



Skills Funding
Agency



Education
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SPECIFICATION

18-21 Work Skills Pilot: testing online and blended English and maths for benefits claimants

May 2014

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18-21 Work Skills Pilot: testing online and blended English and maths for benefits claimants–procurement specification

1. Background

The Chief Executive of Skills Funding (hereafter called the Agency) is a statutory post and corporation solely established by the Apprenticeship Skills Children and Learning Act 2009. The Agency is responsible for securing adult Further Education and skills training in England to ensure that people and businesses can access the skills training they need to succeed in playing their part in society and in growing England's economy.

The Autumn Statement (December 2013) confirmed a pilot for 18-21 year olds (who do not have level 2 maths and/or English) to test how young people on Jobseekers allowance (JSA) can improve their employment and skills outcomes by increasing their English and/or maths skills through a digital, flexible and supportive learning approach. The online approach is intended to engage and inspire young people, including those with learning difficulties and/or disabilities, to learn and acquire skills and qualifications where perhaps more traditional classroom based learning may have failed them in their previous education

We estimate around 25,000, young people including learners with learning difficulties and/or disabilities, across five geographical areas, will be identified as being in scope for the pilot and could be mandated to a provider assessment. Of these we expect 10,000 learners to be mandated to English and maths online learning and, as a control group¹, 5,000 learners to 'business as usual' support made available to young people by Jobcentre Plus. The geographical areas based on Jobcentre Plus districts are Kent, Mercia, Somerset, Devon and Cornwall.

This is a joint pilot sponsored by the Department for Work and Pensions (DWP) and the Department for Business Innovation and Skills (BIS). The Agency will procure and manage the English and maths learning including on behalf of the Education Funding Agency for 18 year olds.

Purpose

The purpose of the pilot is to test:

- the impact on employment outcomes and skills development of systematically mandating new JSA 18-21 year old young people (who have below level 2 in English and/or maths) to undertake English and maths GCSE or Functional Skills. The necessary learning will be delivered through either a 'blended' or 'pure' online offer only (see definitions below)
- new online delivery approaches and their cost efficiency with a view to informing future delivery approaches and funding mechanisms should the

¹ To note the control group is not part of the tender process – please see section on Exclusions.

pilot be rolled out nationally.

The pilot will be a Randomised Controlled Trial (RCT) and as such will use a range of data including monitoring data from Jobcentre Plus and the training providers and qualitative data (including interviews with providers, Jobcentre Plus advisers and the young people) to understand how the pilot has operated in practice and the patterns found in the quantitative data.

An essential element of the RCT will be the random allocation of the young people who meet the eligibility criteria to the online learning or an alternative offer.

2. Service Requirements

For the purposes of this pilot the Agency is seeking to procure, for young people (aged 18-21) including those with learning difficulties and/or disabilities who cannot evidence they have English and/or Maths qualifications up to level 2 the following service:

- assessment of young people's capabilities
- 'blended' and 'pure' online learning to support the achievement of GCSE and Functional Skills learning (at all levels) for up to 10,000 young people.

Definitions

Providers are required to submit their tender proposals to deliver learning models based on the following definitions:

'Blended' online - for the purposes of this pilot the 'blended' online learning will be defined as *'pre-dominantly online but a combination of online learning with face-to-face support from a tutor'*.

Young people mandated to this learning will attend regular sessions at a pre-approved provider where tutors will be available to either carry out some of the learning in person or provide support and advice if a learner is finding some elements challenging.

Young people in the blended learning group must undertake some of the learning by themselves, directly accessing (online) the course materials and resources at a time and from locations that best suit them. The key element that will differentiate this offer from the 'pure' online offer below will be the physical presence of a tutor for support when required

'Pure' Online - for the purposes of this pilot the 'pure' online learning will be defined as *'100% online learning with virtual support only from a tutor'*.

Young people mandated to this learning must be able to access course materials at a time and from locations that best suit them for 100% of their time in learning. They must have access to only virtual support from a tutor, be that via e-mail, Skype, telephone, text message, social networking and other digital support

mechanisms. The Agency will also welcome digital peer support proposals.

Where learners are unable to access learning content at home providers will be required to provide online facilities and rooms for young people where they can work without assistance. This means providing facilities that do not go beyond providing usual IT helpline support. The learner should access tutor support as set out above. This will maintain the integrity of the pilot. The key elements that will differentiate this offer from the 'blended' on line offer above will be 100% nature of the online learning and no physical presence and support of a tutor.

