

Health as a cross  
cutting theme

# **Guidance and Performance Management Framework for ESF Providers**

An example of a completed PMF  
for Priority 2 ESF Providers



**European Union**  
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Investing in jobs and skills

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HEALTH COMMISSION

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**This example of a completed Health as a cross cutting theme Performance Management Framework is based on an ESF project – The WorkSkills Project. and has been provided courtesy of the project and the Skills Funding Agency who are their Co-Financing Organisation. We would like to thank them for their support and time to contribute this example.**

The WorkSkills project works with 1000 employed individuals (16 yrs +) working for a minimum of 8 hours each week. Their employers are drawn from the following sectors: Retail, Cleaning, Hospitality, Leisure & Tourism and Food & Drink Preparation across all South London boroughs.

Employees undertake Basic Skills assessment, and qualifications (Entry L1 – Entry L3) where identified. Individuals then progress to L2 and/or L3 qualifications where appropriate.

### **Target groups (see Appendix A, Section 1)**

Different population groups, communities and individuals have different needs and experiences that can affect their health and wellbeing. We know that those experiencing disadvantages such as language barriers, low level income, social isolation, discrimination in one form or another, certain ethnic groups and ages and many other factors are more likely to experience poorer health. Therefore we need to understand which communities and individuals each ESF project is working with.

For example: Women in general are more vulnerable to poverty and unemployment; men are more vulnerable to completed suicide, drug and alcohol misuse, crime and violence. For Priority 2 Providers who work with people aged 50+, consideration may need to be given to carers' responsibilities and confidence.

Providers may also wish to draw from the monitoring information they already collect for ESF project monitoring to help with this section.

*Please describe the target groups you are working with in your project (please list all if you work with many):*

*The WorkSkills Project works with 1000 employed individuals (16 yrs +) working for a minimum of 8 hours each week. Their employers are drawn from the following sectors: Retail, Cleaning, Hospitality, Leisure & Tourism and Food & Drink Preparation across all South London boroughs.*

*Employees undertake Basic Skills assessment, and qualifications (Entry L1 – Entry L3) where identified. Individuals then progress to L2 and/or L3 qualifications where appropriate.*

*Priority groups reflect those of the ESF programme, the sectors and the Skills Funding Agency contract and include:*

- BME 50%*
- Aged 50+ 15%*
- Disabled people 12%*

**Table 1: Factors that influence health and well-being for Priority 1 projects therefore not included in this example.**

**Table 2: Factors that influence health and well-being for Priority 2 Projects** (for more information see Appendix A, Section 3).

Think specifically about your project target groups and the programmes or activities that you deliver and respond to the questions. It is not expected that every provider will have a high impact on every factor as some factors may not be relevant to the

project you are delivering. If this is the case please state in the relevant box. However, remember the goal is to identify factor/determinants where improvements can be made in order to have a greater impact on health.

Health and well-being factors	What kind of impact is this project likely to have on these factors for your participants? LOW ← 1 2 3 4 5 6 7 8 9 10 → HIGH	What evidence/information do you have to back this score?	What other actions could you take to increase this score?
<p>Access to education and skills development to enable progress in work e.g. help filling in application, organising childcare if required, understanding what being on a training course involves e.g. studying, course work, assessments etc).</p>	<p>7 – People with numeracy, literacy and IT skills gaps are likely to find it significantly harder to sustain and progress in work than those with functional skills in each of these 3 key skills. People with Good IT Skills are likely to earn 15% more than those without, people with functional Numeracy Skills are likely to earn 11% more than those without and people with functional Literacy skills are likely to earn 7% more than those without. Through addressing these skills gaps, with support from employers, we are providing customers with the best possible opportunity to</p>	<p>Project marketing/ communications materials issued to employers and individual. The enrolment, induction and individual training plan cover course design. Additional evidence is our awarding body status, which includes further detail on the design of the programme (out of working hours, weekends, e learning, and accreditation of prior learning).</p> <p>Monitoring forms and peer review are evidence of how the programme of enables progress in work, however the primarily evidence is our success rates and progression outcomes. 85%</p>	<p>1:1 discussion with learners, to encourage disclosure of health needs.</p>

