

WEST MIDLANDS COMBINED AUTHORITY



SWAP/SG Provision (For the funding year 1 August 2021 to 31 July 2022) Version 1

Issue date;	July 2021
Senior policy owner;	Iris Both
Document owner;	Iris Both

Contents

Introduction and purpose	3
The offer.....	3
Sector Based Work Academies (SWAP).....	3
Sector Gateway (SG).....	3
SWAP/SG provision	3
SG approved provision	4
SG: Care Worker	4
Purpose.....	4
Specification Proposal	4
Outcomes	4
SG: Employability	5
Purpose.....	5
Specification Proposal	5
Outcomes	5
SG: Logistics	6
Purpose.....	6
Specification Proposal	6
Outcomes	6
SG: Retail and Customer Service	7
Purpose.....	7
Specification Proposal	7
Outcomes	7
SG: Security.....	8
Purpose.....	8
Specification Proposal	8
Outcomes	8
Stewarding - Specification Proposal	9
Purpose.....	9
Specification Proposal	9
SG: Warehousing	9
Purpose.....	9
Specification Proposal	10
Outcomes	10

Introduction and purpose

1. Unemployment in the WM was high compared to the national average before the pandemic but now the numbers have increased significantly. Despite an investment of £70m of AEB funding to support unemployed residents' and specifically funded for SWAP, positive destinations into employment were significantly below contracted volumes. Our focus, therefore, is to ensure that the provision we fund enables individuals to move on and secure employment.

The offer

2. We want to establish occupational skills development to move individuals into jobs quickly through SWAP/SG. Once in work, we want to see that support continue through an in-work progression offer either through entitlement listed qualifications at level 2/3 or apprenticeships. This is to enable individuals to progress to better-paid work whilst achieving valuable qualifications to underpin progression.
3. In many cases we expect SBWAP/SG to be a non-regulated offer to provide flexibility to the provider in delivering what is required as opposed to a set of qualifications that provide a rigid framework to delivery.
4. The following sets out our definitions for SWAP and SG and the mandatory elements we expect to see in these offers:

Sector Based Work Academies (SWAP)

5. SWAP is a JCP+ branded programme and can last up to 6 weeks in length. In SWAP we expect that employers are consulted in its design and a guaranteed job interview is available to the resident at the end of the programme. Mandatory elements are as follows:
6. Work collaboratively with JCP+ to support identified residents into work
7. Occupational specific training related to the job opportunity is both regulated and non-regulated. Employability is only supported by 30 GLH non-regulated offers.
8. Relevant work experience related to the job (supported by flexibility by the WMCA)
9. Job interview at the end of the programme
10. Last no more than 6 weeks

Sector Gateway (SG)

11. SG is short and sharp training bespoke to roles across a range of industries. These programmes are designed to focus on the key skills required to secure the job role and should be aligned to job vacancies. We have already designed a range of SG programmes and these can be found later in this document with the associated GLH and funding rate. Mandatory elements:
12. Collaboration with JCP+ and/or National Careers Service
13. Occupationally specific non-regulated training
14. Job interview at the end of the programme

SWAP/SG provision

15. Grant providers, who have approved SWAP/SG delivery as part of their delivery plans can access the below programmes as part of their suite of delivery. Contract for service providers (ITP) will need to follow the business case process if they want any of the below added to their delivery plans.

SG approved provision

SG: Care Worker

Purpose

- 16.1. The purpose of this proposal is to develop a specification for those wishing to train/upskill/change careers and wishing to work in Social Care. The specification focuses on a non-accredited approach to training, specific to the industry and focusing on the knowledge and skills required.
- 16.2. *Adult Care Workers are the frontline staff who help adults with care and support needs to achieve their personal goals and live as independently and safely as possible, enabling them to have control and choice in their lives.*¹

Specification Proposal

17. Preparing to work in Social Care

- 17.1. Foundation literacy/numeracy.
- 17.2. Digital skills (Email, using search engines).

18. Communication

- 18.1. Face to face communication with individuals and their families.
- 18.2. Telephone communication with individuals and their families.
- 18.3. Working as part of a team.

