point when they asked themselves ‘*what next?*’ The majority of the group said at the **maintenance** stage.

### **The cycle of change<sup>18</sup> as developed by Prochaska and DeClemente.**

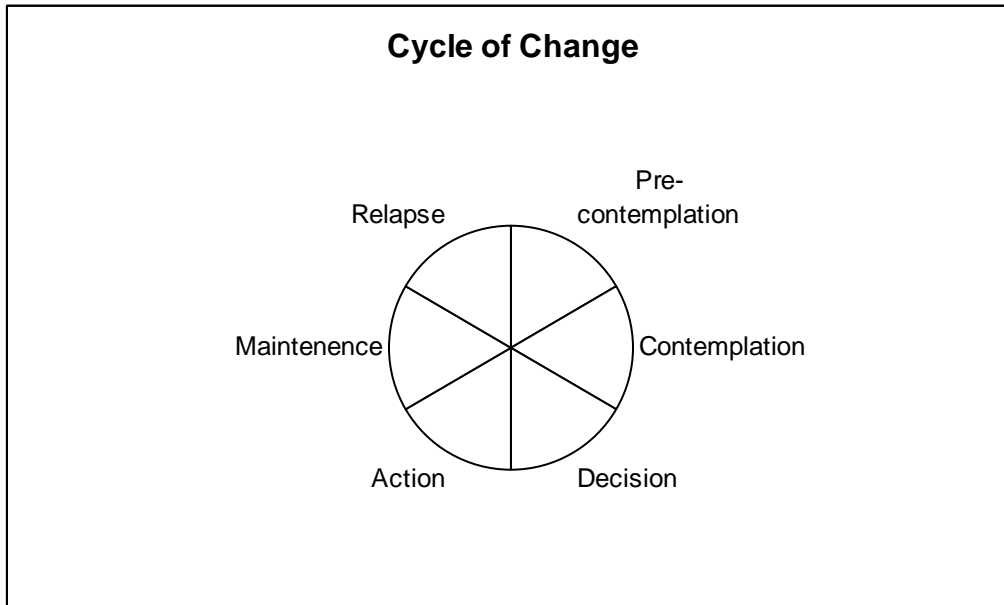
In the early stages of a client’s treatment journey [starting at pre-contemplation], and in a serious relapse situation, the focus and attention will be on the clients’ substance using behaviour and the reduction of harm. ETE at these stages is more likely to be around assessing a client’s skills, strengths and interests.

<sup>16</sup> Effective Interventions Unit, (2003), Moving On: Update Employability And Employment For Recovering Drug Users.

<sup>17</sup> [http://www.abraham-maslow.com/m\\_motivation/Hierarchy\\_of\\_Needs.asp](http://www.abraham-maslow.com/m_motivation/Hierarchy_of_Needs.asp)

<sup>18</sup> Prochaska J, DiClemente CC (1984) The transtheoretical approach: crossing traditional boundaries of therapy. Homewood Illinois: Dow Jones-Irwin

It is only when the client has reached a point of making firm decisions to change their substance using behaviour and started to take appropriate action that the focus can then begin to shift to a consideration of what advantages can be enjoyed by successful, individualised plan for entry into ETE. The model presupposes a problematic or dependent substance use pattern that requires specialist intervention.



**Pre-contemplation:** The focus will be on the clients' substance using behaviour and the reduction of harm.

**Contemplation:** At this stage the focus will be a weighing up of the pros and cons of change, on shifting the client's balance in favour of change.

**Decision:** The focus at this stage is exploration and consideration of personal goals and ambitions, looking at a range of options, examining barriers to success.

**Action:** At this stage a full assessment will be undertaken which may identify general related information needs e.g. benefits system or housing.

**Maintenance:** This is where the ETE focus may well begin; if an ETE champion is in place there may be referrals to the agency's ETE champion, prior to link to ETE provider. Once in ETE there will be support, review of progress, building on success, reinforcing gains, continued agency liaison with ETE provider.

**Relapse:** The ETE Focus at this stage will strong, responsive partnership working with ETE provider. Examination of reasons for relapse and whether there were any ETE based factors at play.

## 9: ETE FROM THE PERSPECTIVE OF THE EMPLOYER.

The Department of Work and Pensions (2005) report<sup>19</sup> listed the following as important to employers.

- Honesty
- Reliability
- Motivation
- A willingness to learn
- A positive attitude
- Literacy skills
- A willingness to work
- Keeness
- Basic work discipline / H&S
- Positive attitude.

Although the above may be context specific (Taylor, 2005) National research shows that *overall employers have been found to be less demanding of technical skills, considering them trainable, if candidates exhibit employability and soft skills, and positive attributes.* (Winterbotham et al.,2001).

*Although qualifications do not appear to be important for a large number of employers and jobs, they are most often used to inform the screening process.* (Newton, Hurstfield et al, 2005).

### **What employers look for:**

One local interviewee for this research stated that when an employer recruits, the demonstration of an enterprising attitude is viewed positively.

An enterprising attitude can be demonstrated by successful prior engagement on ETE programmes, for example 'try before you buy' work placement schemes or the achievement of a vocation qualification.

These are seen as evidence of putting a gap between the past and the present. Emotional Intelligence is also viewed positively, where this is defined as self-awareness, an understanding of ones self, and an ability to use this knowledge to inform own actions.

## **BARRIERS**

**Competence:** In the Health and Social Care and Substance Misuse fields there are increasing (sometimes legislative) requirements for the certification of competence. This means that the role of qualifications vary and has greater importance for some occupations.

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<sup>19</sup> The Department of Work and Pensions research report<sup>19</sup> (2005): *What employers look for when recruiting the unemployed and inactive.* Newton, Hurstfield et al

**Note:** As N/SVQs are based on demonstrating competence it is difficult for someone not currently working in the field to be able to gather evidence of their competence.

**Employee barriers to work:** These barriers may vary between individual drug users, but may include;

- Criminal record as a result of previous drug taking activity.
- The two year rule – see page 16.
- Low self esteem
- Methadone – attendance for daily-supervised consumption impacting on time away from work.
- Concern about relapse and coming off benefits.
- Childcare

## WORK TRAINING:

The Department for Business, Enterprise & Regulatory Reform (BERR)<sup>20</sup> argue that the term "vocational integration" is hard to precisely define, however broadly speaking it relates to;

*'any action intended to help the transition of individuals from education or unemployment to work and their integration into the working world, or the movement of individuals between occupations.'*

It is the process, which leads an individual to benefit from educational opportunities, in order to become employable, and to achieve employment. This next section looks at five organisations that all work to help an individual to become employable, and to achieve employment.

**1. Business in the Community (BITC)** is a part of a movement in the UK of over 750 Member Companies. Their purpose is to inspire, engage, support and challenge business in continually improving its impact in the community, environment, market place and workplace

In Norfolk BITC operate their Business Action on Employability & Skills programme out of Great Yarmouth and Norwich. They offer a package of two days training and two weeks work experience for up to twelve people at a time. Once the training and work experience are complete a Job Coach is allocated to the trainee for ongoing support. Funding comes from Working Neighbourhoods and Norwich City Council.

