Department for Work & Pensions: Areas of Research Interest

Workshop, University House
16 January 2019

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Relations between Research, Policy and Practice

- Policy Oriented Research
- Research/Evidence Based Policy
- Practice Oriented Research
- Practice/Evidence Based Research

Policy Based Practice

Practice Based Policy

Media

Public
‘Science alone is not enough’
to ensure the utilisation of evidence

Complex interplay between:

‘Evidence’ is only one (often contested) element in this complex mix (Nutley et al., 2007)
The Nurse Report – Key Recommendations

Higher Education and Research Act 2017

Established **UK Research & Innovation (UKRI)** as single ‘arm’s length’ body (including Research Councils).

- With single Accounting Officer – Sir Mark Walport
- With a combined budget of more than £6 billion
- Funded through the Science Budget by BEIS.
- Promote cross-cutting activity across Councils.
Key Recommendations for Government

Government Departments to provide:

• a more strategic approach to departmental research & development programmes;
• a more sophisticated dialogue with academia;
• documents that set out the most important research questions facing each department.

Government departments (some but not yet all) have published their identified Areas of Research Interest (ARI) with which they will seek to engage with academic researchers.

• To help foster the ‘better alignment of scientific and research evidence from academia with policy development and decision-making as well as better access for departments to a wider range of suppliers and more coherent engagement with researchers’.
ARIs Published thus far

These documents are all available at: https://www.gov.uk/government/collections/areas-of-research-interest

- Health and Social Care;
- Housing, Communities & Local Government (HCLG);
- Digital, Culture, Media & Sport (DCMS);
- Work and Pensions (DWP);
- International Trade;
- Defence;
- Cabinet Office;
- Business, Energy & Industrial Strategy (BEIS);
- Foreign and Commonwealth Office (FCO);
- Transport;
- Environment, Food and Rural Affairs (DEFRA);
- Justice (MoJ);
- Education;
- Health and Safety Executive (HSE); and
- Food Standard Agency.
A systematic review in the field of healthcare concluded:

‘The most frequently reported barriers to evidence uptake were poor access to good quality relevant research, and lack of timely research output. The most frequently reported facilitators were collaboration between researchers and policymakers, and improved relationships and skills.’

Funding Opportunities for Engagement

1. Impact Acceleration Account

Three funding streams have been in operation since 2015:
• **Responsive Mode Impact Fund** (<£15k)
• **Knowledge Exchange Fellowships** (<£10k) – incoming and outgoing fellowships
• **PGR Placement Scheme** - funding PGRs to work on research projects with external partners. PGR’s time commitment of 130 hours (**£1,950 bursary**) (plus additional travel costs).

2. Collaborative PhD Studentships:
• Via the White Rose Doctoral Training Partnership
• ESRC funding for a collaborative project
Impact Acceleration Account: The Future

The LSSI has recently been successful in securing ESRC funding £1.3 million to deliver a 4 year IAA from April 2019 – 2023.

The IAA will continue to fund the existing funding streams:
- Responsive Mode Impact Fund
- Knowledge Exchange Fellowships
- PGR Research Placement Scheme

The new ESRC funding will enable us to deliver additional strands of activity and promote new relationships, including:
- Rapid Action Fund
- Public Engagement Fund
- Social Science Internships
- Public Policy Engagement
- International Partnerships
Policy Engagement @ Leeds

- DWP Seminar Series (2018/19)
- LSSI Engaging Policy Workshop – 16th May 2019, Woodhouse Suites, University House.
- Building strategic relations with national policy communities via the LSSI Advisory Board
- Universities Policy Engagement Network (UPEN) – Membership
- International policy communities
Further information about LSSI:  
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Areas of Research Interest
Areas of Research Interest

What is it?
The Department of Work and Pension’s (DWP) Areas of Research Interest (ARI) is a document which summarises the most important research questions facing the DWP, to raise awareness and improve understanding of these questions with the external research community.

The ambition is to increase collaboration between the Government and external research communities.

This will enhance DWP’s capability to answer important questions by:

a. Drawing on a wider range of expertise and evidence;
b. Exploiting new research methods, which can help provide more complete answers to particular research questions; and
c. Developing DWP’s own analytical capability
Areas of Research Interest

What is the ARI for?

• The document is intended to open conversation rather than give definitive answers about our evidence requirements.
• This is because our requirements are wide-ranging and evolving.
• We are interested in discussing any project that can add to our existing evidence.
• That may include research outside the areas outlined in the ARI, or those which focus on particular facet of the areas listed.

If you would like to know more about particular research questions we are interested in please get in touch:

Evidence.StrategyTeam@dwp.gsi.gov.uk

We welcome any details of work you are involved in that is potentially relevant to DWP. We are also happy to discuss our priorities and any plans you might have in more detail.
DWP Vision and Objectives

DWP wants rigorous, robust, relevant and timely evidence so that the Department can design and deliver policies to achieve its vision and objectives. Consequently, our evidence priorities map directly onto our vision and objectives as set out in the Department’s Single Departmental Plan December 2017 and summarised below:

Our vision is to create and maintain an affordable and sustainable welfare system that provides financial security and supports economic growth and improved productivity through the extension of opportunity and promotion of personal responsibility to help people transform their lives.

Our objectives are to:

1. Support economic growth and improved productivity by ensuring work always pays and people are supported to find and progress in work.
2. Help reduce the disadvantages faced by disabled people and people with health conditions through the welfare system and labour market.
3. Increase saving for, and financial security in, later life.
4. Maximise the number of children benefiting from an effective child maintenance arrangement, encouraging family based arrangements where appropriate and reduce parental conflict in families.
5. Transform the way we deliver our services to improve quality and reduce costs.
• How and why the labour market is changing and the implications for the number and types of people who need different types of support.
• What determines the transitions people make between welfare and work
• What works for whom, when, why, and under what circumstances.

Research Questions include:

What are the different ways to define and measure labour market progression? How does this vary between groups and over an individual’s lifetime?

What types and combinations of support, conditionality and financial incentives most effectively enable and encourage people with multiple disadvantages and/or barriers to employment move into sustainable employment with opportunities for progression?

How does support for housing costs influence labour and housing markets, work incentives, and household circumstances?

How is the labour market likely to evolve, e.g. because of Brexit, technological change, demographics and other policy developments such as the National Living Wage etc.? What are the implications for DWP?
Help reduce the disadvantages faced by disabled people and people with health conditions through the welfare system and labour market.

- Transitions and fluctuations in health and disability over people’s lives and how they affect people’s employment, wellbeing and the support they need.
- Challenges disabled people or those with health conditions face in finding and/or sustaining employment.
- What roles different partners should play in providing an integrated approach to improving health and work outcomes, including employers and health professionals, in addition to the benefit system.
- How we can best identify and support those who are unable, temporarily or permanently, to work.*

Research Questions include:

What barriers prevent people with disabilities and/or health conditions from moving into and progressing in work and which interventions are most effective at addressing these barriers?