19. Skills

- 19.1. Ability to follow codes of practice.
- 19.2. Support individuals in line with their plan of care.
- 19.3. Protect individuals from harm.
- 19.4. Promote healthy eating and wellbeing.
- 19.5. Use risk assessments to support individuals safely.
- 19.6. Reflect on own working practices.
- 19.7. Personal attributes
- 19.8. Approachable.
- 19.9. Friendly.
- 19.10. Confident.
- 19.11. Integrity.
- 19.12. Knowledge
- 19.13. Codes of practice.
- 19.14. Legislation.
- 19.15. Equality and diversity.
- 19.16. Respect and dignity.
- 19.17. Differing methods of communication.
- 19.18. Safeguarding.

Outcomes

20. Residents will be able to (skills):

- 20.1. Demonstrate a range of foundation literacy and numeracy skills as determined by the social care sector.
- 20.2. Use basic digital literacy as required for the social care sector.
- 20.3. Practise a range of communication methods required for the social care sector.
- 20.4. Demonstrate team working.
- 20.5. Describe actions to take in order to protect individuals from harm.
- 20.6. Evidence the formulation of a risk assessment.
- 20.7. Describe methods of reflecting on your working practice.

21. Residents will know (knowledge):

- 21.1. Describe codes of practice used in the social care sector.
- 21.2. Identify relevant legislation that covers the social care sector.
- 21.3. Recognise equality and diversity and how to promote this.
- 21.4. Explain respect and dignity and the importance of these.
- 21.5. Describe different methods of communication.

¹ <https://www.instituteforapprenticeships.org/apprenticeship-standards/adult-care-worker/>

21.6. Identify signs and symptoms of different types of abuse.

22. Residents will be self-aware and develop themselves personally to demonstrate (behaviours):

- 22.1. A friendly approach showing empathy and understanding.
- 22.2. Honesty.
- 22.3. Confidence.
- 22.4. Excellent work ethics (good attendance, timekeeping).
- 22.5. Guided learning hours: 30 (Weighting B)
- 22.6. LARS Code;
- 22.7. Funding rate: £168

SG: Employability

Purpose

- 23. The purpose of this proposal is to develop a specification for those wishing to train/upskill/change career and wishing to work. The specification focuses on a non-accredited approach to basic training, focussing on the knowledge and skills required.
- 24. *Employability refers to your ability to gain initial employment, maintain employment, and obtain new employment if required. In simple terms, employability is about being capable of getting and keeping fulfilling work.*²

Specification Proposal

25. Preparing to work

- 25.1. Foundation literacy/numeracy.
- 25.2. Digital skills (Email, using search engines).

26. Communication

- 26.1. Communicating with others at work.
- 26.2. Customer service.
- 26.3. Working as part of a team.

27. Skills

- 27.1. Using varying methods to explore careers.
- 27.2. Create a CV.
- 27.3. Applying for a job.
- 27.4. Maintaining work standards.

28. Personal attributes

- 28.1. Approachable.
- 28.2. Friendly.
- 28.3. Confident.
- 28.4. Integrity.
- 28.5. Resilience.

29. Knowledge

- 29.1. Basic legislation.
- 29.2. Equality and diversity.
- 29.3. How to be successful in applying for jobs.

Outcomes

30. Residents will be able to (skills):

- 30.1. Demonstrate a range of foundation literacy and numeracy skills needed to be employable.
- 30.2. Use basic digital literacy as required for work.
- 30.3. Practise a range of communication methods required for work.
- 30.4. Demonstrate team working.
- 30.5. Evidence basic CV writing.
- 30.6. Explain the process of applying for work.

31. Residents will know (knowledge):

- 31.1. Explain how to be successful when applying for work.
- 31.2. Identify relevant legislation that covers the workplace.
- 31.3. Recognise equality and diversity and how to promote this.

² <http://www.mycit.ie/contentfiles/careers/what%20is%20employability.pdf>

32. Residents will be self-aware and develop themselves personally to demonstrate (behaviours):

- 32.1. A friendly approach showing empathy and understanding.
- 32.2. Honesty.
- 32.3. Confidence.
- 32.4. Excellent work ethics (good attendance, timekeeping).
- 32.5. Resilience.