***Approximately 50% of those who complete the programme are offered a job but even those who do not get a job are "moved on".***

Referrals have come from; St Matthews Housing, St Martins Housing, Norcas, Move On East, Beulah House, YOT's and YMCA to mention a few.

Business's that support BITC include, M&S, Jarrolds, ASDA, Travis Perkins, Archant, B&Q, EDF, SERCO and the Royal Mail.

BITC find that the business community is very supportive of their work and would wish to see more people coming through the programme.

### **Difficulties:**

There are two main areas of difficulties that BITC encounter: -

- benefits
- inappropriate referrals

In the past benefit difficulties have resulted in some trainees leaving the programme early or deciding not to start work although they have been offered a job. Inappropriate referrals result from people not being '**job ready**' before being referred onto the programme and then leaving before they have completed their programme.

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<sup>20</sup> <http://www.berr.gov.uk/employment/discrimination/age-discrimination/page26492.html>

## **2. Norfolk Chamber Of Commerce.**

**Training:** Ready for Work for Young People and Ready for Work Adults

Building on the success of Work Wise, Norfolk Chamber has developed Ready for Work, aimed at young people who are at risk of leaving school at 16, and who may perhaps enter the world of work without qualifications or the social skills that they will need to succeed and make their way in life.

The Chamber of Commerce have also developed an adult's version of this course. Funding for the adults programme, which originally came from Norfolk Learning Partnership, has ceased, however the programme is now available to buy in.

**Recruitment:** The Chamber suggest that employers want to see whether a prospective employee is reliable, is clear of problems and are willing to work. In addition generally speaking employers look for, soft skills, and positive attitudes, with qualifications lower down the scale. However it is important to reflect the national drive to up skill the UK workforce, and that being qualified is often used to inform the recruitment screening process.

**Emotional Intelligence (EI):** The interviewee spoke of the importance of E.I. which fits with a growing use of competency based applications. These look at how an employee will work and collaborate with others, their problem solving abilities, whether they are flexible and their ability to communication clearly with others.

**Definition of ready for work:** The interviewee was asked how he would determine whether someone was 'ready for work' he suggested that an applicant should be able to;

- Evidence an enterprising attitude, for example by involvement on ETE programmes.

**3. Occupational Therapy:** It has been suggested in Drink and Drug News <sup>21</sup> that drug users in the later stages of their treatment may need to undergo a process of re socialisation into the world of work and that Occupational Therapy could be well placed to make a contribution to the field of substance misuse, see appendix 1.

*Occupational therapists work in the assessment and treatment of physical and psychiatric conditions using specific, purposeful activity to prevent disability and promote independent function in all aspects of daily life.*

*Occupational therapists work in hospital and community settings. They may visit clients and their carers at home to monitor their progress. When a course of therapy is completed, the therapist will analyse how effective it has been. NHS Careers.*

**Occupational therapists:** Although it was not possible to get an interview with OT for this report their particular skills and knowledge would certainly be most helpful on an ETE group, providing a bridge between the world of treatment and the world of work.

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<sup>21</sup> Drink and Drug News (Nov 2006)

#### **4: Meridian East.**

Is one of the largest providers of ETE in Norfolk. Meridian East supports people who want to work but who for one reason or another face disadvantage in the employment market. This can be because of low confidence, low self esteem, a health or disability issue or any one of a number of other factors. They work with statutory and non-statutory funders and partners, for example

- NWMHP trust,
- Shaw Trust,
- DWP Job Centre Plus and
- Social Services.

Meridian delivers programmes in Great Yarmouth, Norwich, North Norfolk, Thetford, Kings Lynn, Dereham and Attleburgh.

#### **Three examples of some of the programmes they offer.**

**Work Preparation:** This is a Job Centre Plus funded programme, which helps people with health conditions or a disability look at returning to work following a long period of sickness or unemployment. This programme lasts 6 weeks during which time there are group sessions to help with things like compiling a CV, writing letters to potential employers and identifying the types of work that attendees may want to apply for.

Within this programme attendees will have a work experience placement so that their workplace skills can be assessed. The amount of time spent on the programme per week varies from person to person and can be anything upwards of one day per week over the 06-week period.

During the programme progress reports are written with attendees and at the end of the programme a final report is given to the attendee and their Disability Employment Adviser so that they can discuss progress made and what to do next.

People completing the Work Preparation programme with Meridian East can follow up their progress with another of their programmes such as Work Step where they will get further ongoing support to help them secure employment

**Workstep:** This is a two-stage programme funded by Jobcentre Plus. Workstep helps eligible disabled people who face barriers in getting and keeping a job, but who can work effectively with the right support. Support under Workstep is also available to eligible people who are already in employment, but who are at risk of losing their employment due to a health or disability issue.

**The Pathways to work programme:** is aimed at people on incapacity benefit and is supported and linked into the Conditional Management programme run by the Priory.

**The Conditional Management programme,** run by the Priory, Shaw trust and Meridian East, is focused around supporting people on incapacity benefit with anxiety, stress and depression, along with physical problems such as back pain or a history of heart programmes. The programme helps people to develop the coping skills, knowledge and peer

support needed to help people gain and sustain employment while living with a health condition.

Meridian offer supported and flexible programmes working with clients and employers to help people return to the in the employment market.

### **Initial assessment**

All new clients have an initial assessment with Meridian East. Carried out at the time of a learner's transition into a new learning programme. This is a holistic process, during which the Meridian will start to build up a picture of an individual's achievements, skills, interests, previous learning experiences and goals, and the learning needs associated with those goals. This information is used, as a basis for negotiating a course or programme and identifying any the support needs the client has.

### **5: Shaw Trust**

Shaw Trust is a national charity that provides training and work opportunities for people who are disadvantaged in the labour market due to disability, ill health or other social circumstances. They are the largest voluntary sector provider of employment services for disabled people in the UK. Although funded through Jobcentre Plus, the Shaw trust can and do take referrals from anywhere. Mainstream providers mostly provide their training with Meridian East running the Pathways to work programme.

The Shaw Trust link people to;

- Pre-employment activities in a supportive environment.
- Work-related, accredited training.
- And they support people moving from benefits to work, with guidance on finding jobs, training and benefits.

**Progress to Work:** P2W is specifically for clients with a history of substance/alcohol misuse, ex-offenders and the homeless. The Shaw trust are well placed to access clients who historically may not have been seen by the jobcentre, but who would like help in accessing training and employment. The nature of this programme means that they will rarely get referrals direct from Jobcentre Plus.

