



UC55 Complex needs part 2

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Important information

Topic	Topic title	Duration
Topic 01	Introduction	25 minutes
Topic 02	Drug and Alcohol Dependency	15 minutes
Topic 03	Refugees	30 minutes
Topic 04	Domestic Abuse	70 minutes
Topic 05	Care Leavers	20 minutes
Topic 06	Modern slavery	20 minutes
Topic 07	MAPPA	15 minutes
Topic 08	Homelessness	15 minutes
Topic 09	Advanced Customer Support	20 minutes
Topic 10	Success stories (work coach only)	20 minutes
Total duration of all topics		250 minutes

Job Role	Learning required	Duration
Case Manager, Decision Maker, Assisted service function, Team Leader, Troubled families' employment adviser, Experienced work coach, CFCD interventions, Service centre team leader	All learning except Topic 10	230 minutes
Work coach	All	250 minutes



Event Preparation

This brief directs you to use **breakout groups**. You can find full instructions of how to set up breakout groups in the facilitator guide. There are discussions in Topic 04, and we suggest you set up whiteboards for answers.

There are also several Q&A sessions. Ask learners to answer verbally or through Chat in Teams.



Note for delivery

Depending on their life experiences, some of the issues discussed may upset learners.

It is important to stress the value of completing this training to learners and how it will help claimants.

Explain to the learners that by doing their job well and having the right knowledge, their claimants will value that we are trying to help them.

Learners may wish to discuss personal experiences or details which may become sensitive. Remind them this learning should be confidential.

Explain, sometimes we can break confidentiality. For example, when a learner declares an intention to self-harm.

Topic 01 Introduction

Aim and objectives



Show slide 01 – UC55 Complex needs part 2



Show slide 02 – Aim and objectives

Allow the learners time to read the slide.



You may want to explain what topics are covered in this part of the complex needs learning.

Explain, if they are affected by any of the topics, explain they should let you know privately.



What was covered in the previous complex needs learning?



- what complex needs are and identifying them
- roles and responsibilities
- dealing with our emotions
- mental health
- learning disabilities or learning difficulties
- suicide and self-harm and the Six Point Plan
- appointees and Home Visits

Complex needs incorporate a lot of emotive and difficult topics, so it's important to remember what actions you should take.

Before moving on we will recap your actions which we covered in part 1.



Show slides 03 & 04 – Your actions

Run through the slides and answer any questions before moving on.

Mental Health

In part 1, we learned about mental health and how we can support those with poor mental health.

We will now look at a case study where you can apply what you learned.



Show Slide 05 – Sonia

This slide is animated. Do not select until instructed.



What would we discuss with Sonia?



- why she hadn't replied to any journal messages
- were there any inappropriate answers to act as a prompt



How can we display empathy with Sonia?



Answers to include:

- show interest
- be encouraging
- be supportive

This list is not exhaustive.



Show slide 05 – Sonia

Select to show next animation.



How could we support Sonia in future appointments?



Ensure the following is covered:

- ask what help she needs (record it as a pinned note, to help colleagues support her)
- remind her to keep in contact through the journal when having difficulties calling or coming into the office
- arrange telephone appointments, where necessary
- work on small steps to build confidence
- use the district provision tool (DPT) and local knowledge to identify suitable provision

This list is not exhaustive.

Topic 02 Drug and alcohol dependency

Next we'll consider other types of complex needs and the first is drug or alcohol dependency.



Show slide 06 – Leah

This slide is animated. Do not select until instructed.



How could we support Leah?



We can refer Leah to support using the District Provision tool. We could also advise her to speak to her GP for medical support.



Show slide 06 – Leah

Select to show next animation.



Show slide 07 – Drug and alcohol dependency:
Universal Learning.

The slide supports the following research activity.



Refer the learners to the Universal Learning guidance on drug and alcohol dependency to answer the following questions.

[Drug and alcohol dependency](#)



What is DWP policy to support claimants like Leah with drug and alcohol dependency?



DWP policy is to work with structured treatment and recovery services as part of an active route into work.

