



Leading learning and skills

Developing the Offenders' Learning and Skills Service: The Prospectus

Frequently Asked Questions

The LSC's consultation document, *Developing the Offenders' Learning and Skills Service: the Prospectus* was published on 4 September 2007.

Nine regional events were held during late September and early October 2007 to consult upon the LSC's high level proposals to reform and develop the offenders' learning and skills service.

Delegates were asked to respond to the particular questions raised in the consultation document. A summary of these responses will be published on the OLASS section of the LSC's website <http://olass.lsc.gov.uk> by end August 2008.

In addition, delegates had the opportunity to ask questions of presenters – both from the LSC and from its partner organisations. Whilst a large number of these questions were answered at the events, the LSC committed to publish these so that partners and stakeholders are able to see the full range of questions posed and the LSC and partners' responses.

This document provides a posed to the LSC and its responses. In some cases where individual questions were very similar we have amalgamated the response.

There were a number of questions raised that, given their content and nature, have been forwarded to partner organisations for an appropriate response. Once all such responses have been received, we will post these on to the OLASS section of the LSC website.

Please note that where references were previously made to Criminal Justice Area Reviews (CJARs) these have now been replaced with the new term Offender Skills Curriculum Area Reviews (OSCARs).

Should you wish to raise any further questions in response to the contents of this document, please email olass@lsc.gov.uk



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Questions to the LSC raised at the North West event, 28 09 2007

NW1 How will education and training providers link effectively with offender managers and sentence planning and still carry out the duties they are required to do in managing the provision?

The HoLS role usually incorporates the link between education and regimes.

NW2 How dependant is this prospectus on the NOMS commissioning model and what if this was to Change?

The Prospectus proposals rely on a collaborative commissioning arrangement between an appropriate person within the criminal justice system and an expert learning and skills commissioner. So long as there is an organisation to fulfil those roles, the Prospectus proposals can be taken forward.

NW3 Are there any moves to increase the funding possibilities for voluntary sector organisations who are delivering quality provision young offenders

Click [here](#) for the VCS webpage

There are no specific funding arrangements for any separate provider group, but all providers are eligible to apply for contracts through our procurement processes and we are delighted that more VCS are being awarded contracts through this process.

NW4 What practical steps will the LSC take to help providers to engage with employers and advise on employers we should be targeting?

Much of the LSC's activity is planned and funded to be responsive to employer need, including Train to Gain, the role of the National Employer Service etc.

For offenders' learning and skills, the process of Offender Skills Curriculum Area Reviews will gauge the current supply of learning activity against labour market information and employer need.

NW5 Does the LSC have plans to increase the range of voluntary provision in the community? (Access to funding being very difficult for this sector)

Click [here](#) for the VCS webpage

There are no specific funding arrangements for any separate provider group, but all providers are eligible to apply for contracts through our procurement processes and we are delighted that more VCS are being awarded contracts through this process.



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NW6 Given the focus on employability what safeguards will there be to meet the needs of long term offenders

The needs of all offenders will be taken into account. The results of OSCARs will inform establishment/area learning profiles which will consist of an appropriate mix and balance of different levels and types of provision based upon the needs of particular groups and settings, and this information will inform future commissioning decisions.

NW7 How do we overcome the barrier of EMA?

Applications for EMA can now be made whilst in custody but cannot commence prior to release.

The EMA policy changed from August 2007 to allow young people in custody to have the same status as looked-after children when applying for the EMA. This early application aims to ensure that those who enter eligible education or training following their release receive the EMA immediately. An evaluation of the impact of this change, which has been significantly supported by HM Prison Service) will take place in 2008. Further changes will ensure that **all** E2E learners starting a programme of study on or after 30 June 2008 will receive the maximum £30 weekly EMA payment, regardless of their household income.

NW8 Is there any intention to increase the niche offender specific provision?

A fundamental component of the OSCAR process is to determine whether the current range of provision supplied meets identified needs, and will therefore identify whether further niche offender specific commissioned provision is necessary.

NW9 What is the strategy for linking to large national employers?

Much of the LSC's activity is planned and funded to be responsive to employer need, including Train to Gain, the role of the National Employer Service etc.

For offenders' learning and skills, the process of Offender Skills Curriculum Area Reviews will gauge the current supply of learning activity against labour market information and employer need.

NW10 Where do remand prisoners fit in terms of priority groups?

Currently, remand prisoners are supported through the offenders' learning and skills service, and it is our intention for this to continue, subject to any changes in ministerial policy. As such, the needs of this group will be identified through the OSCAR process and appropriate provision will be commissioned accordingly.



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NW11 Is there a learner survey for the community?

Given that offender learning in custody is relatively new for the LSC and its providers, a recent pilot was undertaken to gain the views of offender learners in custody, with a view to this being extended to all those in custodial learning. The existing LSC National Learner Satisfaction Survey (NLSS) covers all LSC funded community learning, and, therefore, by default, covers those offenders under supervision in the community that are accessing LSC funded learning.

NW12 How can ESOL be funded for offenders in the community when a judge places an educational requirement on the order - the offender can't access education without improving their English and the colleges/providers require funding for the ESOL courses - no joined up thinking

ESOL provision/programmes are fundable by the LSC, so there **will** be many providers and colleges offering ESOL courses. From 2007/08 ESOL programmes are not eligible for automatic fee remission, so there is an expectation that learners who are not eligible for fee remission pay the fee contribution. However if the learner is an offender serving their sentence in the community then they are a cohort of learners **who are** eligible for fee remission and do not have to pay fees. **As long as they are eligible for LSC funding they would be able to access ESOL provision and access it for free of charge.**

NW13 It is good to hear that we will not be micro managed but what will the LSC do to support the development of community provision because this is the biggest challenge?

The OSCAR process will, for the first time, give us meaningful and quantitative data on offender learning needs for those under supervision in the community. The process will seek to compare the current supply and availability of provision for those in the community compared to the demand and needs of individuals and employers. A resulting 'balance sheet' will identify where there are gaps in the supply of provision. As the OSCAR process will be undertaken at YOT and probation area level, this will enable the LSC to inform LSC Regional Commissioning Plans as to the levels and types of provision that will be required to meet the needs of this group. With offender learning being one of the LSC's key priorities, we will expect providers to meet the needs of the LSC's priority groups.



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NW14 Does the ILP 'transfer solution' apply to YOIs?

The learner summary record (LSR) will be linked to E-asset for young offenders under the supervision of the YJB.

NW15 How will you ensure that offender views are systematically obtained and used to inform their new OLASS arrangements? (prospectus)

One of the sources of information that the OSCAR process will draw upon is the Annual Needs Analysis, conducted by prison establishments. We also plan for those commissioned to undertake OSCARs to arrange to speak with prisoner and probation focus groups to seek their views about the range and availability of current provision that which ought to be available. In addition, the LSC's National Learner Satisfaction Survey will also provide feedback on learners' views.

NW16 There is constant discussion about changing community provision but what is the LSC doing to facilitate this locally and regionally

The OSCAR process will, for the first time, give us meaningful and quantitative data on offender learning needs for those under supervision in the community. The process will seek to compare the current supply and availability of provision for those in the community compared to the demand and needs of individuals and employers. A resulting 'balance sheet' will identify where there are gaps in the supply of provision. As the OSCAR process will be undertaken at YOT and probation area level, this will enable the LSC to inform LSC Regional Commissioning Plans as to the levels and types of provision that will be required to meet the needs of this group. With offender learning being one of the LSC's key priorities, we will expect providers to meet the needs of the LSC's priority groups.

NW17 What provision is to be available to meet the needs of young offenders - general education that is not necessarily for employment

The aim is to prepare all young people to engage in the community in employment but for some young people this will be a longer term goal than for others. All young people (aged 15-18 years of age) in OLASS learning in custody will be developing skills in line with their assessed skill level which will support them towards engaging in education, training and/or employment on release from custody. Some young people will not be ready for employment on release and will need support to develop personal and social skills (team working etc). This provision will be delivered through a range of providers developed through the 14-19 partnerships. The OLASS Prospectus



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Offender Skills and Curriculum Area Reviews (OSCAR) will provide information for developing this provision to match learner needs.

NW18 What will be the pace of change?

A balance needs to be struck between the need to progress these reforms, but also to take into account the need to minimise disruption. With this in mind, the change process will commence during 2008, with larger scale proposed changes to coincide with the issuing of new contracts from August 2009.

NW19 OLASS currently provides training that helps us to employ prisoners in areas such as industrial cleaning, what would be the plans for this?

OLASS will continue to work closely with regimes.

NW20 Within the finite budget in reality how much scope will there be to deliver programmes that address attitudes thinking and behaviour (essential for employment)

Programme targets are agreed regionally by ROMs and Probation Areas; it is intended that referrals are appropriately targeted at those offenders with an OGRS score of 41 and above. At a time of limited resources it is even more important that offending behaviour programmes are focused on those offenders who will gain the greatest benefit.

NW21 What is the timescales for the CJARs and is it per CJA in the community

The initial OSCAR process will be undertaken in the Next Steps Test Bed regions, the East of England and the West Midlands to report back by March 2008. OSCARs within the remaining English regions will take place and report back no later than Summer 2008. In the community, the OSCAR process will assess the current supply of and demand for provision for offenders in the community provision at Probation Area and Youth Offending Team area level.