**Table 2: Factors that influence health and well-being for Priority 2 Projects** (continued)

Health and well-being factors	What kind of impact is this project likely to have on these factors for your participants? LOW ← 1 2 3 4 5 6 7 8 9 10 → HIGH	What evidence/information do you have to back this score?	What other actions could you take to increase this score?
	have their skills accredited and recognised, with ongoing progression to a range of courses and qualifications at a higher level.	of individuals who start on the Project are progressing from their first qualification to high level skills. Sources we have include: <ul style="list-style-type: none"> <li>• Record of communication with employers</li> <li>• Flexible class times and locations of delivery</li> <li>• Sample scheme of work, lesson plans and lesson materials</li> <li>• Learner feedback forms</li> <li>• Student agreement and induction process</li> <li>• Examples of ILPs</li> <li>• Learner case studies</li> <li>• Records of progression from project to further training</li> </ul>	

**Table 2: Factors that influence health and well-being for Priority 2 Projects** (continued)

Health and well-being factors	What kind of impact is this project likely to have on these factors for your participants? LOW ← 1 2 3 4 5 6 7 8 9 10 → HIGH	What evidence/information do you have to back this score?	What other actions could you take to increase this score?
<p>Support to develop a learning development (LDP) plan for the course. Does it include a question on health needs?</p>	<p>3 – Health is not currently included as a theme within the training plan, however the majority of customers enrol onto the project having completed an entry level programme via UK online. One of the objectives of the UK online project is to make customers aware of health, lifestyle and well-being information available on direct.gov and also via the NHS Choices website.</p> <p>Initial assessment has been designed to provide customers with the opportunity to declare any health needs or concerns.</p>	<p>Evidence areas include the above, but the Individual Action Plan and monitoring forms provide the most direct evidence.</p> <p>Other sources include:</p> <ul style="list-style-type: none"> <li>• Flexible length of courses</li> <li>• Progress reviews</li> <li>• Additional support given to those in need.</li> </ul>	<p>Build health information into induction and include as a specific theme in the LDP and progress reviews.</p>

**Table 2: Factors that influence health and well-being for Priority 2 Projects** (continued)

Health and well-being factors	What kind of impact is this project likely to have on these factors for your participants? LOW ← 1 2 3 4 5 6 7 8 9 10 → HIGH	What evidence/information do you have to back this score?	What other actions could you take to increase this score?
<p><b>Support to enable completion of qualifications (during the course)</b> e.g. meeting participant to review progress, helping solve any problems arising from review.</p>	<p>7 – Progress reviews take place at least fortnightly and provide opportunities to identify any health issues or changes in customer circumstance which are likely to affect the customer’s ability to complete the course and achieve the qualification.</p> <p>Where issues are identified planning takes place to identify strategies for resolving the issue.</p>	<p>Record of employer engagement – feedback on attendance and discussion of how to improve attendance.</p>	<p>Provide access to a wider range of funded progression options outside of the scope of this project.</p>
<p><b>Follow-up</b> if participant misses two or more training days.</p>	<p>8 – WorkSkills project has an effective online learner management system which identifies absence from the training centre or lack of progress in online learning or towards an agreed and time bound goal.</p>	<p>Evidence includes the course design, programme and individual training plans, in addition our liaison events with employers enable us to discuss issues with employers directly.</p> <p>Specific evidence is the:</p> <ul style="list-style-type: none"> <li>• Contact logs</li> <li>• Progress Reviews</li> <li>• Activity Reports</li> </ul>	<p>Improve tracking of employed individuals post programme completion to track additional (unfunded outcomes). Improve range of funded sector specific progression routes.</p>

**Table 2: Factors that influence health and well-being for Priority 2 Projects** (continued)

Health and well-being factors	What kind of impact is this project likely to have on these factors for your participants? LOW ← 1 2 3 4 5 6 7 8 9 10 → HIGH	What evidence/information do you have to back this score?	What other actions could you take to increase this score?
<p><b>Provision of support</b> for people with disabilities (including learning difficulties, physical disability and mental health issues) to attend training.</p>	<p><b>5</b> – WorkSkills holds the Two ticks positive about disability award. Customers undertaking their training in an Exchange.</p> <p>Group training centre receive support appropriate to their needs with access issues and adaptive software being used effectively to cater for the needs of those with physical disabilities. IAG trained staff are qualified to signpost on as appropriate where mental health issues are a barrier to engagement/progress. Our partnership and co-location arrangements with Reed in Partnership in their Pathways centres are a good example of using effective partnerships and funding to provide specialist interventions for clients where necessary.</p>	<ul style="list-style-type: none"> <li>• Individual Action plan</li> <li>• Individual Learning Plan</li> <li>• Progress Reviews</li> <li>• Pathways Centres</li> <li>• Local marketing</li> <li>• Student Agreement</li> <li>• Equal Opportunities policy</li> <li>• Tutor CPD</li> </ul>	<p>Develop stronger partnership with employers to meet in and out of work support needs.</p> <p>Improve identification of learners with disabilities by highlighting the issue among staff.</p>