### **Recommendation:**

1. Build working relationships between Treatment providers, and ETE providers to ensure that employers are supported and trained whilst also enabling clients to access and sustain ETE opportunities.
2. Develop an assessment process for individuals prior to engaging in ETE, to identify any potential barriers they may encounter and the support structures/systems they may need when accessing education, training and employment.
3. Job ready and premature referrals: Develop definitions of 'job ready' that recognise different levels of 'job readiness'. This could also be further developed to include definitions of education and training 'ready'. Premature Referrals in this context the word "premature"

will be used by the receiving agency where it is prepared to work only with people who are job-ready. Most employers will fall into that category but it is quite feasible that if the receiving agency is a project set up to help individuals into employment it may see its remit to also include moving those referred to it into a position of job-readiness. **To avoid misunderstandings**, receiving projects could be asked to publish explicit criteria for suitable and unsuitable referrals. Referring projects should have explicit statements to alert receiving agencies to any predictable needs of their client group and to clarify the kind of support they are able to offer when a referral is accepted. The presence of a key worker at the Initial Assessment interview stage (e.g. at a FE college or training provider) may well be helpful for putting needs into context and to identify support needs from the outset.

4. Develop a new ETE champion role within treatment providers, with an understanding of the world of treatment and the world of education/ work.

### **ETE Opportunities:**

There is a wealth of opportunities potentially available to the substance and ex substance users in Norfolk. Although it is beyond the scope of this report to attempt to list or evaluate them all nineteen are listed here, and they all have a key role to play in helping to deliver and develop ETE opportunities across Norfolk.

**1.Learning Shop:** The Learning Shop is a one-stop-shop for advice and guidance on education and training in Norfolk. The Learning Shop is a partnership led by City College Norwich and the University of East Anglia and it is supported and managed through a partnership of local learning providers. They include Norfolk Adult Education Service, Easton College, Norwich School of Art & Design, the Open University, Aim higher Norfolk, WEETU, Norfolk Guidance Services and Norwich City Council.

The Learning Shop works together with the Norwich Learning City Group and other initiatives and projects throughout Norfolk to inspire local people to carry on learning at all stages of their lives.

**2.Learn Direct:** Learn Direct (LD) has been developed by the University for Industry (UFI) with a remit from government to provide high quality post -16 learning which, reaches those with few or no skills and qualifications who are unlikely to participate in traditional forms of learning.

Learn Direct aims to equip people with the skills they need for employability, thereby strengthening the skills of the workforce and increasing productivity. They also offer **careers advice**, their careers coaches are there to help clients make the right decisions about work and learning.

**Flexibility**, courses offered by Learn Direct are flexible, courses can be taken at the local LD centre or from home, wherever learners have access to the internet. Courses are broken down into bite-sized chunks, so people can learn at their own pace and whenever it suits them.

### **3. Connexions:**

Connexions are the Government's support service for all young people aged 13 to 19 in England. It also provides support up to the age of 25 for young people who have learning difficulties or disabilities (or both). Through multi-agency working, Connexions provides information, advice, guidance and access to personal development opportunities for young people. It aims to remove barriers to learning and progression, and ensure young people make a smooth transition to adulthood and working life.

### **4. Broadland Council Training Services (BCTS):**

BCTS is a specialist-training provider working in three key areas of provision:

Apprenticeship & management (mainstream) training

Business training

Foundation & skills for life programmes

Training is provided across Norfolk, with three key facilities on the outskirts of Norwich.

Business training is delivered from a business-suite at the Broadland District Council offices in Thorpe St Andrew, to the east of Norwich. Foundation programmes are delivered from a training centre in Hellesdon, to the north of Norwich, whilst mainstream programmes are delivered from a new centre on Rosary Road.

Many of the programmes delivered by BCTS are funded through the Learning & Skills Council (LSC) and Job Centre Plus. BCTS work closely and in partnership with many organisations such as The Prince's Trust, The Probation Service and Connexions.

### **5. Move On East (MOE)**

**Community Programmes Award 2008:** *Recipients of the Howard League for Penal Reform award for being the highest performing PS Plus project for placing ex offenders into employment.*

MOE work in partnership with a wide range of organizations, (including Probation, YOT, St Martins & DIP). MOE works across Norfolk to:

- Support the resettlement and reintegration of ex-offenders into the community
- Reduce crime and thereby number of victims
- Improve the prospects of ex-offenders and other individuals facing disadvantage thus enabling (their) positive contribution to society through inclusion and improved situation.

MOE provide a free service, to employed/ unemployed male and female clients, from 16 years upwards. Places are mostly funded through LSC and Probation (employment) although MOE also have beneficiary access funds, which can be accessed for clients that will best use the funding.

Most referrals to their skills for life programme come from Probation. Move on East also operate the 'Employment Service'. All clients for the employment project come via Probation.

This offers help, motivation and support to offenders to improve their ability to find either employment, take up a voluntary role in the community or to return to further education.

*'Finding a job is a full time activity and two heads are better than one'*

**Initial assessment:** All new clients have an initial assessment carried out prior to a learner joining a programme. This information is used, as a basis for negotiating the correct course or programme and identifying any the support needs the client has.

Although many of the clients will have records of poor educational achievement and limited work experience, this is not the whole story; of late more clients have been coming to them with records of good work histories and educational achievement. Asked to identify the biggest barriers to ETE for their clients MOE listed, lack of skills, confidence and a criminal record.

Delivery flexibility is built in to accommodate individual client's needs, for example late starts to allow for medication to be collected, and shorter sessions. All work is client lead, and close attention is paid to find the right tutor for all the one to one sessions. MOE are aware of local treatment providers and have referred to Norcas and Victoria Street Alcohol service (TADS) in the past.

**Working with others:** As well as chairing the bi monthly meetings of the Norfolk Offenders Employment group, MOE have formed links with Job Centre Plus, Shaw Trust and Princes Trust, to enable them to provide the best service to clients. Working with the Princes Trust they have a community award assessor to help them access funding for clients. Move On East link with Job centre Plus and FTC, both in HMP Norwich and Wayland in order to provide a through the gate support service.

**See also appendix 11** Probation referred employment project.

**6.NELM Business, Skills and Lifelong Learning:** NELM Development Trust is a community led initiative, with Government New Deal for Communities (NDC) funding to back projects aimed at improving the quality of life in the North Earlham, Larkman and Marlpit areas of Norwich.

Within NELM there is a Business, Skills and Lifelong Learning group. This group look at opportunities for increasing employment and business in the NELM area and to identify training and learning initiatives that will help residents increase their skills. Projects include funding Marlpit Communications Centre which houses organisations that provide training and support to access employment for example the Community Learning Mentors, the Princes Trust team leader programme and the Community Development Team to recruit and train volunteers.

**7. East of England Nextstep:** Nextstep provides a completely free, impartial, easily accessible, quality service to adults on anything associated with learning or work.

Working in partnership, many organisations have been brought together by Nextstep Norfolk to provide a complete service to Norfolk's residents, its employers and people working in the county.