Partnership working with service providers is how we achieve this.



Leah has provided evidence to show she is recovering in a residential rehabilitation programme.

What action is taken at this point?



The work coach switches off Leah's work search and work availability requirements for up to 6 months, as long as she remains in structured recovery orientated treatment for drug and alcohol abuse.

Once her evidence is accepted, the service generates the **Consider WCA referral (day 1)** to-do for the case manager to complete.



The **Consider WCA referral (day 1)** to-do directs the case manager to refer the case for a WCA immediately, because the claimant is treated as having limited capability for work.

A claimant may only have one such easement in any rolling 12-month period. We calculate this from the last day of any previous drug or alcohol related switch off.

We need to review the switch off, to make sure they are attending and to encourage engagement.



You cannot treat a claimant who is taking part in structured treatment in the community as having limited capability for work.

The commitment must be appropriately tailored, and the easement can still apply.

Topic 03 Refugees



What is a refugee?



A refugee is someone forced to flee their country because of persecution, war, or abuse.



Show slide 08 – Refugees: Universal Learning



Refer the learners to the Universal Learning pages on refugees and asylum seekers. Allow 5 minutes.

[Refugees and asylum seekers.](#)



Show slide 09 – Mariana

Allow the learners time to read the information on the slide



How can we identify Mariana as a refugee?



Because she moved due to conflict in her home country and she felt her, and her children's lives were at risk.

She is a refugee, not an asylum seeker, because she has leave to remain in the UK.



Why is it a concern that Mariana does not have a bank account?



She is at risk of not receiving her Universal Credit payments.

As Mariana does not have a bank account, we may need to arrange an alternative method for her first payment.

Her Majesty's Government Payment Exception Service (HMGPES) is a short-term solution to prevent delay in payment where there is no alternative.

We need to encourage claimants to open a suitable account as soon as possible.



If learners ask about HMGPEs, explain there is guidance available.

It's available on the intranet, under Operational Instructions and then Generic and Cross Benefit instructions (G to L).



Why does Mariana's circumstances mean we would consider her to have complex needs?



- she is a refugee
- she does not have friends or family to support her
- she cannot speak English very well
- she has children
- she does not have a bank account



Show slide 10 – Claimant need an interpreter



Allow 5 minutes

Refer to the e-learning.

[UC140 Claimant Needs an Interpreter](#)



As Mariana has no one to interpret for her what should be done to support her during a telephone call?



Expect learners to say we should use thebigword telephony service.



Mariana needed an interpreter.

Which other claimants might need an interpreting service?



If they are deaf, hard of hearing or speech impaired and need to use British sign language (BSL).

Topic 04 Domestic abuse



Show slide 11 – Domestic abuse



Show slide 12 – For your consideration

Allow time for learners to read the slide.

Universal Learning gives a definition of domestic abuse and lists 7 types of domestic abuse; however, it's not limited to the 7 that are listed.



Show slide 13 – Research types of domestic abuse in Universal Learning

The slide directs learners to the guidance, see below.



Allow 5 minutes.

Refer the learners to the Complex Needs section in Universal Learning to read the section of the guidance headed 'What is domestic abuse?'.

Link [Domestic abuse](#)

Once they finish, check they are alright to move on.



Allow 5 minutes.

Ask the learners to consider the definitions of domestic abuse and think about the signs a claimant might display when they are, or were, subject to domestic abuse.

Work coaches may notice visual signs, for example:

- bruising, black eyes or marks on the neck
- covering injuries with heavier than normal make up, sunglasses, long sleeves, or scarves

All job roles may be aware of the following signs, for example, the claimant:

- becoming withdrawn or quiet
- appearing scared or fearful
- they are isolating themselves from friends or family
- appearing anxious or nervous when away from the abuser
- low self esteem
- being very apologetic or meek

(Continues on the next page.)



