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Evaluation of Supported Employment Coach pilot

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Views expressed in this report are those of the researcher and not
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Glossary

Acronym/Key word	Definition
ALN	Additional learning needs
ARR	Assessment and Referral Report
JGW+	Jobs Growth Wales+
ILP	Individual Learning Plan
LDD	Learning disability/difficulty
NEET	Not in education, employment or training
WW	Working Wales – Careers advice service delivered by Careers Wales
Contractor	JGW+ training provider
Advisor	Working Wales careers advisor
Job coach	Specialist job coach, (trained in the supported employment model) supporting individuals with disabilities to access and maintain paid employment
Supported Employment Agency	Specialist Supported Employment Provider

1. Introduction

Background

- 1.1 Welsh Government's [Programme for Government](#) (PfG), sets out a series of cross-cutting commitments to improve the lives of people across Wales, including delivery of the Young Person's Guarantee – giving everyone under 25 years old the offer of work, education, training or self-employment. Subsequent new priorities and policies since the election in 2021 have helped to frame a new policy context for employability support in Wales. This is underpinned by the ten [well-being commitments](#) in the PfG, including to protect, rebuild and develop services for vulnerable people, build an economy based on the principles of the Fair Work agenda, and to narrow educational inequalities.
- 1.2 For young people this means helping to rebuild opportunities to access work and opportunities in education, and in particular to help ensure that disadvantaged young people are given equity of access. Specifically, there remains the challenge of a persistent gap in the employment opportunities for disabled people, including young people. [Stronger, fairer, greener Wales: a plan for employability and skills](#) highlights the specific challenge for young people between the ages of 16-18, where the proportion of disabled people not in employment, education or training (19.7%) is almost three times higher than that for their non-disabled counterparts (6.8%). Being NEET at a young age, and during key transition years, can have a long-term scarring effect that lasts throughout a young person's lifetime. Like all young people, disabled young people and young people with additional learning needs deserve good opportunities to engage in education and training, and should receive the support they need to make positive transitions into employment, to lead full and active lives and to contribute to the economy.
- 1.3 In March 2022 the Welsh Government Launched Jobs Growth Wales+ (JGW+), offering employability skills, training, and paid work placement opportunities for young people aged 16-19 years in Wales. JGW+ is part of a suite of programmes and support that make up the Young Person's Guarantee. Since the launch of JGW+, the Welsh Government is keen to explore activity that will support the most disengaged young people to engage with and benefit from the support JGW+ can

offer. [Evaluation of the Traineeships programme](#), one of the key programmes supporting young people into employment, highlighted concerns that some Contractors were not able to provide the resource-intensive support required to meet the needs of young people with complex needs and enable them to secure good outcomes. Reviews of other programmes within the [Learning Disability Delivery and Implementation Plan](#) highlighted similar concerns. In response to this, the Welsh Government introduced the Supported Employment Coach Pilot ('the pilot'). The pilot began in October 2021, initially through the Traineeships programme and runs until March 2023 as part of the Jobs Growth Wales+ programme (JGW+ which has replaced Traineeships).

Overview of the Supported Employment Coach pilot

- 1.4 The overall aim of the pilot is to improve outcomes for young people with a moderate to severe learning disability/difficulty (LDD) and/or autism, by increasing the number who progress in to paid employment or apprenticeships. In addition, the pilot aims to:
- Provide resources to further develop awareness and confidence in supporting disabled learners and those with additional learning needs;
 - Inform a better understanding of the cohort of learners who would most benefit from following a learning pathway in line with the Supported Employment Model; and
 - Inform Welsh Government support for young people with moderate to severe LDD and/or autism to progress onto positive outcomes, including inclusive apprenticeships and paid employment.
- 1.5 The pilot represents a significant investment from Welsh Government in addressing the barriers to employment that many disabled young people and young people with additional learning needs face; total funding for the pilot is £400,000.
- 1.6 The funding helps providers to access specialist training and advice for existing staff and access to Level 3 specialist work coaches for young people with moderate to severe/ complex needs. Specialist work coaches, trained in using the Supported

Employment Model (Level 3)¹, can enhance the support for eligible learners on all strands of the JGW+ programme in a variety of ways including:

- Enhanced assessment/vocational profiling;
- Production of Better Off in Work Calculation statements (to enable retention of relevant disability benefits) and co-ordination of Access to Work claims for equipment and support in work;
- Support to use public transport, develop confidence and soft skills;
- In-work Job Coach support, within work experience, placements, work trials or paid employment.

1.7 Training offered through the pilot included:

- Task Analysis
- Non-accredited disability awareness training
- Job coach training
- Mentoring
- Conflict management
- Training in systematic instruction (training to give people working with and on behalf of people with disabilities, the skills and knowledge to support those people to learn the practical skills associated with work and independent living)
- Non-accredited training on Supported Employment model (this gave an overview of the different elements of the pilot model, including getting to know the learner, agreeing a plan together, getting the right job, in-work support and developing a career)

1.8 Before the start of the evaluation, funding had been used to support 15-20 learners across five participating Contractors and Welsh Government expected that a further 10 learners would be referred on to the pilot in September 2022.

Aims of the research

1.9 The evaluation aims to provide detailed insight into the effectiveness of the programme, by examining the delivery and outcomes of the pilot. This will inform

¹ Level 3 Certificate for Supported Employment Practitioners
[Qualification-Specification-Supported-Employment-L3.pdf \(gatewayqualifications.org.uk\)](https://gatewayqualifications.org.uk/Qualification-Specification-Supported-Employment-L3.pdf)

future Welsh Government policy and programmes designed to improve employment outcomes for disabled young people. Specifically, the research sought to understand:

- The intended outcomes for learners participating in the pilot scheme, including what they, their parents/guardians, Contractors, and coaches consider as success.
- The extent to which learners have benefitted from the pilot scheme, including any unintended consequences.
- The extent to which learners on the pilot scheme make progress towards positive outcomes. Whether intended outcomes have been met, and why/why not?
- The extent to which Traineeship/JGW+ Contractors' staff feel their confidence and skills have increased in supporting learners with moderate / severe learning disabilities and autism as a result of participating in the pilot scheme.
- The extent to which the Working Wales² referral process provides the necessary information to identify young people's support needs and effectively informs their Individual Learning Plans. This includes whether Contractors have the information they need to be able to support the learners, whether learners feel that the referral process works and any information that is lacking.

Structure of the report

1.10 The report contains the following sections:

- Section 2 sets out the research methodology.
- Section 3 examines how the Supported Employment Coach pilot was delivered, including the referral process and support provided by job coaches as well as training for Contractor staff, funded through the pilot. This section also explores outcomes for young people and staff engaging with the pilot.
- Section 4 draws together conclusions from the research evidence on the effectiveness of the referral process, the intended outcomes for young people participating, the extent to which they have benefitted and made progress towards

² Working Wales is delivered by Working Wales and provides careers information, advice and guidance to support individuals to get into work.

positive outcomes, and the extent to which staff feel better equipped to support learners with moderate to severe LDD and/or autism as a result of taking part in the pilot. This section also makes a series of recommendations for Welsh Government to inform policy and the future design and delivery of programmes. The recommendations also consider wider implications for programme Contractors.

- The appendices include research tools and privacy notices for the research.

Methodology

1.11 The evaluation used a mixed methods approach and included:

- **A rapid document review** of relevant programme, and wider policy and strategy documents, to set the context for and inform the design of the evaluation. This included Expressions of Interest in the pilot, interim reports from Contractors on pilot activity prior to March 2022 , the [Employability and Skills plan](#), the [Evaluation of Traineeships Programme: final report, 2015 to 2019](#) , [Welsh Government's Learning disability delivery and implementation plan 2022 to 2026](#) and the [JGW+ programme specification](#).

- **Case studies of three learners** who have received support through the pilot. Case studies included online in-depth interviews with each learner, their parent/s or guardian/s, JGW+ Contractor staff, their job coach and employer (where appropriate).

The case study interviews explored individuals' pathways into support offered through the pilot; experience of/views on the referral process; expectations of the scheme and goals in taking part; targeted outcomes; the young person's support needs/learning requirements and types of support provided; what types of support worked well and less well and why; perceived benefits and outcomes of the support and ideas for improvement.

- **Qualitative interviews and focus groups.** Online semi-structured interviews and focus groups were conducted with a range of stakeholders including:

- Interviews with JGW+ Contractor staff (3) and a focus group with JGW+ Contractors and Working Wales (WW) staff (4) to understand how the referral process for the pilot is working.

The interviews and focus group explored staff views on referral processes including the initial assessment process; how and what information is collected on young people's support/learning needs; the extent to which information collected through the referral process is sufficient to enable Contractors to effectively support learners and inform Individual Learning Plans; what additional information would help staff to provide effective support; and identifying areas for improvement.

- Interviews with JGW+ Contractor staff (5) to explore the effectiveness of training accessed through the pilot.

Interviews explored types of training accessed, staff experiences and views of the training offered, outcomes/benefits of taking part in the training and what other training/types of support would be helpful to improve support for this cohort of learners.

- Interviews with the two Supported Employment Agencies providing job coaches for the pilot.

Interviews explored targeted outcomes for learners taking part in the pilot, young peoples' support needs, types of support provided, what types of support worked well and less well, perceived benefits and outcomes of the support and ideas for improvement.

- **Analysis of learners' Individual Learning Plans (ILPs).** The ILPs of three young people taking part in the case studies were analysed to investigate the extent to which progress has been made towards positive outcomes.

Sampling

- 1.12 The small number of case studies meant that it was not possible to recruit a representative sample of learners. L&W worked closely with Welsh Government to communicate the aims of the evaluation to the five JGW+ Contractors participating in the pilot and all five responded positively to the invitation to take part in the

research. Contractors were asked to identify suitable young people who might be interested in taking part in a case study and were encouraged to identify learners with diverse support needs. Contractors made initial approaches to parents/guardians, specialist job coaches and employers working with the young person, to introduce the research and to gain consent for the evaluation team to make contact. The selection of learners for the case studies ensured that job coaches from each of the two Supported Employment Agencies involved in the pilot, were included in the research.

- 1.13 For wider qualitative interviews, JGW+ Contractors and Working Wales were asked to identify and share contact details of staff and advisors who would be willing to take part in a focus group on the referral process or had accessed training through the pilot. Contractors were also asked to identify up to five learners (additional to the case study learners) who had recently joined the pilot (in September/October 2022) to explore individual's views and experiences of the referral system, and to provide up to four ILPs (additional to the three analysed for case study learners) of young people taking part in the pilot, for the ILP analysis.

Limitations and challenges

- 1.14 The learner case studies provide rich detail on the experiences and outcomes for individual learners. However, due to the small sample size, findings from the case studies cannot be generalised.
- 1.15 Recruitment for some research activities was challenging. The evaluation team did not receive details of learners starting on the pilot in September/October 2022, to take part in interviews about their experience of the referral process. Discussions with Contractors suggest that this may in part reflect low numbers of referrals in the later stages of the pilot. Participation in the pilot was not consistently recorded in Lifelong Learning Wales Record (LLWR) data, so the total number of young people referred and receiving support during the pilot period is unclear.
- 1.16 Similarly, the evaluation team was unable to access further ILPs for young people participating in the pilot (outside of those analysed for the case studies), so the research provides limited evidence on progress made for other young people taking part. In addition to challenges related to low numbers of referrals outlined above,

some Contractors identified resource challenges in meeting the request to identify and share further ILPs. There was also uncertainty among the Contractor group about the duration of the pilot; some Contractors understood that the pilot had finished at the point further ILPs were requested.

2. Key Findings

Referral process

- 2.1 Evidence for this section is drawn from interviews and focus groups with JGW+ Contractor and Working Wales staff, case study participants and Supported Employment Agencies. It also draws on evidence from the rapid document review.
- 2.2 As outlined above, LLWR data does not provide reliable data about the numbers of young people who have participated in the pilot. Supported Employment Agencies interviewed for the evaluation reported that they had worked with 37 young people, in total, over the duration of the pilot (including on traineeships and JGW+)³.
- 2.3 JGW+ Contractors reported varied pathways to the pilot. Some young people are referred through direct contact with Working Wales. Others are referred as a result of being supported by the youth justice system, from social workers, or via self-referral (with the latter especially likely to be the case if they have friends or family who have previously engaged with one of the Contractors participating in the pilot).

Information captured and gaps

- 2.4 At the point the young person is referred to the pilot, an Assessment and Referral Report (ARR) is completed as part of a discussion between a Working Wales advisor and the young person. In the case of a direct referral, an equivalent assessment is completed as part of a discussion between the Contractor and the young person. Working Wales staff explained that the format of the ARR had been decided upon after a period of consultation with key stakeholders, building on feedback that had been gathered from the referral process for the Traineeship programme.

³ Supported Employment Agencies reported that 16 learners were referred onto the support from October 2021, with 21 further learners referred from March 2022 onwards.

- 2.5 The form itself is split into two sections. The first part is a section called Your Story, which outlines the young person's key strengths, barriers that they can identify to engaging with employment and/or training, along with any specific background information that would be useful for the Contractor to know. This focuses on, for example, personal circumstances, experiences of education and any prior qualifications achieved. This is followed by a section called Change Your Story, which is where the actions identified as a result of the conversation between the advisor and the young person are recorded. These are usually a combination of areas of focus for the Contractor, along with actions that the young person themselves can own and take forward.
- 2.6 The ARR contains a section where the advisor completing the form with the young person can flag whether they feel that they would benefit from taking part in the pilot. Where this is the case, the young person is referred to a JGW+ Contractor participating in the pilot, in their local area. The ARR is shared with the Contractor at this point.
- 2.7 The ARR is digital, so the data contained in the form is easily transferable to the electronic Individual Learning Plan (ILP) that is developed by Contractors for each young person taking part in the pilot. Contractors noted that the design of the ARR allows for more detail to be included about a young person compared to similar forms for past interventions. However, their perception is that the level of detail captured in the ARR is dependent on who has completed the form and how well they know the young person.
- 2.8 Both Contractor and Working Wales staff recognised that the breadth and depth of information captured in ARR forms is inconsistent. The ARR can be the result of just one conversation between a young person and a Working Wales advisor. The quality of the information contained within the ARR is dependent to some extent upon how comfortable the young person feels to disclose full details about themselves during this meeting. Working Wales staff highlighted challenges relating to the ability of the advisor completing the ARR to gain the trust of the young person in this context. They recognised that this is especially important given the complexity and range of support needs of young people involved in the pilot. If the

advisor is not able to build the necessary rapport with the young person, this can have a significant impact on the amount of information that the young person is willing to disclose.

- 2.9 In addition, some of the conversations with young people to inform the ARR took place during periods of COVID-19 restrictions where a face-to-face meeting was not possible; Contractors felt that this was also a potential barrier to how well the young people could engage with the process.

“It's not face-to-face, it's telephone conversations, maybe a Zoom meeting, so I don't think that sometimes they get to know the young person as much as a school advisor would know them.” (Contractor staff)

- 2.10 Contractors reported that there were sometimes gaps in the information contained within the ARR. These mainly centred around what Contractors perceived to be the “true” impact of a young person’s learning difficulties/disabilities (LDD) and or autism, on the types and level of support needs. One Contractor expressed the view that it could be difficult for the advisor completing the ARR to provide detailed information about additional learning needs (ALN) if the young person did not have an ALN statement while they were in education. Where there is insufficient information on the specific learning needs of the young person in the ARR, it can initially be challenging for Contractors to plan and offer appropriate support. For example, one Contractor described how they would have been able to offer more targeted support, at an earlier stage, if information about the extent of a young person’s dyslexia had been captured in their ARR.

- 2.11 Contractors were in agreement that they were able to fill any gaps in the information captured once they had spent a little time with the young person and got to know them better. One Contractor explained that she found it effective to supplement what she had read about the young person in the ARR through a relaxed and informal conversation with them, in person, at the Contractor site.