Nextstep is about helping people get what they want out of life, work, help with changing a career, taking a course for pleasure, training or re-training, help to find funding, benefits advice, CV's, finding a course to suit the learners lifestyle, personal and health problems and more.

**Flexible learning:** Working with a broad range of clients with different needs, aspirations and different barriers to overcome, highlights the need for flexible learning opportunities. Norfolk Learning Partnership run courses, which are helping to address the need for flexible learning in response to client demand. It is hoped that this delivery model will be mainstreamed and adopted by the major providers in order to offer learning when required and not restricted by the traditional academic calendar.

**8.Norfolk Adult Education – Skills and Qualifications:** Norfolk Adult Education run courses to help learners to get the qualifications and skills needed to improve job prospects, get a new career or access Higher Education.

Based around the county learners do not need to travel far to get a qualification. The courses are also part-time and flexible and take place both during the day and in the evenings. Learning for Life. Norfolk County Council offer a huge range of leisure courses range from arts and crafts to dancing and computers.

**9.Norwich Community Workshop:** Norwich Community Workshop works with people who experience disadvantage and social exclusion. They work to improve the quality of life and / or job prospects of the socially disadvantaged through skills activities.

NCW also offers a range of computer tuition, either in small groups of one-to-one to help people gain confidence and improve their skills.

NCW Ltd is a co-operative, which provides the proven therapeutic benefits of involvement in creative activities (arts and crafts) in small, informal and friendly workshops.

**10.Norwich Unemployed Support Trust:** Offer a range of training courses these currently include, IT skills.

**11.The Norfolk Learning Partnership:** NLP is an independent umbrella body, which promotes and supports learning in Norfolk. Its impartially joins up and drives forward the learning agenda at both strategic and operational levels.

NLP is part of a network of over 100 Learning Partnerships across the country to promote a culture of provider collaboration across sectors (schools, FE, work-based learning and adult and community learning) and to rationalise the plethora of existing local partnership arrangements covering post-16 learning.

They are non-statutory, voluntary groupings of local learning providers (ranging from voluntary sector to FE / HEIs) and others such as local government, Connexions/Careers Service, trade unions, employers and faith groups.

The core roles for Learning Partnerships are:

- promoting provider collaboration in support of lifelong learning; and
- maximising the contribution of learning to local regeneration.

**12. Voluntary Norfolk (formerly Norwich and Norfolk Voluntary Services):** is the largest voluntary sector infrastructure organisation in Norfolk.

VN manages three voluntary sector development forums – in Great Yarmouth (GYVSP), North Norfolk (vcsTogether North Norfolk) and in Norwich city.

VN is the major volunteering organisation in Norfolk. They promote volunteering by managing three volunteer centres (Norwich, Great Yarmouth and Thetford), and a network of community volunteer co-ordinators based in local health premises. They also manage a range of specialist volunteer services, including a community transport scheme and advocacy, mentoring and befriending services.

### **13. Princes Trust**

Working with 14 – 30 year olds, the Princes Trust is a youth charity that gives practical and financial support, developing key work place skills such as confidence and motivation.

#### **Programmes to support young people.**

The Princes Trust run programmes that encourage young people to take responsibility for themselves, helping them build the life they choose rather than the one they've ended up with. The Princes Trust run the team programme from City College Norwich:

- The Team Programme is a 12-week personal development course, offering work experience, qualifications, practical skills, community projects and a residential week.

The team programme is run with referrals from Connexions, the Job Centre, Job Centre Plus and the Conditional Caution Unit; this programme caters for 16-25 year olds. Entry onto the programme is via referral and an initial assessment. The assessment looks at skills for employment, team working, problem solving and Emotional Intelligence (EI). EI is the ability to perceive, assess, and manage the emotions of one's self, of others, and of groups. The assessment is reviewed three times over the duration of the course, to measure overall improvement.

During the programme the students will go on work placement, changed from a two-week block, to two blocks of four days with a Friday in the college to debrief, this change has had retention benefits for the students.

**Initial Assessment** is a holistic process, during which a teacher or training provider starts to build up a picture of an individual's achievements, skills, interests, previous learning experiences and goals, and the learning needs associated with those goals. This information is used as a basis for negotiating a course or programme. The Princes Trust use a skills assessment-rating sheet for the Initial Assessment, conducted at the point of entry onto the programme.

**14. The Royal British Legion and SSAFA:** these two organisations are both there to help ex service people with a range of health, housing, education, employment and social issues.

**15. St Edmunds Society:** Best known for providing temporary accommodation and services for homeless young men in Norwich and Norfolk, St. Edmunds Society also run work a Skills Woodwork shop open to ex offenders and trainees disaffected from schools. In addition to woodwork, they offer help with CV's and job searches.

**16. TAITEC Norfolk (Active Talk):** Funded via the Learning and Skills Council [LSC]) and Jobcentre Plus, Active Talk deliver supported self-paced e-learning.

They are an Intermediary Provider to Jobcentre Plus who refer individuals to them for the provision of learning assessment, qualification and learning delivery. They deliver learning to individuals including those on Probation and inmates in HMPS Wayland. Active Talk are a nextstep delivery partner.

**17. WEA:** With 30 branches in Norfolk, the Workers' Educational Association (WEA), is the UK's largest voluntary provider of adult education. The WEA is committed to provide access to education and learning for adults from all backgrounds, and in particular those who have previously missed out on education.. They offer discounted courses for targeted groups e.g. unemployed, parents, adults with physical disabilities, and recovering mentally ill.

### **18. YMCA Training**

YMCA training is a national charity and one of the UK's largest voluntary sector training providers. They work with people of all abilities, ages and backgrounds, enabling them to take control of the direction of their lives. This is achieved through a broad portfolio of courses, which range from helping people back to work, to delivering Apprenticeships.

The YMCA is dedicated to enabling all participants to achieve their true capabilities.

**Apprenticeship - 16-24 years old:** The YMCA offer two levels of qualifications, Apprenticeships and Advanced Apprenticeships and will assess which is the right course for prospective clients. The Apprenticeship is a way to earn money, get a qualification and learn new skills. It is a practical course, so learners develop their skills working on the job. For many courses, learners will also have regular study sessions at the local centre with a YMCA Training Adviser.

**19: Norcas, Matthew project, Probation Service and Norfolk YOT:** all of these agencies offer volunteering opportunities. Volunteers will be interviewed and CRB checked, training

and supervision is given. Volunteers should contact the agencies to ask for further information.

**20: FIT4WORK:** GYLSP project along with the NHS and Neighbourhood renewal fund. The project aims to help people who are claiming incapacity benefit, and those who are long term unemployed to be able to participate in specially devised activity sessions to help them become more employable.

The project is based on the fact that being unemployed is bad for your health, and helping people to become physically fitter, mentally more prepared, and socially more included, is a way of helping people back into the workplace.