Contracting

It is intended that the contract will cover the period 1 September 2014 to 31 March 2016. However as the pilot is conditional upon Regulations being laid before Parliament it is possible that the start of contract will be later and in the unlikely event that the necessary legislation is not passed then the Agency will not enter into any contracts.

The randomised allocation to mandated online learning will start on 1 December 2014 and stop on 31 August 2015. Providers should use the period between September and December to develop course content, put the necessary IT infrastructure in place and initial RCT planning.

Learners must complete their learning by 29 February 2016.

Only activity and outputs achieved within the contract period will be funded, and all outputs (including the provision of accurate and complete monitoring data to the research contractor) must be achieved by 31 March 2016.

The Agency reserves the right to extend the contract up to 31 December 2016

The Agency is seeking to award one contract in each of the geographical areas of Kent, Mercia, Somerset, Devon and Cornwall. However, the Agency reserves the right to award more than one contract per area. We would encourage providers to develop consortia with other providers, vocational experts and learning technology developers to maximise the potential for innovation, new ideas and geographical coverage.

We suggest that providers contact their Regional Support Centres for impartial advice on online learning and preparation and development of their proposal and consortia. Please contact Paul McKean at pm@rsc-northwest.ac.uk who is the national nominated RSC lead for this pilot.

Consortia will have to be led by Agency funded providers and tenders will only be accepted from Agency providers that are pre-qualified on the Agency Register.

Learner Eligibility

Within pilot areas only, young people (on JSA) referred by Jobcentre Plus aged 18-21 who are assessed as follows can be mandated to either the 'pure' or 'blended' online learning as part of this pilot:

- having no qualifications or some qualifications below L2 in English and/or maths
- having the necessary ICT skills to complete their learning through either a 'blended' or 'pure' approach
- having either no learning support needs or learning support needs that can be accommodated as part of the blended or pure online options. By learning support needs we mean providing support activity that helps remove barriers to learning.

Young people who have been referred to a Traineeship or who need ESOL learning will not be eligible for this pilot.

'18 to 21 year old' means the learner must be 18 to 21 years old, but not 22, when they are mandated to a provider assessment.

Providers are expected to maximise digitally based opportunities for learners with learning difficulties and/or disabilities with a view to helping remove any barriers that may have existed in more conventional classroom delivery settings.

Learner Assessment

Jobcentre Plus, as part of the new Jobseeker Interview, screen young people to identify those aged 18 to 21 without English and/or maths level 2 qualifications. They will do this by requesting to see proof of the young person's English and maths qualifications. For those young people with no evidence of English and/or maths certificates at level 2 they will be mandated to a provider assessment. We estimate up to c25, 000 young people are in scope to be mandated to a provider assessment.

As part of this pilot, providers will be required to process and share personal data with Jobcentre Plus in accordance with their existing requirements.

Providers will need to put in place suitable arrangements to receive young people mandated for assessment by Jobcentre Plus by undertaking for each young person, the following assessments:

1. Initial English and maths assessment to confirm the level at which the young person is currently operating
2. ICT skills assessment to confirm that the learner has sufficient ICT skills to undertake either the 'blended' and/or 'pure' online learning
3. Learning support assessment to identify any support needs which might prevent learners with learning difficulties and/or disabilities undertaking either 'blended' and/or 'pure' online learning. Providers should consider software technology to aid access.

A standard template must be completed by the provider which records:

- the level at which the individual is operating with regard to English and maths
- confirmation the learner can undertake the blended and pure online learning models ie confirming (yes/no) that the learner has the necessary

ICT skills and (yes/no) learning support requirements can be met.

This will be forwarded to the Jobcentre Plus adviser who will use this information to randomly allocate the young person to either:

- 'blended' English and/or maths online learning with the provider
- 'pure online' English and/or maths learning with the provider
- a control group who will be offered the 'business as usual' support made available to young people by Jobcentre Plus, i.e. a mix of Youth Contract, Get Britain Working measures, work experience, traineeships or other locally sourced provision.

We expect 5,000 young people to be randomly allocated to each of the following groups:

- 'blended' online learning
- 'pure' online learning
- control group (see 'Exclusions section').

Where a young person has neither English nor maths at level 2 they must be assessed for both and (subject to random assignment) may potentially be required to undertake learning for both. For the RCT these young people will be counted as one learner. For funding purposes providers will earn funding for each learning aim.