- develop a drug or alcohol problem
- referring to their partner as bad tempered, moody, or possessive
- always with a third party such as a partner (we can hear someone in the background on the phone)
- loss of interest in looking for work
- having little or no money available
- partner contacting them often to check up on them
- unexplained changes in behaviour
- we may witness (see or hear) the claimant being told what to do
- if they have left an abusive relationship they may have
 - nowhere to live
 - little or no identification
 - lack of local knowledge

We may find out if the claimant tells us, but disclosure can be difficult, so that depends on the relationship they

have built with us.



Show slide 14 – Signs of domestic abuse

Allow the learners time to read through the slide, to summarise the discussion.



While these could be signs of domestic abuse, it is important not to make assumptions, as they could be signs of something else.



Show slide 15 – Example, Nicki's circumstances

Allow the learners time to read the example and consider what the agent should do next before showing the next slide.



Show slide 16 – Example, the agent's response

In this example, the claimant may not consider she is subject to domestic abuse. For example, she made excuses for her wife's economic control, by mentioning Leona's difficult upbringing.

The agent noticed it and offered appropriate support. Split payments can be offered in cases where there is domestic abuse.

The agent asked, 'would you be safe?' That's a powerful question to use and can help to acknowledge and identify people who need support. Some claimants may laugh it off, or even be upset by the implication that their partner might be abusive.

In this case the agent used their judgement and the cues they picked up from Nicki, by actively listening to her.



Before showing the following videos advise the learners, it may provoke an emotional response.

If they are affected by it, they should let you know privately.



Show slide 17 – Domestic abuse video 1

Direct learners to access [domestic abuse video 1](#)



Alternatively, you could play it through Teams, ensuring learners can hear the sound.

(Continues on the next page.)



There are questions and answers built into the video. Tell the learners to pause at the time indicated.

- **1 minute 40 seconds** – What steps could you take if a claimant is or has been a victim of domestic abuse?



The video asks the learners to pause and use the whiteboard to consider the question: **What steps could you take if a claimant is or has been a victim of domestic abuse?**

Either display a whiteboard or ask them to use the chat bar to respond.

The answer is revealed in the next part of the video.



Direct learners to return to [domestic abuse video 1](#) and press play. (They will continue from 1 minute 40 seconds in)



Show slide 18 – Domestic abuse: Universal Learning

The slide directs learners to the guidance, see below.



Allow 5 minutes.

Refer the learners to the Complex Needs section in Universal Learning to read the guidance on domestic abuse, from the heading 'Identifying and protecting claimants at risk of harm or abuse' onwards.

Link [Domestic abuse](#)



Show Slide 19 – Gustav

Allow the learners 2 minutes to read the information on the slide regarding Gustav's circumstances.

In the example, there are no dates, but he disclosed the domestic abuse within 6 months of it happening.



Show slide 20 – Support question

This slide is animated, select to show answer.



What could the work coach do to support Gustav?



Any support depends on Gustav's circumstances

If it's applicable the work coach can switch off requirements (he has said that he has written evidence of the incident)

The work coach can refer to the DPT for local support.

We can switch off work related requirements immediately if a claimant meets the eligibility criteria.

Before Covid-19, claimants had one month from the date of disclosure to provide evidence. If they could not provide evidence, other switch-offs can be considered as appropriate.



Show slide 21 – Evidence question

This slide is animated, select to show answer.



What type of evidence would Gustav usually need to provide?

Select enter to display the answer.



If learners are not sure, refer them to Universal Learning - Domestic abuse, to source the answer.

It is in the 'relevant evidence' section.



When would we treat Gustav as having notified Universal Credit?



We treat him as having notified Universal Credit on the date he disclosed the information to his case manager (6 weeks ago). We must switch off his requirements from that date.



Show slide 22 – Domestic abuse video 2

The slide directs learners to access the video



Direct learners to the Learning Support Site to access [domestic abuse video 2](#)

There are questions and answers built into the video.

Advise learners to pause it when directed

(Continues on the next page.)



The pause come at the following point:

2 minutes 40 seconds – What actions could we consider, to support the claimant?