The project will enable people who are identified by the **Job Centre Plus** as being likely to benefit from a ten-week course of supervised activity sessions, to have subsidised access to sites that are able to deal with people with medical conditions. There are 3 sites within the super output areas in the borough that are currently recognised by the NHS as Exercise Referral Centres, and these have suitably qualified staff and systems already in place. FIT4WORK also aim to provide group activity sessions led by qualified fitness professionals. These would take place in local community centres and enable unemployed people who are less medically restricted to access classes' closer to where they live.

**Recommendation:** The Initial Assessment / skills assessment rating sheet, used by the Princes trust is a good model that could be modified to identify when people are 'Job ready'.

## 10: NORFOLK CONTACT DIRECTORY.

**A4e** C/o HMP Norwich,  
Knox Road,  
Norwich,  
Norfolk.  
NR1 4LU  
01603 708726

Aimhigher East of England at Anglia Ruskin University  
Second Floor Ashby House  
Bishops Hall Lane  
Chelmsford  
Essex CM1 1SQ  
0845 196 4865

**E-mail:** [m.e.reynolds@anglia.ac.uk](mailto:m.e.reynolds@anglia.ac.uk)

### **Broadland Council Training Services (BCTS)**

Unit 9,  
Hellesdon Park Industrial Estate,  
Drayton Road  
Norwich  
NR6 5DR  
01603 788950  
Website: [www.broadland.gov.uk/bcts](http://www.broadland.gov.uk/bcts)  
Email: [training@broadland.gov.uk](mailto:training@broadland.gov.uk)

### **City College Norwich**

Ipswich Road, Norwich NR2 2LJ  
Telephone : 01603 773311  
Minicom/Textphone : 01603 773513  
Email : [information@ccn.ac.uk](mailto:information@ccn.ac.uk)

### **CITB Construction Skills**

ConstructionSkills  
Bircham Newton  
Kings Lynn  
Norfolk  
PE31 6RH  
Telephone: 01485 577577  
Email: [callcentre@cskills.org](mailto:callcentre@cskills.org)

### **CRI - London Office**

140-142, Kings Cross Road,  
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Fax: 0207 833 0863

**Connexions Centre Norwich**

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Norwich  
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Phone 01603 215300  
Email <mailto:norcc@connexions-norfolk.co.uk>

**Dereham Connexions Centre**

Breckland Business Centre  
St. Withburga Lane  
Dereham  
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Phone 01362 694939

**Great Yarmouth Connexions Centre**

4 Church Plain  
Great Yarmouth  
Norfolk  
NR30 1PL  
Phone 01493 845400

**King's Lynn Connexions Centre**

5-9 Chapel Street  
King's Lynn  
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Phone 01553 666500

**North Walsham Connexions Centre**

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North Walsham  
Norfolk  
NR28 9BY  
Phone 01692 408200

**Thetford Connexions Centre**

Raymond Street  
Thetford  
Norfolk  
IP24 2EA  
Phone 01842 855800

**Carrow Road (Connexions Admin Office)**

Norwich City Football Club  
Carrow Road  
Norwich  
NR1 1HU  
Phone 01603 764370

**College of West Anglia**

King's Lynn  
Tennyson Avenue  
King's Lynn  
Norfolk  
PE30 2QW  
Telephone 01553 761144

**Easton College**

Easton  
Norwich  
Norfolk  
NR9 5DX  
Tel: 01603 731200  
Email: [info@easton-college.ac.uk](mailto:info@easton-college.ac.uk)

**Great Yarmouth College**

Southtown,  
Great Yarmouth,  
Norfolk  
NR31 0ED  
Tel: 01493 655261  
Email: [info@gyc.ac.uk](mailto:info@gyc.ac.uk)

**Great Yarmouth YMCA Training**

16-18 Alpha Road  
Great Yarmouth  
Norfolk  
NR31 0LQ  
Telephone: 01493 444570

**The (Great Yarmouth) Volunteer Centre**

143 King Street  
Great Yarmouth  
NR30 2PQ  
**Telephone:** 01493 845926  
**Email:** [gyvbadmin@gyvb.org.uk](mailto:gyvbadmin@gyvb.org.uk)

**Matthew Project**

24 Pottergate  
Norwich  
NR2 1DX  
Telephone: 01603 626123

**Norcas**

2nd Floor,  
Davey House,  
7b Castle Meadow,  
Norwich,  
NR1 3DE

01603 767093  
e-mail admin@norcas.org.uk1603 630411

**National Probation Board Norfolk Area Head Office**

4th Floor,  
St James Yarn Mill,  
Whitefriars  
Norwich  
NR3 1SU  
01603 220100  
Website: www.probation.homeoffice.gov.ukYOT

**Meridian East,**

225 Southtown Road,  
Great Yarmouth,  
Norfolk.  
NR31 0JJ.  
01493 440443  
07766 465057

**Move On East**

15, St Martin at Palace Plain  
Norwich  
Norfolk  
NR3 1RW  
Tel: 01603 763 555  
email: info@moveoneast.org

**Norfolk County Council Adult Education.  
Wensum Lodge (this centre covers all of Norwich)**

Adult Education  
Wensum Lodge  
169 King Street, Norwich  
NR1 1QW  
Tel: 01603 306607  
Fax: 01603 765633  
Email: [adulthoodeducationnorwichlcsa@norfolk.gov.uk](mailto:adulthoodeducationnorwichlcsa@norfolk.gov.uk)

**Attleborough (this centre covers all of South Norfolk)**

Adult Education  
Attleborough Learning Centre  
Church Street, Attleborough  
NR17 2AH  
Tel: 01953 455634  
Email: [attleborough.adult@norfolk.gov.uk](mailto:attleborough.adult@norfolk.gov.uk)

**North Walsham (this centre covers all of North Norfolk)**

Adult Education  
Tudor House  
Grammar School Road, North Walsham  
NR28 9JH  
Tel: 01692 407431  
Fax: 01692 409111  
Email: [nwalsham.adult@norfolk.gov.uk](mailto:nwalsham.adult@norfolk.gov.uk)

**King's Lynn (this centre covers all of West Norfolk)**

Adult Education  
The Professional Development Centre  
Kilham's Way, King's Lynn  
PE30 2HU  
Tel: 01553 772766  
Fax: 01553 692374  
Email: [adulthoodeducationwestnorfolk@norfolk.gov.uk](mailto:adulthoodeducationwestnorfolk@norfolk.gov.uk)

**Great Yarmouth (this centre covers the East of Norfolk)**

Adult Education  
Great Yarmouth Central Library  
Tolhouse Street  
Great Yarmouth  
NR30 2SH  
Tel: 01493-856647 or 07733018250  
Fax: 01493-857628  
Email: [gtyarmouth.adult@norfolk.gov.uk](mailto:gtyarmouth.adult@norfolk.gov.uk)

**The Learning Shop at the Forum,**  
Millennium Plain,  
Norwich  
NR2 1TF  
01603 773 666  
[info@learningshopnorwich.org.uk](mailto:info@learningshopnorwich.org.uk)  
[www.learningshopnorwich.org.uk](http://www.learningshopnorwich.org.uk)