**Table 3: Well-being determinants for both Priority 1 and 2 projects** (for more information see Appendix A, Section 4)

Well-being factors	What kind of impact is this project likely to have on these factors for your participants? LOW ← 1 2 3 4 5 6 7 8 9 10 → HIGH	What evidence can you give to back this score?	Is there any action that you can take to increase this score?
<b>Ability to cope with challenges and change</b> e.g. problem solving, decision making, relationships with others, communication skills, self esteem.	<b>8</b> – Participants report positively against all of these soft outcomes via our learner survey.	<ul style="list-style-type: none"> <li>• Annual results of Learner Survey.</li> <li>• Feedback forms from learners</li> <li>• ILPs</li> <li>• Initial Assessment</li> <li>• ESOL, Literacy and Numeracy qualifications achieved</li> <li>• Learner case studies</li> </ul>	Implement project specific learner evaluation questionnaire and analyse results (Survey Monkey).
<b>Sense of belonging</b> e.g. connectedness to community, neighbourhood, family group, work colleagues.	<b>8</b> – Customers report positively against these soft outcomes via our learner survey. In addition to this training takes place in public libraries at the heart of the community itself, thus fostering a greater connectedness to community. Peer working also forms an important part of our provision, with a number of customers referring colleagues onto provision and peer working.	<ul style="list-style-type: none"> <li>• Literacy, numeracy and ESOL courses</li> <li>• Learner feedback forms</li> <li>• Employer feedback</li> <li>• Case Studies</li> <li>• Reduced staff turnover</li> <li>• ILPs</li> <li>• Results of Learner Survey</li> </ul>	Implement project specific learner evaluation questionnaire and analyse results (Survey Monkey).  More emphasis on teaching healthy lifestyle in these courses.

**Table 3: Well-being determinants for both Priority 1 and 2 projects** (continued)

Well-being factors	What kind of impact is this project likely to have on these factors for your participants? LOW ← 1 2 3 4 5 6 7 8 9 10 → HIGH	What evidence can you give to back this score?	Is there any action that you can take to increase this score?
<p><b>Sense of control over one's life and choices</b> e.g. choice of work, type of training, timing of access to work or training.</p>	<p><b>8</b> – Customers report positively against these soft outcomes via our learner survey.</p> <p>IAG is embedded throughout the learner journey and learners make their own decisions based on impartial IAG.</p>	<p>Evidence will be provided by individual's progress and opportunities available once the course has been completed. Final review or follow up questionnaire may provide further evidence.</p>	<p>Implement project specific learner evaluation questionnaire and analyse results (Survey Monkey). Analysis may identify future actions.</p>

**Table 4: Project interventions or activities for Priority 1 and 2 projects** (for more information see Appendix A, Section 5)

Project interventions and activities	To what extent do you offer these types of interventions/ activities? LOW ← 1 2 3 4 5 6 7 8 9 10 → HIGH	What evidence can you give to back this score?	Is there any action that you can take to increase this score?
Information about healthy lifestyles, services and social activities given to participants.	4 – Embedded within provision is registration on the myguide.gov.uk product and introduction to both the direct.gov.uk and NHS Choices websites providing information about healthy lifestyles and providing access to health information.	Safer Practice, Safer Learning leaflet given out at induction.  Be Safe! booklet given out at induction.  Database report.	Look to design and incorporate specific induction materials to further promote healthy lifestyles and the benefits to individuals and families.  Consider the enrolment/induction and marketing of the course.
Information about other services such as housing given to participants.	4 – Embedded within provision is registration on the myguide.gov.uk product and introduction to both the direct.gov.uk and NHS Choices websites providing information about healthy lifestyles and providing access to health information.	Database report.	Signposting provided where relevant.
Health-related questions (in relation to the project) asked in initial assessment to determine health issues for new participants and participants signposted accordingly.	4 – Questions around disability and ill health are included throughout the programme and to ensure that customers are supported appropriately.	Induction process.	1:1 discussion with learners, to encourage disclosure of health issues.