“I invite them in for a chat with me first to make sure that we've got the right support here for them and to show them around and to reassure them that if they require the extra support then we can look at supporting them with their needs.” (Contractor staff)

2.12 Conversely, Working Wales staff said they had received anecdotal feedback from a Contractor that where the ARR captured detailed information on a young person's level of need this could sometimes deter them from engaging with the pilot. In some cases, Contractors perceived that they were not well placed to support the needs of young people who appeared to have complex needs. However, Working Wales staff believed that Contractors may find that a young person's level of need is not as severe as anticipated once they have met them.

“It may go against the young person with all the detail we're providing [in the ARR] because they may have given them a chance and taken them on or at least interviewed the young person, if they hadn't have known some of the things that we put in the ARR because I think we've had one or two that have been sent back to us saying, 'We can't take this young person on because of their behaviour, their attitude'. However, in practice it may well be that the extent of the learners' needs are not as pronounced.” (Working Wales staff)

2.13 Contractors explained that it is essential that a young person feels comfortable with the decision to refer them for support from a job coach for them to fully engage. Young people are introduced to the job coach by JGW+ Contractor staff with whom they already have a trusting relationship, and this is seen as vital to securing subsequent levels of engagement. To further support engagement, Contractors often arrange for the young person to make several short visits to their training site before starting on the pilot. This provides further opportunities to meet the job coach and helps young people to imagine themselves taking part in the support.

2.14 When a young person is referred to the pilot, a joint meeting is held with the young person, their parents/guardians, Contractor staff and the job coach. The meeting is held at the Contractor site, as the familiar setting can help to foster a sense of trust between the young person and their job coach. Young people interviewed for the case studies said that having a member of Contractor staff at this meeting, who they already knew, helped them to feel comfortable with the transition to support from the job coach. Ahead of this first meeting, Contractors share information with the job coach about the young person's support needs and learning goals, from their ARR, as well as their initial ILP.

2.15 After the initial meeting, job coaches work with the young people to complete their own assessment to establish what support they need and to set learning goals. This process helps them to mitigate the impact of any gaps in their knowledge if the initial referral information was not sufficiently detailed. This assessment forms part of the vocational profile that the job coach develops for the young person. The aim of the profile is to enable the job coach to get to know the young person, their skills, abilities and any career aspirations. Supported Employment Agencies said that this assessment activity may take place over several meetings between the young person and their job coach, in order not to overwhelm the young person. Job coaches highlighted that they felt more confident to support the young people's ALN once they had built up a good relationship with them and better understood their preferred learning style.

How the referral process informs a young person's ILP

2.16 The ARR (or Contractor's equivalent) is used as the basis to start to develop a young person's ILP. This is further developed with insights gained into their learning and support needs, as staff get to know them.

“The whole programme is like a road, and they just carry along the road adding bits and pieces and saying different things and having targets set. The ARR is basically your start line. The baseline.” (Working Wales staff)

2.17 Contractors reported that ILPs are reviewed on a monthly basis, and outcomes of the review meeting updated on the electronic ILP form which is shared with the young person's job coach, so that learning goals and plans can be adapted to support their progression.

2.18 Contractor staff recognised that regular reviews allow for more informal discussions with the young person, where they might talk about something not captured during the ARR process, that is pertinent to their support needs. This regular review process is important as a young person's goals may change over the course of the support.

“We're talking about 16- to 18-year-olds here. Even my memory's rubbish, but half the time they're sat in front of a careers person [to produce the ARR], there are loads of things that they probably want to say and don't. When they

get to us [Contractors] and then they open up when they have monthly reviews, then things do come out.” (Contractor staff)

Ideas for improvement

- 2.19 JGW+ Contractors report that numbers of young people referred onto the pilot have been low. Contractors and Working Wales staff agreed that changes were needed to improve the way information about the pilot is communicated to ensure that young people most in need can access the support available. Working Wales staff also acknowledged that more needs to be done to ensure that advisors fully understand the support offered through the pilot, and the target cohort.

Conclusions

- 2.20 The ARR is a comprehensive referral tool, however the level of detail captured by Working Wales advisors when completing the form varies. Gathering information, as fully as possible, at the point of referral is essential to ensure that appropriate support is put in place for young people at the start of an intervention. However, the ARR (or Contractor’s equivalent) is a starting point in identifying a young person’s barriers to employment, support needs and learning goals. Ongoing opportunities for young people to share additional information are also important to inform changes to their learning plan to ensure they make sustained progress.
- 2.21 Total numbers of referrals over the course of the pilot are unclear. However, qualitative evidence indicates that participation has been lower than anticipated. This highlights the importance of effective communication to ensure that young people who would benefit from support to progress onto positive outcomes, their families, as well as careers advisors and wider stakeholders, are fully aware of the support available, understand the aims of the support and which young people are eligible.

Job Coach support

- 2.22 This section examines the support provided by job coaches to young people taking part in the pilot. It includes how the support was delivered, the key elements of support, what worked well and less well, and ideas for improvement. The findings are based on qualitative interviews with case study participants – learners, their

parent/s or guardian/s, job coaches, JGW+ Contractors and employers – and the two Supported Employment Agencies, Elite and Agoriad, that supplied job coaches for the pilot. Findings also draw on evidence from the rapid document review.

Aims of support

- 2.23 Learners taking part in the case studies did not have clearly defined expectations of what they hoped to achieve from the pilot, but generally described a desire to develop their confidence, gain work experience, and move closer to finding a job.

“I wanted to give me more confidence in life...to find a job, for me to just do something.” (Young person)

“I hoped that it would help me speak up to more people around me.” (Young person)

- 2.24 Overall, parents hoped that their son or daughter would be better prepared for employment.

“So, my expectations were maybe there was that little bit of extra support to find an employer that would consider her and, you know, give her that little bit of time and coaching, mentoring that may be needed.” (Parent)

- 2.25 Two of the young people had been receiving support from a job coach for ten months, with the other having been supported for fourteen months.

Key elements and activities

- 2.26 Job coaches have undertaken a range of activities with case study learners, depending on what stage they are at on JGW+ (engagement or advancement), their individual learning goals, and the specific learning needs of the young person. Most activities took place at the Contractor site.

- 2.27 Activities to build confidence were fundamental to support for all three case study learners. Key elements of support included development of independent living skills, essential skills, employability skills, as well as soft skills development e.g. communication skills. In-work support was provided for two learners who were on work placements. Job coaches did not share examples of supporting young people

with Better Off in Work Calculation statements or co-ordination of Access to Work claims, which were additional activities funded through the pilot.

Developing independence

- 2.28 Support to develop independence included activities to learn about managing money, and travel training. For example, the job coach of one case study learner worked with them to develop a budget for a small grocery shop, and accompanied them to local shops to build up their confidence to handle money themselves. Another job coach supported a young person to build their confidence to make their way to the Contractor site on their own. This involved initially walking with the young person for the length of the journey, then meeting at a designated point along the way, until the young person reached the stage where they were confident to complete the journey on their own.

Essential skills

- 2.29 Job coaches directly supported young people to engage in classroom learning and other group activities delivered as part of the JGW+ support. This included learning to develop literacy, numeracy and digital skills as well as topics such as health and wellbeing and personal development. In some cases, job coaches had provided additional one-to-one input on essential skills. For example, in one case a job coach had continued to support a young person in a quiet space away from the classroom, as their ALN meant that they found this environment challenging.
- 2.30 One case study learner, who has dyslexia, had also accessed additional literacy support from her dedicated tutor.

Employability skills

- 2.31 Job coaches supported case study learners to develop their CVs, increase their knowledge about where and how to search for job opportunities, and talked through the kinds of questions that could be asked in job interviews. Young people said they found developing a CV challenging due to limited experience as a result of their ALN. Support from the job coach helped them to identify and be more confident in describing how skills they had developed whilst in education, through activities in

their spare time, or as part of activities undertaken as part of the pilot, could be transferrable to the workplace.

Needs-led support

- 2.32 Job coaches stressed the importance of tailoring support to meet each individual's needs, as well as their interests and job aspirations.

“It's very person centred, what we do, so, yes, it's all around, the learner, the individual. What sort of specific support needs they need to become independent, to get the goals that they need. So, we're helping them to build up their skills and their experience, ready for that paid employment” (Job coach)

- 2.33 Holistic support, focused on developing the whole person, was also identified by job coaches as central to the success of the support.

“...supporting [name of young person] to understand his own skills and strengths, to know that he's a valuable member of society, to have social awareness, to have independence and confidence. It's just, it's amazing just to see his journey and how far he's come.” (Job coach)

- 2.34 Activities were adapted to help young people overcome some of the challenges they faced in engaging with learning due to their LDD, and to respond to their preferred learning style. For example, the job coach for a case study learner who struggles with short-term memory, repeated the same activities with the young person to reinforce prior learning. Another job coach introduced shorter more focused sessions for a young person who found it difficult to concentrate during some activities, due to their autism.

- 2.35 Across the case studies, job coaches described how they broke activities down to make them more manageable and less overwhelming for young people. This approach had been particularly helpful to support learners who struggled with anxiety.

“We did employability training to try and find a job. It was going from the beginning about, you know, identifying skills, qualities, how you can transfer certain skills to another place. Going on literally the whole process of looking

for a job, applying for the job, all that, broken up into little bits. So, [name of young person] wrote things like CVs, cover letters. You can imagine breaking it all up, he just did a little section at a time so in the end he completed it, and he did really, really well with it.” (Job coach)

- 2.36 Being in unfamiliar situations heightened the anxiety of this learner, and this had prevented him from approaching employers to pursue opportunities for part-time work. His job coach worked with him to identify and develop ways to manage his anxiety and think through steps that he could take to feel more comfortable and confident in new situations. For example, he practised for this scenario by speaking to Contractor staff that were new to him. This helped him to build confidence before going to ask about work in local shops.

In-work support

- 2.37 Two of the case study learners had undertaken a work placement and, as part of this, received in-work support from their job coach. One young person had taken part in a short (two-week) placement, arranged by their job coach and was about to start a second month-long placement at the time she was interviewed. The other young person was taking part in an ongoing placement, arranged by her tutor, which she attends three days a week.
- 2.38 Placements were matched to young people’s career interests and consideration was given to the suitability of the placement for each person’s learning needs. For example, one young person, who experienced challenges in processing and recalling information due to their LDD, was placed with an employer who had extensive experience of supporting individuals with ALN. To help to overcome challenges with memory recall, the work placement role identified for the young person involved working in a small team, undertaking repetitive tasks.
- 2.39 The second young person, who was interested in working in the childcare sector, was placed in a pre-school nursery, attached to the primary school attended by her siblings. The familiar setting helped her to overcome initial anxiety about the placement. The young person’s parents had concerns about her ability to travel independently due to her LDD and this setting, close to home, meant that she could travel into school each day with her parents.

2.40 Job coaches outlined a staged approach to in-work support. At the start of each placement, the job coach had provided intensive support attending the workplace with the young person for the duration of the working day, and directly helping them with their work tasks. This approach had helped young people to settle in and gain confidence in the workplace, and to manage unfamiliar or challenging situations.

“When you're going in with them [to the workplace], their confidence, like, their head goes up because they go, 'It's okay, you're going to come with me.'...I think that gives them the confidence to be like, 'yes, I can do this'. There is someone there to show them because I know that people don't always understand the best way to explain something to someone [with ALN].” (Job coach)

2.41 Staff from the two Supported Employment Agencies explained that once the job coach has identified the key daily tasks that a young person is expected to undertake in their job role, they monitor a young person's progress against these, so they are clear when they are proficient in completing a task independently.

2.42 As the young person's level of competence in undertaking tasks without support increases, in-work support is gradually withdrawn. When they are no longer attending the placement with the young person, the job coach maintains contact with the young person and their employer on a weekly basis to check on progress and identify if any additional needs for support have arisen. The young person is also able to contact their job coach at any point to discuss any issues or concerns that they have about their work placement.

Relationship with Contractors

2.43 Case study learners continued to access support from JGW+ Contractor staff during their time on the pilot. The relationship and level of collaboration between the job coach and the JGW+ Contractor varied.

2.44 In one case, this partnership had been particularly effective. The job coach and Contractor worked collaboratively to support the young person, meeting on a weekly basis to review and discuss how they were progressing towards their learning goals. Communication was effective and helped to ensure that the support provided was cohesive. For example, the Contractor and job coach had a shared diary so that

everyone was clear when the job coach would be at the training centre, and what activities they had planned for the young person.

“It’s good that you’re working with another organisation and can build that relationship up [with the Contractor] as well. So, you’re coming across more as a united front, together, if you know what I mean.” (Job coach)

- 2.45 The Contractor identified and flagged activities offered at the training site which would be beneficial for the young person, so they could work together on a specific skill set. Where this relationship was working well, both job coach and Contractor were proactive in highlighting any key learning from the support offered to the young person.
- 2.46 Interviews for one case study learner indicate that the relationship between the Contractor and job coach had worked less well. In this instance, the key contact at the Contractor was the young person’s dedicated tutor who had supported her since she first engaged with JGW+, and continued to play a key role in her development, during her time on the pilot.
- 2.47 Communication challenges between the tutor and the job coach resulted in a lack of clarity about roles and who was responsible for delivering different types of support, as part of the pilot. This had caused some frustration for the job coach as they had spent less time with the young person than anticipated. This had impacted on their ability to develop a rapport with the young person and the extent and types of support they could offer. The job coach and Contractor are now working together to improve communication, so that the job coach can play a more active role in supporting the young person.
- 2.48 Feedback from this job coach, and the Supported Employment Agency they work for, suggests that there may be a lack of clarity around the role of the job coach and that different job coach Contractors may have adopted different approaches to delivering the pilot, and/or interpreted the requirements of the pilot differently. The job coach’s initial understanding was that his role was to offer in-work support only. He believed that typically, support offered by job coaches to young people on the pilot did not extend beyond this. The Supported Employment Agency also understood that job coaches would be responsible for providing in-work support,

with Contractor staff undertaking the initial exploration of a young person's needs for support and supporting their wider personal and social development. To resolve any misunderstanding, the Contractor had worked with the Supported Employment Agency to develop a clearer process for the involvement of the job coach in supporting young people on the pilot.

What worked well

- 2.49 The person-centred approach, and offering intensive, regular, one-to-one support has been key to successfully developing a trusting relationship with young people taking part in the pilot. Parents of the case study learners identified the rapport that was developed between their son or daughter and their job coach (and dedicated tutor in one instance), as key to the progress they had made during the pilot.
- 2.50 The effort made by the job coach (and tutor) to get to know their child and what motivates them was valued by parents. One parent highlighted how her daughter had been treated as an equal by her job coach. This was different to her experiences at school and had a positive impact on how well she has engaged with the support and the amount of progress she has made. Young people also valued the fact that their job coach has taken time to get to know them as a person and to try and incorporate things that they are passionate about, such as sports and baking, when planning their activities.
- 2.51 Integrating different types of learning within both formal and informal, and creative, activities has proved effective in engaging young people with the support. For example, one job coach described how a young person had asked them to make a quiche with her. This led to them searching online for recipes, and then planning a bus journey to the shops together, to buy the ingredients.
- 2.52 Adapting activities to the specific learning needs of the young person and their preferred learning style has enabled them to progress more quickly. Parents were confident that job coaches understood the effects of their child's ALN on how they learn and had tailored the support to meet their needs. Both young people and their parents recognised that job coaches have worked at a pace that is comfortable for the young person. This has helped to keep young people engaged and underpins the development of a trusting relationship between the job coach and young person.

2.53 The length of time that job coaches have worked with case study learners has also been instrumental in the effectiveness of the pilot. A key focus for each job coach has been to provide sustained support that keeps the young person moving in a positive direction and achieving good outcomes.

Ideas for improvement

2.54 Research participants were generally positive about the pilot and support from job coaches, and made few suggestions for improvement.

2.55 The Contractor and job coach for one case study learner identified a need to clearly define the support offered through the pilot and the roles and responsibilities of different partners.