33. Guided learning hours: 30 (Weighting A)

34. LARS code;

35. Funding rate: £150

SG: Logistics

Purpose

36. The purpose of this proposal is to develop a specification for those wishing to train/upskill/change careers and wishing to work in the Logistics industry. The specification focuses on a non-accredited approach to training, specific to the industry and focuses on knowledge and skills required.
37. *Crucial to the supply chain of any business, logistics involves the timely delivery of freight and goods from one place to another, as well as the unloading and unpacking of this cargo. Logistics workers may perform duties including inventory control, pricing and ticketing, and merchandise assembly.*³

Specification Proposal

38. Preparing to work in Logistics

- 38.1. Foundation literacy/numeracy.
- 38.2. Digital skills (Email, using search engines).

39. Communication

- 39.1. Building relationships with customers.
- 39.2. Building relationships with colleagues.
- 39.3. Working as part of a team.

40. Logistics skills

- 40.1. Preparing the vehicle for driving.
- 40.2. Protect the vehicle and the load.
- 40.3. Pick goods.
- 40.4. Place goods in storage.

41. Personal attributes

- 41.1. Approachable.
- 41.2. Friendly.
- 41.3. Confident.
- 41.4. Integrity.

42. Knowledge

- 42.1. Legislation in a logistics environment.
- 42.2. Equality and diversity.
- 42.3. Moving and handling goods.

Outcomes

43. Residents will be able to (skills):

- 43.1. Demonstrate a range of foundation literacy and numeracy skills as determined by the logistics sector.
- 43.2. Use basic digital literacy as required for the logistics sector.
- 43.3. Practise a range of communication methods required for the logistics sector.
- 43.4. Demonstrate team working.
- 43.5. Evidence of the picking and placing of goods in a logistics environment.

44. Residents will know (knowledge):

- 44.1. Identify relevant legislation that covers the logistics sector.
- 44.2. Recognise equality and diversity and how to promote this.
- 44.3. Explain the correct ways of moving and handling goods.

45. Residents will be self-aware and develop themselves personally to demonstrate (behaviours):

³ [https://study.com/articles/Logistics Careers Job Duties Employment and Salary Information.html](https://study.com/articles/Logistics_Careers_Job_Duties_Employment_and_Salary_Information.html)

- 45.1. A friendly approach.
- 45.2. Honesty.
- 45.3. Confidence.
- 45.4. Excellent work ethics (good attendance, timekeeping).
- 46. Guided Learning Hours: 30 (Weighting A)
- 47. LARS code;
- 48. Funding rate: £150

SG: Retail and Customer Service

Purpose

- 49. The purpose of this proposal is to develop a specification for those wishing to train/upskill/change career and wishing to work in the Retail/Customer Service industry. The specification focuses on a non-accredited approach to training, specific to the industry and focuses on knowledge and skills required.
- 50. *The main purpose of a retailer is to assist customers when they purchase products and services, which requires a good understanding of the stock being sold, the variety of ways customers can shop and the ability to process payments, for example, using a till. Retailers must be passionate about delivering a quality service that always aims to exceed customers' expectations.*⁴

Specification Proposal

51. Preparing to work in Retail/Customer Service

- 51.1. Foundation literacy/numeracy.
- 51.2. Digital skills (Email, using search engines).

52. Communication

- 52.1. Face to face communication with customers.
- 52.2. Telephone communication with customers.
- 52.3. Working as part of a team.

53. Retail Skills

- 53.1. Merchandising.
- 53.2. Using technology (till systems, digital tools).
- 53.3. Stock control.

54. Personal attributes

- 54.1. Approachable.
- 54.2. Friendly.
- 54.3. Confident.
- 54.4. Integrity.
- 54.5. Going the 'extra mile'.

55. Knowledge

- 55.1. Product knowledge.
- 55.2. Legislation.
- 55.3. Equality and diversity.