NW22 What is the criteria and scope of the CJARs?

The initial OSCAR process will be undertaken in the Next Steps Test Bed regions, the East of England and the West Midlands to report back by March 2008. OSCARs within the remaining English regions will take place and report back no later than Summer 2008. In the community, the OSCAR process will assess the current supply of and demand for provision for offenders in the community provision at Probation Area and Youth Offending Team area level.



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NW23 Without cross regional funding how can outcomes be measured?

The LSC has a national remit and the development of a core offender curriculum will assist with this.

NW24 What ideas are proposed for targeted funding

The proposals for targeted funding will depend upon the results of the OSCAR process and subsequent establishment/area learning profiles.

NW25 Are you going to set specific offender targets for FE providers?

The LSC expects that all its providers will work to meet the needs of LSC priority learners Offenders are a priority group for the LSC.

NW26 How will the Establishment Learning Profile (ELP) be calculated for local prisons with a very mixed population?

The OSCAR process will provide an analysis of the current supply of and demand for provision for all settings. This will inform an establishment learning profile, upon which, commissioning decisions will be made. .

NW27 How can providers be paid on outcomes when they have little ability to control whether offenders in custody and community remain on programme.

This is amongst the issues under consideration. Proposals will be contained in the technical proposals document.

NW28 How hard and focused are LSC going to be in ensuring that as many programmes as possible are fully and effective roll on roll off - particularly for offenders in the community

The OSCAR process will, for the first time, give us meaningful and quantitative data on offender learning needs for those under supervision in the community. The process will seek to compare the current supply and availability of provision for those in the community compared to the demand and needs of individuals and employers. A resulting 'balance sheet' will identify where there are gaps in the supply of provision. As the OSCAR process will be undertaken at YOT and probation area level, this will enable the LSC to inform LSC Regional Commissioning Plans as to the levels and types of provision that will be required to meet the needs of this group. With offender learning being one of the LSC's key priorities, we will expect providers to meet the needs of the LSC's priority groups.

NW29 Who conducts the OSCARs?

An independent organisation will be commissioned by the LSC to undertake the OSCAR process.



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NW30 Is the provision going to be decided by what can be delivered or by what is needed?

What is needed by individual learners and employers but delivered in the context of the particular environment and setting.

NW31 How will you determine allocation of resources to the changing population of a prison

The OSCAR process will be undertaken during 2008 for the first time, in order to re-balance the range and availability of provision appropriate to need and therefore to inform commissioning arrangements from August 2009.

It is intended that a similar form to the OSCAR process will be embedded into a new annual planning, performance and commissioning cycle, of a similar nature to the LSC's existing Business Cycle, thus enabling the range, volume and type of provision to be re-evaluated and deployed accordingly to meet the needs of a changing population.

Population pressures will be an ongoing concern. Governors will do their best to ensure that prisoners do not move unnecessarily and that their learning can continue wherever possible.

A partnership approach between LSC and HMPS will enable provision of learning and skills in prisons to be more flexible and thus meet the demands and pressures created by a changing population. Allocation of resources to meet need will be done in partnership between LSC and HMPS, It is recognised that prisoners often have multiple needs, of which employability is one. HMPS have to sequence interventions to meet all the needs of individual prisoners.

NW32 How will you ensure that the actual qualifications offered in the prisons continue to meet the skills gaps within the employment market?

Much of the LSC's activity is planned and funded to be responsive to employer need, including Train to Gain, the role of the National Employer Service etc.

For offenders' learning and skills, the process of Offender Skills Curriculum Area Reviews will gauge the current supply of learning activity against labour market information and employer need.

NW33 How realistic and important do the LSC see the transfer of data problem and solution?

The LSC believes that the development of the LSR system linked to ULN and MIAP developments is critical to the success of the Offender Learning Journey, we believe that our proposals for a stand alone system for access to the information are realistic.



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NW34 Do members of the community provision have similar issues with the transfer of data as custodial establishments face?

Normally members of the community accessing mainstream provision remain at the same provider until their course is ended.

NW35 Can regions be winners and losers as well as prisons

Yes

NW36 Is there no longer appreciation for lifelong learning or is employment and employability the only priority

The prospectus does not indicate that employment and employability are the only acceptable outcomes.

NW37 Will/can the ILP be integrated in MIAP (managing information across partners)?

Yes

NW38 Are there any plans to link up training obtained within establishments into community, with a discreet way to monitor progress within colleges/FE through the gate.

The ULN will facilitate this process and colleges already have the ability to identify offenders on the ILR.

NW39 Could there be an enhanced incentive to attract the hardest to work with young people/offenders into provision. Suggested financial incentive - 50 GBP

There are several disadvantaged groups of learners and it would not appropriate to provide young people in the Youth Justice with any enhanced financial incentive.

NW40 How are employers being engaged to provide employment? Currently this is at establishment/project level, its felt that incentivising employers should come from above.

Employer engagement has for some years been carried out by prison resettlement staff and has been successful in securing the support of over 700 employers in offering opportunities for offenders leaving custody.

While there is a role for engagement at the national level, for example through the Corporate Alliance, in bringing together employers who take on offenders



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to promote to other employers, and to advise government on labour market demand and highlight any problems with the recruitment of offenders, it is felt that most employer engagement should be carried out at the local/regional level.

This is because it is only at this level that offenders can be matched to the jobs available. MoJ is working with DIUS and DWP to implement its “Reducing Re-Offending through Skills and Employment: Next Steps” action plan and as part of this work is piloting employer engagement protocols in two ‘test bed’ regions. If successful, these pilots will pave the way for increased co-ordination between prisons, probation, Job Centre Plus and the LSC in contacting employers and matching offenders with vacancies offered.

NW41 Are there any plans to look at funding opportunities within the community. What is the incentive are there for colleges to engage with this group?

Worked example:

A (non offender) adult learner studies and successfully completes a course leading to an approved qualification in Literacy at level 1. The course has a duration of 24 guided learning hours.

National funding rate in 2007/08
(Including programme weighting) = £230
Disadvantage factor = 1.12
Funding for the learner = £258

The funding for an offender in the community studying the same course is as follows.

National funding rate in 2007/08
(including programme weighting) = £230

Disadvantage factor = 1.12
Offender in the community uplift = 1.3333
Funding for the learner = £343

The above examples exclude any area costs that may be applicable.



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NW42 When will the unique learning number be available for offenders?

This is already being trialed with 700 offenders. Offenders will have access to the ULN at the same time as any other member of the community. ULN's will be issued from April 2008.

NW43 Will there be a restriction on the number of NVQ's an offender can obtain?

NVQs gained must be clearly linked to offender need not as a result of a providers need to meet targets e.g. repeated NVQs at the same level would not generally be appropriate unless a change of direction was advised due to risk factors.

NW44 What proportion of funding do you envisage will go into priority 5?

The OSCARs will help to determine the levels of funding necessary.

NW45 Are there any plans to broaden the base of mainstream funding to other areas - i.e. voluntary.

Our new procurement process is attracting new providers to apply from the VCS and we are delighted that some of these organizations are now in receipt of contracts from the LSC for the first time.

NW46 What risk assessment is in place to assess offenders offences in relation to skills they are obtaining to gain employment upon release?

Learning providers should receive a risk assessment from the Head of Learning and Skills. Within the community where offenders have an offender manager it is their responsibility to ensure that risk information is shared with learning providers and that offenders are applying for and undertaking learning that is appropriate for the employment they seek. .

Very high risk cases will be subject to Multi Agency Public Protection Arrangements.

NW47 Concern over offenders serving 12 months or less, slipping through the system. If this is a key area for re-offending why is there no provision for this group? Inside and outside the gates?

NOMS is currently evaluating the needs of those sentenced to less than 12 months in custody. A new project team has been established within NOMS specifically to consider how best to address this group of offenders.

Evaluation and cost benefit analyses are taking place to assess the merits of



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alternative interventions such as mentoring schemes with different categories of short term prisoners. There is a gap in provision in the absence of Custody Plus and limited resources.

NW48 How can distinction be made between juveniles and adults

Young people (juveniles) are aged up to 18 years; young adults are aged 18 to 21 years of age; adults are over 21 years of age. There is a specific Offenders' Learning Journey (OLJ) for those young people under 18 years of age who are in the LSC Offenders' Learning and Skills Service within the Youth Justice System which outlines the delivery requirements.

NW49 What role will the LSC play in each sub region and who are the local champions?

LSC partnership teams at local level have this role.

NW50 What about milestone based targets rather than completion type targets

Milestone based targets are proposed.

NW51 Who is going to fund the research on offender needs

The LSC will fund the research.

NW52 Vocational courses, who will fund the capital to set up the infrastructure?

The LSC will work with other partners to agree a resolution to this issue

NW53 Would Train 2 Gain provide additional funding to deliver in workshops, or where is the funding coming from?

The LSC will make use of its mainstream budgets to enhance the offer to offenders.

NW54 Some clarification needed on what is meant by 'offenders' i.e. sentenced prisoners only. If so, what is the thinking around the status of remand prisoners?

Remand prisoners are covered under OLASS



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NW55 Is proposal 3 realistic given the case load of offender managers? Is there going to be any learning from ESF funded projects?

Yes. The role of the offender manager is to provide encouragement and support to the offender throughout their learning journey.