2.56 Several of the parents said they would like to know more about the types of support/activities that their son or daughter was taking part in on the pilot, especially in relation to the expected duration of support and when they are moving into different phases of the support (for example into a work placement). Since the introductory meeting that they attended with the job coach, parents had not heard directly from the job coach. Young people did not always effectively communicate details of the support, especially because of their ALN, and as a result, parents sometimes feel that they do not fully understand the provision. This was important for parents seeking reassurance about the suitability of activities for their child and how activities would be adapted to meet their support needs.

Conclusions

2.57 Job coaches offered wide ranging support to case study learners to build confidence, become more independent, develop essential skills for work and daily life and to gain work experience in a supportive environment.

2.58 Support was person-centred to respond to the specific learning needs, goals and preferred learning styles of each young person.

2.59 Effective collaboration between the job coach and Contractor staff helped to ensure an integrated package of support for young people taking part in the pilot, highlighting the importance of partners, including any support young people may be

accessing external to the pilot/JGW+, working together to help young people to sustain progress.

- 2.60 Uncertainty around the specific roles of the Contractor and the job coach in supporting one young person emphasises the importance of providing clear guidance on the aims of an intervention and the roles and responsibilities of different partners.
- 2.61 Parents and young people valued the support offered through the pilot. They were positive about the young person's relationship with their job coach and the way in which they had tailored support to their needs and interests.
- 2.62 Parents would welcome more regular and direct communication about the support/activities their son or daughter is undertaking with the job coach and the progress they are making.

Outcomes of the pilot

- 2.63 This section focuses on the outcomes of the pilot. The first part outlines the findings on outcomes for learners, which are based on evidence from interviews with case study participants - young people, their parents, job coaches, Contractor staff who had supported them and employers.
- 2.64 The second part of this section explores outcomes for staff taking part in training offered through the pilot. Findings are based on interviews with JGW+ Contractor staff.

Outcomes of the pilot for learners

- 2.65 During their time on the pilot, case study learners continued to take part in activities and receive support from Contractor staff, alongside support from job coaches. Young people who had completed a work placement, also received support from employers. These different elements of support, in combination, are likely to have contributed to progress made by young people. However, for the evaluation, case study participants were asked to identify outcomes specifically related to support offered by the job coach.
- 2.66 Research participants identified a range of ways in which support offered through the pilot has helped young people to develop the skills, experience and confidence

they need to make progress towards gaining employment. Benefits identified included the development of soft skills, improved essential skills and increased work readiness.

Improved confidence

- 2.67 Parents of case study learners said that taking part in the pilot has been a catalyst for positive changes in their child. Improved confidence was identified as the most significant and positive impact, making profound differences to the young people. For example, two of the case study learners had struggled with low self-esteem prior to taking part in the pilot and had periods of time when they rarely left the house. Since joining the pilot, each of these young people had developed the confidence to make their way to the Contractor training site alone, and on a regular basis, to meet with their job coach.
- 2.68 Contractor staff, job coaches and parents described how increased levels of confidence resulted in young people taking steps to become more independent. For example, one young person planned a bus journey on his own. Another young person had begun to go out on his own, for the first time.
- “...he asks to go and meet his dad from work, it's a 15-minute walk, whereas he'd never do that before, and now he'll go out the door on his own and he'll walk to that shop on his own which is amazing, because, like, 12 months ago he would never do that.” (Parent)
- 2.69 Young people themselves also identified increased self-confidence.
- “Before [being supported by the job coach], I was really nervous but she [name of job coach] has helped me a lot. I am more confident.” (Young person)
- 2.70 One young person explained how the support received from the job coach had helped them to manage new situations with people they had not met before.
- “I like that I now have the confidence to talk to people more, because I never really talked to people that I didn't know when I first started [being supported by job coach],” (Young person)

- 2.71 Another described how they had gone out for the day with a friend and felt more certain of their ability to manage paying for things without a parent present.
- 2.72 An additional positive impact of the support for young people interviewed is that they have made new friendships amongst their peers, who were attending the Contractor site. These young people were not necessarily taking part in the pilot, nor did they always have ALN. Two of the parents interviewed expressed concerns that their child did not have a wide friendship group previously and have been encouraged to hear their son or daughter come home and talk about friends that they have made.

Personal development

- 2.73 Contractor staff and job coaches reported that each of the case study learners have developed their self-knowledge. They believe that this has helped to prompt other positive behaviours such as being more prepared to try new things.

“I do think [name of young person] is more aware of the type of person that she is, and what she likes, and what she doesn't like. And I think that's a really big, key part of this programme [job coach support], learning about who you are, and what you want to be” (Contractor)

One parent explained how she had been particularly surprised at the level of progress that her daughter has made since taking part in the pilot, and that it had exceeded her expectations.

“for her personal growth, it [taking part in the support] has surpassed [my expectations]...it's the more intangible skills that are harder to put your finger on, about them as a person.” (Parent)

Managing impact of ALN

- 2.74 Each of the case study learners identified that support from their job coaches had helped them to overcome some of the challenges they experienced as a result of their LDD and/or autism. One young person for example, used strategies learned with the support of their job coach, to manage anxiety linked to their autism. This had helped him to cope more calmly with situations that he finds challenging.

2.75 Parents also identified ways in which the job coach support had helped their child to overcome barriers associated with their ALN. The parent of the child with autism described how, since taking part in the pilot, he had shown greater resilience in coping with anxiety, linked to going to the Contractor site.

“So, we've gone from [name of young person] being really, like, anxious and miserable and not wanting to come in [to the Contractor site], then coming anyway because he knows it's something he wants to do, so he pushed himself...then he comes home and turns out it's not a bad day after all...he's turned it around.” (Parent).

2.76 The tutor of the young person who had a brain shunt due to a medical condition described how the young person was initially cautious to join in team games with other young people as she was concerned that this would knock the shunt. However, once she had gained confidence that other young people would make allowances for this, she was happy to join them. This led to the young person becoming more confident to talk about the impact of her medical needs with people she had not met before.

Development of essential skills

2.77 Working Wales and Contractor staff raised concerns that the level of literacy and numeracy required to advance through the different stages of JGW+ created barriers to progression for some of the young people taking part in the pilot. Job coaches and the dedicated tutor working with one case study learner identified that learning goals related to improving levels of numeracy, literacy and development of digital skills have been the most challenging for the case study learners to achieve. In some cases, job coaches provided one-to-one support for young people to engage in classroom-based activities at the Contractor site to develop these skills and boost their level of attainment. However, they acknowledged that some young people may need further support to make the required progress, additional to what job coaches and Contractor staff can offer.

Being prepared for the world of work

2.78 Parents of two of the case study learners reported that their son or daughter has developed more clearly defined career goals and are better equipped to identify

suitable job opportunities since they joined the pilot. For example, they have independently used job search skills, developed with the support of their job coach. One young person had identified potential opportunities for weekend work and had approached these employers, taking her CV.

2.79 Job coaches for two case study learners, and the dedicated tutor for one of these young people, identified positive outcomes resulting from their participation in work placements. The placement had helped both young people to visualise themselves in the workplace. One young person who had been on a work placement at a pre-school nursery for several months at the time she was interviewed, had grown in confidence and developed self-belief about her ability to perform the tasks required for the job. The placement had also helped to confirm her aspiration to seek employment in the sector.

2.80 The other acquired useful insight into the routines and dynamics of a workplace. This is something she found challenging at first, but it enabled her to think more about what kind of job she would like to do. She subsequently had the opportunity to apply for a month-long placement with a major high street retailer and felt confident to submit an application with the support of her tutor. She attended the interview on her own and was offered the placement. The tutor anticipated that this placement may lead to an offer of permanent employment.

What worked well: activities and elements contributing to positive outcomes

2.81 As outlined in the earlier section on job coach support, the focus that job coaches place on building trust and rapport with learners, and engaging them in activities that are structured in a way and at a pace that suits their learning needs, is key to maintaining the engagement of this group of learners, and to achieving positive outcomes.

2.82 Support offered by job coaches is not time-limited (within the overall time frame of the pilot), which enabled young people on the pilot to access support for as long as needed. It also allowed job coaches the time and flexibility to focus on developing the whole person, which they recognised as an essential facet of the support. This person-centred focus has been key in supporting case study learners to achieve positive outcomes.

- 2.83 Case study learners especially valued activities that had a clear link to their individual interests and these kinds of activities often supported young people to develop their skills without realising it. Job coaches perceived that this helped to overcome negative attitudes and/or experiences of formal learning that some learners with ALN may have experienced previously,
- 2.84 In-work support helped case study learners to settle in and sustain their engagement in a work placement. Through this, they gained experience and insights into the world of work, with the reassurance that they could seek advice from their job coach if there was anything they found especially challenging or were unsure about.

Outcomes of pilot for staff

- 2.85 The findings in this section are based on interviews with Contractor staff who had taken part in training⁴ funded through the pilot and evidence from the rapid document review. Staff interviewed had taken part in different strands of the training (see section 1.6 for details of training available); all staff had received training in the supported employment coach model and disability awareness, alongside a combination of other courses offered. None of the Contractor staff that took part in this research spoke about having taken part in job coach training and task analysis.
- 2.86 Views on the benefits of the training were mixed. Staff with more experience of supporting young people with ALN, prior to the training, were more likely to be unsure about its value. Some elements of the training they had undertaken, such as mentoring, disability awareness and conflict management, repeated learning from previous training courses. They could not therefore necessarily link this training to feeling more confident to support learners with moderate / severe learning disabilities and autism. However, they did find that bringing together learning from their own experience and earlier training, with that offered through the pilot, was useful.

⁴ Contractors were not permitted to use the funding for staff to get a qualification, but they were allowed to undertake other training and courses aligned with the aims of the pilot.

“So even if there was one thing that they had trained on before, to see that in context with other topics was really helpful. It helped them to make those kinds of links in support and guidance. So, the feedback I had from both staff members [who took part in training] was that it was useful and useful daily within their role.” (Contractor staff)

2.87 Less experienced staff identified specific benefits of the training, including increased knowledge of ALN and improved confidence in their ability to support young people with more severe/complex needs. For example, they described being able to take a more considered and informed approach to planning support for young people taking part in the pilot.

2.88 Staff explained how the training had helped them to identify ways in which they could use their learning in practice, to support young people on the pilot. For example, one participant, who had taken part in the disability awareness training, said they had gained a better understanding of the importance of tailoring support to meet individual learning needs and the importance of a learner-centred focus, in a way that they had not fully appreciated previously.

“I don't think we really understood the person as an individual [before the learner-centred approach outlined in the training] so now we put things in place, so I would say that's what I've learned most from the training.”
(Contractor staff)

2.89 Some Contractor staff had used learning from the training to revise internal policies and procedures, especially around how to develop ILPs for young people referred to the pilot to make sure that details about their ALN were reflected. Some also developed in-house training to cascade learning to wider Contractor staff, while others used their learning to adapt existing resources for young people with ALN. As a result, they perceived that their staff team were now more confident in supporting young people with ALN.

Ideas for improvement

2.90 Generally, staff interviewed would welcome additional and more detailed training on how to best support the very specific needs of young people taking part in the pilot and the challenges that they may encounter when supporting this group of learners.

2.91 Working Wales and Contractor staff anticipated an increased need for emotional/mental health and wellbeing support, for young people resulting from the impacts of the pandemic; these impacts can be exacerbated for young people with ALN. Staff identified a need for additional training to help them to best support mental health needs.

Conclusions

2.92 Taking part in the pilot resulted in positive outcomes for case study learners, including increased confidence, social, emotional and personal development; the development of employability skills; and increased work readiness. Case study learners were better able to imagine themselves in the workplace and were assessed by Contractor staff as making good progress towards employment outcomes.

2.93 Staff expressed mixed opinions about the impact of training offered through the pilot. However, those with limited prior experience of supporting young people with moderate to severe LDD and/or autism, did feel better prepared to support young people with ALN following the training and had applied this learning in their job roles. Access to more tailored training sessions focussed on specific learning needs, and training to help young people's mental health, would enable staff to further develop their confidence to support disabled young people and young people with ALN.

3. Conclusions and recommendations

3.1 This section brings together conclusions from the research and sets out a series of recommendations for Welsh Government to inform the future design and delivery of programmes to support young people with moderate to severe LDD and/or autism to progress onto positive outcomes.

3.2 The ARR is a comprehensive referral tool, however, completion of the form is inconsistent and there are often gaps especially around the specific learning and support needs of young people with more severe/complex needs. Referral is the first stage of an ongoing process to identify, assess and review young people's

needs, goals and aspirations. However, information captured at this stage should be as detailed as possible to ensure that Contractors have a good understanding and can put appropriate, tailored support in place from the start of an intervention. Good practice suggests that parents should be involved in initial referral conversations with Working Wales advisors, and the completion of the ARR form, to ensure as full information as possible.

1. Recommendation: Welsh Government should consider issuing guidance to Working Wales about involving parents in the initial meeting, and the types of information that should be included/depth of assessment that should be undertaken for the ARR. The guidance should also include the aims of the support, the target groups and who to refer to, to ensure that young people are directed to appropriate support following the end of the pilot, in March 2023.

3.3 Working Wales and Contractor staff report that referrals to the pilot have been lower than anticipated and raised concerns that some young people who could benefit from, and were most in need of support, may not be aware of the pilot.

2. Recommendation: Welsh Government should review the effectiveness of different methods used to promote the pilot and future initiatives for this group of learners. In future, clear information should be provided about the aims of new initiatives, the timescales and duration of support, what it involves, who it is aimed at and who to refer to. This information should be communicated to all stakeholders.

3.4 Contractors identified the benefits of monthly reviews of ILPs to build on information/insights into the support needs of young people gained at the referral point. Regular reviews provide opportunities for learners to share further information and changing needs/goals as they build trust in staff and gain a better understanding of the types of support that job coaches can provide. Learning from reviews is also essential to update and inform changes to ILPs and job coach support plans.

3. Recommendation: Welsh Government should consider issuing guidance to Contractors supporting young people with ALN to ensure systematic and

regular updating of ILPs. Contractors in the case studies shared the outcomes of ILPs with job coaches, following the review. The guidance should also include a recommendation that job coaches attend review meetings to share insights/progress from activities they have undertaken with young people and ensure they are part of discussions to inform changes to support/learning goals.

- 3.5 Support to develop independence is a key aspect of the support offered by job coaches and vital for young people to achieve positive outcomes, including employment outcomes. However, the research indicates that parents of young people with more severe/complex feel they need more regular and direct communication about the types of activities that young people are involved in, in part to assuage any anxieties they may have about specific activities, but also to gain a better understanding about the aims of the support, and the progress made by the young person toward learning goals.

4. Recommendation: Welsh Government should work with Contractors to explore ways of improving ongoing communication with and involvement of parents in shaping support, reflecting on the balance between promoting independence and keeping parents informed.

- 3.6 Research demonstrates the value of flexible, one-to-one, intensive support in helping this cohort of learners to achieve positive outcomes and make progress towards/secure sustained quality employment. The findings of this evaluation highlight the effectiveness of the breadth of activities and range of support provided by job coaches. In addition, the flexibility of the funding enables support to be provided at a pace that meets the needs of individual learners, without the restriction of time-limits.

5. Recommendation: This person-centred/needs led approach and the potential to support a young person over an extended period should be central to future design and delivery of employment support initiatives for young disabled people.

- 3.7 Where the Contractor and job coach worked closely together, this resulted in an effective and integrated package of support for the young person.

6. Recommendation: Welsh Government should ensure that the design and delivery of future provision builds in joined up support between Contractors, specialist job coach support and any additional external/specialist support accessed by the young person during their time on the intervention.

- 3.8 Robust data is essential to understand numbers and characteristics of young people participating, outcomes/impact and value for money (VFM) of initiatives designed to increase numbers of young people with moderate to severe LDD and /or autism moving onto inclusive apprenticeships/employment.

7. Recommendation: Welsh Government should take steps to ensure compliance with LLWR data requirements and that robust data systems and processes are in place to improve data quality for future initiatives, and to monitor and analyse progress of young people with ALN on JGW+, beyond the end of the pilot.

