A large decorative graphic on the left side of the slide, composed of several overlapping geometric shapes in two shades of blue (a medium blue and a lighter sky blue). The shapes form a complex, angular pattern that resembles a stylized 'W' or a series of connected triangles. A thick, solid medium blue horizontal bar extends from the right side of this graphic across the top of the slide.

# **UCFS25 GEN: Sanctions and Failure to Attend**

# Aims and Objectives

This module aims to give a full explanation of Universal Credit sanctions and how they impact on a claimant's award.

By the end of this module, with the aid of any reference material, you will be able to correctly:

- list the different sanction levels
- explain the reasons for sanctions
- describe your role in the sanctions process
- demonstrate the skills you will use to communicate with claimants about sanctions.

# Could this be a sanctionable failure? (1/4)

Anna and her Work Coach agreed that Anna needed to go to an interview skills workshop, to increase her chance of finding work.

The Work Coach found a suitable event and a place was booked.

Anna and her Work Coach agreed that it was a requirement, so it was noted on her commitments.

Anna did not attend.



Could this be a sanctionable failure?

If yes, what type and level?

## Could this be a sanctionable failure? (2/4)

Brian's Work Coach identified a job that would be suitable for him.

The Work Coach notified Brian about the job and they discussed it at his work search review.

They agreed that Brian would apply for the job within 5 days and it was noted on his commitments; however he did not do it by the deadline agreed.



Is this a sanctionable failure?

If yes, what type and level?

## Could this be a sanctionable failure? (3/4)

Caroline identified a job she thought she could apply for.

She discussed it with her Work Coach at her work search review.

At the next work search review she said she decided not to apply for it after all.



Could this be a sanctionable failure?

If yes, what type and level?

## Could this be a sanctionable failure? (4/4)

Dave and his Work Coach discuss his work search activity.

The Work Coach is concerned that Dave is not doing all that he can to find work, they discuss solutions and Dave mentions his friend has a LinkedIn account.

He agrees to create his own, before the next work search review, and it is set as a work search requirement.

Dave looks at LinkedIn, but he doesn't like it, so he doesn't set up an account. He decides to register with an agency online instead.



Could this be a sanctionable failure?

If yes, what type and level?

# Gathering Evidence (1/2)

Diane is a lone parent with one son, aged 12.

She was notified to apply for a job for 25 hours per week. Diane refuses to apply for the job.

When asked for reasons she explains that her son will need after school care for 2 hours each day. She accessed the Children's Information Services to get details of available childcare schemes and has been told of the financial help available.

She also explains that child-minders in the area have no vacancies for the times she needs.

The after school club is full and she has no friends or family who can look after her son.



Is there enough evidence to make a good reason determination?

## Gathering Evidence (2/2)

Nick attended the initial interview with his work coach and it was identified that it would be beneficial to determine his literacy and numeracy levels. He has been given a work preparation requirement to attend a skills assessment.

He did not attend the assessment.

Nick was contacted and a message left on his answer service to ask why he failed to attend.