What new and better approaches are there for delivering joined-up, tailored and personalised health and work support? How can we effectively engage employers, health professionals and other stakeholders to improve work and health outcomes?

What works to support people to remain within work, or once on sick leave, to return to work? Who is best placed to deliver this support?

* These research questions include the interests of the Work and Health Unit, jointly sponsored by DWP and the Department of Health. The joint Unit exists to drive action across society to prevent health-related job loss and support people with health conditions or disabilities to enter and progress in work, and enjoy the benefits of good employment. In 2018 the Unit plans to set out its comprehensive approach to building and disseminating evidence over a ten year period, working closely with academic and research partners to build a collective approach.
Increase saving for, and financial security in, later life.

- What determines how much people need and how much they save for their retirement, when they choose to retire and how they use their savings in later life.
- What deters and prevents some people from saving more for their retirement and how they can be encouraged and enabled to save more.
- How life expectancy and healthy life expectancy are changing now and in future.
- How the many cultural, demographic, economic, social and policy factors affect how long people work and how much they save.

Research Questions include:

- How much do different people have to save during their working lives to enjoy the standard of living they need, expect or want in retirement? What does this imply for how long people should work and how much they should save?

- How do individuals make decisions about how to use their private savings to provide income in later life? What support do people need to make informed decisions?

- How could regulation of the private pensions industry be improved to deliver better outcomes for savers whilst minimising the costs to businesses?

- What are the future trends for demographics and working/saving behaviour? What further reforms to state and private pension provision might be required to ensure financial security in a sustainable way?
Maximise the number of children benefiting from an effective child maintenance arrangement, encouraging family based arrangements where appropriate and reduce parental conflict in families.

- How do disadvantages combine, reinforce each other, and manifest themselves through the lifecourse; how does this affect opportunities and outcomes.
- What factors, including the stability and quality of family relationships, can facilitate and hinder children’s prospects.
- What types of support are most effective at helping to overcome family conflict and the myriad of other factors that can prevent children, and adults, from fulfilling their potential.

Research Questions include:

What support is most effective at helping adults and children work through family breakdown, resolve family conflict?

What is the most effective and efficient way to provide support, across Government and with third parties, to disadvantaged families?

How effective are child maintenance policies at encouraging family based arrangements, reducing family conflict and ultimately at helping adults and children to achieve better outcomes?

How effective are the child maintenance arrangements and wider welfare system at ensuring parents have the financial support they need to achieve the best outcomes for them and their children?
Transform the way we deliver our services to improve quality and reduce costs.

- What do our wide range of different customers need and expect, and how and why this is changing in light of the continued rapid developments in technology and digitalisation?

- How can we improve how to measure and manage operational performance and productivity, and identify and exploit opportunities to make delivery more effective, efficient and economical?

- We also want to better understand how to minimise the opportunity for fraud and error to enter our systems, and how to improve the speed and accuracy with which we detect it if/when it does.

Research Questions include:

To what extent can we better segment customer services to both reflect different needs and capabilities, and to improve efficiency and effectiveness through better targeting?

What can we do to increase digital take-up? What are our customers' needs, abilities and propensities to use different channels and services?

How can we improve the effectiveness and efficiency of DWP through predictive modelling, automation, including use of automated bots, digitalisation and machine learning?

What are the best ways to design systems and policy to minimise fraud and error? How can we use new technologies, such as machine learning, social network analysis and distributed ledgers, in this area?

How can advances in cryptography, distributed ledgers, personal data lockers and identity authentication be used to increase the resilience and efficacy of government services?
Research and analysis

DWP Areas of Research Interest

This is the first Department for Work and Pensions (DWP) 'Areas of Research Interest' (ARI). It summarises the most important research questions facing DWP.

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Areas of Research Interest

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Department for Work & Pensions

Get in touch:
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Supporting migrant and minority claimants into welfare and sustainable employment: the uncharted terrain of Welfare and Migration

Dr Gabriella Alberti, Leeds University Business School
DWP Areas of Research Interest

Objective 1 Employment and Support-Research questions:

• 1.1 What are the different ways to define and measure labour market progression? **How does this vary between groups** and over an individual’s lifetime? **How can DWP best support progression, including amongst the self-employed?**

• 1.3. What types and combinations of support, conditionality and financial incentives most effectively enable and encourage people **with multiple disadvantages and/or barriers to employment** move into sustainable employment with opportunities for progression.

• 1.7 How is the labour market likely to evolve, e.g. **because of Brexit, technological change, demographics, changing forms of work...**
Research relevant to ARI

1) September 2014-April 2015: ‘EU Social and Labour Rights and EU Internal Market Law’ European Parliament funded project (PI Professor Dagmar Schiek, Queen University Belfast) with Liz Oliver and Chris Forde) See http://lubswww.leeds.ac.uk/merceic/eu-social-rightsinternal-market-law/


3) October 2017: Evaluation of the ‘Migrant Access Project Plus’, with the Centre for Health Promotion Research School of Health and Community Studies Leeds Beckett University, Leeds City Council (with Chris Forde)
Migration, Welfare reform and precarious work

- Only few research in social policy, labour market and welfare reform has looked at migrants as a disadvantaged group in terms of access to social benefit and employment support.

- Exceptional context of welfare reform implementation (“managed migration to UC”) and changing migration rules (already since 2006, throughout the 2010’s and now under Brexit).

- Overall trends across EU countries restricting migrants’ access to non contributory and in-work benefits, coinciding with growing precarisation of work and “de-standardisation” of employment relations (Vosko 2010; Kretsos and Martínez Lucio 2013).

- Migration Advisory Committee’s report (2018) showing increase in migrants who are in (bogus) self employment (e.g. gig economy).
Barriers to labour market progression for migrants

- Coincidence of migrant employment and low-paid, temporary/agency work (e.g. Forde et al. 2015; McDowell et al, 2009)

- Migrants often hired for jobs below their skills levels—because of poor language skills, misrecognition of titles, and lack of social networks to enter professions

- Migrants getting stuck in poorly paid, insecure and fragmented work (Alberti 2014; McKay 2009)
Migrants and minority benefit claimants

• EU migrants actually a small proportion of claimants for working age benefits: **only 4.8% of the total** among the 13.2 of non-UK nationals (DWP 2017)

• Despite this evidence, politicisation of migration and welfare through the **myth of “benefit tourism”** (anti-immigration element of Brexit campaign)

• UK leading the way in the gradual restriction of in work benefits for EU nationals against the principle of equal treatment in social and tax advantage for all free movers established in EU law (EC 492/2011, Article 7.2 and Article 34, CFREU)
Our research in CERIC

• Larger piece of research funded by the European Parliament: EU Social and Labour Rights and EU Internal Market Law

• Looked at the tensions between Fundamental rights for EU citizens (CFREU) e.g. equal social protections for all free moving workers, and economic freedoms as part of internal market

• Despite Fundamental social and labour rights became legally binding, these are in contradiction with some of the economic freedoms and principles of free market competition (e.g. posted worker and social dumping).