- 3.9 Staff expressed mixed views on the effectiveness of training offered through the pilot, depending on their level of experience of working with young people with ALN. Less experienced staff had a better understanding of the needs of young people with moderate to severe LDD and/or autism and felt better equipped to support them. However, they felt that further training would be beneficial to explore specific learning needs in more depth, and how to manage challenges encountered in supporting young people with different needs. Contractor staff identified increasing mental health needs among young people engaging with the pilot and JGW+ more generally, especially post pandemic, and would welcome additional training on supporting young people's mental health/wellbeing.

8. Recommendation: Welsh Government should ensure that training is targeted at staff who will benefit most, and explore ways of ensuring that learning from training is cascaded to wider staff. This should include mental health awareness training and support, and support for young people with specific learning needs. In addition, Welsh Government should work with Contractors to ensure effective join up with/referral to specialist mental health support services. This should be a key part of future design and delivery of programmes for this group of learners.

3.10 The evaluation has shown that support from a specialist job coach can be effective in supporting disabled young people to overcome barriers to employment, achieve positive outcomes, and make progress towards securing and sustaining work.

9. Welsh Government should consider undertaking further research to explore the impact of support offered through the pilot on longer term outcomes for this cohort, and the transferability of this model for other groups of learners.

Annex A – Topic guides



Evaluation of Supported Employment Coach Pilot

Provider staff topic guide

Information for researcher

The Welsh Government introduced the Jobs Growth Wales+ programme in April 2022, replacing the Traineeships programme. The Supported Employment Coach Pilot started in October 2021 as part of the Traineeships programme. The pilot has continued running as part of the JGW+ programme. Learning and Work Institute (L&W) have been commissioned by the Welsh Government to explore the effectiveness of this pilot. The pilot aims to improve outcomes for young people with moderate to severe learning disabilities and autism by increasing the number who progress on to paid employment or apprenticeships.

Introduce the purpose of the interview

We will be developing case studies about young people who have taken part in the pilot and the aim of the interview with you today is to find out more about your experience of supporting one of these young people.

The interview will last around 45 minutes and will focus on:

- Targeted outcomes/learning /goals and support needs of the case study learner
- Types of job coach support provided
- What types of support worked well and less well
- Access to and impact of staff training
- Perceived benefits and outcomes of the support for the learner
- Ideas for improving support

There are no 'right' or 'wrong' answers, we are interested in your experience and honest opinions.

Confidentiality and consent

Everything that we discuss in this interview will remain confidential and taking part is voluntary. If at any point you would like to stop the interview or decline to answer a specific question, please feel free to do so.

The findings from the interviews will be written up as case studies that will be included in a report to the Welsh government. This report may be published, however, direct quotes used in reports will be anonymous and all identifying details will be removed.

The Welsh government's privacy notice/s for the research can be found on L&W's website here:

[English Privacy Notice](#) (English)

[Welsh Privacy Notice](#) (Welsh)

With permission, we would like to record the interview as this helps us to capture exactly what they have said. (Check they are comfortable with being recorded.)

The recording will be made on an encrypted recorder and uploaded onto our secure sever. Recordings will be transcribed, then analysed by the L&W project team and deleted three months after the project ends.

You can change your mind and withdraw your consent at any time by contacting us and we will delete the recording and transcript of your interview.

Ask if they have any questions. START RECORDER

Ask them to verbally confirm that they understand the purpose and the confidentiality of the research and that they are happy to take part and be recorded?

Introduction

1. To start with, can you tell me a little bit about you and your role, how long have you been working for [insert name of provider]?

Before we talk about your experience of working with [insert name] and their involvement in the Supported Employment pilot, we'd be interested to hear your views about the initial assessment process for JGW+/Supported Employment pilot.

Referral to Job Coach

I would firstly like to ask about what types of information are collected about the young person's learning and development needs when they joined JGW+, and how this was used to identify individual support needs, to inform learning goals and to shape the programme for him/her.

I would then like to understand the process for the young person's referral to a specialist job coach We know that as part of the Supported Employment Coach pilot, young people referred to JGW+ who are assessed as having 'moderate/severe learning disabilities, and autism', are eligible to receive enhanced support from a specialist job coach.

2. What type of information about [insert name of young person] was collected through the assessment and referral process/Assessment and Referral Report (ARR)?

Probe:

- Learning/and or development needs
- Barriers to participating in further learning/progressing into employment
- Specific questions/measures to identify learners with moderate/severe needs and autism. How is this identified e.g.do YP have to have a formal assessment/statement of special educational needs?
- Wider (holistic) support needs?

3. To what extent do you think information captured through the WW/contractor assessment has been sufficient for you to develop an appropriate ILP and provide effective support for [insert name of young person] during their time on JGW+?

Probe:

- Any specific gaps in information?
- Specific gaps relating to needs of young people with ALN/disabilities
- Any additional specific information relating to YP with ALN/disabilities that would be useful, including on wider support needs?

4. At what stage was [insert name of YP] referred for job coaching?

5. How long did s/he have to wait from the point of referral to starting to be supported by his/her Job Coach?

6. What information about him/her was shared with the Supported Employment Coach provider (Elite/Agoriad) at the point of referral?

7. Was the information from the ARR/ILP used to 'match' [insert name] support needs and interests with their Job Coach?

8. How was [insert name of YP] introduced to their job coach?

Probe:

- Was there an initial meeting to make introductions?
- If so, who attend this?
- Was further information about him/her collected by the job coach at the initial meeting?
- Was his/her ILP updated after the referral has been made/initial meeting had taken place?

9. Did you encounter any challenges in making the referral for job coaching for [insert name of YP]?

10. Is there any more information that you would have liked to have at the referral stage to make sure that the support given to [insert name of YP] is as effective as possible?

Probe:

- Any additional specific information relating to his/her learning needs that would be useful, including his/her wider support needs?

11. How well do you think the WW referral process for JGW+ for young people with ALN has worked so far?

Probe:

- Are there specific elements of the process that are working particularly well?
- What, if anything is working less well?
- Differences in how well the process is working in relation to young people with ALN/disabilities, moderate to severe needs?
- Are there any parts of the process that could be improved?

Case study learner

12. Could you tell us briefly about your role in supporting [insert name] during their time on JGW+. How long did you/have you worked with them?

13. Could you tell me a little bit about them?

Probe:

- What stage are they at in their journey towards an apprenticeship/employment?
- What strand/stage were/are they on in JGW+ when they started working with them? What are they are doing currently, if they have finished taking part in the pilot.
- Level (moderate/significant/severe) of need and specific ALN/disabilities

14. How was [insert name] referred to JGW+? (eg WW or contractor assessment)

If young person was a direct referral, with the contractor completing a referral form:

15. Were you or other [insert name of provider] staff working with the young person prior to referral? How?

16. Why was JGW+ identified as a suitable option for [insert name]? What information were they (and/or their parent/guardian) given about JGW+ and the Supported Employment pilot prior to referral?

17. Who was involved in completing the assessment and referral for [insert name] and how? (eg JGW+ staff member, young person, parents/guardian, EPCs)?

Developing the support plan

18. Was information captured through the WW/contractor assessment sufficient for you to understand [insert name] learning and support needs?

Probe:

- Did they feel they had enough information about the young person's needs to be able to tailor provision/support?
- Any specific gaps in information?

- Specific gaps relating to disabilities of young person??
- What other information would have been useful at this stage

19. How was information captured through the assessment and referral process/ARR used to tailor [insert name] learning goals and develop a support plan for the young person.
Probe:

- Tailoring of learning/career goals to meet the specific needs of the YP
- Flexibility on timescales to progress towards/achieve learning goals
- Support built into plan to help to overcome specific barriers to progression identified in the ARR

20. What were/are the key learning goals for [insert name] as identified in their ILP?

Probe:

- To what extent was [insert name] and/or their parents/guardian involved in developing learning goals
- To what extent was [insert name] and or parents/guardians involved in deciding types/level of support for the YP, as part of their ILP?) What information were they given about the support available from the Job Coach?

21. At what stage was the young person referred for enhanced support from a Supported Employment Job Coach and why?

22. What were the key learning/support needs/learning goals that it was identified the Job Coach could support [insert name] with?

23. How frequently did they/do they access the support? Format? (eg face to face?)

- Where did/do they meet?
- What kind of rapport did/do they feel they have been able to establish with the YP?
- How long did/will the support last for? At what point will it stop?

Participation in job coaching activities

24. What types of support did/ has the Job Coach supported [insert name] with, so far?

25. What do you think worked well/ has been working well with the support from the Job Coach so far? How? Any specific elements of the support/types of activities that have worked well for the young person and why do they think that's the case? What has worked less well and why?

26. How do you work in partnership with the Job Coach to meet the support needs of the young person and ensure that they are making progress towards learning goals, an apprenticeship/employment?

Probe:

- Relationship and communication with the Job Coach? (eg were/are they part of ILP/progress reviews for the YP)
- What has worked well, less well?
- Any specific challenges and steps taken to overcome/ideas for improvement

27. Was/is [insert name] receiving any other employment/skills related support external of JGW+ at the same time as taking part in the pilot?

Probe:

- Organisation, types/aims of support
- Joint working/information sharing between different providers?
- Are you providing more general ALN support to [insert name]? Is this in addition to general support that s/he is receiving outside of JGW+?

28. Was/is [insert name] receiving any wider support in relation to their disability? If so, have connections been made with the support provider or is this support entirely separate?

Perceived outcomes of Supported Employment Coach pilot

29. What difference do you think taking part in the pilot/receiving enhanced support from a Job Coach has made to [insert name]?

Probe:

- Progress against identified learning/development/career goals
- How well informed they feel about employment and career options, and have identified career goals.
- How prepared they feel for employment
- Views on/confidence to find and apply for jobs
- Progress made towards gaining an apprenticeship/employment
- Social and emotional outcomes – changes in confidence, resilience, mental health and wellbeing etc
- Other changes (including unintended/not targeted by the support)
- What types of activities/elements of activities were most useful in achieving identified outcomes? Can you explain why?

30. What types of activities/elements of activities do you think were most useful in achieving these changes/outcomes? Can you explain why?

31. Is there any other support that you think [insert name of YP] would have benefited from, that is not part of the pilot. Why?

32. Overall, how effective would you say the pilot has been so far in supporting young people with moderate/severe learning disabilities and autism? Why?

Training

A key element of the Supported Employment Pilot is funding for JGW+ staff to access relevant training

33. Have you taken part in any training, through the Supported Employment pilot?

If no, what are the reasons for this? (eg do they want training but have been unable to access?)

If yes,

34. Which training have you taken part in so far, through the pilot?

- Task Analysis
- Non-accredited Disability Awareness Training
- Job Coach Training
- Mentoring
- Conflict Management
- Training in Systematic Instruction
- Non-accredited training on Supported Employment Model
- Other training

For each type of training accessed, probe on:

- Who delivered (organisation)?
- Main aims of the training
- Content
- Quality of the trainer
- Duration/intensity of training. Did it provide the depth of knowledge you need?
- Did the training meet expectations?
- Was the training sufficient? Would any follow up activity have been helpful? eg – networking sessions with other staff who completed the training; one to one/small group sessions with the trainer to ask questions/talk through key learning.

35. What do you think you have gained from taking part in the training?

Probe:

- Knowledge and skills development
- Confidence in supporting young people with ALN/disabilities (particularly YP with moderate to severe needs and autism)
- Understanding of Supported Employment Model and how to adopt in own practice
- Other benefits/outcomes

36. To what extent have you been able to/ do you think you will be able to put learning from the training into practice in your work?

Probe:

- Reasons for this

Ask for examples of how they have used learning in practice and which aspects of training were most useful/relevant for this.

37. Has anything prevented you from putting your learning into practice?

38. Has the training you have taken part in so far provided the kind of help you were looking for?

Probe:

- Extent to which support had addressed any (previously discussed) challenges

39. Are there any other types of training or advice or anything else that you think would help you to better support young people with moderate/severe needs and autism during their time on JGW+?

Probe:

- Reasons for this

Wrap up

40. Is there anything else that you would like to say about the pilot [insert name of YP] that we haven't already covered?

Remind participant of confidentiality and how we will use their information.

If they have any further thoughts or questions about the research they can contact the project manager, jackie.woodhouse@learningandwork.org.uk

Thank the participant and close the interview.

Evaluation of Supported Employment Coach Pilot

Job coach topic guide

Information for researcher

The Welsh Government introduced the Jobs Growth Wales+ programme in April 2022, replacing the Traineeships programme. The Supported Employment Coach Pilot started in October 2021 as part of the Traineeships programme. The pilot has continued running as part of the JGW+ programme. Learning and Work Institute (L&W) have been commissioned by the Welsh Government to explore the effectiveness of this pilot. The pilot aims to improve outcomes for young people with moderate to severe learning disabilities and autism by increasing the number who progress on to paid employment or apprenticeships.

Purpose of the interview

We will be developing case studies about young people who have taken part in the pilot and the aim of the interview with you today is to find out more about your experience of supporting one of these young people.

The interview will last around 45 minutes and will focus on:

- Targeted outcomes/learning goals for the case study learner
- Young person's support needs
- Types of support provided
- What types of support worked well and less well
- Perceived benefits and outcomes of the support
- Ideas for improving support

There are no 'right' or 'wrong' answers, we are interested in your experience and honest opinions.

Confidentiality and consent

Everything that we discuss in this interview will remain confidential and taking part is voluntary. If at any point you would like to stop the interview or decline to answer a specific question, please feel free to do so.

The findings from the interviews will be written up as case studies that will be included in a report to the Welsh government. This report may be published, however, direct quotes used in reports will be anonymous and all identifying details will be removed. Due to the small

number of case studies, some details may still be identifiable. We will share what we have written for your approval.

The Welsh government's privacy notice/s for the research can be found on L&W's website here:

[English Privacy Notice](#) (English)

[Welsh Privacy Notice](#) (Welsh)

With permission, we would like to record the interview on an encrypted recorder as this helps us to capture exactly what they have said. (Check they are comfortable with being recorded.)

The recording will be uploaded onto our secure sever. Recordings will be transcribed, then analysed by the L&W project team and deleted three months after the project ends.

You can change your mind and withdraw your consent at any time by contacting us and we will delete the recording and transcript of your interview.

Ask if they have any questions. **START RECORDER**

Ask them to verbally confirm that they understand the purpose and the confidentiality of the research and that they are happy to take part and be recorded?

Introduction

41. To start with, could you tell me briefly about your experience in the Supported Employment Job Coach role?

Probe:

- How long in the role? Level of experience of supporting young people through the pilot, on Traineeships and/or JGW+ (including number of young people supported).
- Training undertaken to become a Job Coach
- What did they do prior to the Job Coach role?

42. We understand that through Supported Employment Job Coach pilot, job coaching can be used to enhance the support for learners with moderate to complex needs across all strands and stages of the JGW+ programme. Can you explain briefly what kinds of support job coaches provide across the different stages of the programme?

43. Overall, what do you see as the main aims of the Supported Employment Job Coach role in supporting young people taking part in the pilot?

44. What type of outcomes/changes does job coaching aim to achieve for these young people?

Work with case study learner

45. How long did you/have you worked with [insert name of case study learner]?

46. Could you tell me a little bit about them?

Probe:

- What stage are they at in their journey towards an apprenticeship/employment?
- What strand/stage were/are they on in JGW+ when they started working with them or, what are they doing currently, if they have finished Job Coach support?
- Level (moderate/significant/severe) of need and specific learning disabilities
- What stage of the job coach support is s/he currently at? (Prompt with stages – getting to know the learner, agreeing a plan together, getting the right job, in work support, developing a career)

7. What kind of information did you receive about the young person before you started working with them?

Probe:

- Access to Assessment and Referral Report (ARR)/Individual Learning Plan (ILP)
- Did they feel that information received was sufficient to understand the specific learning and support needs and learning/career goals of the young person in order to tailor support?
- If not, what was missing and how did they work with the provider to make sure that they got any additional information needed?

8. What would you say were/are [insert name] main barriers to employment?

Learning goals/support needs

9. What are/were the key learning/career goals for [name of YP]

Probe:

- Are these the goals identified in the ILP?
- Are goals in the ILP reviewed with the young person as part of the support provided by the Job Coach? Did these change as a result? Why?