Outcomes

56. Residents will be able to (skills):

- 56.1. Demonstrate a range of foundation literacy and numeracy skills as determined by the retail/customer service sector.
- 56.2. Use basic digital literacy as required for the retail/customer service sector.
- 56.3. Practise a range of communication methods required for the retail/customer service sector.
- 56.4. Demonstrate team working.
- 56.5. Evidence basic merchandising and stock control.
- 56.6. Explain the use of technology required in the retail/customer service sector.

57. Residents will know (knowledge):

- 57.1. Explain how to learn about the products they are selling.
- 57.2. Identify relevant legislation that covers the retail/customer service sector.
- 57.3. Recognise equality and diversity and how to promote this.

58. Residents will be self-aware and develop themselves personally to demonstrate (behaviours):

- 58.1. A friendly approach showing empathy and understanding.

⁴ <https://www.instituteforapprenticeships.org/apprenticeship-standards/retailer/>

- 58.2. A 'nothing is too much trouble' approach to customers.
- 58.3. Honesty.
- 58.4. Confidence.
- 58.5. Excellent work ethics (good attendance, timekeeping).
- 59. Guided learning hours: 30 (Weighting B)
- 60. LARS Code;
- 61. Funding rate: £168

SG: Security

Purpose

- 62. The purpose of this proposal is to develop a specification for those wishing to train/upskill/change career and wishing to work in the Security Services industry. The specification focuses on a non-accredited approach to training, specific to the industry and focusing on the knowledge and skills required.
- 63. Security work is a field that will never go away. With all the potential threats in today's society more and more businesses are in need of help protecting their property, assets and people. If you're interested in safety and security, this could be the perfect job for you. Almost every form of business utilizes some form of security including but not limited to: local businesses, hospitals, banks, bars, airports, shops, care homes, private security firms and even nuclear power plants often hire security guards to help protect their property and detect illegal activities.⁵

Specification Proposal

64. Preparing to work in Security Services

- 64.1. Foundation literacy/numeracy.
- 64.2. Digital skills (Email, using search engines).

65. Communication

- 65.1. Building relationships with customers.
- 65.2. Building relationships with colleagues.
- 65.3. Working as part of a team.
- 65.4. Resolving problems

66. Security Services skills

- 66.1. Digital skills required for the security services industry (CCTV footage e.g.)
- 66.2. Contributing to meetings.

67. Personal attributes

- 67.1. Approachable.
- 67.2. Friendly.
- 67.3. Confident.
- 67.4. Integrity.

68. Knowledge

- 68.1. Legislation in a security services environment.
- 68.2. Security and loss prevention.
- 68.3. Differing roles within the security services industry (door supervisor, CCTV operator e.g.)
- 68.4. Equality and diversity.
- 68.5. Terrorism awareness.

Outcomes

69. Residents will be able to (skills):

- 69.1. Demonstrate a range of foundation literacy and numeracy skills as determined by the security services sector.
- 69.2. Use basic digital literacy as required for the security services sector.
- 69.3. Practise a range of communication methods required for the security services sector.
- 69.4. Demonstrate team working.
- 69.5. Evidence of the ability to problem-solve.

70. Residents will know (knowledge):

- 70.1. Identify relevant legislation that covers the security services sector.
- 70.2. Recognise equality and diversity and how to promote this.
- 70.3. Explain terrorism and procedures to follow.

71. Residents will be self-aware and develop themselves personally to demonstrate (behaviours):

⁵ www.telfordcollege.ac.uk

- 71.1. A friendly approach.
- 71.2. Honesty.
- 71.3. Confidence.
- 71.4. Excellent work ethics (good attendance, timekeeping).
- 72. Guided Learning Hours: 30 (Weighting A)
- 73. LARS code;
- 74. Funding rate: £150

Stewarding - Specification Proposal

Purpose

- 75. The purpose of this proposal is to develop a specification for those wishing to train/upskill/change career and wishing to work in the Stewarding industry. The specification focuses on an accredited approach to training, specific to the industry and focuses on knowledge and skills required. This detail is not exhaustive and will be tailored to meet the needs of the employer and to meet the specification of the Level 2 Certificate in Spectator Safety.