• Key finding: stakeholders interviewed in our research highlighted ongoing restrictions on the enjoyment of social protections and equal treatment by EU citizens, limiting individual and collective rights at work
Complementarity of economic freedoms and social protections

Our starting point: importance of **complementing economic freedoms** such as free movement of labour for EU citizens with equal treatment in the sphere of social security and assistance to counter potential abuse in the labour market:

“…if they (migrants) were excluded from social advantages, they would be more liable to accept less advantageous employment conditions than the population in the host state in order to get by. **Equal treatment of migrants in relation to social security and social assistance is thus necessary in order to avoid pressure on existing levels of social security and social assistance provision, as well as on wages**” (Schiek 2015:24).
Harsher conditionality

- **Growing importance of demonstrating worker status** for claiming equal rights with nationals in the sphere of social security and social assistance.

- **Double conditionality** of having to demonstrate a «genuine prospect of work» as well as to pass the habitual residency test makes migrants more likely to accept poor wages and conditions, disempowering them vis-a-vis their employers.

- **In UK and Belgium** we found that some EU jobseekers and even workers are increasingly confronted by direct restriction on their mobility rights, whereby expulsion orders work as punishment for alleged abuse of the welfare system, pushing migrants further to the margins of the labour market.

Gradual restrictions in the UK benefit system

- **2006**: «right to reside» additional to habitual residence test in order to access Non-Contributory Benefits

- **2013**: NO access to JSA for the first three months of arriving in the UK. After 6 months, jobseekers have to take a stronger, more robust Habitual Residence Test to claim income-based JSA.

- From April 2015, no entitlement to Housing Benefits for jobseekers

- March 2014: “Genuine Prospect of Work test” whereby migrants need to meet an earning threshold to £157 a week (in 2017) (also for self-employed earnings) to prove that their work is «genuine and effective» (vs marginal and ancillary)

- From March 2015, new EU migrants who have arrived in the UK will be prevented from claiming benefits under UC until they have started work (Press release “EU jobseekers barred from claiming Universal Credit”)

Conditionality entrenches precarity for migrants and citizens

- Researchers of the **impact of Universal Credit on in-work poverty** (Dwyer and Wright 2014) have similarly argued that stricter conditionality and sanctions increase propensity of claimants to accept multiple precarious jobs, which make difficult to build sustainable career and good quality self-employment.

- Internal paradox of work programme in welfare reform that aims to reduce ancillary and marginal work through encouraging claimants to find more hours of work (though “conditionality threshold”) as a condition to obtain welfare support or otherwise be sanctioned.

- “Extension of conditionality to in-work recipients” under **Universal Credit** similar to what has been experienced already by EU migrant claimants through tightening of proof of worker status and introduction of earning thresholds.
Insights from the field: the Migrant Access Project
Qualitative research

- Focus groups and participant observation at the **Migrant Access Project** Leeds Tech North (March-May 2017 + Large stakeholders event in July ‘17)

- Perceptions of issues, needs and prospects of about 50 individuals from a range of ethnic backgrounds (unique mix of EU and BAME, migrants and British citizens)

- Most of them **volunteering in the third sector** (helping new arrivals integrating) and most in the benefit system

LSSI Responsive mode Fund/ESRC Industrial Strategy and Brexit fund
MAP Listening Laboratories

- LAB 1 Identifying key issues and concerns for settled and new migrants in Leeds (employment, housing, welfare, language, integration, health, education) (28/03/17)

- LAB 2 Conversation and mapping of key issues around Brexit and implications for migrants in Leeds (2/05/17)

Emerging issues

– Access to the labour market and skills/title recognition
– Working below one’s skills and social status perceptions
– Working for free or volunteering in the community/self-help
– Self employment and ‘migrant entrepreneurship’
– New divisions emerging from Brexit
Skills/title (mis)recognition and status degradation

• “I was a lecturer in a college back in my country, I took a job as a cleaner cause I wanted to integrate. I never felt embarrassed”

• “I am a doctor but people look down at me because I sell falafel. For me it is not a problem to make falafel but my community does not accept it. Our culture does not look positively at these kinds of jobs”

• “My family would kill me if I took a cleaning job”
Welfare support and housing rights

• Mutual support especially appeal against benefits sanctions or refusals: Slovakian Roma community better organised in providing mutual support and advocacy, more vocal about welfare discrimination

• Stricter rules on JSA and **conditionality of staying put (habitual residence) to obtain benefits** (see Migrant Voices of Leeds booklet)

• Concerns specifically on the **link between right to rent, housing and Jobseeker Allowance**: “in order to be able to rent, landlords tend to ask if you have a contract of employment”;

• Differences also between different cities and jobs centres- experiences of discretion by decision makers and discrimination.

• **Fear that both will worsen under Brexit**: landlords and employers suggest migrants cannot give guarantee on long term residence: “**because of Brexit you may not be able to pay your rent**”

• Perverse links between lack of housing rights, joblessness and destitution
Unpaid volunteering by migrant networkers

- Many “migrant community networkers” have worked for years in third sector and to support local government initiative on a volunteering basis mainly to support access to service to new arrivals and promote integration.

- Migrants try to strategise around their volunteering, turning it into social and symbolic capital (e.g. for their CV) and to open up access to institutional resources.

- Problematic in context of austerity, local government cuts and ‘neo-communitarian policies’ to manage the crisis (Lonergan 2015) especially given no real upward mobility.
Self-employment: a way out of precarity?

- Example of self-employment and setting up of “community investment initiatives” as a way out of poverty and to activate themselves in the community (also away from welfare dependency)

- Opening new activities in catering for example as a way to maintain/promote and promote foreign culture and inter-community dialogue through food

- Opportunity to obtain support from local authority is highlighted to develop entrepreneurial skills while supporting integration of new arrivals/minorities

- **Roma Café**: example of community initiative supported by public fund that starts from one migrant group but extend beyond it- bring together issues of health and food for the wellbeing of the whole community
‘Developmental volunteering’ and training opportunities

1) Employability: shadowing rather than just learning how to write CVs as more effective training while keeping in mind the risks unpaid labour/providing cheap supply to employers

2) New pathways for ‘Developmental volunteering’ (e.g. certified training through community work, more links with Universities, opportunities to further education)

3) Provide gratuity of community spaces where migrants already volunteer to develop professional skills

4) Promote migrants voices by articulating issues and demands beyond traditional boundaries of ethnic-based group – this is the uniqueness of MAP

5) Promote migrant entrepreneurship and alternative forms of community “integration” and recognition (E.G. Syrian Kitchen, Roma Cafe)

6) Developing training on how to become self-employed and set up of “community investment initiatives” to contrast precariousness and welfare-to-work sanctions
Future research

- Research currently not covered by ARI: relationship between changing migration rules/patterns and welfare reform (how is HRT and Right to reside limiting access to the Universal Credit?)