10. To what extent was [name of YP] involved in the process of developing a support plan? Were their parents/carers involved in this process?

Probe:

- Types of support/activities identified and reasons

Participation in Job Coaching activities

We'd like to understand how the relationship between yourself as the job coach and the young person taking part in the pilot works.

11. How was [insert name] introduced to you as the job coach?

Probe:

- Is there an initial meeting to make introductions?
- If so, who attend this?
- Is further information about the YP collected by the job coach at the initial meeting?
- Is the ILP updated, after the referral has been made/initial meeting has taken place?

12. How often were/are you in contact with [inset name]? Is this face to face?

Probe

- Where did/do they meet?
- What kind of rapport did/do they feel they have been able to establish with the YP?
- How long did/will the support last for? At what point will it stop?

13. What type of support/activities did you undertake/have you undertaken so far with [insert name]?

Probe:

- Vocational profiling
- Support in relation to disability benefits and Access to Work claims
- Job-search
- Support to promote independence/develop essential skills in relation to learning and work- soft and hard skills eg literacy, language, numeracy and digital skills
- Preparation for the workplace
- In-work job coach support (within work experience, placements, work trials or paid employment)
- How do they work with the employer to ensure the opportunity is appropriate/supported.
- Other support/activities

For each of the above support/activities undertaken with the case study learner, ask about:

- What was/is the content of the activities?
- What did/do they aim to achieve?
- How were/are the activities delivered?
- How frequently did/does the young person access the support?
- Duration of support?

14. What worked/ has been working well with the support/activities that you have undertaken with [insert name] so far and how? Any specific elements of the support that have worked well for the young person and why do they think that's the case? What has worked less well and why?

15. Have you experienced any challenges so far in delivering any of the activities?

Probe:

- Levels of learner engagement and attendance
- Levels of support from parents
- Levels of employer engagement/support
- Challenges relating to specific ALN/disabilities or needs of young person?

- Other challenges
- Have they taken any steps to address these challenges? What else would be helpful? Would support from anybody else be helpful?

16. How do you work in partnership with staff from [insert name] JGW+ provider to meet the support needs of the young person and ensure that they are making progress towards learning goals, an apprenticeship/employment?

Probe:

- Relationship and communication with the provider? (eg were/are they part of ILP/progress reviews for the YP)
- What has worked well, less well?
- Any specific challenges and steps taken to overcome/ideas for improvement

17. Was/is [insert name] receiving any other employment/skills related support external to JGW+ at the same time as taking part in the pilot?

Probe:

- Organisation, types/aims of support
- Joint working/information sharing between different providers?

18. Was/is [insert name] receiving any wider support in relation to their disability? If so, have connections been made with the support provider or is this support entirely separate?

Perceived benefits of Job Coaching

19. Can you tell me about the outcomes of the enhanced assessment (vocational profiling) process for [insert name of YP]?

Probe:

- Have you completed this process with [insert name of YP]?
- Did this process help you to find out about previous learning and any current learning that s/he has taken part in?
- Did the process help you to understand what his/her career goals are?
- Did the process help you to find out what is important for him/her to achieve to help develop skills that would help him/her in his/her daily life?

20. Did you experience any challenges completing the vocational profiling process with [insert name of YP]? Did you have to make any changes to the process to overcome these challenges?

21. What changes did you see/have you seen in [insert name] since you started working with them?

Probe:

- Progress against identified learning/development/career goals

- How well informed they feel about employment and career options, and have identified career goals.
- How prepared they feel for employment
- Views on/confidence to find and apply for jobs
- Progress made towards gaining an apprenticeship/employment
- Social and emotional outcomes – changes in confidence, resilience, mental health and wellbeing etc
- Other changes (including unintended/not targeted by the support)
- What types of activities/elements of activities were most useful in achieving these outcomes? Can you explain why?

22. Is there any other support that you think [insert name of YP] would have benefited from, that is not part of the pilot. How?

Probe:

- Where could s/he go to access this additional support? Is it something that they have already signposted them to?

23. Do you have any other reflections on the implementation and effectiveness of the support for [insert name of YP]?

24. In general, how effective would you say the Job Coach pilot on JGW+ has been so far? Why?

Probe:

- Is there anything they would like to change about the support provided for young people through the pilot? Why? Ideas for improvement?

Wrap up

25. Is there anything else you would like to say about your experience of supporting [insert name of YP] that we haven't covered already?

Remind participant of confidentiality and how we will use their information.

If they have any further thoughts or questions about the research they can contact the project manager, jackie.woodhouse@learningandwork.org.uk

Thank the participant and close the interview.

Evaluation of Supported Employment Coach Pilot

Learner topic guide

Information for researcher

The Welsh Government introduced the Jobs Growth Wales+ programme in April 2022, replacing the Traineeships programme. The Supported Employment Coach Pilot started in October 2021 as part of the Traineeships programme. The pilot has continued running as part of the JGW+ programme. Learning and Work Institute (L&W) have been commissioned by the Welsh Government to explore the effectiveness of this pilot. The pilot aims to improve outcomes for young people with moderate to severe learning disabilities and autism by increasing the number who progress on to paid employment or apprenticeships.

One of the key parts of this evaluation is to understand the experience of individuals who have participated in the pilot

Introduction

The Learning and Work Institute (L&W) is an independent research organisation. L&W has been commissioned by the Welsh Government to evaluate the Supported Employment Coach pilot that you took part in/are taking part in.

The aim of the evaluation is to explore what is working well and not so well on the pilot to support Welsh Government to design future programmes for young people.

Introduce the purpose of the interview

As part of this we'd really like to hear about your experiences and views of taking part in the pilot. The interview will last about 30 minutes and will focus on:

- The types of activities that you have taken part in with your Job Coach [insert name of JC]
- What types of activities you have found most useful
- What difference taking part in the support from [insert name] has made to you
- Any ideas for improvement

There are no 'right' or 'wrong' answers, we are interested in your experience and honest opinions.

You will receive a £10 gift card as a thank you for taking part.

Confidentiality and consent

Everything that we discuss in this interview will remain confidential and taking part is voluntary. If at any point you would like to stop the interview or don't want to answer a specific question, please tell me.

We will use what you speak to us about to help to write a case study as part of a report to Welsh government about the Supported Employment Coach pilot. The case study will also include what your parent/s/guardian, your Job Coach, a member of JGW staff and the employer that worked with/is working with you, have told us about your involvement in the pilot. This report may be published, however, direct quotes used in reports will be anonymous and all identifying details will be removed. We will not share your name with them. We would let you read what we have written before we share the case study with Welsh government.

The Welsh government's privacy notice/s for the research can be found on L&W's website here:

[English Privacy Notice](#) (English)

[Welsh Privacy Notice](#) (Welsh)

With permission, we would like to record the interview as this helps us to capture exactly what they have said. (Check they are comfortable with being recorded.)

The recording will be made on an encrypted recorder and uploaded onto our secure sever. Recordings will be written up, then analysed by the L&W project team and deleted three months after the project ends.

You can change your mind about us keeping the recording at any time. Just let us know and we will delete the recording and the write-up.

Ask if they have any questions. START RECORDER

Ask them to verbally confirm that they understand the purpose and the confidentiality of the research and that they are happy to take part and be recorded?

Introduction

1. To start with, can you tell me a bit about yourself?

Probe:

- Age?
- Living arrangements (Who live with at home?)
- What they were doing before starting on JGW+? (eg, in education, training, previous experience of employment)

Journey into JGW+ and referral process

2. Can you remember how you first found out about JGW +/Traineeships?

Probe

- Did they hear about the programme from a Working Wales careers advisor, a support worker from [insert name of provider], or someone else?
- Did the worker ask them/suggest that they join the programme? What were they told about JGW+/Supported Employment Coach pilot?

3. What sort of help were you looking for when you started the JGW+ programme?

Probe

- What were/are the main challenges/difficulties they were/are facing in getting a job?
- What they hoped to get out of taking part in the programme (e.g., improved skills, increased confidence, help to find a job, work experience etc).

4. Outside of JGW+ were/are you doing any other courses, activities or looking for other support to help with your learning or employment goals.

Probe:

- Who provides this support (names of organisation/s)
- Types of activities
- How long have they been accessing this support/doing this activity?
- How useful they found/are finding this help
- Are they receiving or looking for support with anything else eg in relation to their disability?

Before we talk about the support and activities you've been doing with your Job Coach [insert name of JC], we'd be really interested to hear about your experience of and views on the referral process – by this I mean your experience of what happened once you left school and started being supported by [insert name of provider] and then how you were put in touch with [insert name of job coach]

5. Did you discuss your learning and support needs to take part in JGW+ with your Working Wales advisor/support worker/someone else?

Probe:

- What information were they given about the assessment and referral process?
- Did the advisor/support worker explain the purpose of collecting information about their learning and support needs, before completing the referral?
- Did they have a meeting with the advisor/support worker to go through the information needed for the referral report? If so, did their parent/s/guardians attend the meeting?
- To what extent do they feel that this process captured the things they were finding difficult about getting a job and what support they needed?
- Was there anything missing? Anything else it would have been helpful to talk about before starting the programme?

Participation in the Supported Employment Coach pilot

For the next few questions we'd like to hear your views on the support and activities you have been doing with your job coach [insert name].

6. How long did/has your job coach [insert name of JC] been working with you?
7. How was [insert name of JC] introduced to you as your Job Coach?
Probe:
 - Was there an initial meeting to get to know them?
 - Who attended this? Did their parents/guardian come to the meeting?
 - Did they talk through the young person's learning/employment goals and what they wanted support with?
 - What were the key learning goals/support needs that it was identified that [insert name of JC] could support them with?
8. How often were/are you in contact with [insert name of JC]?
Probe
 - Is this face to face?
 - Where did/do they meet?
 - How long did/does each session last?
 - Was/this this amount of contact enough?
9. If they have completed the support: Did the support you get from [insert name of JC] last long enough? Why/why not?
10. What types of activities did you do/have you done so far with [insert name of JC]?
Probe:
 - Outline of activities
Prompts, if needed:
 - Support to develop confidence
 - Support to develop independence eg independent travel skills
 - Support to develop essential skills in relation to learning and work- soft and hard skills eg literacy, language, numeracy and digital skills
help to think about what job they would like to do, help with looking and applying for a job, work experience, support during a paid work placement)
 - Help with disability benefits and Access to Work claims
 - Help with looking and applying for a job
 - Preparation for the workplace
 - In-work support (within work experience, placements, work trials or paid employment)
 - Other support/activities
 - Format (eg face to face, online, any group work etc.)

11. (For each type of activity mentioned) How useful was/is this support?

Probe

- How it helped and why
- To what extent did/do they feel that the activities were/are tailored to their learning/support needs?
- What could have worked/be working better? Suggestions for improvement

12. Are there any other types of activity or support from your job coach or anything else that you would have found/would find helpful? Reasons for this?

13. Have you experienced any challenges in taking part in the activities with [insert name of coach]?

Probe:

- Practical challenges eg transport, travel, access to technology, adjustments needed to learning environment/workplace
- Social/emotional factors eg lack of confidence,
- Family factors eg perceptions/concerns of parents
- Ideas on what would help to overcome some of these challenges.

Perceived impact of support

14. What do you think you gained from the activities you have done with [insert name of Job Coach] so far? What difference has it made?

For each change mentioned by the young person ask if they can give examples. Which activities do they think were/are most helpful for this

Prompts, if needed.

- Progress against identified learning/development/career goals
- How well informed they feel about employment and career options, and have identified career goals.
- How prepared they feel for employment
- Views on/confidence to find and apply for jobs
- Progress made towards gaining an apprenticeship/employment
- Social and emotional outcomes – changes in confidence, resilience, mental health and wellbeing etc
- Increased chances of staying in and doing well at work
- Any other changes (including unintended/not targeted by the support)
- Anything unexpected gained from their experience of support from the Job Coach

15. Have the activities that you have taken part in with [insert name of job coach] provided the kind of help you were looking for?

If the YP mentioned any specific challenges in response to Q3, how far has the support helped them to overcome these?

16. *If just completed the support* – What are your next steps/ambitions for the future?

Have these ambitions changed since taking part in the pilot?

Wrap up

17. Is there anything else about your experience of taking part in the Supported Employment Coach pilot/support from your Job Coach that you would like to mention?

Remind participant of confidentiality and how we will use their information.

If they have any further thoughts or questions about the research they can contact the project manager, jackie.woodhouse@learningandwork.org.uk

Thank the participant and close the interview.



Evaluation of Supported Employment Coach Pilot

Parent/guardian topic guide

Information for researcher

The Welsh Government introduced the Jobs Growth Wales+ programme in April 2022, replacing the Traineeships programme. The Work Based Learning Supported Employment Coach Pilot has been running since October 2021 as part of this programme. Learning and Work Institute (L&W) have been commissioned by the Welsh Government to explore the effectiveness of this pilot. The pilot aims to improve outcomes for young people with moderate to severe learning disabilities and autism by increasing the number who progress on to paid employment or apprenticeships.

One of the key parts of this evaluation is to understand the experience of individuals who have participated in the pilot.

Introduction

The Learning and Work Institute (L&W) is an independent research and evaluation organisation. L&W has been commissioned by the Welsh Government to evaluate the Supported Employment Coach pilot that [insert name of YP] took part in/is currently taking part in.

The aim of the evaluation is to explore what is working well and not so well on the pilot, to support Welsh Government to design future programmes for young people.

Introduce the purpose of the interview

As a parent/guardian of a young person who has taken part/is taking part in the pilot, we'd really like to hear your views on how this worked/ is working for them.

The interview will last about 30 minutes and will focus on:

- The support [insert name of YP] has received through the pilot.
- What elements of support/types of activities have been most useful

- What difference the support has made to [insert name of YP]
- Any ideas for improvement

There's no 'right' or 'wrong' answers, we are interested in your experience and honest opinions.

Confidentiality and consent

Everything that we discuss in this interview will remain confidential and taking part is voluntary. If at any point you would like to stop the interview or decline to answer a specific question, please feel free to do so.

We will be using findings from this interview as well as interviews with [insert name of YP], their Job Coach, JGW staff and the employer that worked with/is working with them, to write up a case study that will be included in a report to the Welsh government. This report may be published, however, direct quotes used in reports will be anonymous and all identifying details will be removed. It is possible that, due to the small number of learners interviewed that, even though the case study will be anonymised, your son/daughter may be identifiable. We will share what we have written with you before sending to Welsh government.

The Welsh government's privacy notice/s for the research can be found on L&W's website here: [*insert link*]. With permission, we would like to record the interview as this helps us to capture exactly what they have said. (Check they are comfortable with being recorded.)

The recording will be made on an encrypted recorder and uploaded onto our secure sever. Recordings will be transcribed, then analysed by the L&W project team and deleted three months after the project ends.

You can change your mind and withdraw your consent at any time by contacting us and we will delete the recording and transcript of your interview.

Ask if they have any questions. **START RECORDER**

Ask them to verbally confirm that they understand the purpose and the confidentiality of the research and that they are happy to take part and be recorded?

Introduction

1. Can I start with asking a little bit about [insert name of YP]?
 - Probe:
 - Age
 - Living arrangements? Who they live with at home?
 - Experience of school and educational qualifications?
2. Could you tell me briefly about [insert name of YP] learning needs or disability/ies
3. Does [insert name] have any specific employment or career goals in mind?

Probe:

- How have they developed these aspirations – for example is this something that they have always been interested in or have some experience of?
- What previous experience of employment have they had?
- Has [insert name] experienced any specific barriers to getting a job/achieving their employment goals as a result of their learning needs/disabilities? What were/are the main challenges they faced/are facing in getting a job or making progress towards employment?

4. What was [insert name of YP] doing before they started on JGW+ with [insert name of provider]?

Probe:

- Were they in education/training/doing something else?
- Were they receiving any form of employment/skills support from another organisation? If they were who was this with, and what kind of support did they receive? How useful did they find it? Are they still receiving this support?