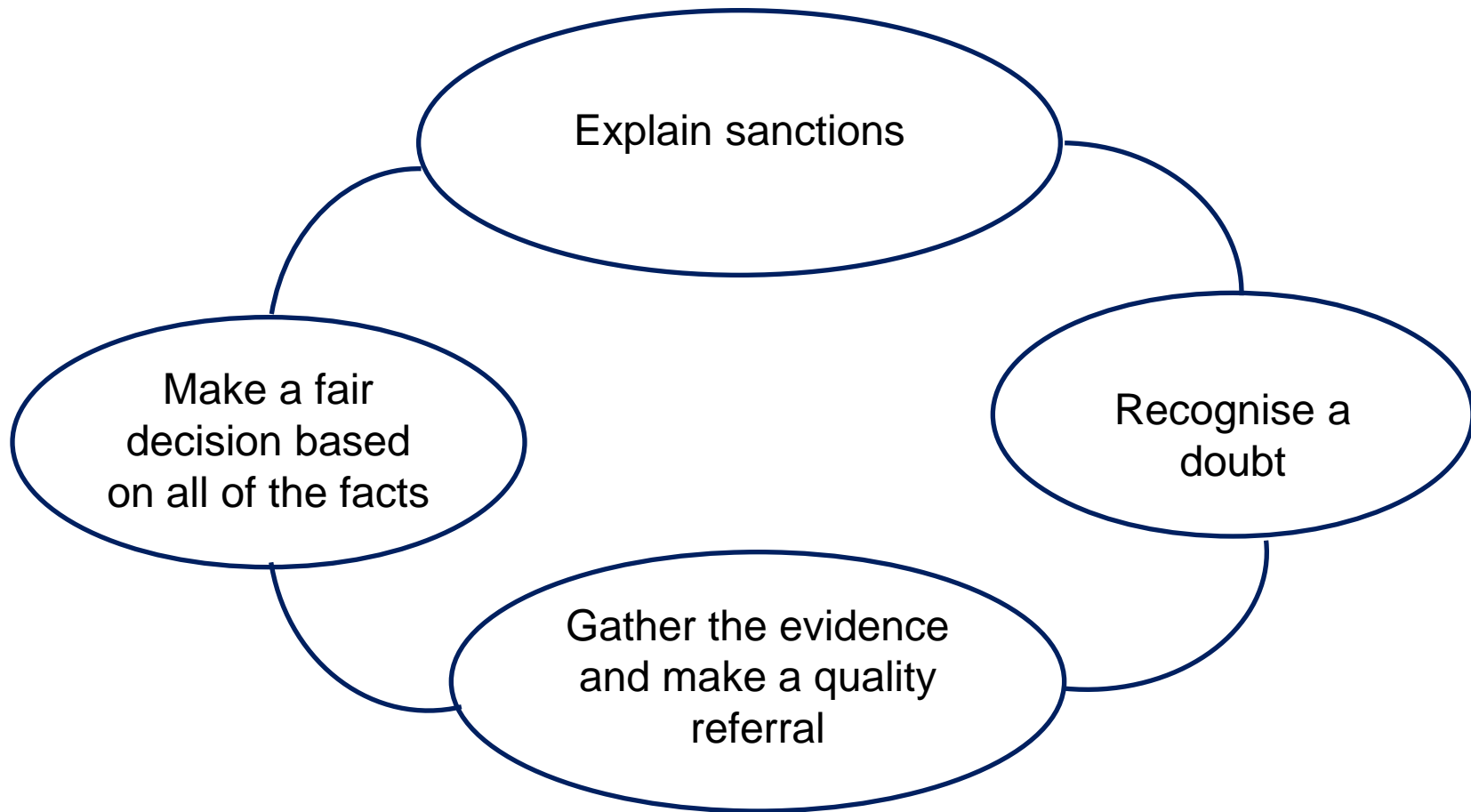
He sent a message using his Journal to say that he forgot.

Is there enough evidence to make a good reason determination?





# Considering sanctions



# Sanctions – your role



We need to know how sanctions work, so that we can apply them fairly and explain them clearly.

We should explain sanctions whenever possible so that claimants are aware of their responsibilities while claiming Universal Credit.

# Module Summary

In this module you have found out about:

- the different sanction levels
- the reasons for sanctions
- your role in the sanctions process

You have also:

- reflected on ways to communicate about sanctions when you speak to claimants

## Part 2 – Aim and Objectives

This module aims to give you an opportunity to demonstrate the skills required when making sanction referrals to the Decision Maker (DM).

By the end of this module, with the aid of any reference material, you will be able to correctly:

- identify when to refer sanction doubts to the DM
- demonstrate how to explain sanctions
- demonstrate the skills you use to gather all the evidence to support the referral to the DM, using illustrative examples.

# Module Summary

In this module you have demonstrated:

- identifying different sanction levels
- using communication skills to gather evidence
- completing the Refer to Decision Maker to-do/ALPs correctly