When they reach the pauses in the video, it tells them to use the whiteboard. Set up and display a whiteboard or explain they can use the chat bar. The video asks them to consider the following questions

- **What actions could we consider, to support the claimant?**
 - Briefly discuss options.

(Ask them to continue watching the video to the end.)



Show slide 23 – The work coach's action

Allow time for the learners to read through the slide.

Hold a discussion with the learners about what the work



coach has done and what could be done next. (Ensure the learners cover the points listed on the next page.)



- The work coach asked Michelle how she was, displaying skills like empathy
- She checked what help she needed
- She arranged a private room, she could have offered telephone appointments, where necessary
- They worked in small steps which helped to build rapport and Michelle's confidence
- The work coach may have used the district provision tool (DPT) and local knowledge to identify suitable provision
- She should have made a pinned note, recording Michelle's complex needs, so anyone working with Michelle would know what support she needed

Supporting victims of domestic abuse

Some situations can increase the risk of domestic abuse, for example, pregnancy.

Another recent situation that may have contributed to the risk is the pandemic.



If you are talking to someone who seems to be a victim of domestic abuse don't be afraid to ask if they need support.



How can you find third party support for victims of domestic abuse?



Use the information and links in the Domestic abuse guidance.

Use the District Provision tool.



Domestic abuse guidance gives you numerous advice lines that you can refer victims of domestic abuse to. Save this site so you can get to the list quickly in case you need it.



Show slide 24 – Signposting question

The slide is animated – select to display the answers.



Where can we signpost a claimant externally for help and support?



- the domestic abuse helpline for the country they live in (see facilitator note below)
- Men's Advice Line – offers help to male victims of domestic abuse
- Karma Nirvana is the specialist helpline for forced marriage and honour-based abuse.
- Galop is the LGBTQ+ runs the national LGBTQ+ Domestic Abuse helpline and webchat
- RESPECT - offers information and advice to people who are abusive towards their partners and want help to stop



You can find information on Universal Learning, the DPT and your site's complex needs plan.



There are different domestic abuse helplines in each country in the UK. Check the learners know the right one for their claimants.

England has the National Domestic Abuse Helpline. Wales has the Live Fear Free helpline. Scotland has Scotland's Domestic Abuse and Forced Marriage Helpline and Northern Ireland has the Domestic and Sexual Abuse helpline.

Change of address and domestic abuse

If a claimant completes a change of address to-do before they tell us about a change of circumstances where their joint claim ends, the ex-partner can see their new address.

For that reason, it's very important for claimants who need to hide their new address from their ex-partner to do it in the right order.



Show slide 25 – Change of address key message



When a claimant has left their relationship, ask them:
'Are you safe?'

If they need to record a change of address, they should first change to a single claim. Otherwise, their personal safety could be at risk.

Remember, if you speak to a claimant who is has left a relationship and is not safe, tell them to:

1. Make sure the joint claim has ended first
2. Then complete the rest of their changes, including their new address
3. Change their passwords and contact details

Changing contact details and passwords is particularly important if the claimant has left their phone at their old address.



If you are completing the change on their behalf you must follow the same steps.

The most dangerous time for a victim is when they decide to leave.

If the claimant feels they are not safe, signpost them to support organisations.

For face to face appointments work coaches can consider mixing up the days and time of appointments, so a pattern can't be established if the claimant was followed.

Staff Wellbeing



Show slide 26 – Available support question

This slide is animated. Ask the learners for a response, then show answer.



After supporting a claimant, the knowledge of the situation can still affect you. Who can you go to for support?



- Any manager
- A colleague
- DWP wellbeing partner
- Mental health champion

There are many ways to reflect on the impact of what has happened and provide a sense of closure. Talking it over with a line manager or colleague can help to process an event and reflect on how it has impacted you.

You may want to discuss:

- what happened
- why it happened
- how you felt
- what you learned from the experience
- any support you may need.

Talking it over may improve teamwork skills, improve outcomes, enhance learning opportunities, and stimulate self-reflection.

You can also talk to your peers to provide immediate support to each other.