Journey into JGW+/Supported Employment pilot

5. How did you first hear about Traineeships/JGW+?

6. And how did you hear about the Supported Employment pilot? (eg.from [insert name of YP] themselves, from a Working Wales careers advisor, or other support worker, someone else)?

Probe:

- What information did they and [insert name of learner] receive about the programme/pilot?
 - What did they think about the programme when they first heard about it?
7. How was the decision made to refer [insert name of YP] to Supported Employment pilot? Did the Working Wales careers advisor/support worker/ someone else suggest this? Did they come to the decision together with [insert name of YP]?
8. How did they think it might help [insert name of YP]?

We'd be interested to hear about your experience of and views on the referral process. We understand that before starting on JGW+, Working Wales do an initial assessment to collect information about a young person's learning and development needs, barriers to participating in further learning or progressing into employment and to identify support needs. When they start the programme, this information is then used to inform an Individual Learning Plan, tailored to the needs of the young person.

9. How did this process work for [insert name]?

- Were the parents/guardian/s involved in this assessment? If no, had they asked to be involved?

10. If yes, how were they involved?

Probe:

- What information were they given about the assessment and referral process?
- Did the WW advisor/support worker explain the purpose of collecting information about [insert name of YP] learning and support needs before completing the assessment and referral?
- Did they have a meeting with the advisor/support worker to go through the information needed for the referral report? If so, did the YP attend the meeting?
- To what extent do they feel that this process successfully captured information about [insert name of YP] barriers to progressing into employment and about their specific learning and support needs?
- Was there anything missing?
- Were they given a copy of the assessment (the Assessment and Referral report (ARR))?
- Anything else it would have been helpful to talk about before [insert name of YP] started the programme?
- Are there any ways in which this process could have been improved?

11. What kind of support did you expect that [insert name of YP] would receive?

12. Did you have any concerns about your child taking part in the Supported Employment pilot? Could they briefly describe what these were?

13. Outside of JGW+ was/is [insert name of YP] doing any other courses, activities or looking for other support to help them with their learning or employment goals.

Probe:

- Who provides this support (names of organisation/s)
- Types of activities
- How long have they been accessing this support/doing this activity?
- How useful they found/are finding this help
- Are they receiving or looking for support with anything else eg in relation to their disability?

Views on specialist Job Coach

For the next few questions we'd be interested in hearing your views on the support that [insert name of YP] has been receiving from the specialist job coach provided through the Supported Employment Coach pilot.

14. How long did/has [insert name of YP] job coach been working with them?

15. How was [insert name of JC] introduced to [insert name of YP]?

Probe:

- Was there an initial meeting with the Job Coach to get to know them?
- Were they invited to this meeting? If so, did they talk through the young person's learning/employment goals and what they wanted support with?
- What were the key learning goals/support needs that it was identified that the Job Coach could support [insert name of YP] with?
- Were they clear about the type of support that the Job Coach would provide and the aims of this? Were they given information about the type of activities [insert name] would be taking part in and when?

16. What did you think the main benefits of having a specialist job coach would be for [insert name of YP]?

17. How often did/does [insert name of YP] have contact with their Job Coach?

Probe

- Is this face to face?
- Where did/do they meet?
- How long did/does each session last?
- Do they think this amount of contact is enough?

18. If the young person has completed the support – how long did it last? Do they think was sufficient? Reasons why/why not?

19. What types of activities has [insert name of YP] done so far with their Job Coach?

Probe:

- Outline of activities
Prompts, if needed:
- Support to develop confidence
- Support to develop independence eg independent travel skills
- Support to develop essential skills in relation to learning and work- soft and hard skills eg literacy, language, numeracy and digital skills
help to think about what job they would like to do, help with looking and applying for a job, work experience, support during a paid work placement)
- Help with disability benefits and Access to Work claims
- Help with looking and applying for a job
- Preparation for the workplace
- In-work support (within work experience, placements, work trials or paid employment)
- Other support/activities
- Format (eg face to face, online, any group work etc.)

20. (For each type of activity mentioned) How useful was/is this support?

Probe

- How it helped and why
- To what extent did/do they feel that the activities were/are tailored to [insert name of YP] learning/support needs?
- What could have worked/be working better?
- Suggestions for improvement

21. Are there any other types of activity or support from the job coach or anything else that would have been helpful for [insert name of YP]? Reasons for this?

22. Has [insert name of YP] experienced any challenges in taking part in the Supported Employment pilot/activities with their Job Coach?

Probe:

- Practical challenges eg transport, travel, access to technology, adjustments needed to learning environment/workplace
- Social/emotional factors eg lack of confidence
- Have these been addressed?
- Ideas on what would help to overcome some of these challenges?

Perceived outcomes

23. What do you think [insert name of YP] has gained from taking part in the support/activities with their Job Coach?

For each change mentioned ask if they can give examples. Which activities do they think were/are most helpful for this?

Prompts, if needed.

- Progress against identified learning/development/career goals
- How well informed they feel about employment and career options, and have identified career goals.
- How prepared they feel for employment
- Views on/confidence to find and apply for jobs
- Views on chances of getting a job
- Progress made towards gaining an apprenticeship/employment
- Social and emotional outcomes – changes in confidence, resilience, mental health and wellbeing etc
- Increased chances of staying in and doing well at work
- Any other changes (including unintended/not targeted by the support)
- Anything unexpected gained from their experience of support from the Job Coach

24. Has the support from the specialist Job Coach provided the kind of help you were looking for, for [insert name of YP]?

Probe:

- How far has the support helped them to overcome the specific challenges identified in Q3 and to make progress towards getting a job or apprenticeship (or achieving other specific learning goals)?

25. *If the young person has just completed the support from the Job Coach* – What are the next steps for [insert name of YP], what are their ambitions for the future? Have these changed since taking part in the pilot?

Wrap up

26. Is there anything else about the Supported Employment Coach pilot or the support that [insert name of YP] has received from the Job Coach that you would like to mention?

Remind participant of confidentiality and how we will use their information.

If they have any further thoughts or questions about the research they can contact the project manager, jackie.woodhouse@learningandwork.org.uk

Thank the participant and close the interview.

Evaluation of Supported Employment Coach Pilot

Employer topic guide

Introduction

The Welsh Government introduced the Jobs Growth Wales+ programme in April 2022, replacing the Traineeships programme. The Supported Employment Coach Pilot started in October 2021 as part of the Traineeships programme. The pilot has continued running as part of the JGW+ programme. Learning and Work Institute (L&W) have been commissioned by the Welsh Government to explore the effectiveness of this pilot. The pilot aims to improve outcomes for young people with moderate to severe learning disabilities and autism by increasing the number who progress on to paid employment or apprenticeships.

Introduce the purpose of the interview

We will be developing case studies about young people who have taken part in the pilot and the aim of the interview with you today is to find out more about your experience, as an employer, of supporting one of these young people.

The interview will last around 45 minutes and will focus broadly on:

- Employer engagement with the pilot
- Young person's learning goals/support needs/barriers to employment
- Work-based opportunities/paid employment undertaken by the learner
- Types of support offered by the employer/job coach
- Outcomes of the pilot for the learner

There are no 'right' or 'wrong' answers, we are interested in your experience and honest opinions.

Confidentiality and consent

Everything that we discuss in this interview will remain confidential and taking part is voluntary. If at any point you would like to stop the interview or decline to answer a specific question, please feel free to do so.

The findings from the interviews will be written up as case studies that will be included in a report to the Welsh government. This report may be published, however direct quotes used in reports will be anonymous and all identifying details will be removed. Due to the small

number of case studies, some details may still be identifiable. We will share what we have written for your approval.

The Welsh government's privacy notice/s for the research can be found on L&W's website here:

[English Privacy Notice](#) (English)

[Welsh Privacy Notice](#) (Welsh)

With permission, we would like to record the interview as this helps us to capture exactly what they have said. (Check they are comfortable with being recorded.)

The recording will be made on an encrypted recorder and uploaded onto our secure sever. Recordings will be transcribed, then analysed by the L&W project team and deleted three months after the project ends.

You can change your mind and withdraw your consent at any time by contacting us and we will delete the recording and transcript of your interview.

Ask if they have any questions. START RECORDER

Ask them to verbally confirm that they understand the purpose and the confidentiality of the research and that they are happy to take part and be recorded?

Introduction

1. To start with, please can you tell me briefly about your organisation and your role within it?
2. Did you/your organisation have an existing relationship with the JGW+ (or Traineeships) programme or provider, prior to your involvement with the Supported Employment Coach pilot?
Probe:
 - Previous involvement in supporting other groups of YP on JGW+ (or Traineeships) eg work experience, placements, work trials, paid employment, other activities eg employability/preparation for the workplace
 - Previous involvement of working with/supporting YP with ALN/disabilities (particularly moderate/severe learning disabilities and autism)
3. Prior to taking part, what did you understand to be the key aims of the Supported Employment Coach pilot?
4. What motivated you/you organisation to take part in the pilot? (eg benefits to themselves as a business, benefits to the community etc)

Case study learner

5. How long did you/have you worked with [insert name of case study learner]?
6. What kind of information did you receive about the young person before you started working with them?

Probe:

- Did they feel that information received was sufficient to understand the specific learning and support needs and learning/career goals of the young person in order to tailor the work-based opportunity?
 - Was the information sufficient to understand what were/are their main barriers to employment? What did/do they understand these to be?
 - If information not considered to be sufficient, what was missing and how did they work with the provider/job coach to make sure that they got any additional information needed?
7. How was information about the learning/goals support needs of [insert name] used to identify/develop a suitable work-based opportunity for them? (eg, did they meet with the Job Coach to ensure that the opportunity was/is appropriate and discuss a support plan?)
 8. How was [insert name] introduced to you, as the employer?

Probe:

- Was there an initial meeting before the start of the work placement etc?
- If so, who attended this? (eg YP, job coach, parent/guardians etc)
- What was the purpose of the meeting?
- To what extent was [insert name], parent/guardians involved in identifying/agreeing what the work-based opportunity would look like/what the support from the job coach and employer would look like?
- Were any changes made to the type/format/duration etc of the opportunity, or the support plan, after the initial meeting had taken place? What was the thinking behind this?

Participation in employer led/work-based opportunities

9. What type of activities was/has [insert name] been involved in at your organisation so far, as part of the Supported Employment Coach pilot?

Probe:

- Preparation for the workplace
- Work experience
- Work placement

- In work support during paid employment – at what stage did they recruit the YP during the pilot? What type of role?

For work-based opportunities, probe for details on nature of the opportunity, what did it involve? intensity? – how many days/hours a week & working pattern, duration? - how long did it/will it last. Rationale for this.

10. How did/do you work in partnership with the Supported Employment Job Coach to ensure that [insert name] was/is supported effectively and making progress towards learning goals, an apprenticeship/employment whilst taking part in the opportunity?

Probe:

- Relationship and communication with the Job Coach? (eg did/do they meet to review the young person's progress and support plan whilst they are taking part in the opportunity? How often? What process was/is used for this?)
- Were/are they part of ILP/progress reviews for the YP
- How well did this/is this relationship working and reasons for this?
- Any specific challenges in working with the job coach and steps taken to overcome these?
- What could work better? Any ideas for improvement?

11. What type of support and activities provided by the Supported Employment Job Coach do you think worked well/ have been working well for [insert name] so far? In what way? Any specific elements of the support/types of activities that have worked well for the young person and why do they think that's the case? What has worked less well and why?

12. Is there any other support that you think [insert name] would have benefited from, that is not part of the pilot. Why?

13. As the employer, what support did you/do you provide directly to [insert name] to help to ensure they make progress against their learning goals/to progress towards an apprenticeship/employment (or to sustain progress if in paid employment) whilst involved in the pilot? What worked/has been working well and why?

14. Have you experienced any challenges in working with [insert name of YP] as part of the Supported Employment pilot? Reasons for this.

Probe:

- Levels of engagement from young person
- Engagement/support from parent/guardian
- Specific challenges relating to employer awareness/understanding of support needs of young people with moderate/severe learning disabilities and autism
- Practical challenges eg making adjustments needed in the workplace to be able to effectively support this group of YP?

- Other challenges
- Steps taken to overcome identified challenges

Perceived outcomes of Supported Employment Coach pilot

15. From your experience of working with [insert name], what difference do you think taking part in the pilot/receiving enhanced support from a Supported Employment Job Coach has made to [insert name]?

Probe:

- Progress against identified learning/development/career goals (incl. paid employment/apprenticeship)
- How well informed they are about employment and career options, and have identified career goals.
- How prepared they feel for employment/the workplace
- Views on/confidence to find and apply for jobs
- Social and emotional outcomes – changes in confidence, resilience, mental health and wellbeing etc
- Other changes (including unintended/not targeted by the support)

What types of activities/elements of job coaching activities do they think were most effective in achieving identified outcomes? Can they explain why?

Support for employers

16. What support did you/have you/your organisation received from the Job Coach to take part in the Supported Employment Coach pilot? How useful was this/has this been so far and why?

17. Have you received any wider support to take part in the pilot (eg (directly from the Job Coach provider, YP's JGW+ provider?)

If no,

What type of support would have been/would be helpful to enable them to better support [insert name]/other young people taking part in the pilot? (Prompt eg access to disability awareness or other training, opportunities to network/learn from 'what works' with this cohort of young people from other employers involved in the pilot/JGW+ (Traineeships)/with experience of working with young people with moderate/severe learning disabilities and autism.

If yes,

Probe:

- Types of support/activities
- What type of support has been most useful/least useful? Reasons for this

- To what extent have they been able to put this into practice in working with [insert name] on the pilot?
- Is there any additional support that would have been/would be useful? Why?

18. Have you continued to/do you anticipate that you will continue to take part in the Supported Employment Coach pilot since/when the support for [insert name] came to/comes to an end? Why/why not?

19. Do you feel that taking part in the Supported Employment Coach pilot has benefited your business? Why/why not?

Wrap up

20. Is there anything else that you would like to say about the pilot [insert name of YP] that we haven't already covered?

Remind participant of confidentiality and how we will use their information.

If they have any further thoughts or questions about the research they can contact the project manager, jackie.woodhouse@learningandwork.org.uk

Thank the participant and close the interview.

Evaluation of supported Employment Coach pilot

Topic guide for JGW+ staff accessing training

Information for researcher

A key aim of the evaluation is to understand the extent to which JGW+ providers' staff feel their confidence and skills have increased in supporting learners with moderate/severe learning disabilities and autism, as a result of taking part in training accessed through the pilot scheme.

The pilot provided funding for relevant staff training and advice services including Non-Accredited Disability Awareness training, Job Coach Training, mentoring, conflict management, and Training in Systematic Instruction. Providers can access training up to the value of £3,000 to improve support for those with moderate/severe learning disabilities/autism.

Purpose of the interview

A key part of the evaluation is exploring the effectiveness of the training that JGW+ staff have accessed as part of the Supported Employment Coach pilot.

The interview will last around 45 minutes and will focus on:

- Types of training accessed
- Staff experiences and views of the training offered,
- Outcomes/benefits of taking part in the training
- What other training/types of support would be helpful for staff, to improve support for this cohort of learners.

There's no 'right' or 'wrong' answers, we are interested in your experience and honest opinions.

Confidentiality and consent

Everything that we discuss in this interview will remain confidential and taking part is voluntary. If at any point you would like to stop the interview or decline to answer a specific question, please feel free to do so.

The findings from the interviews will be written up as case studies that will be included in a report to the Welsh government. This report may be published, however, direct quotes used in reports will be anonymous and all identifying details will be removed.

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[Welsh Privacy Notice](#) (Welsh)

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The recording will be uploaded onto our secure sever. Recordings will be transcribed, then analysed by the L&W project team and deleted three months after the project ends.

You can change your mind and withdraw your consent at any time by contacting us and we will delete the recording and transcript of your interview.

Ask if they have any questions. **START RECORDER**

Ask them to verbally confirm that they understand the purpose and the confidentiality of the research and that they are happy to take part and be recorded?