Specification Proposal

76. Prepare for spectator events

- 76.1. Understand how to prepare for stewarding activities
- 76.2. Understand how to identify and respond to hazards
- 76.3. Be able to prepare for stewarding activities
- 76.4. Be able to identify and respond to hazards

77. Assist with the movement of spectators and deal with crowd issues at spectator events

- 77.1. Understand how to control the entry, exit and movement of people at events
- 77.2. Understand how to deal with crowd issues
- 77.3. Be able to follow and implement procedures for the entry, exit and movement of people at
- 77.4. spectator events
- 77.5. Be able to identify and deal with crowd issues
- 77.6. Help to manage and resolve conflicts
- 77.7. Understand how to engage with client groups in conflict situations
- 77.8. Understand how to follow procedures to resolve conflict situations
- 77.9. Be able to engage with client groups in conflict situations
 - 77.9.1. Be able to follow procedures to resolve conflict situations
 - 77.9.2. Deal with incidents at spectator events
 - 77.9.3. Understand how to deal with incidents at spectator events
 - 77.9.4. Be able to deal with incidents at spectator events
 - 77.9.5. Support the work of your team and organisation
 - 77.9.6. Understand how to work effectively with a colleague
 - 77.9.7. Understand how to improve own works
 - 77.9.8. Understand how to help support and improve the work of own team and organisation
 - 77.9.9. Be able to work effectively with colleagues
 - 77.9.10. Be able to improve own work
 - 77.9.11. Be able to help to improve the work of the organisation
 - 77.9.12. All the above is directly linked to the Level 2 in Spectator Safety qualification. In addition, learners will complete an unregulated employability qualification that will support them to progress into work/move to the next level.
- 77.10. Learners will also complete a Level 3 Award in Emergency First Aid at Work.

- 78. Guided Learning Hours: 30 (Weighting A)
- 79. LARS codes
- 80. Funding rate: £150

SG: Warehousing

Purpose

- 81. The purpose of this proposal is to develop a specification for those wishing to train/upskill/change careers and wishing to work in the Warehousing industry. The specification focuses on a non-accredited approach to training, specific to the industry and focuses on knowledge and skills required.

82. Warehouse workers are responsible for preparing and completing warehouse orders for delivery or pickup according to schedule. Receiving and processing warehouse stock products and performing warehouse inventory controls and keeping quality standards high for audits. ⁶

Specification Proposal

83. Preparing to work in Warehousing

- 83.1. Foundation literacy/numeracy.
- 83.2. Digital skills (Email, using search engines).

84. Communication

- 84.1. Building relationships with customers.
- 84.2. Building relationships with colleagues.
- 84.3. Working as part of a team.
- 84.4. Resolving problems

85. Warehousing skills

- 85.1. Picking orders.
- 85.2. Wrap and pack goods.
- 85.3. Maintaining cleanliness in the working environment.
- 85.4. Receive goods.

86. Personal attributes

- 86.1. Approachable.
- 86.2. Friendly.
- 86.3. Confident.
- 86.4. Integrity.

87. Knowledge

- 87.1. Legislation in a warehousing environment.
- 87.2. Equality and diversity.
- 87.3. Moving and handling goods.

Outcomes

88. Residents will be able to (skills):

- 88.1. Demonstrate a range of foundation literacy and numeracy skills as determined by the warehousing sector.
- 88.2. Use basic digital literacy as required for the warehousing sector.
- 88.3. Practise a range of communication methods required for the warehousing sector.
- 88.4. Demonstrate team working.
- 88.5. Evidence of the wrapping packing and receipt of goods in a warehousing environment.

89. Residents will know (knowledge):

- 89.1. Identify relevant legislation that covers the warehousing sector.
- 89.2. Recognise equality and diversity and how to promote this.
- 89.3. Explain correct ways of moving and handling goods.

90. Residents will be self-aware and develop themselves personally to demonstrate (behaviours):

- 90.1. A friendly approach.
- 90.2. Honesty.
- 90.3. Confidence.
- 90.4. Excellent work ethics (good attendance, timekeeping).

91. Guided Learning Hours: 30 (Weighting A)

92. LARS Code

93. Funding rate: £150

⁶ <https://resources.workable.com/warehouse-worker-job-description>