Find a private place, if you're in the office, and ensure that you have time to reflect and discuss what happened.

Topic 05 Care Leavers

A care leaver is an adult, who spent time living in the care system, away from their family, when they were under 18.

This care could be with a foster family, in a children's home or supported housing service, or under another arrangement as agreed by their social worker. Young people usually leave care when they are 18 years old.

Care leavers may have a range of complex needs.



Show slide 27 – Engaging with Care Leavers video

The slide directs the learners to Universal Learning to find the link to the video. If learners have issues you may want to share the link, see below.



Direct the learners to watch the

[care leavers engagement video](#).

Video length 4 minutes 45 seconds.



Show slide 28 – Care Leavers question

This slide is animated. Allow learners to answer the question before selecting Enter to display the answer.

Let's now consider another example.



Show slide 29 – Jenna's story.

This slide is animated.

Allow the learners time to read the first point before selecting Enter to show the next point.



Show slide 30 – Care leavers guidance.

This slide poses 2 questions and directs learners to find the answers in guidance.



Allow 5 minutes

To answer the questions, the learners must access the Universal Learning guidance on care leavers.

[Care Leavers](#)

If the learners cannot find the answers, tell them to check the sections **Support for care leavers** and **Advanced claim preparation for a care leaver**.

(See expected answers on the next page.)



When can we consider an advanced claim for care leavers?

Expect learners to say we can consider an advanced claim up to 28 days before and including the care leaver's 18th birthday.

What can the claimant confirm at the pre-claim appointment?

Expect learners to say the claimant can confirm:

- identity
- bank account details
- they are a care leaver (for example, written confirmation from the local authority on headed paper or by email, official paperwork relating to the claimant being in care)

Each jobcentre has a care leaver single point of contact (SPOC). The local authority Leaving Care Team may contact them when a young person in care is approaching their 18th birthday and needs to make a Universal Credit claim.

The work coach can book the Initial Evidence Interview and Commitment Interview at the pre-claim appointment. That helps us to provide appointments on or as soon as possible after the claimant's 18th birthday.



What support could the work coach offer during a pre-claim meeting?



Support includes:

- Money guidance
- Alternative Payment Arrangements
- Advance payments
- access to the Work and Health Programme

Local authorities can provide 'Staying Put' arrangements for care leavers. They have a specific duty to support the young person who wants to continue living with their former foster carers after they reach 18.

In Scotland this is called 'Continuing Care' and in Wales 'When I'm Ready'.

Former foster children, who continue to live in the foster home after turning 18 under the Staying Put policy, can generally claim housing costs.

We treat care leavers in a staying put agreement as though they are renting from the Private Rental Sector if a commercial agreement exists. The occupation, liability and payment criteria must be met.



Work coaches only:

Explain there's an ALP available that gives instructions about taking an advanced claim for care leavers.

They can find it in the **ALPs** section of **Resources** in Universal Learning. There's also a supporting document: Care leaver (LA) information.

If you have time, consider demonstrating where to find the link.

Topic 06 Modern Slavery



Show slide 31 – Modern slavery



Show slide 32 – Modern slavery question

This slide is animated. Allow the learners to respond before selecting Enter to display answers.



What do you perceive modern slavery to be?



Modern slavery is a serious crime being committed across the UK in which victims are exploited for someone else's gain. It includes:

- forced or compulsory labour
- criminal exploitation
- domestic servitude
- sexual exploitation
- human trafficking
- other forms of exploitation – including forced begging, forced benefit fraud, and forced marriage



Not every person who is exploited through modern slavery has been trafficked.

Human trafficking does not have to involve persons from abroad or movement from across a border. A person can be a UK national and trafficked around the UK.

For example, recent modern slavery cases were vulnerable British citizens who had learning difficulties, exploited by people they thought were friends.

Signs of exploitation – activity



Show slide 33 – Example, Darrell 1 of 3

Allow time for learners to read the slide.



There is an accessible version of this scenario.

If any learners need it, direct them to Supporting Documents to read 'UC55 Part 2 Topic 6 scenario accessible version'.