Introduction

1. To start with, could you tell me briefly about your organisation and your role on JGW+? (Probe on length of time working on JGW+ programme, previous experience of Traineeships programme, or other similar programmes).
2. Prior to taking part in training through the Supported Employment Pilot, how much experience did you have in supporting young people with severe/moderate learning disabilities and autism on JGW+ (or Traineeships)? What types/ level of need did the young people have?
3. Before taking part in training provided through the pilot, had you previously undertaken similar or relevant training? Did you have any qualifications? (Probe to find out more, eg – what did this training involve, when did they do it?)
4. What did you hope to gain through taking part in training offered through the pilot? (eg help to overcome any identified challenges in supporting young people with moderate/severe needs and autism)

Participation in training

5. Which training have you taken part in so far, through the pilot?

- Task Analysis
- Non-accredited Disability Awareness Training
- Job Coach Training
- Mentoring
- Conflict Management
- Training in Systematic Instruction
- Non-accredited training on Supported Employment Model
- Other training

For each type of training accessed, probe on:

- Who delivered (organisation)?
- Main aims of the training
- Content
- Quality of the trainer
- Duration/intensity of training. Did it provide the depth of knowledge you need?
- Did the training meet expectations?
- Was the training sufficient? Would any follow up activity have been helpful? eg – networking sessions with other staff who completed the training; one to one/small group sessions with the trainer to ask questions/talk through key learning.

Perceived Outcomes from training

6. What do you think you have gained from taking part in the training?

Probe:

- Knowledge and skills development
- Confidence in supporting young people with ALN/disabilities (particularly YP with moderate to severe needs and autism)
- Understanding of Supported Employment Model and how to adopt in own practice
- Other benefits/outcomes

7. To what extent have you been able to/ do you think you will be able to put learning from the training into practice in your work?

Probe:

- Reasons for this

Ask for examples of how they have used learning in practice and which aspects of training were most useful/relevant for this.

8. Has anything prevented you from putting your learning into practice?

9. Has the training you have taken part in so far provided the kind of help you were looking for?

Probe:

- Extent to which support had addressed any (previously discussed) challenges

10. Are there any other types of training or advice or anything else that you think would help you to better support young people with moderate/severe needs and autism during their time on JGW+?

Probe reasons for this

Wrap up

11. Is there anything else that you would like to say about your experience or outcomes of the training, or future training needs, that we haven't already spoken about?

Remind participant of confidentiality and how we will use their information.

If they have any further thoughts or questions about the research they can contact the project manager, jackie.woodhouse@learningandwork.org.uk

Thank the participant and close the interview.

Evaluation of Supported Employment Coach Pilot

Referral process focus group topic guide

Information for researcher

The Welsh Government introduced the Work Based Learning Supported Employment Coach Pilot in October 2021 as part of the Job Growth Wales+ programme. Learning and Work Institute (L&W) have been commissioned by the Welsh Government to explore the effectiveness of this pilot. The pilot aims to improve outcomes for young people with moderate to severe learning disabilities and autism by increasing the number who progress on to paid employment or apprenticeships.

Purpose of the interview

A key aim of this evaluation is to understand how well the Working Wales referral process is working for learners, with moderate/severe learning disabilities and autism, referred to the JGW+ programme, and we are keen to hear the perspectives of both Working Wales and JGW+ provider staff on this.

The focus group will last around 45 minutes and will focus on:

- Views on the initial assessment and referral process
- How and what information is collected on young people's learning goals/support needs
- The extent to which information collected through the referral process is sufficient to enable providers to effectively support learners with moderate/severe learning disabilities and autism, and inform Individual Learning Plans
- What additional information would help staff to provide effective support for this cohort of learners
- Areas and ideas for improvements to the referral process

There's no 'right' or 'wrong' answers, we are interested in your experience and honest opinions.

Confidentiality and consent

Everything that we discuss in this interview will remain confidential and taking part is voluntary. If at any point you would like to stop the interview or decline to answer a specific question, please feel free to do so.

The findings from the interviews will be written up as case studies that will be included in a report to the Welsh government. This report may be published, however, direct quotes used in reports will be anonymous and all identifying details will be removed.

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You can change your mind and withdraw your consent at any time by contacting us and we will delete the recording and transcript of your interview.

Ask if they have any questions. **START RECORDER**

Ask them to verbally confirm that they understand the purpose and the confidentiality of the research and that they are happy to take part and be recorded?

Introduction

To start with, could I ask each of you to briefly introduce yourself, to tell us which organisation you work for and your job role.

Entry to JGW+

We know that currently, young people can be referred to JGW+ via a number of different routes - either by Working Wales, by JGW+ contractors themselves or by LA Engagement and Progression Co-ordinators (EPCs).

1. Firstly, what are the main reasons for referring young people to JGW+? (eg. perceived aims, benefits of JGW+ for young people referred, specific cohorts of YP targeted)

2. How are young people identified as being eligible/suitable for JGW+?

Probe:

- Existing involvement of WW/contractors with YP prior to referral?
- How young people (and families?) are involved in decision to refer?

Initial assessment

We would like to better understand what types of information are collected about a young person's learning and development needs when they join JGW+, and how this is used to identify individual support needs, to inform learning goals and to shape the programme for each young person. I believe that before, or at the time of starting on JGW+, each young person requires a completed Assessment and Referral Report (ARR) – this could be either a Working Wales ARR or, if a young person has been referred directly by a contractor, a contractor's version of this.

3. Typically, at what point is the WW/contractor assessment completed before a young person starts on JGW+?
4. Who is involved in completing the assessment and how? (eg specific staff, young person, parents/guardian, EPCs)?
5. What criteria are used, as part of the assessment process, to determine eligibility for JGW+?
6. What type of information about a young person is collected through the assessment and referral process/ARR?

Probe:

- Learning/and or development needs
- Barriers to participating in further learning/progressing into employment
- Specific questions/measures to identify learners with moderate/severe learning disabilities and autism (including levels of need). How is this identified eg do YP have to have a formal assessment/statement of special educational needs?
- Wider (holistic) support needs?

5. To what extent do you think information captured through the WW/contractor assessment is sufficient for you to develop appropriate ILPs and provide effective support for young people during their time on JGW+?

Probe:

- Any specific gaps in information?
- Specific gaps relating to needs of young people with moderate/severe learning disabilities and autism?
- Any challenges encountered in supporting young people with moderate/severe learning disabilities and autism, relating to information?

6. What other information would be useful at the referral stage to help you to provide effective support for young people?

Probe:

- Any additional specific information relating to YP with moderate/severe learning disabilities and autism that would be useful, including on wider support needs?

For JGW+ staff only:

7. How do you use information captured through the assessment and referral process/ARR to inform the development of young people's Individual Learning Plans (ILPs)? How is it used?

Probe:

- Tailoring of learning/career goals to meet the specific needs of the YP
- Flexibility on timescales to progress towards/achieve learning goals
- Support built into plan to help to overcome specific barriers to progression identified in the ARR

8. What, if any, other information is used to inform the ILP?

Probe:

- Info shared by young person at the time of developing/agreeing the ILP?
- For young people with moderate to severe needs/autism, to what extent are parents/guardians involved in deciding types/level of support for the YP, as part of their ILP?

9. Is information in the ARR/ILP on young people's learning and support needs revisited/updated during their time on JGW+. How does this happen and at what points?

Referral to specific strands of JGW+

On entering JGW+, we understand that young people are referred to a specific strand within the programme, the engagement strand (for those who need to decide their occupational focus), the advancement strand (for those who are occupationally focused), or the employment strand (aimed at 'job ready' individuals which aims to provide learners with a subsidised paid work opportunity for six months). We would like to understand the process for identifying the most appropriate strand for each young person.

10. At what stage, after entry to the programme are young people referred to a specific strand?

11. What information is used to inform decisions on the most appropriate strand? (eg ARR, ILP?) Who is involved in this process and how (specific JGW+ staff, young person, parent/guardian?)

Referral to Job Coach

We know that as part of the Supported Employment Coach pilot, young people referred to JGW+ who are assessed as having 'moderate/severe learning disabilities, and autism', are eligible to receive enhanced support from a specialist job coach.

12. Are all young people who meet the eligibility criteria, referred for support from a specialist job coach? If not, how is it identified which YP would benefit most from support?
13. At what stage, are eligible young people referred for job coaching?
14. What information about the young person is shared with the Supported Employment Coach provider (Elite/Agoriad) at the point of referral?
15. Is information from the ARR/ILP used to 'match' the needs/interests/ of young people with specific job coaches? (eg coach with experience of working with young people with specific needs eg autism)
16. Typically, how long do young people wait after referral, before starting with a job coach?
17. Have you encountered any challenges in making referrals/accessing a Supported Employment Coach for a young person? What steps are being taken to overcome any challenges?
18. How is a young person 'handed over' to the job coach?
Probe:
 - Is there an initial meeting to make introductions?
 - If so, who attend this?
 - Is further information about the YP collected by the job coach at the initial meeting?
 - Is the ILP updated, after the referral has been made/initial meeting has taken place?

Key learning

19. Overall, how well do you think the referral process for the Supported Employment Coach pilot has worked so far?
Probe:
 - Are there specific elements of the process that are working particularly well?
 - What, if anything is working less well?
 - Differences in how well the process is working in relation to young people with different types of needs.
20. Are there any elements of the referral process, that we haven't spoken about, that you think could be improved? Any ideas for improvement?

Wrap up

21. Is there anything else you would like to say about the referral process for the Supported Employment Coach pilot, or how this impacts on the support provided for young people eligible for the pilot?

Remind participant of confidentiality and how we will use their information.

If they have any further thoughts or questions about the research they can contact the project manager, jackie.woodhouse@learningandwork.org.uk

Thank the participant and close the interview.

Evaluation of Supported Employment Coach Pilot

Supported Employment Agency topic guide

Information for researcher

The Welsh Government introduced the Jobs Growth Wales+ programme in April 2022, replacing the Traineeships programme. The Supported Employment Coach Pilot started in October 2021 as part of the Traineeships programme. The pilot has continued running as part of the JGW+ programme from April 2022. Learning and Work Institute (L&W) have been commissioned by the Welsh Government to explore the effectiveness of this pilot. The pilot aims to improve outcomes for young people with moderate to severe learning disabilities and autism by providing access to Supported Employment Job Coaches with the aim of increasing the number who progress on to paid employment or apprenticeships.

Purpose of the interview

We will be developing case studies about young people who have taken part in the pilot and the aim of the interview with you today is to find out more about your experience of supporting one of these young people.

The interview will last around 30 minutes and will focus on:

- The level of participation in the Supported Employment Coach pilot
- The information you find out about pilot participants
- Types of support provided
- What types of support worked well and less well
- Perceived benefits and outcomes of the support
- Ideas for improving support

There are no 'right' or 'wrong' answers, we are interested in your experience and honest opinions.

Confidentiality and consent

Everything that we discuss in this interview will remain confidential and taking part is voluntary. If at any point you would like to stop the interview or decline to answer a specific question, please feel free to do so.

The findings from the interviews will be written up as case studies that will be included in a report to the Welsh government. This report may be published, however, direct quotes used in reports will be anonymous and all identifying details will be removed. Due to the small number of case studies, some details may still be identifiable. We will share what we have written for your approval.

The Welsh government's privacy notice/s for the research have been emailed to you.

With permission, we would like to record the interview on an encrypted recorder as this helps us to capture exactly what you have said. (Check they are comfortable with being recorded.)

The recording will be uploaded onto our secure sever. Recordings will be transcribed, then analysed by the L&W project team and deleted three months after the project ends.

You can change your mind and withdraw your consent at any time by contacting us and we will delete the recording and transcript of your interview.

Ask if they have any questions. **START RECORDER**

Ask them to verbally confirm that they understand the purpose and the confidentiality of the research and that they are happy to take part and be recorded?

Introduction

47. To start with, could you tell me a little bit about your organisation and your specific role?
How is Elite/Agoriad involved in the Supported Employment Coach pilot?

48. We understand that through the Supported Employment Coach pilot, job coaching can be used to enhance the support for learners with moderate to complex needs across all strands and stages of the JGW+ programme. Can you explain briefly what kinds of support job coaches provide across the different stages of the programme?

49. Overall, what do you see as the main aims of the Supported Employment Job Coach role in supporting young people taking part in the pilot?

50. What type of outcomes/changes does job coaching aim to achieve for these young people?

26. What kind of information do/did you receive about young people referred through the pilot, before you/Job Coaches start working with them?

Probe:

- Access to Assessment and Referral Report (ARR)/Individual Learning Plan (ILP)
- Do/did they feel that information received is sufficient to understand the specific learning and support needs and learning/career goals of young people in order to tailor support?

- If not, what is/was missing and how did they work with the provider to make sure that they get any additional information needed?

Participation in Job Coaching activities

27. Approximately how many young people have Elite/Agoriad supported to date through the Supported Employment pilot?

28. Typically, how long do JCs work with each individual taking part in the pilot?

29. Thinking about the young people who have taken part/are taking part in the pilot what range of support needs do they have?

Probe:

- Level (moderate/significant/severe) of need and specific learning disabilities
- How diverse are the support needs of the individuals taking part?
- Are you able to give examples of what stage they are at in their journey towards an apprenticeship/employment?

30. What type of support/activities have Job Coaches undertaken so far with young people supported through the pilot?

Probe:

- Vocational profiling
- Support in relation to disability benefits and Access to Work claims
- Job-search
- Support to promote independence/develop essential skills in relation to learning and work- soft and hard skills eg literacy, language, numeracy and digital skills
- Preparation for the workplace
- In-work job coach support (within work experience, placements, work trials or paid employment)
- How do they work with the employer to ensure the opportunity is appropriate/supported.
- Other support/activities

31. What worked/ has been working well with the support/activities that Job Coaches have undertaken so far and why? What has worked less well and why?

32. Have Job Coaches experienced any challenges so far in delivering any of the activities?

Probe:

- Levels of learner engagement and attendance
- Levels of support from parents
- Levels of employer engagement/support
- Challenges relating to specific ALN/disabilities or needs of young people?

- Other challenges
- Have they taken any steps to address these challenges? What else would be helpful? Would support from anybody else be helpful?

We'd like to understand how the relationship between yourself as the Supported Employment Agent and JGW+ providers works.

33. How does Elite/Agoriad (and individual job coaches) work in partnership with staff from JGW+ providers to meet the support needs of young people referred through the pilot and ensure that they are making progress towards learning goals, an apprenticeship/employment?

Probe:

- Relationship and communication with the provider (are roles and responsibilities of the job coach and provider clearly defined before starting to support a young person? How are these communicated between JC and provider staff? Is there a difference in culture/ways of looking at things? What is different about how young people who are taking part in the pilot are supported compared to those with similar additional needs who are not taking part?)
- What has worked well, less well?
- Any specific challenges and steps taken to overcome/ideas for improvement

Perceived benefits of Job Coaching

34. What changes have Elite/Agoriad Job Coaches seen in young people supported through the pilot, since they started working with them?

Probe:

- Progress against identified learning/development/career goals
- How well informed they feel about employment and career options, and have identified career goals.
- How prepared they feel for employment
- Views on/confidence to find and apply for jobs
- Progress made towards gaining an apprenticeship/employment
- Social and emotional outcomes – changes in confidence, resilience, mental health and wellbeing etc
- Other changes (including unintended/not targeted by the support)
- What types of activities/elements of activities have been most useful in achieving these outcomes? Can you explain why?

35. Is there any other support that you think these young people would have benefited from, that is not part of the pilot.

Probe:

- Where could they go to access this additional support? Is it something that job coaches already signpost YP to?

36. Do you have any other reflections on the implementation and effectiveness of the Supported Employment Coach pilot?

37. In general, how effective would you say the Supported Employment Coach has been so far? Why?

Probe:

- Is there anything they would like to change about the support provided for young people through the pilot? Why? Ideas for improvement?

Wrap up

38. Is there anything else you would like to say about your experience, working at a Supported Employment Agency, of supporting young people on the pilot, that we haven't covered already?