Learning Offer

Providers will be required to deliver a learning programme for **part time** 'blended' and 'pure' online learning leading to GCSE and Functional Skills qualifications only learning for a maximum of 16 hours per week (12 hours for 18 year old learners²).

The learner's learning agreement must set out the intended learning and any support activity including making clear the maximum 16 hours per week (12 for 18 year old learners). This is to ensure the learning is undertaken within the context of the benefit system. It is noted that this learning will comprise only part of the 35 hours per week activity that claimants will be expected to undertake whilst claiming Jobseeker's Allowance. The remaining time will be spent in jobsearch activity agreed with their Jobcentre Plus adviser.

The maximum period of learning for each young person will be six months measured cumulatively from day one of their learning.

All learners must be enrolled on a qualification that is one level above that at which they have been assessed.

² To note discussions are underway consider increasing 12 hours to 16 hours for 18 year olds. Should legislation change during the pilot period providers would be expected to accommodate this change

The provision offered as part of this pilot must be flexible roll on/off type provision. Recent data indicates that on average, 35% of JSA young people aged 18-24 flow off benefit within the first month of their claim, 68% within 3 months and 85% within 6 months. However off-flow rates may differ in this pilot and that is one comparison that will be made as part of the evaluation.

Young people often stop their claim after finding work but then re-claim, for example, because the work was temporary. This means some learners may be re-allocated to the learning when they re-claim. In these circumstances it is expected that the young person will re-enter the pilot with the same provider and resume their learning from the point at which they left. Where a learner does not return to the pilot but wishes to continue their learning in their own time, providers will be expected to support that learner and will be able to claim the funding agreed for the pilot.

Online learning content

Providers are encouraged to propose innovative and progressive learning solutions that will interest and inspire the young people in this pilot, including those with learning difficulties and/or disabilities. However the online learning content for both online learning types proposed must:

- be available 24 hours per day, 7 days per week and in a format that is accessible via desktop computers, laptops, tablets and mobile devices and applications. This will ensure that young people including those with learning difficulties and/or disabilities can access the learning content at a time and place that fits in with their job search and home circumstances.
- contain personalised learning pathways to encourage learner achievement and retention, this may include games, puzzles and other enhancements that will engage learners who have not previously achieved through conventional classroom learning
- contain an employment context e.g. preparation of a CV, application form completion to assist with their jobsearch activity
- be designed with a view to sustainability in order to maximise the continuation of technology and learning activities beyond the life of the original pilot.
- include monitoring and data collection including ongoing assessments both to simplify data collection and to ensure that the collection process is as seamless as possible with the learning delivery.

Providers can submit tenders for existing online or digital provision, to adapt existing content or they can develop new resources all taking account of the criteria above. These must be available when learners are first mandated to a provider assessment from December 2014.

Learner and Learning Support

Jobcentre Plus will fund necessary travel and childcare costs.

Providers will be expected to assess and provide support for young people with learners with learning difficulties and/or disabilities in line with the Agency's *Funding Rules 2014 to 2015* and feedback the outcome to Jobcentre Plus as part of the mandated assessment.

Learner validation/access and participation

Given young people mandated to this learning risk having sanctions imposed if they fail to start, participate or complete the learning, providers must put in place effective measures to validate the learners, enable access and assess participation. These should incorporate at least the following:

- a) **ID assurance** – to be confident that the person mandated to the learning is actually the person participating in the online elements of the course.
- b) **Accessibility** – ensuring young people in either the 'blended' or 'pure' online groups are able to access the IT equipment needed to do the learning, and have access to the internet.
- c) **Evidence of participation** – ensuring providers are able to track learners' participation on the online courses and in cases where this is not the case to provide Jobcentre Plus advisers with sufficient proof of non-engagement to justify the application of benefit sanctions

Providers must complete ILR data for the pilot in the normal way. Specific codes will be advised for recording individuals in this cohort of learners at contract award. Providers must submit proposals to satisfy these requirements in their tender.

Learner 'attendance'

Providers must make clear in the learning agreement the learner's online learning programme in line with the Agency's Funding Rules and requirements.

For complete clarity providers shall reinforce the message from Jobcentre Plus advisers to young people at the beginning of their learning that they have been mandated to this English and maths provision and failure to engage may attract sanctions to their benefits. This means young people mandated as part of this pilot who refuse or fail to attend, participate or complete training may face benefit sanctions for failure to take part in any scheme³. Where a young person fails to attend, participate or complete provision, providers must notify Jobcentre Plus immediately using locally agreed communication routes.