## **Learndirect Centres in Norfolk**

### **Cloverhill Village Hall (Outreach)**

Humbleyard,  
Cloverhill  
Bowthorpe,  
Norwich  
NR5 9BN

### **Unisoft Systems (Outreach)**

Trafalgar House,  
Trafalgar Business Park  
Rashes Green, Dereham  
NR19 1JG

### **Dereham Library (Outreach)**

56 High Street  
Dereham  
NR19 1DZ

### **City College Station (Outreach)**

Ipswich Road  
Norwich  
NR2 2LJ

### **Active Talk Ltd**

Britannia House  
45-53 Prince of Wales Road  
Norwich  
NR1 1BL

### **Pitman Norwich**

Pitman House,  
Recorder Road  
Norwich  
NR1 1NR

### **The City Learning Station**

City Learning Station  
The Forum,  
Millennium Plain  
Norwich  
NR2 1TF

### **Thetford Learning Centre**

27 Riverside Walk  
Thetford  
IP24 2BB

**CICT Training North West Norfolk**

The Fairstead Community Centre  
Centre Point  
Kings Lynn  
PE30 4SR

**Park High School**

St Mary's Road  
Kings Lynn  
PE30 4QG

**A4E Kings Lynn**

Chequer House,  
12 King Street  
Kings Lynn  
PE30 1ES

**Harleston Learning Centre**

5 Old Market Place  
Harleston  
IP20 9BG

**Merchants Place Cromer**

16 Church Street  
Cromer  
NR27 9GW

**Sencia Ltd**

37 Broad Street  
Kings Lynn  
PE30 1DP

**ISIS**

2nd Floor, Bishops Lynn House  
18 Tuesday Market Place  
Kings Lynn  
PE30 1JW

**Great Yarmouth Learning Centre**

43 Market Gates  
Great Yarmouth  
NR30 2BG

**NELM Development Trust Ltd (New Deal for Communities)**

The Gurney Road Centre, Irstead Road  
Norwich  
NR5 8DZ  
01603 615115  
Fax: 01603 615441  
Email: enquiries@nelm.co.uk

**Norwich Community Workshop**

Unit 6, Music House Lane

Norwich

Norfolk

NR1 1QL

Tel: (01603) 626316

Fax: (01603) 626316 - Please telephone prior to sending faxes.

Email: [office@norwichcommunityworkshop.org.uk](mailto:office@norwichcommunityworkshop.org.uk)

**Norfolk Chamber Of Commerce:**

Contact: Richard Courridge or Gillian Hill on 01603 625977 or email [gillian.hill@norfolkchamber.co.uk](mailto:gillian.hill@norfolkchamber.co.uk)

**Norfolk Learning Partnership**

Norfolk Learning Partnership

The Henderson Business Centre, Ivy Road

Norwich

NR5 8BF

Phone: 01603 251737

Fax: 01603 251703

Email: [office@thenlpteam.com](mailto:office@thenlpteam.com)

**Norfolk Unites / Community Connections**

Electra House

32 Southtown Road

Great Yarmouth

Norfolk

NR31 0DU

[norfolkunites@communityconnections.org.uk](mailto:norfolkunites@communityconnections.org.uk)

Telephone 01493 656372

**Norwich School of Art and Design**

Francis House

3-7 Redwell Street

Norwich, Norfolk NR2 4SN

Telephone: 01603 610 561

Email: [info@nsad.ac.uk](mailto:info@nsad.ac.uk)

**Norwich Unemployed Workers Centre**

c/o Norwich Community Workshop

Music House Lane

NORWICH

NR1 1QL

01603 626316

Email: [admin@nust.co.uk](mailto:admin@nust.co.uk)

**Norwich YMCA Training**

St Mary's House  
Duke Street Wing  
Duke Street  
Norwich  
Norfolk  
NR3 1QA  
Telephone: 01603 620642

**Occupational Therapy Dept,**

Level 2 in the East Block,  
Norfolk and Norwich University Hospital,  
Norwich  
Main Telephone Number: 01603 645464  
Email Address: [OTdept@nnuh.nhs.uk](mailto:OTdept@nnuh.nhs.uk)

**Royal British Legion Norfolk**

16 Market Place  
Fakenham  
Norfolk NR21 9BG  
Telephone: 01328 864543  
Fax: 01328 863969

**Soldiers Sailors Airman Forces Association (SSAFA)**

Britannia House  
TA Centre  
325 Aylsham Road  
Norwich  
NR3 2AB  
Tel: (01603) 403322, with ansafone  
E: [Norfolk@ssafa.org.uk](mailto:Norfolk@ssafa.org.uk)

**Shaw Trust.**

Rose Lane Business Centre,  
Progress 2 Work,  
Suffolk, Cambs & Norfolk.  
01502 527602

**Shaping Norfolk's Future**

PO Box 670  
Norwich  
Norfolk County  
NR1 2DU  
Telephone 01603 223035  
E: [indi.debah@norfolk.gov.uk](mailto:indi.debah@norfolk.gov.uk)

**St Edmunds Society**

38a Bull Close  
Norwich  
Norfolk  
NR3 1SX  
Tel: 01603 622035  
**E mail:** [info@st-eds.org](mailto:info@st-eds.org)

**The Learning Shop at the Forum,**

Millennium Plain,  
Norwich NR2 1TF  
**[www.learningshopnorwich.org.uk](http://www.learningshopnorwich.org.uk)**

**The Foundation Training Company**

C/o HMP YO1  
Norwich  
Norfolk  
Tel: 01603 708 839

**Taitec Norfolk (Active Talk)**

Britannia House, 45-53 Prince of Wales Road  
Norwich  
NR1 1BL  
Telephone: 01603 764003

**University of East Anglia**

Norwich  
NR4 7TJ UK  
Telephone: 01603 456161  
Email: [admissions@uea.ac.uk](mailto:admissions@uea.ac.uk)

**WEA (Workers' Educational Association)**

47 Elm Grove Lane  
Norwich  
NR3 3LF  
01603 414586  
Fax: 01603 414586  
Website: [www.wea.org.uk](http://www.wea.org.uk)  
Email: [mtodd@wea.org.uk](mailto:mtodd@wea.org.uk)

**Norfolk Youth Offending Team – Headquarters**

45 Netherwood Green,  
Norwich  
NR1 2JF  
01603 223617

## 10: CONTINUED - TERMINOLOGY.

**CSCS Cards:** The Construction Skills Certification Scheme (CSCS) was set up to help the construction industry to improve quality and reduce accidents. Covering hundreds of occupations they are increasingly demanded as proof of occupational competence by contractors, public and private clients and others. Cost is £17.50 for Health and Safety and £25 for CSCS card. Both of these cards are needed to work on site, total cost £42:50.