- How are both labour market and migration policy changes following Brexit going to impact the functioning of the benefit systems and the opportunities for non-citizens to be supported and progress into work?

- How can people in self-employment be supported into sustainable careers and earnings (especially since the boundaries between employment and self-employment becomes more blurred)? How to re-think the welfare system so that it encourages and make entrepreneurship and (genuine) self-employment sustainable, including for non-citizens?
Labour market and employment programmes research

Dr Jo Ingold
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CERIC Research Themes

1. Markets, flexibilisation and social protection

2. The changing nature of work

3. Professions, occupations and social movements

4. Labour mobility, migration and citizenship

5. Inequalities and inclusive work
Partners and couples

- Comparative study of policies and programmes to assist partnered women into work in the UK, Australia and Denmark
- Fluidity of partnered status
- Women’s household-based access to benefits conflicted with the focus on the individual within activation (‘black box’ of household)
- Importance of supporting long-term pathways into sustainable employment
- Having childcare in place critical & not just for working parents
Employer engagement in the Work Programme

• Survey of 650 businesses (in conjunction with Chamber)
• 40 in-depth interviews with Work Programme providers
• Businesses had recruited few staff and had little awareness of WP
• Intense competition amongst providers to access employers
• Employers critical to programme success - but supply-side approach problematic:
  • context of weak business interest associations
  • implicit assumptions about employers’ interests and propensity to engage
• ‘Two faces’ of employer engagement

Employer engagement: the role of IORs

- Role of *intra*-organizational relationships within provider organisations
- Also critical role of *inter*-organizational relationships with employers
- Importance of ‘brokerage’ function
- Importance of provider support for individuals as well as support for employers
- Digital delivery is inadequate substitute for building & maintaining relationships & building trust

Employer engagement & HRM

- Critical intersection of HRM & public policy in ALMP design & delivery
- Crucial role of HR policy & practice in employment of disadvantaged groups
- Vice versa: contribution of public policy to helping businesses to acquire talent, diversify workforce and realise CSR goals
- Engagement with HR practitioners
- Job role design & recruitment & selection processes

Employer engagement: comparative study

- Pilot: online & telephone survey of 305 businesses (in conjunction with Prime)
- ESRC-funded research
  - Survey of 1,500 businesses in the UK and Denmark
  - In-depth interviews with over 100 businesses and providers of employability and skills provision (& stakeholders) in UK and Denmark:
    - 40 UK & 20 Danish employers
    - 29 UK & 12 Danish providers
Role of employers’ recruitment processes

- Programmes marginally increased employers’ probability of recruiting LTU in both countries and lone parents in Denmark
- But effect negligible compared with firm size & employers’ selection criteria
- Important role of ‘ALMP agencies’ as labour market intermediaries (LMIs):
  - Financial models can incentivise LMIs to engage in basic ‘numbers game’ where they act as ‘information providers’
  - LMIs need to act as ‘matchmakers’ to overcome rigid barriers to recruitment of disadvantaged groups
- Important ‘brokerage’ role

Employer engagement - distinct from participation

Two clusters of employers - based on a ‘social exchange relationship’ of reciprocity between parties:

1. ‘Instrumentally’ engaged (or ‘discrete’ engagement)
   • (one-off/ad hoc activities)

2. ‘Relationally’ engaged
   • (deeper, repeated, systematic engagement)
Employer Engagement Toolkit
Evidence translation & Universal Credit

• Evidence selection within Dept constrained by overarching austerity paradigm
• Led to primacy of quantitative evidence when advising Ministers
• Methodological preferences (or ‘evidence hierarchy’) impacted on evidence selection
• More important: officials’ perceived capabilities to handle and develop evidence for policy
• Capabilities linked to departmental structures and constrained by political feasibility

→ filtration mechanism that determined the kinds of evidence that were selected for policy development and those omitted

Current plans

Input into policy and practice:

• Employer Engagement Toolkit
• Role of ‘co-opetition’ (collaboration amidst competition)

Research plans:

• Work Coach role
• Work & Health conversations
• Management of disability in the workplace
• Digital service delivery – impact on employers, frontline workers, customers and ‘disconnected’ workers
Employer engagement – CERIC policy reports


Going forward…

- Project webpage: http://ow.ly/CNpwn
- Email: j.ingold@leeds.ac.uk
- @joingold
- @EmpEngWTW
Disability and employment

Dr Jo Ingold
Associate Professor
Leeds University Business School
Disability and employment (1)

Comparison of the UK and Denmark

Pathways to Work and Flexjobs (funds wage top-ups, additional support for employees working reduced hours; workplace mentoring)

• Importance of inclusive labour market approach beyond mere activation (incl. health and workplace support and income security)

• Important roles of:
  • devolved delivery
  • local authorities as intermediaries


Disability and employment (2)

Research with customers with mental health conditions on the Work Programme

- WCA problematic -> inappropriate interventions
- Research led to Prime changing their delivery model
- Limitations of ‘work first’ approach for this group
- Importance of adviser role
- ‘Double sanctioning’
Employers in the UK and Denmark

- 50% of UK employers had hired at least one disabled person in the past 2 years and just 33.7 per cent in Denmark, despite popularity of Flexjobs

- Inconsistency between employers’ claims to be positively disposed to employing disabled people and low employment rates for this group

- Reasons for engaging in programmes:
  a) The Business Case (saving money/resource)
  b) The CSR or ‘Social Responsibility’ (or social justice) Case

- Focus on physical disability - but broader personal understanding

- Recognition of needing to act differently but barriers:
  - incl concerns about workplace needs & support; impact on co-workers; fixed views of job roles
Examples of changes to practice

**Large retail organisation 1**
- Changed recruitment processes to accommodate applications from disadvantaged groups
- Linked up with third sector organisation

**Large retail organisation 2**
- Set target to employ disabled people for logistics arm of business
- Engaged with intermediaries

**Medium-sized call centre**
- ‘Holistic’ approach about mental health (ascertained whether triggers were work-related or personal
- Used workplace strategies e.g. informal coaching/mentoring
Role of employers’ recruitment processes

- ‘Importance of dialogue between line managers & staff - honest conversations’ about support needed
- Required thinking differently/‘mindset’ change
- Flexjobs - Danish employers retained employees with a range of disabilities and limiting (fluctuating) health conditions
- Importance of holistic & joined-up service delivery
- Critical role of labour market intermediaries as ‘advocates’ for individuals & to support employers
Disability and employment

Dr Liz Oliver and Carley Stubbs
Leeds University Business School
Learning by doing together

A community-university participatory research partnership to employ peer support workers (PSWs) with learning disabilities in community supported accommodation.