Is there anything about the information this claimant



submitted that may lead you to consider he's at risk?



The claimant's email address and bank account details aren't in his name. Who is Chris Owain?

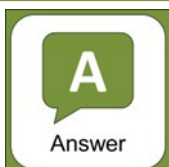


Show slide 34 – Example, Darrell 2 of 3

Allow time for learners to read the slide.



Is there any information here to help you build a picture of what is happening to the claimant?



Darrell is living in shared housing with Chris Owain, who is his landlord.

The claimant is working, but he's on a low wage.



The amount declared is under the National Minimum Wage for people aged 21, in 2019 when the example is set. (It was £7.70 an hour or 123.20 for 16 hours.)

Show slide 35 – Example, Darrell 3 of 3



Allow time for learners to read the slide.



Are there any other signs that may lead you to suspect this could be modern slavery?



Chris is Darrell's landlord and employer. He came with Darrell to the interview. Darrell had to ask Chris for his documents. Darrell had bruises on his arm.



Show slide 36 and 37 – Signs of exploitation

(Also see addition points below and the next page.)



- **Physical appearance** - They may also look malnourished or unkempt or appear withdrawn and cannot explain any injuries received.
- **Isolation** – Victims may also seem under the control or influence of others, or rarely interact. They have no control of their mail. They may also have little knowledge of English and live in multiple occupancy accommodation.

(Continues on the next page.)

- **Poor living conditions** – Victims may also live,



work and sleep at the same address.

- **Few or no personal effects** – Victims may always wear the same clothes. What clothes they do wear may not be suitable for their work.
- **Unusual travel times** – the victim may have transportation to and from work provided, but they may have to pay for that transport
- **Reluctant to seek help** – Do they appear under the control or influence of others, rarely interact, or appear unfamiliar with their neighbourhood or where they work?
- **Sexual exploitation** – they may be working in a domestic setting

Something to look out for when you speak to a claimant is inconsistent information. For example, do they appear vague about information they should know? Are they unfamiliar with their neighbourhood or where they work?

Are they inconsistent in the basic facts they provide? Do they ask someone else for answers or permission to speak?

Another sign we can look out for in records is when the claimant is employed for no or minimal wages. For example, when we discussed Darrell, his wages were below the minimum wage for his age.



Victims often don't recognise or realise they are victims, which can make it very difficult to identify them.

When communicating with a claimant you need to be as vigilant as possible to identify potential signs of modern slavery where they may not be obvious.

This can also be on phone such as someone in background telling the claimant what to say, or through journal, for example, a comment like 'Can't bring in passport as my landlord keeps it safe'.

Part of your role is to show compassion and care towards claimants. Asking certain questions will therefore help to identify if a claimant is a victim of modern slavery.

How to refer potential victims



Show slide 38 – Modern slavery guidance

Slide displays a question and the research activity below.



Refer the learners to the Universal Learning pages on modern slavery and human trafficking to find the answer to the question.

[Modern slavery and human trafficking](#)



- Gather relevant information
- Discuss your concerns with your manager straight away
- Send a referral and information to Serious and Organised Crime-Intel (SOC)

Don't be afraid to act on your instincts.

If you think it doesn't feel right, make the referral. You may not see as many signs as in the example of Darrell. It may be a bank account in a different name that the claimant can't easily explain. Perhaps journal messages are written in a different style to the way the claimant speaks.

Topic 07 MAPPA



Show slide 39 – Multi-agency public protection



Allow 15 minutes

Refer to the following e-learning for MAPPA.

[UC135GEN Multiple Agency Public Protection Arrangements](#)

Once learners have completed the e-learning ask learners if they have any questions.

Topic 08 Homelessness



Show slide 40 – Homelessness



Allow 15 minutes

Refer to the following e-learning for Homelessness.

[UC55GEN Homelessness e-Learning](#)

Once learners have completed the e-learning ask learners if they have any questions.

