Guidance to help complete the EF Eligibility Confirmation 2019-20

Version 1 - 1 April 2019

The Employability Fund Eligibility Confirmation (EFEC) document must be completed for all individuals who are being referred to EF provision. This document is designed to be self explanatory however as some of the sections have been updated you'll find guidance below to help you complete the document.

Individuals may have specific core skill, personal development, employability and/or vocational training needs which are important to identify in relation to their overall employability and job aims. Understanding their requirements will also help to identify what Stage of the EF is most suitable to address those needs.

Any individual who is operating at below SCQF level 3 in some or all of their core skills is more likely to be referred to stage 2 of the Strategic Skills Pipeline (SSP).

Any individual who is operating at SCQF level 3 in some or all of their core skills is more likely to be referred to stage 3 of the SSP. This allows people the opportunity to develop their core skills to a work entry level.

While we ask you to identify the level of the individual's core skills to justify the referral, we recognise that individuals may have good core skill levels but face other barriers to employment. This could mean that referral to Stage 2, 3 or 4 is appropriate for them.

This document allows you to identify where the specific needs of the individual lie in order to help you justify their referral to the EF at the appropriate Stage. This EFEC document also supports the EF provider's claim for a recruitment payment and forms part of SDS compliance audit checks.

Expected participant characteristics

EF is a channel for moving individuals closer to employment with jobs being a more realistic goal for those at stages 3 and 4 of the SSP. In the table SDS has highlighted the expected participant characteristics for each stage of the EF:

Stage 2 – expected participant characteristics
Individuals who enter this stage of their employability journey are not job ready. **They should be ready to undertake activity at SCQF level 3** in terms of work-related tasks which means that, for example, they can work alone or with others on simple routine, familiar tasks under frequent supervision. They should also be able to participate in the setting of goals, timelines, etc. They may have core skill development needs and/or personal barriers such as motivation, self-confidence or self-discipline challenges which activity should help to address. When they leave this stage of the SSP they should have demonstrably improved their employability skills but are not necessarily expected to be fully job ready unless they have progressed very quickly.
Stage 3 – expected participant characteristics
Individuals who enter this stage of their employability journey are likely to be closer to being job ready than those at stage 2 of the SSP. **They should be ready to undertake tasks at SCQF level 4** in terms of work-related tasks which means that, for example, they can work alone or with others on straightforward tasks, contribute to the setting of goals, timelines, etc. When they leave this stage of the SSP they should have evidence to demonstrate their job readiness to an employer.

Stage 4 – expected participant characteristics

Individuals who enter this stage of their employability journey are likely to be job ready when they start in terms of their generic employability skills.

They should undertake activity which allows them to develop specific skills which greatly improve their chances of gaining employment when the activity is completed.

When they leave this stage of the SSP they should have certification which relates to specific job roles improving their access to job opportunities.

Section 3: Eligibility criteria

To be eligible for support from the EF, individuals must be in one of the groups listed in Section 3 of the EFEC. Specific organisations are approved to refer specific eligible groups as listed on the document. For further details on eligibility please see the EF Activity Rules 2019-20 available on Provider Central.

Section 4: Identification of individual skills

The identification of an individual's skills in relation to their employability and job goals can be made by one or a combination of the methodologies set out below.

Ideally, a more objective process such as the Scottish Qualification Certificate result and/or a diagnostic core skills assessment test should be used for the core skills of numeracy and communication as a basis.

When completing this section, please comment on the component parts of each skills e.g. oral and written communication.

Scottish Qualification Certificate (SQC)

Individuals, who completed their school education in Scotland after 1994, should have a SQC which includes a profile of the highest level of core skills that they have attained to date. Where it is available, this is the most robust form of an individual's core skill level and should be obtained wherever possible.

If an individual has completed SQA exams but has no certificate they can check their results on the **My SQA** website. They will need to register using their Scottish Candidate Number (SCN) and a unique email address. If they do not have their SCN they can contact SQA on 0345 279 1000 for confirmation of their details and their SCN.

Following registration, an activation code will be sent by email enabling them to access their SQA account online.

Formative core skills online evaluation tool

Where an individual is unable to provide a SQC, you should ask the individual to undertake a formative core skills online evaluation test. This will allow you to more objectively judge the current core skills level of the individual.

There are a range of reputable core skill and wider skill evaluation tools available and it is up to the referring organisation to decide whether any of the tools are suitable for their clients.

Subjective identification

For some individuals, they may not have formal qualifications and it may not be possible or appropriate to gain evidence of their skills through objective methods. The individual may also have barriers to learning which make it difficult to provide firm and objective evidence of the level of operation.

In these circumstances, you may have gained a good understanding of their core skills through their interview and other activities undertaken. You should also gather as much qualitative evidence as possible to identify their skill levels. This could be achieved by exploring learning and/or personal achievements gained through school, work experience or life experiences.