• This is an ongoing project
• We will introduce you to the project
• We will give you a flavour of the emergent findings
Learning by doing together

First a note about language:

On this project we subscribe to the social model of disability. We understand that people are disabled, not by impairments but by society. We use the term ‘people with learning disabilities’ to refer to people who have been given a label of ‘learning disability’.

We note that some people prefer and use the term ‘learning difficulties’.

The people with learning disabilities at CHANGE prefer the term ‘learning disability’. When CHANGE was first set up (in 1994), people with learning disabilities at CHANGE wanted to campaign for changes for all disabled people, including people with learning disabilities. They wanted to be seen as part of the ‘disability’ movement. This is why CHANGE prefers the term ‘disability’.
Who are we?

An inquiry group made up of:

- CERIC, the University of Leeds
  - Academic researchers

- CHANGE
  - Co-worker team

- KeyRing
  - Five members
  - One regional manager
Who are we?

Situated in a wider impact network:

• **Provider organisations actively learning from this project**
  • The Brandon Trust
  • Joseph Rowntree Housing Trust

• **Policy advisors / observers**
  • Paul Deemer, NHS Employers.
  • Tim Devanney, Health Education England.
  • Rachel Perkins, ImROC (Implementing Recovery through Organisational Change)

• **Academic advisors / observers**
  • Prof Chris Hatton, Centre for Disability Research, Lancaster University.
What are we doing?

Employing two people with learning disabilities as peer workers within community supported accommodation.

- Idea comes from CHANGE’s work with PWLDs in response to the Winterbourne View scandal. PWLDs suggested that employment within their own services would help to redress power imbalances therein.
- The Government’s response to Winterbourne View emphasises moving people out of institutional health facilities and instead providing support in community based settings (Transforming Care and Commissioning Group, 2014).
- Such supported community accommodation a key site for fresh thinking.
What are we doing?

Why peer work?

• Peer support entails “offering and receiving help based on shared understanding, respect and mutual empowerment between people facing similar situations” (Repper et al 2013:1).
• Established mechanism through which to involve the users of services within the delivery of the services (for example in the context of mental health) (Repper and Carter 2011, Repper et al 2013).
• Growing interest in the area of learning disability (Keyes and Brandon 2011).
• Peer worker model is flexible, there is a diversity of work practices so can be tailored to particular contexts. (Castellano 2012, Jacobson, Trojanowski, and Dewa 2012).
• Builds on what people are doing already, particularly in KeyRing’s network model through which people who need support live in their own homes and offer and receive peer support alongside the more formal support that is delivered by paid workers and volunteers.
• Growing understanding of the dynamic of peer support as a paid role (Walsh et al 2018)
What are we doing?

• Employing two people with learning disabilities as peer workers within KeyRing’s community supported accommodation,

• Using participatory action research to co-produce the jobs (job analysis and design, principles and strategies for recruitment, training and development and management),

• Adopting inclusive methods (non-traditional techniques such a play and forum theatre techniques, production of high quality easy read materials),

• Designing instruments that can be used by other organisations (tool kits).
For example

- **Moving from carving to crafting: our approach to job analysis and design.**
  - “‘Really think about what we can offer” (ws1)
  - “Start from what you can do not what you can’t do” (ws1)

- **The peer relationship is the heart of the role.**
  - “Emotional support is invaluable” (ws6)
  - “In the service world things are decided around tasks but actually the ‘quality’ aspect is really important” (ws2)
  - “The softer stuff – the stuff that goes on that is hard to capture” (ws6)

- **This is not an adapted support worker role, it is something new.**
  - “different emphasis” (ws5)
  - “Bespoke and meaningful” job (ws5)
What are we learning?

- About the potential role of people with learning disabilities within the services that people with learning disabilities use.

- About how to design jobs that draw in and grow the knowledge and abilities that people with learning disabilities already have.

- About what peer support is in the context of learning disability.

- About how to think differently about work and employment generally.
ANED: Academic Network of European Disability experts

Professor Mark Priestley
(ANED Scientific Director)

University of Leeds

www.disability-europe.net
ANED is...

a research network established in 2008 by the European Commission to support its policy development in the field of disability.
ANED is...

- a network of national experts in 35 countries
- presenting policy evidence and advice
- on a public resource website
- led by Human European Consultancy (NL) and the University of Leeds (UK)
- interacting with civil society and other networks

www.disability-europe.net
ANED: main activities

- Annual review of EU laws and policies
- Database of disability policies (DOTCOM)
- Statistical indicators
- Country reports, review and synthesis
  - Peer reviews of the EU2020 process
  - Thematic studies on different topics
- Annual scientific meeting
ANED: policy themes since 2008

- Accessibility
- Consumer protection
- Disability assessments
- Education / training
- Employment
- Entitlements and benefits
- Employment
- Health care
- Independent living
- Political participation
- Social protection
ANED: take a tour of the website...
EU law and policy

Article 4, General obligations sub a, b and c CRPD

1. States Parties undertake to ensure and promote the full realization of freedoms for all persons with disabilities without discrimination of any kind. States Parties undertake: a. To adopt all appropriate legislative, administrative, and other measures to ensure the implementation of the rights recognized in the present Convention; b. To modify or abolish existing laws, regulations, customs and practices that permit discrimination against persons with disabilities; c. To take into account the protection and the interests of persons with disabilities in all policies and programmes; ...
Statistics: take a tour of the website...
DOTCOM: the Disability Online Tool of the Commission

Search the database

Countries
- [Select all] Clear all
  - EU Member States
  - Candidate / Accession countries
  - Other European countries

Themes
- [Select all] Clear all
  - A. UN Convention status
  - B. General legal framework
  - C. Accessibility
  - D. Independent living
  - E. Education
  - F. Employment
  - G. Statistics and data collection
  - H. Awareness and external action

Result view type
- Details list

<table>
<thead>
<tr>
<th>C. Accessibility</th>
<th>C2. Built environment accessibility</th>
<th>C3. Information and communication technology accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. Transport accessibility</td>
<td>Accessibility of the built environment is covered by the Federal Disability Equality Act as far as federal buildings and private businesses are concerned. The Act says that access is given if buildings or services are covered.</td>
<td>Acceptance of the Federal Disability Equality Act (FDEA) for any other countries.</td>
</tr>
</tbody>
</table>

Austria
Accessibility of all kinds of public transport services is covered by the Federal Disability Equality Act. The Act defines accessibility to be that a means of transport can be used by people with disabilities. Read more

Belgium
On the legislative level a few measures have been taken concerning infrastructure in stations (platforms, entrance zones, needs of persons with a disability and persons with limited mobility) and sanctions are foreseen, so that ... Read more

Bulgaria
Anti-discrimination legislation requires all transport-related agents (government agencies, operators, etc.) to ensure that their services are available to all citizens. In addition, the Integration of Persons with Disabilities Act provides that the ... Read more

Croatia
Ensuring services is the obligation of airports to ensure human and technical capacities for the purpose of assisting persons with disabilities at arrival and return from the flight, such as a transfer. Accessibility of buildings to persons with disabilities in accordance with the Law on construction (Official Gazette 153/2013) is regulated by the By-law on ensuring accessibility of buildings to persons with disabilities (Official Gazette 24/1...
Country reports: take a tour of the website...
ANED: any questions?