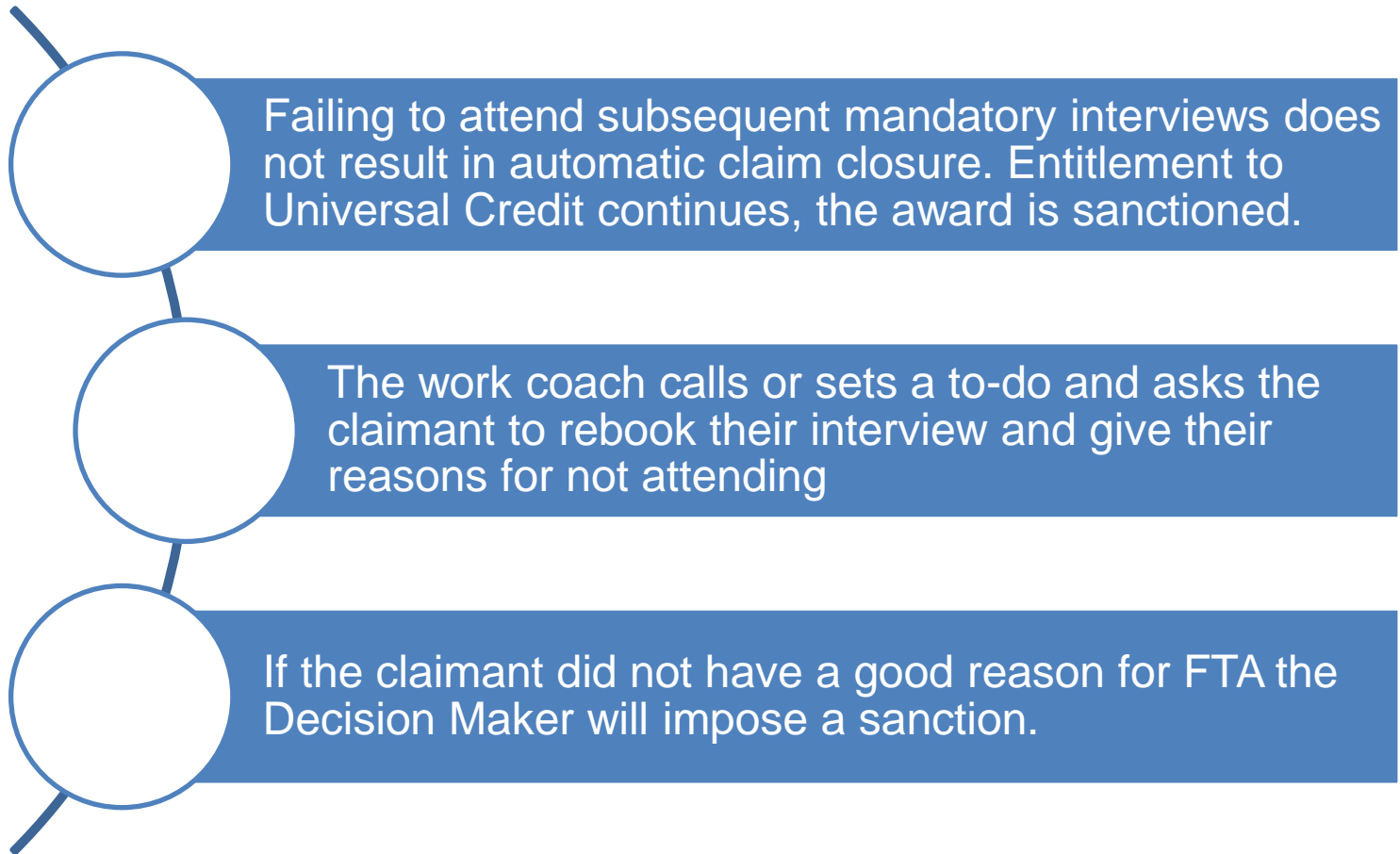
## Part 3 – Aim and Objectives

This module aims to provide you with the skills and knowledge to take the correct action when a claimant does not make contact to book their initial Universal Credit appointment or fails to attend a mandatory appointment.

By the end of this learning, and carrying out the practical exercises, you will be able to:

- demonstrate the correct action when a claimant fails to attend
- explain how you can support claimants who require additional help or has complex needs
- demonstrate how to gather evidence and make a simple decision when the claimant fails to attend
- demonstrate how to gather evidence to refer to the Decision Maker

# Subsequent Interviews



# Summary

In this learning, and by carrying out the practical exercises, you have learned:

- the correct action to take for the different types of failure to attend
- that you can adapt the standard process when a claimant requires additional support and/or has complex needs
- How to make a simple decision when the claimant fails to attend
- how to gather information to refer to the Decision Maker for failure to attend