NOMS is currently evaluating the learning from ESF funded projects in relation to through the gate mentoring and provision for substance misusers and people with mental health problems.

The National Equal Offenders Network (NEON) conference in November 2007 highlighted some of the learning gained by these innovative projects. These are being reviewed in terms of lessons learnt and cost benefits that could be utilized.



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Questions to the LSC raised at the North East event, 01 10 2007

NE1 How have the findings of OLASS reviews been incorporated into the prospectus - good points and learning points, particularly the latter?

The LSC OLASS regional leads have been involved in the development of the proposals in the prospectus. Information from all regions has informed the development of the proposals.

NE2 What steps will be taken to ensure that the voluntary and community sectors are engaged appropriately?

The voluntary and community sector make an important contribution to offender learning. The LSC recognises the value of the broad range of interventions which contributes to the overall aim of reducing re-offenders and we have created a variety of opportunities for the voluntary and community sector to speak with the LSC and engage in strategic dialogue at a local, regional and national level. We also have an advisory group to the LSC made up of third sector members – details can be found at www.lsc.gov.uk/vcs

NE3 Who decides the priority order of the various interventions? There is often conflict between regimes that doesn't help the individual.

The sequencing of interventions will be agreed between the LSC, the provider and the offender manager (custody or community)

NE4 How do we reassure mainstream providers that they will get the support to offer provision to offenders e.g. around risk management etc

For offenders supervised by Probation Areas there will be an offender manager who will work with mainstream providers, and follow up on an offender's progress as part of their sentence plan. It is also important that mainstream providers are proactive about engaging with offender managers in order to deliver effective interventions to offenders.

NE5 What support will be given to voluntary and community sectors to enable them support delivery?

The VCS already accesses LSC mainstream and discretionary funds in support of offender learning – The LSC will continue to support high quality provision for offenders.

During the 06 – 07 procurement round, the QIA supported a range of local organisations across England to access the contracts offered



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during that time. This is on going work, and this year, additional support will be made available through a peer mentoring scheme, funded by the LSC, and delivered through the third sector themselves. Further information will be announced in the New Year through the web page www.lsc.gov.uk/vcs

NE6 Where will the funding come from to support more community provision?

Offenders in the community can access LSC mainstream and discretionary (ESF) funded activity, just like any other citizen.

NE7 What about those that don't have an offender manager?

NOMS is currently evaluating the needs of the less than 12 month custody group. This is a gap currently in the absence of Custody Plus as identified above.

NE8 Are we reducing the priority and levels of funding for those serving lengthy sentences reduce risk which results in fewer victims?

The OSCARs will help to determine the levels of funding necessary

NE9 How can providers work with this specific group of learners and still be mindful of their commitments to their core cohort of learners.

LSC providers are very experienced in working with disadvantaged (disenfranchised) learners and integrating them into appropriate provision.

NE10 Will the review take into account the views of frontline staff re barriers/problems

Frontline staff should feed their views into the formal consultation so that they can be taken into account in developing our proposals.

NE11 Where does MAYTAS fit with the proposed new ICT?

The new learner summary record access system will be specified so that information from MAYTAS and that ILP survey systems can be “dropped in”



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NE12 Can we be assured that there is going to be a strong link between every child matters and the 14-19 reforms?

Yes

NE13 How will the wider post-16 provision be included - if not for funding?

The OSCAR process will, for the first time, give us meaningful and quantitative data on offender learning needs for those under supervision in the community. The process will seek to compare the current supply and availability of provision for those in the community compared to the demand and needs of individuals and employers. A resulting 'balance sheet' will identify where there are gaps in the supply of provision. As the OSCAR process will be undertaken at YOT and probation area level, this will enable the LSC to inform LSC Regional Commissioning Plans as to the levels and types of provision that will be required to meet the needs of this group. With offender learning being one of the LSC's key priorities, we will expect providers to meet the needs of the LSC's priority groups.

NE14 How will Offender Managers impact upon sequencing of the interventions in prisons? What about those who don't have an OM?

The sequencing of interventions will be agreed between the LSC, the provider and the offender manager (custody or community)

NE15 Where is the extra funding coming from?

The current OLASS budget will need to be supplemented by LSC and other Stakeholders discretionary and mainstream budgets as appropriate.

NE16 What will success look like?

Increased quality and quantity of offender learning and skills provision

NE17 Have you considered that if you reduce or withdraw OLASS provision then what take its place may well be inferior?

The LSC and other Stakeholders are all committed to ensuring that all provision for offenders is of a high quality.

NE18 For community provision - will there be sufficient flexibility in the funding regime to allow for different patterns of delivery?

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Flexible delivery patterns are part of LSC normal mainstream funded activity in the community.

NE19 When will the CJAR be done in this region?

A timetable will be published once the organisation who will carry out the work has been selected.

NE20 Can you clarify how NOMS commissioning will sit alongside LSC?

The Regional Offender Manager works with representatives of the LSC in the region to commission jointly the learning and skills offer to be provided for offenders in custody and in the community. The LSC's planning and funding role for learning and skills for offenders is designed to dovetail neatly with the organisation's mainstream Post-16 planning and funding role, and with the Regional Offender Manager's own commissioning role, and to lead to an offender learning delivery arrangement that reduces re-offending through delivering skills that will lead to employment.

NE21 Outcome-related funding for learning - how will we measure the impact on 'soft' outcomes and milestones and reflect this through payments?

The technical document which will be published early 2008 will provide further details post consultation.

NE22 It's good we now remember offenders in the community, but are we sure we're designing FOR them and not adapting the service in custody?

We recognise and will continue to do so the differences between custodial and community provision.

NE23 Where does this fit with the offender management model where the offender manager is the coordinator for the meeting the offenders criminogenic needs

The offender manager will retain the co-ordination role advised by specialists as appropriate.

NE24 Is QIA doing specific training for organisations working with this client group?

Yes. Click [here](#) for the QIA website



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NE25 To what extent will developing a campus model in the North East address the issues identified above?

Innovation fund and test bed activities will inform the development of more detailed proposals.

NE26 As colleges are already experiencing demands upon ALS upon which they cannot meet how will the extra ALS required for offenders be identified and made available?

OSCARs will determine the level of funding which needs to be sought.

NE27 Will providers perceive setting MLP as a risk or barrier to greater engagement of this client group?

As the setting of MLPs is planned for LSC funded provision – providers will need to engage fully with that process.

NE28 What about the Government changes e.g. pre 19 provision moving to LA?

The Government will make proposals on the arrangements for offender learners aged 17 and under early in the new year.

NE29 MIAP/ ULN- is OLS linked?

Yes

NE30 What impact will uncertain future of NOMS have?

There is no impact, NOMS will continue and the work with offenders will be undertaken as planned. We do not see any substantial change in policy direction.

NE31 Have all the sources of funding for ALS been researched?

The LSC and other stakeholders will continue to seek additional sources of funding.

NE32 Who decides who qualifies and who does not? What other support is available? Target group needs to be better defined. Priority for this group needs to be higher.

The LSC, the provider and the Criminal Justice Agencies will agree priorities and support requirements.



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NE33 Should this be split into two groups - those with learning difficulties and those with learning disabilities?

The phrase 'learning difficulties and/or disabilities' is used in legislation to include those learners whom the LSC must consider in the planning and funding of provision. It is true that the phrase encompasses a huge range of learners – some of whom, such as wheelchair users may have no difficulties with learning other than the need to access the building where provision is taking place. Similarly people with sensory impairment may simply require adaptations to means of communication. Other learners may require support with the learning process itself, with the possibility of variations in curriculum and means of delivery.

Many learners will have a complex range of needs.

There are two important points to remember:

- the legal duties apply to all learners who would be considered 'disabled' according to the DDA, as well as those learners who have learning difficulties and/or disabilities as set out in the Learning and Skills Act
- each learner is an individual and their programme should address their needs and aspirations. Learners cannot (and of course should not) be labeled.

NE34 Need to say more as to how young people will be engaged/encouraged to attend. This needs to be explored.

The OLASS Prospectus reviews (OSCAR) will provide information on current provision for offenders in custody and in the community and will inform developments in the service to ensure that there is an offer available to all young people in custody and in the community.

The LSC OLASS providers ensure that young people in custody receive information, advice and guidance (IAG) on education and training routes available to them. OLASS providers liaise with the YOT for post release placements in education and training.

In custody young people are sentenced to a Detention and Training Order (DTO) under which there is a requirement that the young person attending education or training. The developments in the 14-19 curriculum together with the requirements in the Department for Children and Families' (DCSF) paper *Raising Participation* will ensure all young people are supported to engage in appropriate education and training up to the age of 18 years.



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NE35 Yes - but who is the main player - what agency will 'own' the offender. I.e. if doing unpaid work how will the other agencies continue engagement

The Criminal Justice Agencies have overall responsibility for the offender. The LSC and its providers have responsibility for providing the appropriate learning and skills contribution.

NE36 Why is OLASS paying for this - can this not be obtained from existing activities Support is currently available via the mainstream why can this not be tapped into?

The LSC's mainstream and discretionary funds outside OLASS can be used provided this is agreed with the LSC.

NE37 Does the 4th objective relate to community and custodial provision (i.e benefiting from existing provision)

Yes

NE38 How do mainstream providers deal with the multiple barriers that offenders are likely to have before they even start?

