



UCFS25 GEN Sanctions and FTA Part 6 – Explaining Sanction Decisions

Facilitator Led Brief
v15.0

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Delivering the Skills Practice



This skills practice completes the sanctions learning and allows learners to practice answering enquiries.

The learners should deal with the enquiry from the ‘claimant’ they have interviewed in Part 2, as they will have the completed Refer to Decision Maker agent led process (ALP) to refer to.

For example, if learner X was the work coach/case manager, who interviewed ‘Terry’ and completed the Refer to Decision Maker (Leaving Voluntarily/ Misconduct/Loss of Pay) ALP they should answer his enquiry.

There are 4 examples, so if you have a group of 4 learners working together they can all practice their skills.

In all cases the learners should explain that the decision maker has made the decision to sanction the claimant.

Module Aim and Objectives



Slide Deck 2

Show Slide 26 – Module Aim and Objectives



Allow time for learners to read the slide.

Now we have reviewed the reasons sanctions are imposed.
We practiced referring cases to the decision maker.

We discussed how long sanctions last.

We have also practiced taking the action to end open ended periods for low level sanctions.

Next we will consider explaining sanction decisions.



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

When a decision is made the decision maker records the sanction on the service, on the Sanctions and Fraud Penalties link we have viewed.

They also upload a decision notification letter for the claimant to access.

The letter explains the decision and also advises the claimant about their rights if they disagree.



Show Slide 27 – Sanction Decision Letter (1/2)

Here's an example of what a decision notification says about the claimant's rights.



Allow time for the learners to read the information.

Explain that before providing a written explanation we can provide a basic verbal explanation.



Show Slide 28 – Sanction Decision Letter (2/2)

The decision notification also explains what the claimant can do if they need money for essential items.



Allow time for the learners to read the slide.

They will find out more about recoverable hardship payments later.

Preparing for the explanation

In most instances a claimant asks for an explanation because they do not understand the notification letter.



When a claimant asks for an explanation, what can you do before responding?



Expect learners to say they will:

- **familiarise themselves with details of the case**
- **look at all the evidence by checking the notifications and any other supporting evidence**
- **check they fully understand why the decision was made in the first place.**
- **check the decision is reasoned and justifiable**
- **try to anticipate the points the claimant may disagree with or find difficult to understand**



Where will you find information to help you explain the decision?



Expect learners to say that they would find information on the service.

They would need to check the decision notification uploaded to the claimant's account.

They should check the Sanctions and Fraud Penalties link on the Agent dashboard, where the sanction type and period will be recorded.



Refer the learners to the flipcharts they completed during the communications exercise in Part 1.

Discuss whether there are more useful phrases to add.



Ask the learners to note any useful phrases, to support them during the next exercise.

Ask them to think about what they could say if the claimant is not satisfied with a basic explanation, or asks about their right to receive a mandatory reconsideration or appeal.

You may need to re-show slide 27 to support the discussion.



Expect the learners to note more phrases, for example:

- **We can issue a more detailed written explanation.**
- **If you think of something that you believe the decision maker should know tell me. I can record it and send it to them for reconsideration.**
- **When the decision maker has looked at what you have told me, they will upload a letter telling you what they have decided and why.**
- **We call this letter a ‘Mandatory Reconsideration Notice’.**
- **If you disagree with the Mandatory Reconsideration Notice you can appeal to a Tribunal.**
- **You must wait for the Mandatory Reconsideration Notice before you start an appeal.**

Recording the explanation

Because providing an explanation is the first step in the dispute process, we should record that an explanation was given.



Ask the learners to access their claimant Griselda on the build.

They should visit the Agent Dashboard and the link: Create an agent to do.

Use the drop down to generate the To-do: Refer to decision maker (Mandatory reconsideration).

Allow 5 minutes for the learners to read through each section.

You must always record an explanation. If the claimant is satisfied select 'Done' to clear the to-do and record that an explanation was given.

The claimant has a month from the date of the notification to ask for a mandatory reconsideration.

Skills practice

Next you will demonstrate your skills as a work coach/case manager by providing an explanation. You also need to record on the service that you have given an explanation.



Ask the learners to work together in groups of 3 or 4 for the skills practice, as before.

Ask the learners to decide who will be the:

- work coach/case manager
- claimant
- observer

Ask the learner who is the work coach/case manager to tell you which claimant they used during the first exercise when they completed the Refer to Decision Maker to-do/ALP.

If it was:

Terry – ask them to access UCFS25 Illus Example 08a

Griselda – ask them to access UCFS25 Illus Example 09a

William – ask them to access UCFS25 Illus Example 10a

Algernon – ask them to access UCFS25 Illus Example 11a

Issue the relevant UCFS25 Illus Example (part b) to the learner who will act as the ‘claimant’. They should not show it to the person who will provide the explanation.

For the purpose of the exercise, please assume that the decision maker has made a decision based on the evidence you provided. They have sanctioned the award.

In all cases, it is the first sanction at that level.



Advise the observers that they should make notes about what the work coach/case manager did well.

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



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

You may want to discuss how to progress with the person who is observing your interview.



Remind the learners that they may wish to use phrases recorded on flipchart from the communications exercise completed earlier.



Check for understanding and go around each group to check the 'claimant' is receiving an effective explanation.

During feedback, ensure that the observer is feeding back positive comments.



The 'work coach/case manager' should generate the Refer to Decision Maker (Mandatory Reconsideration) ALP and complete it during the interview, as it needs to be read back to the 'claimant'.



Remember, the exercise is designed to build confidence in gathering evidence and completing the ALP, negative comments 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 explanations or techniques were observed discuss those.



Once the first learner has demonstrated their skills ask for the next learner to volunteer. Direct them to access the relevant UCFS25 Illus Example, as page 9.

Check who will be supporting them as the 'claimant' and issue the corresponding UCFS25 Illus Example (part b), as above.



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

In these examples you have been explaining sanction decisions.

Whenever you explain a decision you need to record that an explanation was given. The decision may be simple or one made by a decision maker.

For example, a claimant may ring to ask why payments have been reduced and you find that it is because they have capital over £6,000 and a tariff income applies.



Refer the learners to:

Social Media > Operational Instructions > Universal Credit Full Service > Universal Learning > Sanctions > Sanctions at a Glance.

At a glance - Sanctions

Allow the learners time to go through as a final recap.



Check whether there are any questions or issues before finishing the learning about sanctions.

Module Summary



Show Slide 29 – Module Summary