**Table 4: Project interventions or activities for Priority 1 and 2 projects** (continued)

Project interventions and activities	To what extent do you offer these types of interventions/ activities? LOW ← 1 2 3 4 5 6 7 8 9 10 → HIGH	What evidence can you give to back this score?	Is there any action that you can take to increase this score?
<p>Access/signposting to financial and debt advice e.g. Citizens' Advice Bureau.</p>	<p>4 – Embedded within provision is registration on the myguide.gov.uk product and introduction to both the direct.gov.uk and NHS Choices websites providing information about healthy lifestyles and providing access to health information. We do not offer specialist financial and debt advice, however staff are trained to refer on to specialist provision such as CAB as appropriate.</p>	<p>Induction process.</p>	<p>Record that have signposted on initial assessment if identified.</p>
<p>Signposting participants to health related services e.g. physiotherapist, gym, psychologist, GP, mental health services.</p>	<p>4 – Embedded within provision is registration on the myguide.gov.uk product and introduction to both the direct.gov.uk and NHS Choices websites providing information about healthy lifestyles and providing access to health information.</p>	<p>We do not offer specialist financial and debt advice, however staff are trained to refer on to specialist provision such as CAB as appropriate.</p>	<p>We could refer if we were aware of any relevant services locally.</p>

**Table 4: Project interventions or activities for Priority 1 and 2 projects** (continued)

Project interventions and activities	To what extent do you offer these types of interventions/ activities? LOW ← 1 2 3 4 5 6 7 8 9 10 → HIGH	What evidence can you give to back this score?	Is there any action that you can take to increase this score?
One-to-one support including advocacy and accompanying participants to health services.	This is an area which we consider to be best delivered by specialist agency support and not appropriate for Staff.	n/a	
Signposting participants to health related services e.g. physiotherapist, gym, psychologist.	4 – Embedded within provision is registration on the myguide.gov.uk product and introduction to both the direct.gov.uk and NHS Choices websites providing information about healthy lifestyles and providing access to health information. We do not offer specialist financial and debt advice, however staff are trained to refer on to specialist provision such as CAB as appropriate.		We could refer if we were aware of any relevant services locally.

**Table 5: Provider organisations – project development and partnership working for Priority 1 and 2 projects**

(for more information see Appendix A, section 6.)

	Yes/No	What evidence/information can you give to support this?	Is there any action that you can take to improve this?
How do you challenge discrimination in your organisation? e.g. racism, sexism, ageism, homophobia and discrimination related to disability, mental illness or faith.	Yes	Robust policies are in place to challenge discrimination within our organisation. We have an Equal Opportunities Champion and Lead from the senior Exec Committee.  All staff undertake regular Equality of Opportunity training in house and this also forms part of all new staff inductions.  Equality of Opportunity is embedded within all the work which we undertake with customers and understanding verified following induction.	We are working on setting and monitoring EDIMS across all of our provision to drive recruitment practices and ensure that all customers are achieving equally.
Are you aware of any organisations working within the health and/or social care sector that could help design and develop your project?	Not currently	We are working with Pathway candidates and are based in Reed partnership Pathway centres. We benefit from indirect cross-fertilization of good practice as we share the same premises and candidates.	
If yes, have you consulted them?	No		
Does your organisation have a health strategy?	Not currently		We will find out if Reed in Partnership Pathways centres has a strategy and inform ourselves of what it entails this year.
Do you have a health champion in your organisation?	Not currently		

**Table 5: Provider organisations – project development and partnership working for Priority 1 and 2 projects**  
(continued)

	Yes/No	What evidence/information can you give to support this?	Is there any action that you can take to improve this?
Are you working in partnership with other ESF or other providers/projects to incorporate health into your project? e.g. sharing resources, good practice, venues, other?	Not currently		
Do you have links with local health services? e.g. GP practices, mental health, drug & alcohol services, smoking cessation, sexual health and others.	Yes	Exchange Group centres are co-located in Reed in Partnership Pathways centres. We are delivering Skills for Life (numeracy and literacy) qualifications to Pathways candidates funded by our learn direct contracts to ensure that Pathways customers have the functional skills which they need to sustain and progress in work.	More routine process for reviewing and updating marketing folders and contact lists identifying themes for centre contacts ie. Debt counselling, childcare, drug & alcohol etc.
Do your staff have access to health related training and support? e.g working with people with mental health issues, raising issues related to health.	Yes – via partnership arrangements		



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