Remind participant of confidentiality and how we will use their information.

If they have any further thoughts or questions about the research they can contact the project manager, jackie.woodhouse@learningandwork.org.uk

Thank the participant and close the interview.

Annex B – Privacy notices

Evaluation of Supported Employment Coach Pilot: Young Person Interviews

The Welsh Government has commissioned the Learning and Work Institute to undertake an evaluation of the Traineeships / Jobs Growth Wales+ Supported Employment Coach Pilot. The aim of this evaluation is to gain an understanding of how the pilot has worked and what it has achieved. As part of this evaluation the Learning and Work Institute will be gathering information through MS Teams (online) interviews.

In particular, Learning and Work are interested in your experience and views of the support you have received.

The Welsh Government is the data controller for the research. However, the Learning and Work Institute will delete any personal data provided through the interviews, and anonymise the raw data, before it is shared with the Welsh Government.

The information collected during the project will be included in a report published on the Welsh Government website.

Your participation in this research is completely voluntary. However, your views and experiences are important in order to help inform Welsh Government policies.

The contact for this research at the Learning and Work Institute is Jackie Woodhouse.

E-mail address: jackie.woodhouse@learningandwork.org.uk

Telephone number: 0116 204 4200

PRIVACY NOTICE

What personal data do we hold and where do we get this information?

Personal data is defined under the UK General Data Protection Regulation (UK GDPR) as 'any information relating to an identifiable person who can be directly or indirectly identified by reference to an identifier'.

Your JGW+ provider has supplied the Learning and Work Institute with your contact details (name, email address and telephone number) as well as your individual learning plan which may provide additional personal data beyond your contact details such as additional learning need and support arrangements, which may directly or indirectly disclose if you are disabled. Your provider holds this information because of your involvement in the Traineeships / Jobs Growth Wales+ Supported Employment Coach Pilot. The Learning and Work Institute will only use your email address for the purposes of this evaluation.

Your Individual Learning Plan will help us understand what you and others think your goals are, and how you plan to achieve them. The Learning and Work Institute will remove your name as soon as possible after your interview.

Your participation is voluntary and if you do not wish to take part or be sent reminders then please reply to the invitation email and your details will be removed.

We may need to record interviews for operational reasons. If this is the case, we will make this clear to you before the interview begins, and you will have the opportunity to tell us if you are not happy for the discussion to be recorded. If interviews are recorded, personal data will be removed during the process of transcribing. Recordings will be deleted as soon as this process is completed. If discussions are not recorded, personal data will not be included in written notes prepared during or following the interviews.

If you raise a query or complaint and provide personal data requesting a response, the researcher will forward the request only to the relevant official and subsequently delete it from the research data.

What is the lawful basis for using your data?

The lawful basis for processing information in this data collection exercise is our public task; that is, exercising our official authority to undertake the core role and functions of the Welsh Government. Some of the data we are collecting are called 'special category data' (in this case in relation to disability) and the lawful basis for processing this information is that it is for statistical or research purposes.

Participation is completely voluntary. Research studies such as this are important for the Welsh Government to collect information and actionable evidence about its ability to deliver government priorities. The information collected in this research, for example, might be used to help Welsh Government make informed decisions about providing support to individuals with moderate / severe learning difficulties.

How secure is your personal data?

Personal information provided to Learning and Work Institute is always stored on a secure server. The data can only be accessed by a limited number of researchers working on this project. The Learning and Work Institute will only use this data for research purposes. Learning and Work has cyber essentials certification.

The Learning and Work Institute has procedures to deal with any suspected data security breaches. If a suspected breach occurs, the Learning and Work Institute will report this to the Welsh Government who will notify you and any applicable regulator where we are legally required to do so.

The Learning and Work Institute will use the information gathered to produce a report that will be published on the Welsh Government website. This report will not include any information that could be used to identify individual participants.

How long do we keep your personal data?

The Learning and Work Institute will hold personal data during the contract period, and any personal data not already removed will be deleted by the Learning and Work Institute three months after the end of the contract. This includes your contact details. The Learning and Work Institute will provide Welsh Government with an anonymised version of the data which will not include information that could identify you.

Individual rights

Under UK GDPR, you have the following rights in relation to the personal information you provide as part of this evaluation, you have the right:

- To access a copy of your own data;
- For us to rectify inaccuracies in that data;
- To object to or restrict processing (in certain circumstances);
- For your data to be 'erased' (in certain circumstances); and
- To lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

The contact details for the Information Commissioner's Office are: Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF. Phone: 01625 545 745 or 0303 123 1113. Website:

www.ico.gov.uk

Further Information

If you have any further questions about how the data provided as part of this study will be used by the Welsh Government or wish to exercise your rights using the UK General Data Protection Regulation, please contact:

Name: Kimberley Wigley

E-mail address:

Telephone number:

The Welsh Government's Data Protection Officer can be contacted at:

Welsh Government, Cathays Park, Cardiff, CF10 3NQ, Email:

DataProtectionOfficer@gov.wales.

Evaluation of Supported Employment Coach Pilot: Case Study Interviews

The Welsh Government has commissioned the Learning and Work Institute to undertake an evaluation of the Traineeships / Jobs Growth Wales+ Supported Employment Coach Pilot. The aim of this evaluation is to gain an understanding of how the pilot has worked and what it has achieved. As part of this evaluation the Learning and Work Institute will be gathering information through MS Teams (online) interviews to support case studies of three individuals who have been supported by the pilot.

In particular, Learning and Work are interested in your experience and views of the support provided, the young person's support needs, the benefits of the support, and ideas for improvement.

The Welsh Government is the data controller for the research. However, the Learning and Work Institute will delete any personal data provided through the interviews, and anonymise the raw data, before it is shared with the Welsh Government.

The information collected during the project will be included in a report published on the Welsh Government website.

Your participation in this research is completely voluntary. However your views and experiences are important in order to help inform Welsh Government policies.

The contact for this research at the Learning and Work Institute is Jackie Woodhouse.

E-mail address: jackie.woodhouse@learningandwork.org.uk

Telephone number: 0116 204 4200

PRIVACY NOTICE

What personal data do we hold and where do we get this information?

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Your JGW+ provider has supplied the Learning and Work Institute with your contact details (name and email address). Your provider holds this information because of your involvement in the Traineeships / Jobs Growth Wales+ Supported Employment Coach Pilot. The Learning and Work Institute will only use your email address for the purposes of this evaluation.

Your participation is voluntary and if you do not wish to take part or be sent reminders then please reply to the invitation email and your details will be removed.

This research does not require the collection of additional personal data from you, apart from your image if you agree to be recorded.

We may need to record interviews for operational reasons. If this is the case, we will make this clear to you before the interview begins, and you will have the opportunity to tell us if you are not happy for the discussion to be recorded. If interviews are recorded, personal data will be removed during the process of transcribing. Recordings will be deleted as soon as this process is completed. If discussions are not recorded, personal data will not be included in written notes prepared during or following the interviews.

If you raise a query or complaint and provide personal data requesting a response, the researcher will forward the request only to the relevant official and subsequently delete it from the research data.

What is the lawful basis for using your data?

The lawful basis for processing information in this data collection exercise is our public task; that is, exercising our official authority to undertake the core role and functions of the Welsh Government.

Participation is completely voluntary. Research studies such as this are important for the Welsh Government to collect information and actionable evidence about its ability to deliver government priorities. The information collected in this research, for example, might be used to help Welsh Government make informed decisions about providing support to individuals with moderate / severe learning difficulties.

How secure is your personal data?

Personal information provided to Learning and Work Institute is always stored on a secure server. The data can only be accessed by a limited number of researchers working on this project. The Learning and Work Institute will only use this data for research purposes. Learning and Work has cyber essentials certification.

The Learning and Work Institute has procedures to deal with any suspected data security breaches. If a suspected breach occurs, the Learning and Work Institute will report this to the Welsh Government who will notify you and any applicable regulator where we are legally required to do so.

The Learning and Work Institute will use the information gathered to produce a report that will be published on the Welsh Government website. This report will not include any information that could be used to identify individual participants.

How long do we keep your personal data?

The Learning and Work Institute will hold personal data during the contract period, and any personal data not already removed will be deleted by the Learning and Work Institute three months after the end of the contract. This includes your contact details. The Learning and Work Institute will provide Welsh Government with an anonymised version of the data which will not include information that could identify you.

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Under UK GDPR, you have the following rights in relation to the personal information you provide as part of this evaluation, you have the right:

- To access a copy of your own data;
- For us to rectify inaccuracies in that data;
- To object to or restrict processing (in certain circumstances);
- For your data to be 'erased' (in certain circumstances); and
- To lodge a complaint with the Information Commissioner's Office (ICO) who is our independent regulator for data protection.

The contact details for the Information Commissioner's Office are: Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF. Phone: 01625 545 745 or 0303 123 1113. Website: www.ico.gov.uk

Further Information

If you have any further questions about how the data provided as part of this study will be used by the Welsh Government or wish to exercise your rights using the UK General Data Protection Regulation, please contact:

Name: Kimberley Wigley

E-mail address:

Telephone number:

The Welsh Government's Data Protection Officer can be contacted at:
Welsh Government, Cathays Park, Cardiff, CF10 3NQ, Email:
DataProtectionOfficer@gov.wales.

Evaluation of Supported Employment Coach Pilot: Staff Interviews

The Welsh Government has commissioned the Learning and Work Institute to undertake an evaluation of the Traineeships / Jobs Growth Wales+ Supported Employment Coach Pilot. The aim of this evaluation is to gain an understanding of how the pilot has worked and what it has achieved. As part of this evaluation the Learning and Work Institute will be gathering information through MS Teams (online) interviews.

In particular, Learning and Work are interested in the training you received from Elite or Agoriad. They wish to know your experiences and views of the training offered and the benefits of taking part in the training.

The Welsh Government is the data controller for the research. However, the Learning and Work Institute will delete any personal data provided through the interviews, and anonymise the raw data, before it is shared with the Welsh Government.

The information collected during the project will be included in a report published on the Welsh Government website.

Your participation in this research is completely voluntary. However your views and experiences are important in order to help inform Welsh Government policies.

The contact for this research at the Learning and Work Institute is Jackie Woodhouse.

E-mail address: jackie.woodhouse@learningandwork.org.uk

Telephone number: 0116 204 4200

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Your participation is voluntary and if you do not wish to take part or be sent reminders then please reply to the invitation email and your details will be removed.

This research does not require the collection of additional personal data from you, apart from your image if you agree to be video recorded.

We may need to record interviews for operational reasons. If this is the case, we will make this clear to you before the interview begins, and you will have the opportunity to tell us if you are not happy for the discussion to be recorded. If interviews are recorded, personal data will be removed during the process of transcribing. Recordings will be deleted as soon as this process is completed. If discussions are not recorded, personal data will not be included in written notes prepared during or following the interviews.

If you raise a query or complaint and provide personal data requesting a response, the researcher will forward the request only to the relevant official and subsequently delete it from the research data.

What is the lawful basis for using your data?

The lawful basis for processing information in this data collection exercise is our public task; that is, exercising our official authority to undertake the core role and functions of the Welsh Government.

Participation is completely voluntary. Research studies such as this are important for the Welsh Government to collect information and actionable evidence about its ability to deliver government priorities. The information collected in this research, for example, might be used to help Welsh Government make informed decisions about providing support to individuals with moderate / severe learning difficulties.

How secure is your personal data?

Personal information provided to Learning and Work Institute is always stored on a secure server. The data can only be accessed by a limited number of researchers working on this project. The Learning and Work Institute will only use this data for research purposes. Learning and Work has cyber essentials certification.

The Learning and Work Institute has procedures to deal with any suspected data security breaches. If a suspected breach occurs, the Learning and Work Institute will report this to the Welsh Government who will notify you and any applicable regulator where we are legally required to do so.

The Learning and Work Institute will use the information gathered to produce a report that will be published on the Welsh Government website. This report will not include any information that could be used to identify individual participants.

How long do we keep your personal data?

The Learning and Work Institute will hold personal data during the contract period, and any personal data not already removed will be deleted by the Learning and Work Institute three months after the end of the contract. This includes your contact details. The Learning and Work Institute will provide Welsh Government with an anonymised version of the data which will not include information that could identify you.

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Further Information

If you have any further questions about how the data provided as part of this study will be used by the Welsh Government or wish to exercise your rights using the UK General Data Protection Regulation, please contact:

Name: Kimberley Wigley

E-mail address:

Telephone number:

The Welsh Government's Data Protection Officer can be contacted at:

Welsh Government, Cathays Park, Cardiff, CF10 3NQ, Email:
DataProtectionOfficer@gov.wales.

Evaluation of Supported Employment Coach Pilot: Focus Group

The Welsh Government has commissioned the Learning and Work Institute to undertake an evaluation of the Traineeships / Jobs Growth Wales+ Supported Employment Coach Pilot. The aim of this evaluation is to gain an understanding of how the pilot has worked and what it has achieved. As part of this evaluation the Learning and Work Institute will be gathering information through an online focus group, using MS Teams.

The focus group will be a space for Learning and Work to understand your views on the Working Wales referral system including, the initial assessment process, the information collected on young people's needs, and areas for improvement.

The Welsh Government is the data controller for the research. However, Learning and Work will delete any personal data provided through the focus group, and anonymise the raw data, before it is shared with the Welsh Government.

The information collected during the project will be included in a report published on the Welsh Government website.

Your participation in this research is completely voluntary. However your views and experiences are important in order to help inform Welsh Government policies.

The contact for this research at Learning and Work is Jackie Woodhouse.

E-mail address: jackie.woodhouse@learningandwork.org.uk

Telephone number: 0116 204 4200

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The JGW+ provider has shared your contact details (name and email address) with Learning and Work. Your provider holds this information because of your involvement in the Traineeships / Jobs Growth Wales+ Supported Employment Coach Pilot. Learning and Work will only use email address and telephone number for the purposes of this evaluation. Your participation is voluntary and if you do not wish to take part or be sent reminders then please reply to the invitation email and your details will be removed.

This research does not require the collection of additional personal data from you, apart from your image if you agree for the focus group to be video recorded.

We wish to record focus groups for operational reasons. We will make this clear to you before the focus group begins, and you will have the opportunity to tell us if you are not happy for the discussion to be recorded. A focus group will only be recorded if all members of the group are happy for this to happen. If focus groups are recorded, personal data will be removed during the process of transcribing. Recordings will be deleted as soon as this process is completed. If discussions are not recorded, personal data will not be included in written notes prepared during or following the focus group.

If you raise a query or complaint and provide personal data requesting a response, the researcher will forward the request only to the relevant official and subsequently delete it from the research data.

What is the lawful basis for using your data?

The lawful basis for processing information in this data collection exercise is our public task; that is, exercising our official authority to undertake the core role and functions of the Welsh Government.

Participation is completely voluntary. Research studies such as this are important for the Welsh Government to collect information and actionable evidence about its ability to deliver government priorities. The information collected in this research, for example, might be used to help Welsh Government improve employability support for individuals with moderate / severe learning difficulties and autism.

How secure is your personal data?

Personal information provided to Learning and Work is always stored on a secure server. The data can only be accessed by a limited number of researchers working on this project. Learning and Work will only use this data for research purposes. Learning and Work has cyber essentials certification.

Learning and Work has procedures to deal with any suspected data security breaches. If a suspected breach occurs, Learning and Work will report this to the Welsh Government who will notify you and any applicable regulator where we are legally required to do so.

Learning and Work will use the information gathered to produce a report that will be published on the Welsh Government website. This report will not include any information that could be used to identify individual participants.

How long do we keep your personal data?

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www.ico.gov.uk

Further Information

If you have any further questions about how the data provided as part of this study will be used by the Welsh Government or wish to exercise your rights using the UK General Data Protection Regulation, please contact:

Name: Kim Wigley

E-mail address:

Telephone number:

The Welsh Government's Data Protection Officer can be contacted at:

Welsh Government, Cathays Park, Cardiff, CF10 3NQ, Email:

DataProtectionOfficer@gov.wales.