One practical example used to determine both ICT and communication is to ask the individual to register on My World of Work, create a CV, attach the CV to an email and send to you. Where possible you should identify the methodology used to gather the evidence to allow the referred provider to consider how to assess an individual's needs for their Individual Training Plan.

SQA and SCQF offer free resources/examples to assist with subjective assessment: -

      SQA - **NQ Core Skills Unit Specifications and Assessment Support Packs**

      SCQF – **My skills my future toolkit**

Section 5 – Identification of individual needs from the EF

Employability and personal development form part of Career Management Skills (CMS)

"CMS are the skills, knowledge and self awareness to develop aspirational career aims and the confidence to take actions in one's life, time and again as career opportunities arise and as work and learning options change" The Career Management Skills Framework for Scotland 2012

Some examples of CMS are:

- developing and maintaining a positive self image about themselves;

- being able to adapt their behaviour appropriately in various settings;

- being confident in responding to and managing change within their life or work roles;

- being able to interact confidently and effectively with others to build relationships;

- being resilient and able to learn when things don't go as expected for them;

- being aware of and then being able to build on their strengths and achievements

Some individuals have specific barriers to developing their CMS and this could be preventing them taking up and benefitting from opportunities as they arise – even when their core skills are of a satisfactory level.

Referral to the EF should aim to help the individual overcome those barriers with the aim of achieving their employability or job goal.

It is important that Section 5 of the document is completed fully, to provide evidence that supports the referral to a particular Stage of the pipeline. How this evidence has been gained should also be identified, for example, a young person may have recorded information in their Career Development Plan with their SDS Career Coach.

You could include such evidence for referral as:

Motivation

We consider motivation in terms of an individual's readiness to obtain a job, training, education or voluntary placements and we ask that you consider exploring the following behaviours/attributes to allow you to make a more objective judgement:

• willingness and ability to travel; willingness to consider a range of related job areas.

• how good are they at doing things without being told (e.g. helping out a friend/ washing the car/ tidying your room/house); can they set targets / goals for themselves; how good are they at getting up early in the morning to start or travel to work?

Confidence

This is in terms of an individual's confidence to carry out relevant tasks to be successful in applying for and securing employment, training, education or voluntary placements and we ask that you consider exploring the following behaviours/attributes to allow you to make a more objective judgement:

• confidence in meeting new people and travelling to new places; how do they feel about meeting new people / being in new situations / voicing their opinions / travelling by public transport; are they able to make their own decisions and stick to them; how confident are they about the way they present themselves?

Self Discipline

Self discipline is in terms of an individual's reliability and ability to behave in a way which is acceptable to others / employers and we ask that you consider exploring the following behaviours/attributes to allow you to make a more objective judgement:

• how is their attendance / timekeeping / ability to follow instructions / ability to obey rules in different situations; how well do they get on with school / workmates / teachers / supervisors; how do they behave when they feel angry or frustrated?

Other

It is important that you include any particular health issues or personal circumstances that could have implications for the nature of the EF provision the individual is referred to, making it clear what implications this may have:

• (e.g. Alice has asthma which would prevent her from working in an environment where there may be a lot of dust or animals)

Recommendations for inclusion in EF Provision

The EF is designed to be flexible and address the different needs of different individuals.

This section allows you to identify what, in your opinion, should be included in the EF provision for this individual. Please tick all that apply and identify any others that are not listed as well as any additional information you feel is appropriate in the "other recommendations" section.

Please be as specific as possible in the "other recommendations" section and clarify any rationale. If you would like to follow up the referral with the EF Provider please include any specific requests at this point.

Section 7 – Confirmation of eligibility and suitability

In line with new GDPR regulations the EFEC has been amended to include specific detail regarding data protection. The "contact details for any data protection enquiries" should be the name of the adviser assisting the individual to complete the EFEC form in particular explaining the Privacy Notice in Section 8.

Section 8 - Personal data acknowledgement and declaration

The Privacy Notice has been worded in such a way that it captures the GDPR requirements for all EF Referring Organisations. Each organisation will need to explain their own processes to the individual that they are referring to the EF. We will be reviewing this Privacy Notice as GPDR requirements develop and become embedded in everyday practice.

Section 9 - Feedback

Once the outcome of the referral is known it is the responsibility of the Provider to complete Section 9 of the EFEC and return it to the source of the referral within seven calendar days.

Any individual eligible for EF activity who is not offered a start date must promptly be given an explanation of the reason for this by the Provider.

Note on Additional Support Needs (ASN) of referred individuals

The discretionary ASN fund to supplement EF has been developed to support participation from people with specified disabilities and/or additional support needs. The aim is to provide funding to resource additional requirements for people who have been identified as ready for EF Stage 2-4 provision. We wish to emphasise that the ASN Fund will not be used to compensate for an individual's lack of suitability/readiness for the SSP stage to which they are referred.