CSCS cards can be obtained from CITB Construction Skills who are based at Bircham Newton near Kings Lynn. Booking on 0870 417 8777 Or [www.cscs.uk.com](http://www.cscs.uk.com) to register

**DIP:** Drug Interventions Programme, introduced in 2003.

**ETE:** Education training and employment. An additional acronym NEET has been coined for people **not** in education, employment or training.

**Initial Assessment** – is carried out at the time of a learner's transition into a new learning programme. It is a holistic process, during which the tutor will start to build up a picture of an individual's achievements, skills, interests, previous learning experiences and goals, and the learning needs associated with those goals. This information is used as a basis for negotiating a course or programme.

**Learning and Skills Council (LSC):** Their work is driven by the needs of the counties employers, they were set up to plan and fund high quality education and training for everyone over 16 years in England, other than in higher education. The LSC work with employers, Job Centres, FE colleges, school sixth forms, higher education institutes and other training organisations. The LSC will be offering apprenticeships, and steps towards full apprenticeships for Young People and in the future extending that to Adults.

**POPO:** Prolific and other Priority Offenders.

**Treatment Outcome Profile (TOP)** is an instrument for drug treatment service outcomes monitoring and related research applications. (See appendix 02)

**SCODA guidelines:** This guideline dating from 1997 states that ex drug users should be two years drug free if they are to be employed in a therapeutic capacity, concentrating specifically on workers who will be engaged in a counselling role. This guideline which came from the Standing Conference on Drug Abuse (SCODA) should be read along with 2003 DrugScope / National Treatment Agency, Enhancing Drug Services Manual.

## 11. ACKNOWLEDGMENTS.

<b>Name</b>	<b>Role</b>	<b>Organisation</b>
Kerry Blair	Education	HMP Wayland
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Val Hill	Nacro	HMP Norwich.
Helen Hutchinson	Resettlement Worker RAPT	HMP Norwich
David Damerall	Community Liaison Officer	HMP Norwich
Gary Towers	Deputy Regional Director	Business in the Community
Polly Williams	Project Manager	Business in the Community
Richard Courridge		Norfolk Chamber of Commerce.
Gillian Hill	Project Manager	Norfolk Chamber of Commerce.
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Faye Button		The College of West Anglia
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Martin Claxton	Learner Support	City College Norwich
Alison Honeybone	Information Centre Adviser	Norwich City College
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Andy Wickes		The Junction, Cromer.
Paul Berry		CADS Kings Lynn
Mel Long		T2
Amanda Payne	Director	Move On East
Andrew Barwick	Manager	Enhanced Arrest Referral
Allan Cooper		TADS
Mark Ash	Manager	Matthew Project Thetford
Lyn Compton		St Edmunds Society
Jan Kemp	ACO Probation	Seconded to GO East
Martin.Kyriakides		LSC
Diana Edwards	Test bed Manager	ROMS
Julia Westmacott		Probation
Bob Malone	Employment manager	Probation/ Move on East
Simon Barker	Adviser	Nextstep
Tom Molloy	Adviser	Nextstep
Roger Goodall	YMCA	HMP Norwich

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No one written off (2008) <http://www.dwp.gov.uk/welfare-reform/noonewrittenoff/noonewrittenoff-complete.pdf>

Connexions NEET strategy.

<http://www.connexionsnorfolk.co.uk/gateway/reference/strategyperformance/upload/NEET-STRATEGY-June-2008.doc>

Reducing Re offending through skills and employment; next steps. (2006) DfES, HO & DWP.

Test Bed [http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn\\_id=2007\\_0083](http://www.dcsf.gov.uk/pns/DisplayPN.cgi?pn_id=2007_0083)

Meganexus.

<http://www.open.ac.uk/cetl-workspace/cetlcontent/documents/48737f509091b.pdf>

Corston Report. <http://www.homeoffice.gov.uk/documents/corston-report/corston-exec-summary?view=Binary>

OLASS

<http://www.dcsf.gov.uk/offenderlearning/index.cfm?fuseaction=content.view&CategoryID=3&ContentID=4>

Reducing Re offending through skills and employment; next steps. (2006) DfES, HO & DWP.

'Get a life, get involved' manual (2008) Norfolk DAAT service user involvement training sub group.

'Why be a drug and alcohol worker' – a career in substance misuse (2007) N-DAP leaflet.

Norfolk Unites. <http://www.norfolkunites.org.uk/flexible-routeways/>

Gershon report. [http://www.hm-treasury.gov.uk/media/C/A/efficiency\\_review120704.pdf](http://www.hm-treasury.gov.uk/media/C/A/efficiency_review120704.pdf)

DrugScope / National Treatment Agency, Enhancing Drug Services, 2003. P. 22

[http://www.nta.nhs.uk/about\\_treatment/Types\\_of\\_treatment.aspx](http://www.nta.nhs.uk/about_treatment/Types_of_treatment.aspx)

The Effective Interventions Unit (2003). *Moving On: Update Employability And Employment For Recovering Drug Users*. Scottish Executive, Edinburgh.

The Department of Work and Pensions research report (2005): *What employers look for when recruiting the unemployed and inactive*. Newton, Hurstfield et al.

<http://www.berr.gov.uk/employment/discrimination/age-discrimination/page26492.html>

Home Office National Workplace Initiative. A Business tool for employers. (2004)

Drink and Drug News (Nov 2006)

### 13:USEFUL WEBSITES.

<http://openscotland.gov.uk/Publications/2003/10/18461/28640>

Scottish Government website for the Effective Interventions Unit Moving On: Update Employability And Employment For Recovering Drug Users.

<http://www.homeless.org.uk/policyandinfo/issues/ete>

Homeless Link website covering Education, Training and Employment issues for homeless people.

<http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep295.pdf>

DWP website, what employers look for when recruiting the unemployed and inactive.

<http://www.jobcentreplus.gov.uk>

DWP Job Centre Plus website.

[http://www.a4e.co.uk/Offender\\_Learning.aspx](http://www.a4e.co.uk/Offender_Learning.aspx)

A4E website Offender Learning - helping offenders learn skills for work.

<http://www.cementdp.com/newsletters/Cement%20Newsletter%202.pdf>

Website for the Cement Project, working to remove barriers to employment in the construction sector and benefit the local community.

<http://www.shaping-the-future.org/>

Website of Shaping Norfolk's Future, a business-led partnership working to create wealth and jobs for the people of Norfolk.

<http://www.shaping-the-future.org/images/uploads/PDFDownloads/ShapingTheFutureStrategy.pdf>

Website of Shaping Norfolk's Future, executive summary of Shaping Norfolk's future strategy.

<http://www.norfolkchamber.co.uk/default.aspx>

Norfolk Chamber of Commerce Website.

<http://www.direct.gov.uk/en/Employment/Jobseekers/LookingForWork/index.htm>

Website of Directgov : Search for a job, training, career information, voluntary work and childcare provision anywhere in the UK

## 14: APPENDICES.

**01: Drink and Drug News (See attached)**

**02: TOP form (See attached)**

**03: The Rehabilitation of Offenders Act:**

If a person with a criminal record wants to apply for a position that involves working with children or working with the elderly or sick people they are required to reveal all their convictions, both spent and unspent.