LSC funded providers are experienced in working with disengaged and disenfranchised groups.

NE39 The perception of 'college' is quite negative to this client group, how do we overcome this?

Many FE colleges deliver learning and skills in community centres, VCS premises etc to overcome initial reluctance to enter mainstream provision. (This has worked well)

NE40 What about prisoners on remand?

Prisoners on remand are funded under OLASS.

NE41 What about those with repeat offending behaviour are their needs different?

The needs of these offenders are not different but they are a more challenging group to work with & provide a service for. There is a portfolio of interventions available via the offender manager in addition to skills and employment opportunities. For example if they are identified as a Prolific and Persistent Offender (PPO) they will be receiving a priority service.



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The role of the provider is also important as delivery of a full and flexible offer may engage the offender and provide them with an alternative career path. This is one of the main challenges for OLASS. There cannot simply be just a standard offer for all, there must be the capacity to provide individual, flexible, demand led services where required.

NE42 For those in the first full L2 offer custody for 2 years, does that include those released under supervision?

The LSC would encourage learners to continue learning and skills started in custody on release wider supervision

NE43 What about enterprise skills?

Enterprise Skills can form a legitimate part of the offer provided that they are offered in response to an identified individual need.

NE44 Need to clarify ALN - is dyslexia included?

Yes

NE45 Why not priority for short term learners (for those serving less than 1 year)

These people serving less than 1 year would be included in custody but not supervised. (and therefore identifiable) in the community.

NE46 Will there be an emphasis on offenders in the LSC list of priorities?

Offenders are already identified as a priority group for the LSC.

NE47 How will community increases impact on custody services?

Custody budgets (OLASS) are ring fenced and will not be used to supplement community provision.

NE48 Are the LSC prepared to fund the required support for offenders to access mainstream provision, will other support be provided?

Many FE colleges deliver learning and skills in community centres, VCS premises etc to overcome initial reluctance to enter mainstream provision. This has worked well LSC funded providers have a great deal of expertise in working with disadvantaged groups.



Leading learning and skills

NE49 Will minimum performance levels further deter mainstream providers from accepting or welcoming offender learners given the high risk attached to this client group?

As the setting of MLPs is planned for all LSC funded provision – providers will need to engage fully with that process.

NE50 Should adult offender learning services be working to the same model as Integrated Youth Support Services?

The National Offender Management Service (NOMS) is implementing the Offender Management Model which puts in place a dedicated Offender Manager

(for those serving 12 months or more) to manage the offenders sentence whilst in custody and in the community. The Offender Manager will make an accurate and thorough assessment of the circumstances, risks and needs of each offender, using approved tools and methodology, focussed upon the objectives to be met for that offender. Where a learning need has been identified the offender will be referred on, under the OLASS arrangements, to an LSC approved provider who will undertake more detailed assessments and tailor a learning plan that effectively meets the needs of that offender in terms of improving their skills which will enhance their chances of obtaining and sustaining employment. The variation in the regional OLASS models ensure that each region and area is best place to respond to the needs of both the offender and the labour market and so provide the offender with the best chance of gaining employment.

NE51 What impact will the reduction in the mainstream budget have upon this area, given the increased numbers in this section of the population?

Offenders are and will remain a priority for LSC funding. Many offenders have Skills for Life needs, are NEET and or do not have a first full level 2. They are likely therefore to “qualify” on numerous counts for priority provision.

NE52 Does there need to be an increased focus on access external funding to support this area? Who will provide this support? Should the skills be expected from mainstream providers or should we be engaging with specialist agencies?

The OSCARs will identify the levels of funding needed to support our proposals – The LSC and other Stakeholders will actively seek other



Leading learning and skills

sources of funds to support need. Mainstream providers and specialist agencies will have a part to play in providing that support.

NE53 Will there be an emphasis on offenders in the LSC list of priorities?

Offenders are already identified as a priority group for the LSC.

NE54 Will the objectives address the issues around ICT and electronic data transfer?

The ICT refresh programme and data access project will run parallel to the proposals.



Leading learning and skills

**Questions to the LSC raised at the Yorkshire and the Humber event,
3 10 07**

YH1 Is it considered acceptable to work with alternative providers for provision which is unable to be provided by our current provider?

Any additional provision offered must be by agreement with the LSC regional lead. To secure provision without that engagement could seriously compromise good order regimes in establishments.

YH2 How will the problems of competing priorities from different agencies be addressed

All changes will be made in a planned way agreed with those stakeholders concerned.

YH3 What about remand and unsentenced prisoners? They have short sentence and won't manage to not pass milestone before being moved on.

Interventions/Plans will be agreed which are appropriate to an individual offenders' circumstances.

YH4 What will be the process to align targets across providers, prisons and community supervision?

Future targets will be agreed across provision

YH5 Will the CJARs in prisons be directed through the Heads of Learning and Skills who have the whole prison overview or through the OLASS provider?

OSCARs will involve HoLS and providers.

YH6 Why is there need for further research into the link between learning and skills, sustainable employment and reduction in offending?

There is a lack of detailed, up to date research to determine which particular learning and skills interventions are most effective.

YH7 How can information about what happens to learners who leaves a college to go into custody be provided to the college and vice versa to inform the ILP

The unique learner number (ULN) will facilitate this process going forward. The LSR will be linked to the ULN and MIAP work.



Leading learning and skills

- YH8 What are we doing about immediate support for released prisoners (67% released to York's and Humberside) due to the high incidence of them returning to custody within this period?**
The offender management model should ensure that for those sentenced to over 12 months in custody arrangements will be in place to support the offender on release through interventions identified in the sentence plan, following the completion of a needs assessment (OASys).
- YH9 How will LSC make sure everyone is measuring and benchmarking in the same way for MLP's**
Guidance on MLPs will be issued and MLPs will be monitored carefully.
- YH10 How can we assure that the Test Beds don't have too many initiatives to deal with at once?**
Test bed regions have agreed their workplans with DIUS and DCSF.
- YH11 How stringently will MLP's be regulated or monitored. To what extent will they take into account the fact that providers have little effective control over prison regime factors when setting MLPs**
Guidance on MLPs will be issued and MLPs will be monitored carefully.
- YH12 Will any redistribution of funding for prison provision be ringfenced to the prison service or will it be available to support and enhance community provision?**
OLASS custodial budgets will not be used for community provision. Our proposals allow enhancement of both custody and community provision.
- YH13 Will the lead provider become an umbrella organization for steering funding between custody and community in each region? Will a single model be adopted**
Procurement units for August 2009 onwards have not yet been agreed. OLASS regional boards will agree the appropriate model for their region.
- YH14 What are the future plans for Industries and Workshops? Prison Industries, workshops and other goods and services remain outside of OLASS. HMPS are working to expand current provision with regards to employer engagement.**



Leading learning and skills

HMPS are working closely with the LSC to ensure that learning and skills provision meets the needs of prisoners and establishments. The LSC will support the development and delivery of key skills within our workshops in the same way they would with employers in the community who are promoting key skills with their employees. This will enable the LSC to access funds and support prisoners' learning without the need to transfer staff under TUPE. There is no intention to transfer responsibility for workshop production to the LSC.

YH15 How is the LSC going to cope with the capital issues related to the prison estate where this doesn't support learning adequately?

The LSC will work with partners to try to address this issue.

YH16 What level of support will there be for learners in the community to complete their courses - e.g. mentoring?

Provision for offenders in the community is equivalent to that offered in the mainstream. This is often supplemented by discretionary funds, e.g. ESF

YH17 What are the plans post 2010?

OLASS contracts will be let for a 5 years period. August 2009 – July 2014.

YH18 Where is the funding going to come from to support offenders in the community?

Provision for offenders in the community is equivalent to that offered in the mainstream. This is often supplemented by discretionary funds, e.g. ESF

YH19 How open will LSC be to all providers in the next tender regarding current performance, will current performance affect tendering

Track record in work with disadvantaged groups will be taken into account.

YH20 What is the link between the proposals in the prospectus and the current consultation on credit-based qualifications

QCF developments will enable offenders to build qualifications from units of accreditation. This will be very helpful in terms of establishing a flexible curriculum offer.



Leading learning and skills

- YH21 Is there a tension between awarding soft outcomes while your principal aim is to move offenders to mainstream provision**
No, the LSC has always recognised the value of engagement provision
- YH22 Is add. Learning support extra personnel, funding or for the provider?**
Click [here](#) for FE Funding Guidance
- YH23 Money available to support learners into mainstream...equipment, bus fares, support staff, lunch money etc...**
Click [here](#) for FE Funding Guidance
- YH24 Need support for the individual learner before meeting learner needs. Can they learn if they can'/won't get to the place of learning or won't have support there to enable it.**
Click [here](#) for FE Funding Guidance
- YH25 How would EDIM assessment report back on this prospectus? We need to be compliant with government legislation on this matter.**
A full Equality Impact Assessment will be carried out on our proposals
- YH26 Is there research that helps us to identify what is most appropriate support? Travel or support issues in community around additional support need to also be considered. Need to formally define ALS?**
Click [here](#) for FE Funding Guidance
- YH27 What will happen to longer term prisoners - target group seems to be those with 2 years to serve. How will this gap be filled - what provision will long term prisoners receive.**
Offenders will be able to access learning and skills provision, sequenced with other interventions according to their needs.
- YH28 What about those serving under 12 months - what support will they get?**
Offenders will be able to access learning and skills provision, sequenced with other interventions according to their needs.
- YH29 Point 3 - What are the important priorities? Who 'owns' the offender especially where a number of agencies are engaged?**



Leading learning and skills

Offenders will be able to access learning and skills provision, sequenced with other interventions according to their needs.