Providers must notify claimants in writing of any changes to the delivery of training provision (e.g. delivery site, start/end time, content, etc) that may impact on their continued participation in the scheme. Any decision to

³ As set out under The Jobseekers Allowance (Schemes for Assisting Persons to Obtain Employment) Regulations 2013. Sanctions may be for 4 or 13 weeks, dependent on whether there have been any previous similar sanctions in place

discontinue training as a result of these changes must be discussed and agreed between the learner and their Jobcentre Plus adviser.

Young people should be encouraged and supported to continue their learning in their own time if they leave the pilot for the following reasons:

- they find part-time or low paid work and are still claiming benefits. They will need to discuss this with their Jobcentre Plus adviser
- they complete their learning but are not able to sit their GCSE examination within the six months learning period

If any young person cannot engage with the learning (whatever the reason) they will still be part of the evaluation: their details will still be included in the evaluation dataset and their numbers will be monitored by the research contractors with the providers' assistance

If a young person completes their learning relatively quickly, for example, achieving their level 2 in English and/or maths and they remain out of work and still have skills needs that prevent them finding a job, Jobcentre Plus advisers will refer them to other training that is available to unemployed people, outside of this pilot.

Providers will continue to earn funding for learners who secure employment but wish to continue their blended or pure online English and maths learning.

In instances where learners in either learning group genuinely struggle to keep up with the learning or face significant barriers to accessing the online elements of the learning then providers will be required to advise the young person's Jobcentre Plus adviser. The claimant may be de-selected from the pilot and any such young people may be signposted to another form of training that is better suited to them.

It is recognised that not all jobseekers will successfully achieve the qualification, even with full participation. As long as they have made an effort to participate fully in the training and use the support available, they will be considered to have completed the learning. As a consequence, they would not risk losing their benefits just because they did not achieve a qualification.

Assessments and examinations

With only one GCSE assessment window each year, some learners enrolled on these qualifications may not be able to sit their exams within the first six months of their claim, which is the maximum period for the pilot. Given the online elements of this learning, learners should be encouraged and supported to continue revising and reviewing their skills in the run-up to that assessment or exam.

Providers shall include in their pilot costings any examination or accreditation fees that may be applicable.

Provision delivered as part of these pilots will not be included in the Agency's

measures of success rates.

Exclusions

ESOL learning is not part of the pilot. Young people who require ESOL learning first will not be eligible to participate: any young person identified as needing ESOL training through the initial assessment will need to be identified as ineligible for the pilot for this reason in the information provided to Jobcentre Plus.

Learners will not be eligible to undertake other learning once they are confirmed as being in the pilot ie upon random allocation to the English and maths intervention. Young people must continue their job search activity and also attend interviews alongside their English and maths learning. It is important that they devote sufficient time to their English and/or maths learning to test the impact of this learning on skills and employment outcomes. It is also important that any skills and employment outcomes reflect the GCSE or Functional Skills English and/or maths learning received through the pilot. Our ability to determine the impact of this training will be compromised if they are allowed to undertake other training.

Young people in the pilot areas who are not part of this pilot (for example if they are claiming a different benefit) will be able to access any training that they could usually access (i.e. not that provided specifically for this trial).

Young people who are allocated to the control group will also be able to access the 'usual' support made available to young people by Jobcentre Plus, i.e. not that specifically being delivered for this pilot. This learning will comprise only part of the 35 hours per week activity that claimants will be expected to undertake whilst claiming Jobseeker's Allowance. The remaining time will be spent in jobsearch activity agreed with their Jobcentre adviser. The random mandation to the control group will be undertaken in line with local mandation arrangements.

Whilst the assessment of these young people is included in the pilot, the provision and funding of the control group is not included in this specification. This will be funded from other sources.

3. Geography / area of delivery

This specification and the requirements within it, relate to the lots detailed below. **Applicants are required to be able to deliver across the whole of each geographic area**, however, the Agency reserve the right to award more than one contract per lot. Providers can tender for more than one geographical area.

See Annex A for detailed list of participating Jobcentre Plus offices.