Professor Mark Priestley
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Children, Families and Disadvantage

DWP Areas of Research Interest Workshop
16 January 2019

Gill Main
School of Education, University of Leeds
Email: g.main@leeds.ac.uk
“We would like to develop a richer picture of how disadvantages combine, reinforce one another, manifest themselves throughout someone’s life, and affect opportunities and outcomes.

We want to better understand what factors, including the stability and quality of family relationships, can facilitate and hinder children’s prospects.

We would like to find out more about what types of support are most effective at helping to overcome family conflict and the myriad of other factors that can prevent children, and adults, from fulfilling their potential.

This includes improving our understanding of the most effective ways of delivering support to improve families’ opportunities and outcomes.”
DWP research questions

- What support is most effective at helping adults and children work through family breakdown, resolve family conflict, and address deep-rooted problems so that they do not permanently affect opportunities and outcomes?

- What is the most effective and efficient way to provide support, across Government and with third parties, to disadvantaged families?

- How effective are child maintenance policies at encouraging family based arrangements, reducing family conflict and ultimately at helping adults and children to achieve better outcomes?

- How effective are the child maintenance arrangements and the wider welfare system at ensuring parents have the financial support they need to achieve the best outcomes for them and their children?
Current research

• Research focus
  • *Child* poverty and social justice
  • Children’s rights

• Research methods
  • Mixed and multiple methods
  • Surveys, focus groups, interviews, ethnography
  • Focus on *children* and their contexts

• Example areas of research
  • Fair Shares and Families
  • A Different Take
  • Barriers to Attendance, Attainment and Achievement
  • Food insecurity
  • Period poverty
The welfare (social security) system

- High and growing % of children experiencing poverty

- Political efforts to change concepts and definitions of poverty as enshrined in policy (CIP: 2010 Child Poverty Act)

- Changes to welfare provision have resulted in increasingly limited and conditional support (CIP: 2012 Welfare Reform Act; 2016 Welfare Reform and Work Act)

- Shifting rationale for changes
  - Shift from (macro) economic necessity to (micro) focus on individual behaviours
  - Continued despite ‘end of austerity’
  - Predicated on individual theory of poverty: cause is deficit in individual
The social security system: pervasive narratives

He came from a mixed school... and loads of them on benefits. ...sometimes families with very little resources would do without good quality food, but put a telly in the child's room... a lady in the other school was saying 'oh, it makes me feel good when my child can have the same as other children...'

Ana, rich family

Bob: Some children are born into nice households, nice families and some children aren’t, and those children, they might struggle to get decent jobs.

Florence: And some of [the parents] spend their money on alcohol, or cigarettes, or casinos, or going out nightclubbing it, whereas other families spend it on books and helping their children... you just can’t make it fair.

Jeff, Jerry, Florence and Bob, rich family

Anthea: I think everybody should at least have what they need, we shouldn't have people living in poverty and other people living in absolute luxury. But there does need to be an incentive to do the more challenging jobs. I know there's an argument that if you over tax people then they go and live somewhere else...

Leia: Let those people go and live somewhere else then.

Leia and Anthea, poor family
The welfare system: findings

- Fair Shares and Families identified a framework of four elements in understanding family resource sharing
  - Stakeholders
  - Children’s participation
  - Family approaches to sharing
  - Family and child outcomes

- Little evidence of variation based on socio-economic status stakeholder networks, children’s participation, and family approaches to sharing

- Striking difference in availability of resources, and in outcomes

- **Key finding:** families experiencing poverty are not different in their motivations and aspirations, but in their access to resources
Poverty and family relationships

• Two important pathways linking poverty and stress
  • Managing without adequate resources
  • Dealing with discrimination (stigma)

• These have important impacts for family relationships
  • Parents attempting to protect children
  • Children attempting to protect parents
  • Conflict between parents (resident or otherwise)
  • Conflict between parents and children

• Approach to family sharing independently associated with stress and subjective well-being

• Deficit in resources, not in behaviours and motivations, is why poverty is problematic
Poverty and family relationships

- Journey into poverty often associated with changes in relationships
- This often combines with other major life changes – work status, childcare arrangements, living arrangements
- Parent with main caring responsibilities – usually mother – often has extra burden of emotional labour
  - Managing children’s day-to-day reactions to change
  - Managing tighter budget and communicating decisions to children
  - Managing relationship with ex-partner re. provision of support
  - Managing relationship with ex-partner re. children’s well-being
- Anthea – making do
- Sarah – feeling scrutinised
### Poverty and family relationships

<table>
<thead>
<tr>
<th></th>
<th>%</th>
<th>Low income, not deprived</th>
<th>Deprived, not low income</th>
<th>Low income and deprived</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Missed out on social activities</strong></td>
<td>Parent</td>
<td>69.0</td>
<td>2.7***</td>
<td>3.2***</td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>34.4</td>
<td>1.1 NS</td>
<td>3.1***</td>
</tr>
<tr>
<td><strong>Wore old, worn-out or poorly fitting clothes</strong></td>
<td>Parent</td>
<td>62.8</td>
<td>2.6***</td>
<td>4.1***</td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>41.0</td>
<td>1.1 NS</td>
<td>4.4***</td>
</tr>
<tr>
<td><strong>Pretended to family not to need something</strong></td>
<td>Parent</td>
<td>60.7</td>
<td>2.8***</td>
<td>3.1***</td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>45.6</td>
<td>1.6*</td>
<td>3.6***</td>
</tr>
<tr>
<td><strong>Pretended to friends not to want to do something</strong></td>
<td>Parent</td>
<td>68.7</td>
<td>2.3***</td>
<td>3.2***</td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>50.0</td>
<td>1.0 NS</td>
<td>4.0***</td>
</tr>
<tr>
<td><strong>Stolen something for self or family</strong></td>
<td>Parent</td>
<td>13.1</td>
<td>1.1 NS</td>
<td>1.4 NS</td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>13.7</td>
<td>0.9 NS</td>
<td>2.3**</td>
</tr>
<tr>
<td><strong>Not eaten, or not eaten enough, when hungry</strong></td>
<td>Parent</td>
<td>50.0</td>
<td>2.8***</td>
<td>3.2***</td>
</tr>
<tr>
<td></td>
<td>Child</td>
<td>23.9</td>
<td>1.2 NS</td>
<td>3.8***</td>
</tr>
</tbody>
</table>
Interventions to provide support