YH30 How will prisoners compete for jobs if they cannot obtain higher level qualifications

“Proritising” provision does not mean “limited to”. Provision will be made available to meet the identified need of the learner both pre and post level 2

YH31 How will we stop offenders disengaging? How can we encourage further progression?

“Proritising” provision does not mean “limited to”. Provision will be made available to meet the identified need of the learner both pre and post level 2

YH32 Women’s needs should be dealt with separately as a stand alone specification. Women’s needs are different and may not be suitable for the mainstream offer

The prospectus proposals take account of the different needs of female offenders . Offenders will be able to access learning and skills provision, sequenced with other interventions according to their needs. OSCARs will also consider the specific needs of women offenders

YH33 What is this for?

Click [here](#) for FE Funding Guidance

YH34 Yes - but where does it come from? Need to know exactly what can be funded

Click [here](#) for FE Funding Guidance

YH35 But if elements are dropped by the LSC will they be picked up by anyone else?

Offenders will be able to access learning and skills provision, sequenced with other interventions according to their needs.

YH36 Is there a possibility of exploring E2e to better support young offenders? E2e is a key vehicle for the 16 to 19 years age group

All young people in the Youth Justice System should be appropriately supported into education, training and employment as appropriate. E2e may be the appropriate route for a young person and can often provide a suitable environment for young people who are not ready to access other mainstream provision. The LSC OLASS Prospectus reviews



Leading learning and skills

(OSCAR) will provide information on the current offer to young people and inform future delivery which will include the full range of provision available for young people including E2E.

Also see NW8 Above.

YH37 Should colleges who have a duty of care for 16 year olds be taking ex offenders

Yes, offenders (ex or otherwise) have the same right to learning opportunities as for the general population. The LSC is also very clear in its statement of priorities that offenders are a priority group, whether ex offenders or current. Providers must therefore respond and meet the needs of this group as appropriate.

Additionally, Colleges may already have students who are offenders without always realizing; the intention is that offenders will become more clearly identified as a data tracking system becomes available. This will provide more information than is currently available, which will be helpful in relation to risk management within colleges.

YH38 Is there scope to map and remove any duplications between stakeholders?

OSCARs will perform that function

YH39 What about disclosure? Will ex-offenders disclose this info? Will tracking be therefore bitty?

Offender managers and IAG providers will provide advice to the offender about the need to disclose their criminal record, and suggest how this should be done. There is no statutory requirement for ex-offenders to inform training providers of their previous convictions.

The LSC are currently procuring a system which will allow for the electronic transmission of learner data between providers and ideally partners. This will go some way to improving data transfer between partners.

YH40 How will we measure the softer skills?

It will be possible to measure softer skills acquisition through a “distance travelled/value added” methodology.



Leading learning and skills

Questions to the LSC raised at the West Midlands event, 26 09 07

WM1 Will the YJB placement team really ponder over the education provision of an institution when placing a yp in custody at the end of the day

Given the other constraints on placement decision making, particularly around closeness to home and age, it is unlikely that educational considerations will be of paramount concern in the normal course of events. It is however the case that in each sector of the custodial estate, specializing in certain age groups, the educational provision will be differentiated accordingly. It is also perfectly possible under ideal conditions, especially when the overall population pressures are not at their greatest, that educational considerations can be taken more directly into account.

WM2 How will the LSC reconcile their proposals with the demands of the prison regime?

The proposals in the prospectus have been agreed with Senior Prison Service Managers. Implementation and agreed plans will be agreed with Prison Service Area teams.

WM3 Is there a contradiction between being targeted and tougher and the promise about being long armed and supportive to providers

We do not believe that there is a contradiction here, we have said that once we are satisfied with the OLASS provision we will take a step back.

WM4 How will the provision of ICT be consistent throughout the estate and satisfy the requirements of security?

The LSC has invested over £5m in ICT equipment for the custodial estate during the financial year April 2007 – March 2008. Arrangements have been put in place to ensure compliance with security regulations in establishments.

WM5 How do remands fit in

Prisoners on remand are funded under OLASS.

WM6 How will young people going through long sentences have the continuity of provision when lasu/yoi's and adult prisons cannot guarantee long term education provision



Leading learning and skills

Part of the rationale for the transfer of responsibility for OLASS to the LSC was to facilitate the continuity of provision between establishments covered by OLASS (this does not include LASU, which are out of scope of OLASS)

WM7 Can the draft prospectus include meeting the needs of prolific offenders as they are currently a priority group for learning, due to being identified by local communities as causing most damage? they need to continue to have all issues relating to reoffending addressed whilst in custody

The proposals outlined in the prospectus do not exclude meeting the needs of prolific offenders

WM8 With the short term / high turn-over nature of inmates in some establishments some participants may not have the opportunity to reach milestones, is there provision to pay some contribution for these people who will continue to need education

All offenders will receive learning and skills provision according to their individual need.

WM9 Who will access the ILP - JCP, community providers?

OLASS providers will access the LSR access system.

WM10 What are your plans to link E asset to the LSC?

The LSR will be linked to E-asset developments

WM11 With advent of output related funding, how will they ensure that targets in ILPs are robust?

LSR's will be subject to inspections by Ofsted.

WM12 What is the time frame for the CJARs?

Scoping and commissioning of OSCARs in Test Bed regions - November 2008

Results of OSCAR process in Test Bed Regions - February 2008

OSCARs across establishments, National Probation Service areas and Youth Offender Team areas in remaining seven regions - March 2008



Leading learning and skills

WM13 Prison courses take longer than the same course in college. A vocational course will need more embedded numeracy and literacy and learners take time out for prison courses, visits etc. Will this be taken into account in the funding

Learning will be planned based on the individual needs of the offender. OSCARs will establish the levels of supply and demand necessary to meet the needs of learners.

WM14 Funding needs to reflect the cost of courses. Decent vocational courses have high materials costs. Will the new funding method reflect this?

The OSCARs and funding research will determine the appropriate funding levels for provision.

WM15 What are the timescales

Scoping and commissioning of OSCARs in Test Bed regions - November 2008

Results of OSCAR process in Test Bed Regions - February 2008

OSCARs across establishments, National Probation Service areas and Youth Offender Team areas in remaining seven regions - March 2008

WM16 How will we ensure continuity of plans and attention to detail of delivery?

The LSC will monitor the quality of the learning experience supported by Ofsted.

WM17 an we have early and more information on the c jars

Scoping and commissioning of OSCARs in Test Bed regions - November 2008

Results of OSCAR process in Test Bed Regions - February 2008

OSCARs across establishments, National Probation Service areas and Youth Offender Team areas in remaining seven regions - March 2008

WM18 Will community provision reflect the custodial estate, roll on roll off courses, continuation of learning and skills

Offenders serving their sentences in the community will be able to access mainstream funded provision.



Leading learning and skills

WM19 Can you define employability

The LSC uses the definition of employability developed by the Employability Task Group for the Skills for Business Network, as follows: Employability defines the knowledge, skills, attitudes and behaviour required by individuals to seek, obtain and sustain employment at all levels in the labour market.

WM20 Community provision tends to align to college terms and years. There are 52 week training organisations in areas like construction offering flexible course. Can they be brought into a solution?

Any provider which meets the LSC's requirements may submit a PQQ and if successful, a tender for the service from August 2009.

WM21 We have experienced difficulties with providers discriminating against YP (Young People) who have had a final warning on the crb and have therefore declined to take them on a FE college course as a result YP are being denied a future based on one occasion a non violent offence they committed aged 12. Therefore providers need to be educated as part of the funding agreement in the rehab of offenders act. This applies to lea and schools as well

A concern has been raised with the national office about providers who are wary of accepting onto E2E programmes young people on bail, who may subsequently receive a custodial sentence. Providers are concerned that this could affect success rates and funding. Whilst E2E is not subject currently to Minimum Levels of Performance, progression and achievement rates rightly form part of the discussion between the LSC and E2E providers. This is an issue for local intelligence, knowing which providers are offering such provision, the scale and volume and reasons for leaving. Regional office staff will factor this intelligence into their considerations to assure such providers that they will not be penalised either financially or in terms of performance if they accept onto E2E courses young people who are subsequently given custodial sentences.

WM22 Agree that ALS is helpful. Can other funding sources be levered in to supplement this - such as funding for learning difficulties?

This is what is being proposed



Leading learning and skills

WM23 Will need to be prioritised - will it be the same as that applied to general public?

Yes

WM24 What does significant levels mean - is this cash or levels of provision

Levels of provision

WM25 Are young people going to be treated holistically rather than sitting within a specific priority group

Yes

WM26 Should those on remand be identified as a priority group so that they are given some support and structure?

Those on remand are included in OLASS and in our proposals going forward.

WM27 Should PPO's be considered as a priority group

PPOs are included in OLASS and in our proposals going forward.

WM28 How will this prospectus be communicated to prison governors

Our communications strategy includes communication with governors and other stakeholders.