**Having a criminal record will not necessarily bar someone from working/ volunteering** this will usually depend on the nature of the position and the circumstances and background of the offences.

**The Rehabilitation of Offenders Act (ROA)1974**

**Spent convictions: Some criminal convictions become 'spent', after a 'rehabilitation period'.**

Once a conviction is 'spent', the convicted person does not have to reveal it or admit its existence in most circumstances. However, there are some exceptions relating to employment and these are listed in the Exceptions order to the ROA. The two main exceptions relate to working with children or working with the elderly or sick people, this includes alcohol or drug misusers.

If a person wants to apply for a position that involves working with children or working with the elderly or sick people they are required to reveal all convictions, both spent and unspent.

**Criminal Records Bureau:** <http://www.crb.gov.uk/Default.aspx?page=313>

**What is a Rehabilitation period?**

A set length of time from the date of the conviction. After this period, with certain exceptions, there is no obligation (normally) to mention a conviction when applying for a job.

**Rehabilitation period:**

For specific details on rehabilitation periods please go to the Nacro website.

**For further advice:**

Nacro email: [communications@nacro.org.uk](mailto:communications@nacro.org.uk)

169 Clapham Road,  
London SW9 0PU  
Tel: (44) 171 582 6500  
Fax: (44) 171 735 4666

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**04: Progress 2 Work:** The Progress 2 Work programme is designed to support people who have a history of drug misuse - are an ex offender or homeless. It will help people who are disadvantaged in the labour market and will help people who want to move on and who are unemployed or doing part-time under 16 hours per week.

**05: Progress 2 Work is open** to all unemployed customers that are eligible to claim benefit, Job Seekers Allowance; Income Support or Incapacity Benefit. The person must have been, or is still taking part in a drug treatment program and need additional help getting back into work or be an ex-offender. They must be identified by Jobcentre staff of being unlikely to succeed in getting work, or

taking up a new deal program without help because of their circumstances. If the customer wishes to join, they will, after an assessment, be placed with a provider, for Norfolk Shaw Trust is the provider who delivers the programme.

**06: Shaping Norfolk's Future:** The county economic development partnership strategy sets the direction by which Shaping Norfolk's Future partners work together to create more jobs, greater prosperity and opportunity for the people of Norfolk.

The strategy reviewed and refreshed since it was first created over ten years ago takes account of the changing economic climate and provides a road map, which enables partners to identify areas where their resources can be focussed to make a positive, long-term impact in Norfolk. Within the strategy are six strategic goals, strategic goal two is to promote learning and skills and to raise aspirations to meet the future needs of Norfolk.

**Shaping Norfolk's Future – strategic goal two.**

- To raise the ambitions and aspirations of people in Norfolk and promote learning and skills to create a thriving county.
- To understand individual's and employer's learning and skills needs.
- To ensure that learning and skills needs can be met now and in the future.
- To ensure that those who fund or deliver learning and skills training for employers work in a coordinated way.

**07: East of England Nextstep:** Formerly known as Nextstep Norfolk, they provide a free, confidential and impartial information and advice service to any adult aged 20 or more, regardless of circumstance. Please see over the page.

**08: The College of West Anglia - Financial Help For Students. (See attached)**

**09: Princes Trust - Skills self-assessment rating sheet. (See attached)**

**10: Funding for Courses at City College (CCN):** If people are in receipt of a means-tested benefit then they will not have to pay the tuition fee for most (about 95%) City College courses. There are a few exceptions, including many of the one-day courses in the Hotel School, as they do not have fee support from the LSC. However learners would still have to pay a registration fee to join the College usually under £100. If people have difficulty paying this fee then they can apply to have help from the CCN Learning Support Fund. The college employ financial advisers and anyone can make an appointment to see them, even if they are not yet a student. Their telephone number is 01603773064.

**11: Move on East employment project. (See attached)**

**12: Norwich University College of the Arts (NUCA) – Funding.**

NUCA run mainly Higher Education degree courses, Postgraduate courses and also Research. They do not offer any free courses or scholarships. The funding for undergraduate courses is supported by the Department of Innovation, Universities and Skills (DIUS) through Local Authorities and the Student Loan Company. Students apply to either the Local Authority or Student Finance Direct for means tested or non-means tested support and this could include the following:

## LOANS

Maintenance Loan	up to £4625 for academic year 2008/9 depending on support applied for
Tuition Fee Loan	up to £3145 for academic year 2008/9 (Tuition fees £3145 for 2008/9)

## GRANTS/BURSARIES

Maintenance Grant	up to £2835 for academic year 2008/9 This does not have to be paid back if student completes the course
NUCA bursary	up to £567 for academic year 2008/9 This is re calculated for repayment if student leaves during the academic year

For students with disabilities the above support system is identical for all students. There is however, the Disabled Student Allowance (DSA) which can help pay for extra costs incurred as a direct result of a disability, mental health condition or specific learning difficulty. The DSA can help with the cost of a non-medical helper, items of specialist equipment, travel and other related costs. All cases will be considered where a student faces extra costs as a result of their disability and they would need to provide medical proof of their condition at the time of application.

Further information can be obtained from:

**Student Support** [www.studentfinancedirect.co.uk](http://www.studentfinancedirect.co.uk) or telephone 0845 607 7577  
**Student Support helpline** telephone 0845 602 0583

**DIUS guides** 'A guide to financial support for higher education students in 2008/9'  
'Student loans – a guide to terms and conditions'  
'Bridging the gap: a guide to the Disabled Students' Allowances (DSAs) in Higher Education'

The University College supports many students with diverse disabilities and encourage prospective students to disclose any disability prior to commencing in order that NUCA can ensure that students are receiving the full support from the authorities and within the College. The Student Support office offers a Disability Support Advisor and a Dyslexia Support Tutor and together they provide information, advice and guidance to all students whatever their disability.

**NUCA Contact:** Carole Burton  
Student Support Manager  
Francis House  
3-7 Redwell Street  
Norwich.  
NR2 4SN  
Tel: 01603 610561 Ext 6240  
Fax: 01603 615728



## Free information and advice on learning and work

**nextstep Norfolk provides a free, confidential and impartial information and advice service to any adult aged 20 or more, regardless of circumstance.**

Nextstep can help with

- improving confidence and self esteem
  - using the internet for job search
  - identifying your strengths and skills
- future career planning (including computer-based guidance)
  - exploring options and further on-going support
- identifying any help you might need with English or Maths
  - understanding the local job market
  - matching your interests to a job
- finding appropriate education, training or employment
  - considering self employment
- identifying sources of funding to pay for courses
- tackling barriers such as childcare and transport
  - developing CV's and job applications
  - performing better at interviews
- identifying other services which may be useful and making appropriate referrals

**All services are confidential, impartial and free**