UCFS25 GEN Sanctions and FTA
Part 2 – Referring Sanction Doubts

Facilitator Led Brief
V13.0

Contents

LDO Information: Running the Skills Practice

Designers Note

This session involves skills practice, while using the training service.

Learners will be expected to demonstrate effective communication skills, while gathering and recording information on the relevant ALP.

To introduce the skills practice, ask the groups to work together while interviewing you, acting as the claimant for Illustrative Example 1.

Ask learners to access UCFS25 Illus Example 01a.

You will use UCFS25 Illus Example 01b to support the conversation.

Ideally ask the learners to work together in groups of 3, so each can have a turn after the 1st group exercise.

If you have 4 people in a group one learner will need to demonstrate their skills during the 1st group exercise.

After the 1st exercise, ask them to record the information gathered on the ALP.

For the 2nd exercise onwards, the learners should work together in groups.

There are enough examples to allow learners to demonstrate their role, while the others support them as:

- the claimant

- an observer

During the 2nd and subsequent skills practice, using UCFS25 Illus Examples 02 to 04, ask the learners to demonstrate skills they will need in the workplace.

They should interview each other to gather evidence and input it onto the relevant Refer to Decision Maker ALP.

Ensure that each learner has the opportunity to demonstrate their job role.

While some learners do not like 'role play' explain that it is essential to practice and improve their skills in a safe environment.

To ensure that it is a safe environment, ask observers to give feedback only about the positive things that they observed. They should not give negative criticism.

You should aim to observe each group in turn, to check the learners are demonstrating the required skills.

Part a of each Illustrative Example is available in the Handouts folder for learners.

You should issue part b to the learners as required.

Module Aim and Objectives

Show Slide Deck 1

Slide 12 – Aim and Objectives

Allow time for learners to read the slide.

We have discussed why sanctions are imposed.

Now we are going to walk through what happens when you recognise that the claimant has failed to meet a requirement.

We will explore identifying different doubts.

We will also find out how the system supports you to gather evidence to support the decision.

Ask the learners to work together in groups of 3 (or 4 if necessary). Issue Illustrative Example 01a.

Explain that this exercise is about gathering evidence. We will follow this first exercise through in small stages.

What doubts might be identified at the initial evidence interview, or early in a claim?

Expect the learners to say they could identify a doubt about why the claimant's recent job ended.

Direct learners to access their claimant Terry on the training Service.

(You may prefer to direct one member of each group to take the action, while the others observe.)

Ask them to go to 'Create an agent to do' on the agent dashboard.

Access the dropdown menu and see which Refer to Decision Maker To-do you need to generate.

Allow the learners some time to identify and select the correct entry.

They need to select the Agent generated ALP To-do Refer to Decision Maker (Leaving Voluntarily/ Misconduct/Loss of Pay).

Once the To-do has been generated direct the learners to select the 'Download' button under the heading 'Latest version' to view the associated ALP.

Allow learners time to read the ALP and see what information they will need to gather from the claimant.

They will need to check the claimant's profile to see if the claimant has complex needs or additional support is required.

Explain that while they work through the illustrative example you (the facilitator) would like to hear how the learners would interview the claimant, so they will interview you as though you were Terry.

Allow them a few minutes to agree a 'script', explaining sanctions and asking the 'claimant' about a potential sanctionable failure.

They can refer to examples from the communications exercise.

Ask for the groups to nominate a spokesperson.

Ask for the opening statement about the potential sanctionable failure from each group.

Highlight where learners demonstrate positive ways to communicate the message about sanctions effectively.

Select a group to ask the opening question to gather the evidence. Continue the conversation with the other groups until all of the evidence is gathered.

Answer them using Illustrative Example 01b.

Please make accurate notes of the 'claimant's' answer. The record of the conversation on the ALP should be in the claimant's own words.

Consider active feed-forward if you feel that learners are not communicating in the required manner, or failing to gather the required evidence.

Discuss which questions and statements were most effective when telling the claimant about sanctions and gathering evidence.