WM29 What consideration has been given to remand prisoners?

Those on remand are included in OLASS and in our proposals going forward.

WM30 Consideration for foreign nations.

Foreign nationals are included in OLASS and in our proposals going forward

WM31 Are offenders on short sentences excluded from vocational courses?

No



Leading learning and skills

WM32 Is the LSC aware of its finite resources if Government policy continues at present to propel more young people into the CJs?

Yes, we are working with colleagues in NOMS where expansions are taking place to seek additional resources.

WM33 How much of through the gate support will be funded by the LSC, so that individuals can move forwards to achieve gainful and meaningful employment and not return to re-offending?

Information, Advice and Guidance is part of the learning and skills offer to offenders under OLASS. Offenders in the community can access mainstream LSC funded activity (including Train to Gain) in the area in which they are resettled. LSC discretionary funds e.g. EQUAL and co-financed ESF can be used to support the ETE pathway activity. It is not appropriate to use those LSC funds to support activities other than learning and skills related activity for other pathways.

WM34 What specific links are being made with employers?

The LSC works with employers at all levels, nationally through the National Employer Service, regionally through Skills Directorates and locally through Partnership Teams.

WM35 If elements are dropped by the LSC will they be picked up elsewhere?

All agencies will need to consider their contribution to the reducing re-offending target. The LSC contributions are only part of the overall picture.

WM36 If the focus changes will there be more money available to the community?

The OLASS budget for custody is ringfenced and will not be transferred to the community. Offenders serving their sentence in the community will have access to LSC mainstream funded activity (including Train to Gain) as any other citizen.

WM37 How can the distinction be made between juveniles and adults?

Young people (juveniles) are aged up to 18 years; young adults are aged 18 to 21 years of age; adults are over 21 years of age. There is a specific Offenders' Learning Journey (OLJ) for those young people under 18 years of age who are in the LSC Offenders' Learning and



Leading learning and skills

Skills Service within the Youth Justice System which outlines the delivery requirements.

WM38 Balance between general and specific provision in the community to meet the needs of the individual. What to address first?

Motivational/behavioural issues?

Sequencing of offender management interventions is the responsibility of the designated offender manager.

WM39 What do we mean by historical arrangement?

Arrangements that were in place pre-OLASS

WM40 We need to build on existing good practice, not develop new and unchartered delivery, can this be confirmed?

We intend to build upon good practice which exists in offender learning.



Leading learning and skills

Questions to the LSC raised at the East Midlands event, 21 09 07

EM1 What is the future role of HoLS?

The role of HOLS has evolved since their introduction in 2004. This is in line with the changing learning and skills agenda. It is likely that DIUS and HMPS will review the role in 2008 to ensure the role is integral to the delivery of the Next Steps agenda.

EM2 What funding will be available to change the content/focus of prison workshops including redevelopment/training of current staff?

Technical proposals due to be published in early 2008 will make this clear.

EM3 How will the new prospectus priorities fit with the inspection process, that values personal and social; development as well as skills for life and employability?

The proposals in the prospectus do not exclude PSD where a need is identified.

EM4 How will the interface between learning and skills in custody and in the community be more efficient, effective and economic?

Part of the rationale for transferring responsibility for offender learning to the LSC was to enable that interface to become more efficient by integrating the offer.

EM5 What is the future role of HoLS?

The role of HOLS has evolved since their introduction in 2004. This is in line with the changing learning and skills agenda. It is likely that DIUS and HMPS will review the role in 2008 to ensure the role is integral to the delivery of the Next Steps agenda.

EM6 Security departments inhibit activities – how will this be addressed?

All prisoners have to be risk assessed to ensure order and safety in establishments. In terms of allocating prisoners to regime activities, security departments are integral to the risk assessment process. The procedures will vary between establishments and these are local matters for Governors, Heads of Security and Heads of Learning and Skills.

EM7 What contact will be made between ROMs, offending behaviour, LSC and current providers in relation to OSCAR?

All stakeholders will be involved in the OSCAR process.



Leading learning and skills

EM8 Are there plans to involve skills councils more closely in line with mainstream provision?

The LSC has good contacts with SSC's and will work closely with them to improve provision for offenders

EM9 What about the lifers?

Prisoners serving long term sentences will not be excluded from OLASS.

EM10 Will there be funding available for one to one peer support/mentoring in the custodial environment?

The LSC and other Stakeholders will seek additional sources of funding to meet identified need.

EM11 What can be offered to lifers at the start of their sentence, if they are a low-priority?

Sequenced interventions agreed with the prison and the LSC.

EM12 Where is the focus for under 16 prevention?

The focus for under 16 prevention is in the numerous youth inclusion projects (YIPs) run by YOTs in many parts of the country. Here the focus is on identifying those young people most at risk in each community and ensuring an intervention is delivered that meets the needs of the young person and homes in specifically on any criminogenic risk factors such as education.

YIPs aim to reduce youth crime and anti-social behaviour in the neighbourhoods in which they work. Young people on the YIP are identified through a number of different agencies, including the YOT, police, children and family services, local education authorities or schools, neighbourhood wardens and anti-social behaviour teams.

The programme gives young people somewhere safe to go where they can learn new skills, take part in activities with others and get support with their education and careers guidance. Positive role models – the workers and volunteer mentors – help to change young people's attitudes to crime and anti-social behaviour, and address those factors that put young people at risk of involvement in offending or anti-social behaviour. arrest rates for the 50 young people considered to be most at risk of crime in each YIP went down by 65%

- of those who had offended before joining the programme, 73% were arrested for fewer offences after engaging with a YIP
- of those who had not offended previously but who were at risk, 74% did not go on to be arrested after engaging with a YIP.



Leading learning and skills

Some YIPs provide alternative education and all, as a matter of course, support young people to improve educational attendance and attainment, through mainstream or other provision.

EM13 Will there be funding for research into employment gaps/opportunities for foreign nationals?

There are no current proposals to undertake research into the specific needs of foreign nationals. However the process for developing Establishment Learning Plans through the area-based review process described in the Prospectus will take account of the particular needs of foreign national populations held in custody.

EM14 How do we ensure continuity between providers when inmates move around the system?

The proposals in the prospectus around a 'core curriculum' for offenders would help to address this issue the QCF would also play an important part.

EM15 Will there be additional funding for work based learning in the community?

LSC funded WBL programmes are already available to offenders in the community.

EM16 How does the prospectus relate to the offender learning journey?

The OLJ is the specification for the service offered. The prospectus sets out how the different elements of that service will be offered according to need.

EM17 How far have you developed the details of how the additional learning support would work?

The technical document will provide the details when it is published in early 2008.

EM18 Can we offer level 3?

The learning and skills offer made to offenders should be in accordance with their individual learning needs.

EM19 If the focus changes will there be more money made available to the community?

We do not intend to move budgets from custody to the community. Custodial and community provision will be enhanced by more effective use of LSC mainstream budget e.g. Train to Gain, Work Based Learning, Personal and Community Development Learning where appropriate.



Leading learning and skills

EM20 Will the mainstream engage? Will provision be flexible enough and to the correct quality?

The LSC will exert its considerable influence on its mainstream providers to encourage and support their ability to meet the needs of offenders.

EM21 Will Skills for Life still be available?

Skills for Life provision will continue to be available where an offender needs that provision.

EM22 Is it a finite resource, what if it is all spent on earlier learners none left?

OSCARs will determine the levels of funding required.

EM23 Are the criteria comparable to those in mainstream provision e.g. E2E? What happens when transfer?

OLASS funded learners will be able to continue their learning on transfer supported by the QCF.

EM24 Who makes an assessment/judgement who pays e.g. dyslexia assessment v expensive? If assessed build expectations to fund?

OSCARs will determine the funding levels required.

EM25 The priority groups understate the potential for achievement up to level 1, where do level 1 qualifications sit?

Level one provision will be made available where that is most appropriate to meet the needs of the learner.



Leading learning and skills

Questions to the LSC raised at the East of England event, 24 09 07

EE1 How will we ensure that the Prison service and OLASS continue in the same direction toward the same ends?

The prospectus has been agreed at a high level between the DIUS, LSC and partners in the Criminal Justice system.

EE2 What's in it for those that do not come from the skills arena?

The prospectus allows for the needs of all offenders in custody and so that appropriate learning is offered at the right time. Progression is a major element of the provision planned.

EE3 How will the ROM use any future budgets to influence probation areas priorities

Commissioning priorities for NOMS are set out annually in a national commissioning framework and, at regional level, in regional commissioning plans. These plans set out service investment priorities for commissioners and the services they intend to commission from probation areas. They also include plans for working with other commissioners, such as the LSC, to align delivery.

EE4 Can prisons and providers cope with significant change in provider hours?

OSCARs will give a fuller picture of the provision that is required.

EE5 How will the spread of the niche to mainstream be handled

It is intended that the benefits of LSC mainstream will be offered through the enhanced service not that individuals are shoehorned into the existing mainstream offer.

EE6 Discussed better links how far are prison establishments going to be involved in those links?

The effective future delivery of OLASS will need to be supported by effective partnerships it is incumbent on all partners to be proactive members of that arrangement.

EE7 Women offenders in Custody when will we have further feedback on the 4 phase approach

The Prospectus acknowledges that female offenders may need specific areas of provision, this will be further developed following the OSCARs.