Lot number	area
1	Kent
2	Mercia
3	Devon
4	Cornwall
5	Somerset

NB. Mercia covers the following areas

Tamworth, North Warwickshire, Nuneaton and Bedworth, Coventry, Warwick, Stratford-on-Avon, Bromsgrove, Redditch, Wyre Forest, Wychavon, Worcester, Malvern Hills and County of Herefordshire.

4. Funding and payments

An objective of the pilot is to test and agree the cost efficiency and funding arrangements of new online delivery models to inform future funding arrangements should this be rolled out nationally. As such, the Agency is seeking to gather a wide range of data and information so it can fully understand the underpinning costs associated with the proposed online delivery models.

We expect:

- **the ‘blended’ and ‘pure’ online delivery models defined here would attract less funding than the current conventional classroom funding rate of £724 (excluding development costs and learning support)**
- **the costs of a ‘pure’ online model will be less than a ‘blended’ model.**

Funding Rate

We intend to fund the learners on the basis of costs as determined and submitted by the provider. To evidence this, providers will need to submit a range of key data which the Agency will review as part of the value for money assessment. The information should be based on the estimates included in **Table 1 ‘Estimated learner volumes and estimated referrals (per month, per area) from Jobcentre Plus’** in the attached spreadsheets. In summary this table sets out:

- the estimated flow of the 25,000 young people, by geographical area, who could be mandated to a provider assessment
- the estimated learner volumes by geographical area based on 10,000 learners, 5,000 in each of the ‘blended’ and ‘pure’ online groups. Noting the control group is not part of the provision – see ‘Exclusions’ section.

We recognise that in order to generate these volumes (by which we mean a young person has been randomly allocated to, and participated in, some ‘blended’ or ‘pure’ online learning activity), we may require more than 10,000 ‘starts’ (by ‘start’ we mean a young person, having been randomly allocated by Jobcentre Plus, who has *enrolled* on either ‘blended’ or pure’ online learning having completed their initial and diagnostic assessment and any registration activity).

Providers must complete the funding tables in the attached spreadsheets:

- **Table 2 ‘Average cost per learner of initial assessments you may need to undertake’** setting out the average costs for the initial assessments undertaken ie including those learners who are eventually

referred to the control group and therefore do not start learning with you

Table 3 *Planned Start, In-learning and Achievement Cost and Volume Assumptions* setting out the costs and volume assumptions that underpin the 'start' and 'in-learning' costs for both 'blended' and 'pure' online groups. This should include: for 'starts' diagnostic assessments, any online registration costs and examination costs and for 'in-learning', the delivery costs. Providers should ensure that any overhead/running costs that might affect the costs are included. In addition providers need to include achievement costs and volumes.

- **Table 4 *Proposed Development Costs*** setting out the detail of the key digital infrastructure costs and curriculum development/training costs. You should make clear if you are submitting costs for adapted learning content or new content which you need to develop.
- **Table 5 *Average monthly in-learning and Learning Support Costs Per Learner*** setting out for each model, the average monthly 'start' costs and 'in learning' costs and learning support costs
- **Table 6 *Likely Patterns of Delivery*** setting out, on a monthly basis the likely learner assessments, in-learning, leavers and achievements
- **Table 7 *Projected Total Overall Cost for each geographical area*** setting out your proposed overall costs which we may use as the basis for a total contract value.

Earnings Method

In recognition of the nature of this cohort our standard earnings method will not apply. As such the earnings method will be devised reflecting the assumptions and costs outlined in your submission and standard Agency principles such as 'funding following the learner' will apply. This alternative approach will however include:

- a rate for the assessment of each young person mandated for provider assessment including those later allocated to the control group
- in-learning unit rate for learners on both the 'pure' and 'blended' online learning noting we may or may not include development costs within this rate as we may pay this separately
- £50 payment for achievement of a qualification.

Value for Money

The Agency will look to secure best value for money noting the expectation that the cost for each model should be less than the current conventional classroom funding rate and that we expect the pure online model to be more cost effective than the blended online model.

The RCT evaluation will include the overall cost-effectiveness of the online

delivery models. This means that the costs information submitted in the tenders will be used by the evaluation team (along with data from DWP/Jobcentre Plus) to establish the costs of each form of delivery. This information will be shared in strict confidence with the research contractor, and held securely. It will be aggregated for reporting purposes and no commercially sensitive information would be included in published outputs.

5. Performance Management

The Agency will undertake regular monitoring of the contracts let through this specification and will intervene to address issues of under performance.