- Interventions often focus on changing the attitudes and motivations of those in poverty (e.g. resilience)

- This locates the problem within the individual’s response to adversity – not within the existence of inequitably distributed adversity

- Particularly problematic in light of findings demonstrating that poverty is a lack of resources – not of ‘correct’ attitudes and motivations

- Focus interventions on changing structures (increasing taxation, increasing social entitlements and their accessibility) and societal narratives (often perpetuated by rich and powerful actors and institutions)
Well-intentioned interventions can have unintended consequences

- Marcus’ breakfast
- Jeff and Jerry’s after-school clubs
- Rose’s art materials

Combines with poverty to exacerbate prejudice and exclusion

<table>
<thead>
<tr>
<th>% children</th>
<th>Doing something they wanted to</th>
<th>Getting something they needed</th>
<th>Made to feel embarrassed or small</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compared to non-poor children, odds of experiencing exclusion</td>
<td>Low income</td>
<td>1.6*</td>
<td>1.2 NS</td>
</tr>
<tr>
<td></td>
<td>Deprived</td>
<td>4.4***</td>
<td>5.7***</td>
</tr>
<tr>
<td></td>
<td>Both</td>
<td>6.7***</td>
<td>5.5***</td>
</tr>
</tbody>
</table>
Poverty is a deep-rooted societal problem:
- Societal structures perpetuate inequitable vulnerability to adversity
- Policy, media and public narratives legitimise discrimination
- Policy and practice interventions focus on individual change

A shift in focus is urgently needed from individuals to structures

A rights-based framework can help in achieving this:
- Participation: centre the perspectives and expertise of children and families in defining and addressing poverty
- Protection: challenge and eliminate discrimination based on inaccurate understandings of poverty
- Provision: ensure that everyone has access to adequate resources and increase the incomes of those at the bottom of the distribution
Links to DWP questions

• **Change policy**: the social security system, its impact, and the policy rhetoric surrounding it

• **Change practice**: inclusive, holistic approach throughout practice

• **Change the story**: poverty as a societal problem, requiring societal change
A summary of our findings

- https://vimeo.com/293149281
Acknowledgements

Fair Shares and Families is led by Dr Gill Main at the University of Leeds and run in partnership with The Children’s Society. It is funded by the Economic and Social Research Council, Grant Number ES/N015916/1
Website: http://www.education.leeds.ac.uk/research/projects/fair-shares-and-families

Thank you!
DWP Areas of Research Interest Workshop

Nik Lomax
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Leeds | 16 January 2019
5.1 To what extent can we better **segment customer** services to reflect both different needs and capabilities and to improve the efficiency and effectiveness of our customer services through **better targeting**?

5.2 What can we do to increase digital take-up? What are our customers' needs, abilities and propensities to use different channels and services? How do they vary between **different groups and over time**?

5.3 How can we improve the effectiveness and efficiency of DWP customer service through, for example, digitalisation, automation (including use of automated bots), **predictive modelling and machine learning**?
1. Segmentation
   • Using existing classifications
     • Acorn and mobility
   • Creating bespoke segmentation
     • A Vulnerability Index
     • Voter behaviour
     • Consumption Patterns

2. Bespoke projections of populations
   • Mistral
   • New EthPop
   • Turing

3. Predictive modelling using machine learning
   • House prices
   • Brexit voter mapping
WHO CAN AFFORD TO MOVE HOME?

Acorn is a categorization of the UK population into demographic types. Each line in the circle represents a household that is moving from one Acorn type to another. The data is for England and Wales in 2014. The resulting gradient indicates which types are most active.

Owen Hargreaves, "An ESRC Data Investment: Segmentation: Household Mobility and Acorn Profile"
Bespoke Segmentation: Consumption

All food & drink

Fruit & Veg

Alcohol

Tobacco
Bespoke Segmentation: Consumer Vulnerability
Bespoke Segmentation: Consumer Vulnerability
Classification of Westminster Parliamentary constituencies using e-petition data

Stephen Clark1, Alex Leonard2 and Michelle Morris3

Abstract

In a representative democracy, it is important that politicians have knowledge of the desires, aspirations and concerns of their constituents. Opportunities to gauge these opinions are however limited and, in the era of novel data, there is a turn to what alternatives, secondary data sources may be available to help politicians inform about local concerns. One such source of data are signatories to electronic petitions (e-petitions). Such e-petitions have now grown in popularity over the past decade and allow members of the public to initiate and sign an e-petition online, with popular e-petitions resulting in calls to action, a response from the government or ultimately a debate in Parliament. These data are thus novel in their availability and have not yet been widely used for research purposes. In this article, we will use the epetition data to show how semantic classes of Westminster parliamentary constituencies, fitted as Gaussian finite mixture models via an EM algorithm, can be used to typify constituencies. We identify four classes: Domestic Liberals, International Liberals, Nostalgic Brits and Rural Concerns, and illustrate how they map onto electoral results. The findings and the utility of this approach to incorporate new explorations and ideas to changes in electoral geography are discussed.

Keywords: United Kingdom; Parliamentary Constituencies; classification; Gaussian finite mixture models; electronic petitions

1 Introduction

Knowledge of an area’s characteristics is important in gaining an understanding of the needs of those who live in, work in or service the area. Whilst each area is unique, some areas will be very similar to others and some will be distinct. The classification or socio-demographic segmentation of areas allows for those areas that are similar in nature to be grouped together as identifiable classes. These classes are usually established by using multi-variate data to characterise an area and then grouping together areas whose characteristics are broadly similar (Everitt et al. [1]). Given the nature of these data, there is the potential for these classes to be dispersed over space, with neighbouring areas belonging to different classes (Benny and Lussof [2]).

Classification can be applied at any level of geographic scale from small neighbourhoods (Office for National Statistics [3], Gale et al. [4] through to municipalities (Office for National Statistics [5]). They can also be designed for general use or bespoke for a particular
High Resolution Projections

Demographic projections

Spatial resolution

People
Households
Dwellings

Demand modelling

Digital communications
Energy
Solid waste
Transport
Water supply
High Resolution Projections

- Population at MSOA scale
- Residential household size and type
- Classified residential buildings
- Demand models

Households at OA scale

Consumers Data Research Centre

An ESRC Data Investment
Projections: Alternative Scenarios

Total Population

- L0 No Brexit
- L1 Hard Brexit
- L2 Soft Brexit
- L3 No International Mig
- L4 No Migration

Year
- 2020
- 2030
- 2040
- 2050
- 2060

Population
- 60000
- 65000
- 70000
- 75000
- 80000
- 85000
Projections: Alternative Scenarios

Diversity (2016)
- 0.04 - 0.20
- 0.21 - 0.30
- 0.31 - 0.40
- 0.41 - 0.50
- 0.51 - 0.60
- 0.61 - 0.70
- 0.71 - 1.00

Diversity (2061)
No Brexit
- 0.04 - 0.20
- 0.21 - 0.30
- 0.31 - 0.40
- 0.41 - 0.50
- 0.51 - 0.60
- 0.61 - 0.70
- 0.71 - 1.00

Brexit
- 0.04 - 0.20
- 0.21 - 0.30
- 0.31 - 0.40
- 0.41 - 0.50
- 0.51 - 0.60
- 0.61 - 0.70
- 0.71 - 1.00
Ongoing work: Projections
Machine Learning and e-Petition Data
Machine Learning and House Prices

Absolute percentage error in prediction

Manchester

Leeds

Birmingham
DWP Areas of Research Interest Workshop

Nik Lomax
n.m.lomax@leeds.ac.uk

Leeds | 16 January 2019
What Insights Can We Get From Decision Research?