Leading learning and skills

EE8 Electronic records- how do you plan to link to E-asset in the Youth Justice Estate?

The LSC is currently working with YJB to ensure alignment between LSC Learning Summary Record and E asset.

EE9 How are we going to ensure buy-in?

The prospectus has been agreed at a high level between the DIUS, LSC and partners in the Criminal Justice system.

EE10 Who is going to prioritise need

OSCARs determine levels of need.

EE11 How will the 80/20 split be implemented

OSCARs determine levels of supply and demand.

EE12 How will LSC incorporate FLT (Foundation Learning Tier) provision into OLASS delivery - it should

The new service will to be account of developments in QCF and FLT

EE13 What are the timescales for CJARS

Scoping and commissioning of OSCARs in Test Bed regions - May 2008

Results of OSCAR process in Test Bed Regions - August 2008

OSCARs across establishments, National Probation Service areas and Youth Offender Team areas in remaining seven regions - September 2008

EE14 Is money going to move from Establishment to meet priorities across the Estate?

OSCARs will provide the evidence to place resources where need is shown

EE15 Will LSC align WBL funding with FE funding 07/08 which gives an uplift for delivery to offenders

The FE uplift for offenders is being piloted during the academic year 07/08. Any decision regarding the future of ILR uplift will be made after the pilot is completed.



Leading learning and skills

EE16 Local Area Agreements - will these dovetail with OLASS in custody - what work is going on here?

Work is already ongoing by LSC to support partnership working and Local Area agreements.

EE17 Will it allow for innovation.

Yes

EE18 Will OSCARs realign the balance between provision in custody and the community

OSCARs will look how current provision meets the needs of individuals

EE19 What will be the expectations of local LSC area teams in terms of the OSCARs

OSCARs will be commissioned independently and results fed through local LSC teams.

EE20 Will OLASS still insist on full level two quals in vocational areas

OLASS does not currently insist on full level two qualifications in vocational areas. Although there is no reason why offender learners should not aim for this goal if it's appropriate.

EE21 How will LSC link the proposal for the electronic ILP to learner achievement records

The Learner Summary Record is not being developed as a full ILP, rather a summary of goals and learning achieved to support access to a learners progress.

EE22 Interesting to know how we will assess the link between improved learning and skills and re-offending in light of the suggested change

Longitudinal Home Office study to assess which interventions are most effective in reducing re-offending.

EE23 Interested to know how a national functional process will sit in the OSCAR

The Dispersal estate as a whole will be carried out within the OSCAR process



Leading learning and skills

EE24 How can OLASS influence the other seven pathways?

OLASS delivers learning and skills development to offenders. Offender managers will need to ensure links with other pathways.

EE25 How can the curriculum be developed to offer more tangible outcomes around the family issues and other pathway?

OLASS delivers learning and skills development to offenders. Offender managers will need to ensure links with other pathways.

EE26 The Offender Manager has a great part to play as a number of Offenders Managers are working with prisoners outside the areas of prison releases? Need to try to house local prisoners with in their areas,

Ideally prisoners should remain accessible to offender managers; it will not always be possible to keep prisoners in their home probation areas, which may not have the right category of prison. The current prison population puts additional pressure on the system.

EE27 Proposal 3- ALS definition- what will ALS support?

Click [here](#) for FE Funding Guidance

ALS needs will be supported according to individual need

EE28 Where do learners with mental health issues fit?

Offenders with mental health issues are the responsibility of the appropriate PCT. Learning difficulties and disabilities will be supported through the new Offenders' Learning and Skills Service.



Leading learning and skills

Questions to the LSC raised at the South West event, 27 09 07

SW1 If intention is to prioritise groups with greatest need - what will happen to those who are not prioritised?

Those who fall into lower priority groups will not receive as much OLASS funded activity as those in higher priority groups. Other (non OLASS) activities some of which may be funded by the LSC will need to be provided to occupy prisoners time e.g. increased workshop/including activity etc. All such decisions will be made in agreement with the stakeholders concerned.

SW2 Funding to continue for the soft skills - like the motivation required recruiting learners and retaining them?

“Soft” skills will be funded if that is most appropriate for the individual learner.

SW3 When a learner transfers from custody into the community who is still on a programme of learning - will the funding follow the learner?

When a learner transfers to the community they have still access to LSC mainstream funded activity like any other citizen. The funding will not be removed from custody to fund community provision.

SW4 Minimum level of performance - what's this based on?

Minimum levels of performance will be agreed post OSCARs and test bed evaluation.

SW5 Will each offender in the community receive the same level of funding per head as those in custody?

Offender learning in custody is currently funded on a teaching hour rate not “per head”. Learning in the community is funded according to the type of length of course an individual is engaged in.

SW6 What are the LSC's criteria for a 'good provider'?

The LSC's requirements of a provider are available on the [LSC website](#).

SW7 Why do remand prisoners, who may figure as a high percentage of prisoners in local prisons, appear not to be a priority group of



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any sort in annexe b, which presupposes that all prisoners are sentenced?

The LSC has always ensured that prisoners on remand are considered to be in scope of OLASS. The provision made available to those on remand will reflect the needs set out in their individual learning plan.

SW8 How do we break the cycle of regime-led demand-led provision?

All stakeholders at senior level have signed up to the direction of travel set out in the prospectus. Changes agreed at operational level will alleviate these issues. OLASS is driven by the needs of the individual learner within the constraints of the overall budget. OLASS is not driven by the needs of the regime but clearly needs to take those issues into account when planning learning.

SW9 What monitoring arrangements will be in place to assure quality and ensure accountability of provision

All OLASS providers are required to operate to industry standards as part of their contractual obligations. Contracts are monitored by the LSC and quality of provision is independently inspected by OFSTED.

SW10 If ETE is to move to the heart of all interventions, how will this be integrated in NOMS?

The LSC will continue to work with NOMS and other commissioners to ensure that sequencing of interventions is appropriately managed.

SW11 Has OFSTED been fully briefed and aligned to the prospectus objectives, possible outcomes and impact on the establishments?

Yes, OFSTED have been and will continue to be involved in the development of our proposals for the reform of offender learning.

SW12 + SW13

Can we have a brief outline of the process for the OSCAR's

The purpose of OSCAR is to:

Improve the alignment between the supply of learning opportunities for offenders in a prison establishment or area and their needs, prioritised to meet two principal objectives:

- to ensure alignment to the LSC's remit and responsibilities for commissioning high quality, relevant learning and skills opportunities, and



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- maximising the opportunities for appropriate learning, skills and employment provision to contribute towards a reduction in re-offending, by determining what range, type and level of provision should be in place in particular prison establishments or areas taking into account numerous factors, including, but not exclusive to:

It is our intention that these reviews take place against four main themes:

1.	Provision in custody – at establishment level;
2.	Provision for young people under supervision in the community at YOT area level;
3.	Provision for adults under supervision in the community – at NPS area level, and
4.	Transitional/continuity in learning arrangements within custody, and between custodial and community (and vice versa)

SW14 Sequencing - who will be in charge i.e. om, or ete officers

Appropriate sequencing of interventions will be agreed between the LSC and other commissioners.

SW15 How do you translate the investment made in custody to post-release

The proposed development of a core curriculum for offender learning will help to smooth transition as will the development of the Qualifications and Credit Framework.

SW16 Will local prisons be funded on achievement and if so how will achievement be measured in the light of high turnover?

Part of the purpose of the OSCAR exercise is to establish how achievement might best be funded going forward.

SW17 What happens to learner when order finished?

The responsibility for offenders learning and skills service transferred to the LSC nationally in 2006. Part of the rationale for that move was to ensure that learning undertaken whilst under sentence was capable of being continued or built upon once the sentence is finished.



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SW18 If the LSC are requiring establishments to target achievement much more rigorously, how do colleagues align this brief and strategy, with the issues surrounding prisoner activity out of cells?

The LSC, its providers and the prison will need to work along with other commissioners to maintain the appropriate levels of out of cell activity for an offender.

SW19 How much thought has been given to the fact that learners who are already disaffected will not use further education institutions?

Many learners access FE may have been previously disaffected, access to further education is not limited to college premises. Most LSC FE or Personal and Community Development Learning providers offer provision in a variety of settings. (Community centres, libraries, Voluntary and Community Sector organisation premises, probation office premises etc)

This type of provision has proved very successful in engaging learners who may not be comfortable in large FE colleges in the first instance.

SW20 Prioritisation aside - what level of funding will be required to fully implement the proposals and is it available?

The OSCARs will determine the level of funding required to meet need. Once the evidence has been gathered a case will be made to seek additional funds where necessary.

SW21 Different areas have different provisions i.e. an ETE unit or OM driving the learning need.

Learner need is determined by a learning and skills assessment carried out by an education or IAG specialist. Other specialists will determine need in terms of offending behaviour etc.

SW22 ESF funding?

ESF funding has already been used in most/all regions for work with offenders. The new round of ESF will provide a potential further source of funding.

SW23 Can the LSC ring fence funding for 19 plus vocational programmes to ensure provision is available for those on probation?



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No, mainstream funds cannot be ring fenced for sub-sectors of the community. However, offenders are a priority group for the LSC and the LSC will encourage all of its providers to work to meet the needs of this group.