Consider updating the flips completed during the communications exercise.

Ask the learners to complete the Agent-generated ALP to-do Refer to Decision Maker (Leaving Voluntarily/Misconduct/Loss of Pay) as a group using the information they have recorded.

Once they have completed the ALP, they should upload it and select Done.

This will generate a to-do for the DM: Make a Decision (Leaving Voluntarily/Misconduct/Loss of Pay).

Ask learners to access and view the Make a Decision (Leaving Voluntarily/Misconduct/Loss of Pay) to-do that was generated by another group.

Ask each group to check the evidence that was gathered and recorded correctly.

Question

Has all the evidence been included that the DM will need to make their decision?

Answer

Check that each group has included the agreed information.

When a claimant reports the end of their employment, or loss of pay, and produces a letter from the employer it is good practice to upload it with the ALP.

Question

Check whether there are any questions or issues before moving on.

Activity

Ask the learners to work in their groups. They should decide between them who will take the role as:

- The Work Coach/Case Manager

- The claimant

- An observer

Ask the learner who is the Work Coach/Case Manager to access UCFS25 Illus Example 02a.

Issue UCFS25 Illus Example 02b to the learner who is the 'claimant'. They should not show it to the person who will interview them.

Advise the observers that they should make notes about what the Work Coach/Case Manager did well.

They should note any effective questions and examples of good use of non-verbal communication skills.

They can also help to decide which ALP to complete.

You may recognise these claimants from earlier in your learning.

Each claimant is attending their Work Search Review and you will take the usual action to check their progress towards work.

During the conversation, you may identify a failure to meet a requirement.

If you do, please generate the relevant Agent-generated ALP to-do Refer to Decision Maker and gather the evidence required. Once the ALP has been completed, select Done.

The Observer should then give feedback on the questions that were particularly effective.

The 'claimant' should check the Make a Decision ALP against the information they have to check that all information has been gathered for the DM.

If you want to take a break, to consider how to progress the conversation, you can call a 'Time Out'.

Remember, the purpose of this exercise is to practice your skills in a safe environment.

You need to practice the correct skills, so if you feel you're going off track pause and gather your thoughts.

Check for understanding and go around each group to check that they are all interviewing the 'claimant' and gathering the evidence.

They should generate the relevant ALP and complete it during the interview, noting the claimant's own words. This needs to be read back to the 'claimant'.

Check throughout that the learners have identified the correct Refer to Decision Maker to-do/ALP.

- Griselda: Refer to Decision Maker (Failure to participate/comply)

- William: Refer to Decision Maker (Failure to Search for Work)

- Algernon: Refer to Decision Maker (Failure to be available to take up work)

They should also demonstrate engagement with the claimant while completing the ALP.

During feedback, ensure that the Observer is feeding back positive comments. (The exercise is designed to build confidence gathering evidence and completing the ALP, negativity may not produce the required outcome.)

Allow 15 minutes for the interview, completion of ALP and another 5 minutes for feedback.

Briefly discuss the outcome of the exercise.

If any good questions or techniques were observed discuss those.

Issue the next Illustrative Example (03 or 04) for another learner to demonstrate their skills, as above.

Continue until all of the learners have had a chance to demonstrate their skills.

Allow 20 minutes for each Example.

Gathering evidence while continuing to engage

Once everyone has had the opportunity to display the skills they need to gather evidence and complete the ALP, ask them to consider how it felt for them.

Discuss the skills they need to use to continue engaging the claimant, while completing the ALP correctly. Ask them to consider how they could engage while gathering information over the phone.

You may like to ask the learners to reflect on how they feel when they have been in a situation where someone was making notes while interviewing them.

If the agent referring the case feels that we have taken action that the DM needs to know about, this should be noted on the ALP in the Agent Notes.

Where the claimant has been advised to apply for a specific position the DM needs the reference number to check if job was suitable.

Module Summary

Show Slide 13 – Module Summary

Check if there are any questions or issues, before we move onto the next module: Failed to Attend.