Topic 09 Advanced Customer Support



Show slide 41 – Advanced Customer Support

Consent and Disclosure



Show slide 42 – Consent and Disclosure: Universal Learning

This slide poses 4 questions and directs learners to read the guidance and find the answers.



Allow 10 minutes

Ask the learners to read the Consent and disclosure guidance, then answer the questions on the slide. They can find the guidance in the **Consent and disclosure** section of Complex Needs, or by using search.

Link [Consent and disclosure including when to share with third parties](#)

See expected answers below.



A claimant's friend contacts us asking for information about the claimant's payments. When would we be able to give them the information?

We can give the information when we have explicit consent from the claimant. To be lawful the claimant needs to tell us:

- they give consent for their personal information to be disclosed
- what information they want to be disclosed
- why the information is needed
- the relationship to the claimant, as the representative is a friend

The claimant's friend wants to know what bank account we are paying Universal Credit into. Can we disclose that?

No, bank details (sort code, account number, account holder name) can never be revealed to a representative.

An MP contacts us asking for information about the payments to one of their constituents. Can we give them that information?

Yes, we can answer the MP directly, without explicit consent from the claimant.



A social worker advises us someone is in hospital and asks if we hold a claim for them. Can we confirm we have a claim?

No. We cannot disclose whether there we are awarding Universal Credit.

We must make a note about what we've been told in claimant history and investigate the disclosed information.

There's Bitesize interactive learning available to help you refresh your memory when you're in the workplace.



Draw the learners' attention to where they can find the link to the Bitesize.

It is in the **Consent and Disclosure** section of Complex Needs.

Suggest the learners make a note to work through the Bitesize learning, when they are back in the workplace.

Advanced Customer Support

Whenever you have contact with a claimant, you should be alert to possible signs of harm and abuse. Everyone who accesses our services needs to be able to do so safely.



Show slide 43 – Advance Customer Support: Universal Learning

Slide directs learners to access the guidance, there's a link below.



Allow 5 minutes

Refer learners to the guidance.

[Protecting claimants at risk](#)



Show slide 44 – Reporting an Advanced Customer Support issue



Do we need consent from the claimant to report an Advanced Customer Support issue?



No.

If you feel a claimant is at risk, speak to your team leader, or relevant complex needs lead.

If they cannot resolve the issue, remember, they can refer the case to the Advanced Customer Support Senior Leaders



This is the end of the learning for all job roles, except work coaches who are new to the role.

If the learners are any other job role move to Summary.

If the learners are new work coaches, go to Topic 10.

Topic 10 – Success stories

Successes – illustrative examples for work coaches only



Show slide 45 – Success stories



Show slide 46 – Success stories, activity



Allow 20 minutes (10 minutes for the activity and 10 minutes for feedback).

This activity uses the Breakout groups.

Divide the learners into small groups then direct them to go to Supporting Documents and access: 'UC55 Part 2 Topic 10 activity sheet'.

Assign each group to consider one example each, from Debbie, Peter, Jane, or Annabelle.

Ask them to briefly read all examples (they are all good news stories), before concentrating on the example they're assigned. (Continues on the next page.)



Ask the learners to read their example before discussing it together and considering:

- what the work coaches did well?
- what other support do you think we could have provided to the claimants?
- is there anything you have read which you are going to take away and apply to your role?

After 10 minutes, instruct learners to return to the main call and in turn ask each group to feed back their observations.

Suggested answers

Things the work coach did well may include:

- Pat built up trust and understanding with Debbie
- Pat looked through the disability guidance and contacted the potential employers with Debbie
- Peter's support was tailored to support him with his literacy difficulties
- the work coach promoted to Jane how work can be good for her health and wellbeing

Continues on the next page.



- the work coach identified coping strategies Annabelle could use so she could go ahead with plans she makes

Other support could include:

- signposting to relevant provisions using the DPT
- case conferencing with your colleagues
- contacting the claimant's work coach or case manager depending on your role to keep them informed and deliver one service

These lists are not exhaustive.

Summary



Show slide 47 – Summary

Please allow the learners time to read through the slide.