Professor Barbara Summers
bs@lubs.leeds.ac.uk
Centre for Decision Research
University of Leeds, UK
What is Decision Research?

Decision Research focuses on the way individuals, groups and organisations make decisions. It involves perspectives that are:

- Descriptive - why and how decisions are made the way they are,
- Normative - how decisions should be made in some ideal sense, and
- Prescriptive - how can decision making be made more effective
The Centre for Decision Research

Directors: Professor Barbara Summers
Professor Wändi Bruine de Bruin
Decision Research focuses on the way individuals, groups and organisations make decisions, exploring how decisions are made and how they can be made better.
Types of Projects

Descriptive Approaches
- Understanding the underlying thinking and reasoning in decision making
- Eliciting preferences
- Identifying errors and biases in thinking

Prescriptive Approaches
- Identifying the best way to communicate information to inform decisions
- Identifying ways to help people make informed decisions
- Structured decision aids

Analytics work
- Analysis and modelling
- Machine learning & AI
Examples of Research

- Communicating Investment & Attitudes to Loss (NEST)
- Input to the DWP auto-enrolment project (DWP)
- Using machine learning to optimize parts ordering
- Identifying musical talent using Machine Learning, AI, and Decision Science (AATW)
- Designing evidence-based communication for elderly consumers in financial distress (EU / Marie Curie)
- Household Financial Decision Making – credit and debt (in collaboration with Leeds City Council)
- Potential interventions to help individuals engage with their creditors (DCA)
- Effective Decision aids for dialysis patients (FIMDM)
- Developing Customer Lifetime Value Measures to Support Decision Making (Clydesdale Bank)
So what insights has/can this work give us?

- Understanding the thinking processes people use in decision making
- Understanding the way people evaluate options
- Understanding the ways in which people gather and interpret information
- Structures of preferences
- Understand how individuals’ personal preferences and abilities affect their decision making processes
- Understanding how factors such as emotions, motivation and time pressure affect the decision making process
- Modelling and analyzing data to support decision making
Types of Thinking Process

System 1

System 2
Types of Thinking Process

System 1
Simple, quick, gut feel

System 2
elaborate, conscious, analytical thinking
Types of Thinking Process

System 1
*Simple, quick, gut feel*

System 2
*elaborate, conscious, analytical thinking*

Cognitive Reflection
Imagine you work in a company considering which direction to take when a new technology becomes available

- focusing on existing approaches is relatively risk free, but it has less growth potential

- the new technology is more risky, with more potential for growth and more potential for loss

- you have information on the profit forecasts for each option

Adapted from Hodgkinson et al. (1999)
Imagine you work in a company considering which direction to take when a new technology becomes available.

- focusing on existing approaches is relatively risk free, but it has less growth potential.

- the new technology is more risky, with more potential for growth and more potential for loss.

- you have information on how far short of targets set by the board the profits for each option might be.

Adapted from Hodgkinson et al. (1999)
Defaults and Sticking with the Status Quo
A real world example from Johnson et.al. (1993)

Pennsylvania and New Jersey changed their motor insurance laws so that consumers could have a reduced right to sue for pain & suffering in exchange for lower insurance rates

- In Pennsylvania the default was full right to sue
- In New Jersey the default was reduced right to sue
Defaults and Sticking with the Status Quo

A real world example from Johnson et.al. (1993)

Pennsylvania and New Jersey changed their motor insurance laws so that consumers could have a reduced right to sue for pain & suffering in exchange for lower insurance rates

- In Pennsylvania the default was full right to sue
  75% kept full right

- In New Jersey the default was reduced right to sue
  20% purchased full right
Defaults and Sticking with the Status Quo

- Perhaps best known from the idea of “Nudge” (Thaler & Sunstein, 2008)
- Has influenced policy in the US & UK
- UK has introduced auto-enrolment in pensions following this model
Reactions to Pension Investment and Losses

- A basic problem for participants comes from their metaphor for pensions of a penny rolling down the hill.

- From their viewpoint, investment just does not seem to be the right approach to preparing for a pension – their views fit with the impact of promotion and prevention focus (see Zhou & Tuan Pham, 2004).

- They felt losses represented a failure by the provider.

- They are often living on tight budgets, so losses are particularly salient and taking a risk with money, given the opportunity costs, is hard for some.
How Did This Help NEST?

- NEST did further research on the issues raised, including a further deliberative project which looked at communicating about investment.

- They took account of their potential members' attitudes in designing an investment strategy, balancing growth and safety.

- The default fund type for members is a Retirement Date Fund; there is one for each year they expect people to take their money out of the fund.

- The investment strategy for a fund changes the balance between growth and maintaining value depending on the current life-stage of the people in it.
Control Group
(information presented by option)
→
Compare with
information presented by attribute
→
Best presentation format

Compare value clarification approaches
→
Best value clarification approach

Check for additive effect of value clarification and narratives
→

Compare narrative approaches
→
Best narrative approach

Decision Aids
YoDDA Research Team
## Decision Aids
### YoDDA Research Team

<table>
<thead>
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<th>Understanding</th>
<th>De-Bias</th>
<th>Active Thinking</th>
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<td>Patient stories</td>
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</tr>
</tbody>
</table>
Identifying musical talent using AI

- The way music is produced and consumed has changed
  - Previously artists recorded demos and sent them to music labels.
  - Now the majority of new music is posted online making it available instantly to a global audience
  - Overwhelming amount of new music is available

Goal
- To enhance the identification of new musical talent utilising artificial intelligence and decision science
Methodologies Used

- Experiments – with groups in the general public or students
- Surveys, easier now with online research panels
- Mental models – identifying how things are conceptualized
- Process tracing – identifying underlying thought processes
- Focus groups (including deliberative approaches) – reactions to scenarios people might face, ways of communicating
- Statistical analysis & analytics
- Machine learning/ AI
- Data & text mining
- Developing and trialing communication approaches
Centre for Decision Research

Website: cdr.leeds.ac.uk