The provision set out in this specification will not be subject to the Agency's Adult Skills Budget Performance Management arrangements.

6. Randomised Controlled Trial (RCT)

Random allocation is widely accepted as the best evaluation design as it reduces biases which might influence outcomes. It is also the fairest way of allocating people to receive different interventions when we do not know how effective they are likely to be for different individuals. Each person who is eligible for the pilot has the same chance as every other potential participant of being allocated to each of the three groups ('pure' online, 'blended' online, or 'control').

The provider will be required to assess the claimants referred by JobcentrePlus to help determine their eligibility to participate in the pilot, complete and return a standard template to Jobcentre Plus and then deliver the learning as determined by the random allocation process (either 'blended' or 'pure' online training). They will not have discretion over which of these two types of training is delivered to individual claimants. However, if an individual is clearly struggling to undertake the training, as a last resort they can be referred back to Jobcentre Plus for de-selection from the pilot. This would mean that they do not have to continue the training and Jobcentre Plus would give them other support instead. The skills and employment outcomes for these young people will still be measured for the pilot evaluation. Their numbers will also be monitored to ensure that this route is properly used and the extent of its use does not render the trial invalid.

The evaluation will be managed by a research company to be contracted separately. Providers will have to work closely with the research contractor by:

- agreeing data recording and reporting arrangements before the mandation referrals start
- providing monitoring data throughout the pilot (including personal data), both directly to the research team and indirectly through returns to Jobcentre Plus and the Agency
- feeding back on any problems experienced as quickly as possible, particularly during the first three months and to make recommendations on how such problems could be resolved
- participating in research interviews exploring provider views and

experiences.

Secure arrangements for transmitting personal data will be agreed in advance and all trial data will be held securely by the research contractor, in accordance with data protection requirements. Interviewees' opinions will be collated for the purpose of the analysis and no individuals will be identified in the subsequent research reports. It is expected that the research findings will be published and providers will have the opportunity to comment on the research reports prior to their publication.

During the first three months of the RCT (ie from December 2014 to February 2015) the evaluation team will check that the trial is working as anticipated (for example that information flows are working properly and that we have the volume of claimants that we expected). We will use this period to decide if any changes need to be made (for example in the proportion of claimants assigned to each group – currently anticipated at one third to each). Significant changes to the design of the learning or pilot processes will have to be agreed with the pilot project steering group (which includes the Agency, DWP and BIS representatives). This is because any changes could affect the results, and it will not be possible to determine whether the original approach or changed approach was more effective. If no changes are made in the first three months, all claimants from day 1 at the start of the pilot will be included. If changes are made, which could affect the outcomes, we will only count those participants included after those changes in the results. This means that changes to the pilot design after it starts could affect the duration of the pilot.

7. Provider Information Sessions

The Agency will be holding provider information sessions in week commencing 9 June 2014 to expand on the information in the tender and give potential applicants the opportunity to ask questions and obtain further information on this pilot.

Annex A

List of Jobcentre Plus offices participating in pilot

Kent

Ashford JCP
Bluewater JCP
Canterbury JCP
Chatham JCP
Dartford JCP
Dover JCP
Folkestone JCP
Gravesend JCP
Herne Bay JCP
Maidstone JCP
Margate JCP
Ramsgate JCP
Sheerness JCP
Sittingbourne JCP
Tonbridge JCP
Tunbridge Wells JCP
Whitstable JC

Devon

Tiverton JCP
Torquay JCP
Totnes JCP
Newton Abbot JCP
Old Tree Court Plymouth JCP
Honiton JCP
Devonport JCP
Exeter JCP
Brixham JCP
Barnstaple JCP
Bideford JCP

Cornwall

Bodmin JCP
Bude JCP
Helston JCP
Launceston JCP
Liskeard JCP
Newquay JCP
Penryn JCP
Penzance JCP
Redruth JCP
St Austell JCP
Truro JCP
Yeovil JCP

Somerset

Bridgwater JCP
Frome JCP
Minehead JCP
Taunton JCP
Wells JCP

Mercia

Atherstone JC
Bedworth JC
Bromsgrove JCP
Cofa Court Coventry JCP
Evesham JCP
Hereford JCP
Kidderminster JCP
Leamington Spa JC
Leominster JCP
Malvern JCP
Nuneaton JC
Park House JC
Redditch JCP
Ross-on-Wye JCP
Stratford-upon-Avon JC
Tile Hill Coventry JC
Worcester JCP