SW24 More info on the 3rd uplift for colleges

Worked example:

A (non offender) adult learner studies and successfully completes a course leading to an approved qualification in Literacy at level 1. The course has a duration of 24 guided learning hours.

National funding rate in 2007/08

(Including programme weighting) = £230

Disadvantage factor = 1.12

Funding for the learner = £258

SW25 The funding for an offender in the community studying the same course is as follows.

National funding rate in 2007/08

(including programme weighting) = £230

Disadvantage factor = 1.12

Offender in the community uplift = 1.3333

Funding for the learner = £343

The above examples exclude any area costs that may be applicable.

SW26 There are concerns with regard to the number of level 2 and above, cohort of learners and how these individuals are supported in their selected vocational area of learning

Individual offenders will have access to provision according to their learning needs. Provision is not restricted to level 2 and below.

SW28 Short term offenders serving as little as 4 weeks - with the highest reconviction rates - how does this affect them? Where will their support come from?

Information Advice and Guidance and assessment of need will be the most important part of the OLASS offer for this group.



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SW29 If a prison or group of prisons could meet the criteria for a 'good provider' would they be prevented from entering the bidding process?

No, provision will be procured through a competitive tendering process and prisons/groups of prisons may tender if they meet the requirements of the Pre Qualification Questionnaire (PQQ).

SW30 How can e-learning be accommodated within the prison regime?

The LSC has already made a considerable investment in e-learning in prisons £2.18 million through NIACE projects (06/07 & 07/08).

The LSC will also invest £5.7m in the 2007/08 financial year in ICT equipment in prisons.

The Polaris (NOMS) project in the London prisons is demonstrating the potential for e-learning activity in custodial establishments and lessons from that project will be incorporated in plans for the future.

Learndirect (LSC funded) has been operating successfully in some prisons for quite some time. The LSC has encouraged Learndirect to extend its provision in custody using LSC mainstream funds.

SW31 Has HMPS senior management committed itself officially to accepting that these proposals will involve a radical cultural change within prisons, in accepting the centrality of education and training to the sentence management process?

The senior management of the prison service agree with the overall direction of travel in relation to these proposals and view them as a positive step forward.

SW32 What are the YJB doing to ensure engagement of high risk young people in ETE pre-court?

The YJB funds a variety of prevention initiatives many of which have a direct ETE related focus designed to address the causes of offending and antisocial behaviour before matters come to the attention of the courts.

Between July and September 2007, 85% of the young people on YOT prevention programs were receiving some form of ETE – 79% were receiving more than 15 hours a week.

Of those young people leaving YOT prevention programs, 80% were receiving more than 15h of accredited ETE a week.



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SW33 How can targets be met when offenders are moved from prison to prison? Through NOMS we need to ensure effective management of the individual learner, not sole emphasis on offender movement

It is unlikely that population pressures will ease in the foreseeable future and therefore there will be no respite on the transfer of prisoners between establishments. With regard to learning and skills outcomes, we need to work together to ensure that a core curriculum is developed so that offenders can continue their courses as they move between prisons.

SW34 At my prison education provides absorbing activities for many prisoners which keeps them successfully occupied. If LSC provision is withdrawn can I be assured that funding will still be provided to provide alternative activities for my prisoners?

Decisions relating to any reduction in OLASS provision will be taken in conjunction with the prison service and other commissioners.

SW35 Improve the resourcing of offender training units within probation to match that of prison HoLS, needs improved dedication of staff resources

All Probation Areas have Employment and Training leads currently, and this has been included as a specification for Probation Trusts. The issue of resources will be considered within the Prospectus, including how funding should be allocated across the system, to target resources where they are most needed.

SW36 Currently, personal and social development programmes are funded by LSC for those in custody. It is time to expand this to community provision by use of short course where 'credit' is accumulated. (i.e. not currently in schedule 96/97) is this part of the new proposals?

Offenders in the community are able to access mainstream LSC funded provision just like any other citizen. The QCF developments will address the issue of credit accumulation.

SW37 Would you stop other learners from learning if more funds were required for this group?

Currently only an average of 34.11% of offenders in custody are in learning. Our proposals to more closely link work in prison industries to



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learning and skills activity potentially provides more rather than less learning opportunities.

SW38 What about Foreign nationals - how will these be supported

Foreign nationals in custody are eligible for OLASS provision and will be supported in the same way as other offender learners.

SW39 Will the rate be the same across the country?

OSCARs will determine the level of additional support which is needed.

SW40 What's got to give to prioritise Foreign national if no additional resource is coming in?

OSCARs will determine the level of additional support which is needed.

SW41 Is LSC aware of risk to its finite resources if Government policy continues at present to propel more young people into the CJS?

Yes, we are working with colleagues in NOMS where expansions are taking place to seek additional resources.

SW42 How do the needs of foreign nationals prisoners stand within the existing priority structure?

Foreign nationals in custody are eligible for OLASS provision will be supported in the same way as other offender learners.

SW43 How will the community sector access LSC funding? Charities offer more to ex-offenders than colleges but can't access mainstream funding

VCS organizations are already accessing LSC funds both discretionary of mainstream .Click [here](#) for the VCS webpage

SW44 Should there also be specific provision for foreign nationals?

Foreign nationals in custody are eligible for OLASS provision and will be supported in the same way as other offender learners.

SW45 How are the needs of very low levels of ability going to be met - lots of offenders are entry level 1 and 2

The assessment of individual learner need will determine the individual learning plan which will be agreed with the offender and the prison.



Leading learning and skills

SW46 What % of those in the medium priority bracket would also fall within the high bracket?

OSCARs will assess the supply and demand “balance sheet”

SW47 Do Sector Skills Councils have influence on the learning offer?

The LSC is working closely with SSC’s to ensure their input to our proposals.

SW48 How much of through the gate support will be funded by the LSC, so that individuals can move forwards to achieve gainful and meaningful employment and not return to re-offending?

Information, Advice and Guidance is part of the learning and skills offer to offenders under OLASS. Offenders in the community can access mainstream LSC funded activity (including Train to Gain) in the area in which they are resettled. LSC discretionary funds e.g. EQUAL and co-financed ESF can be used to support the ETE pathway activity. It is not appropriate to use those LSC funds to support activities other than learning and skills related activity for other pathways.

SW49 Are foreign national offenders able to access learning and skills funding to support their ILP and programme offer?

Foreign nationals in custody are eligible for OLASS provision and will be supported in the same way as other offender learners.



Leading learning and skills

Questions to the LSC raised at the South East event, 2 10 07

SE1 David Perrins mentioned we won't be micro-managing providers going forward -what does this mean in practice for Prisons, especially HoLS?

Given the newness of OLASS arrangements, micro-management was necessary to start with. The move away from micro-managing providers is in line with wider LSC policy, is based upon trust in providers and is based upon the notion that appropriately planned and funded provision is in place. We expect this to be the case following implementation of Prospectus proposals.

SE2 What is going to happen in the community between July 2008 and August 2009?

Continuation of current arrangements including growth

SE3 What provision will be made for offenders who are too high a risk to enter mainstream community provision?

If the offender is identified as too high risk by their offender manager, out reach provision should be made available, managed in consultation with the ROM, Offender Manager the LSC and the provider. Alternatively some e-learning or distance learning provision should be explored as appropriate.

SE4 Is there not a human rights issue around depriving long term prisoners of education?

The prospectus does not propose depriving long term prisoners of education.

SE5 Whilst the arrangements discussed this morning are vital, for many female offenders their priorities concern re building relationships with their children, and learning to model pro social, responsible behaviour rather than employment and employable skills. Is this going to be catered for?

As highlighted in the prospectus, we intend to implement the recommendations as set out in the Corston Report in respect of female offenders.



Leading learning and skills

SE6 David Wiley made mention of progression to higher level skills which are clearly important according to Leitch in terms of future employability. Given LSCs funding remit, where is HEFCE's role in funding L4 & L5 learning?

HEFCE is responsible for funding higher level learning. The results of OSCARs will identify current supply and demand for various types of provision and this will help where there are gaps in provision

The document 'Reducing Re-offending Through Skills and Employment: Next Steps' set out proposals to reform higher education for offenders. Action is in hand on that commitment, and we shall be considering what changes should be made to the current delivery arrangements for higher education through a mixture of direct funding by the Offender Learning and Skills Unit in DIUS, the Prisoners Education Trust and OLASS providers.

SE7 Reallocating resource is clearly necessary. Can inter-regional reallocation happen (if, say, the OSCARs identifies that the South East has not enough resource and another region too much)?

Yes

SE8 What is the plan for high risk and pre entry level learners?

OSCARs will scope the current supply of and demand for provision by particular groups of learners.

SE9 In terms of OSCARs, a) what is timescale for bidders and b) who will be involved in letting tenders?

- a) Planned for end of January 2008
- b) The LSC is commissioning this work

SE10 If the prison estate is to mirror mainstream LSCs provision, facilities will need serious updating i.e. construction workshops, ICT, access to the internet

The LSC has invested significant amounts of money to refresh IT equipment within OLASS. The prison estate is made up of a wide range of buildings whose age, design and geography do not mirror modern FE Colleges found in the community. The amount of capital money is for all the estate and decisions have to invest where there is most need.



Leading learning and skills

SE11 Will MLP be based on inspection outcomes? If so, will providers be penalized for under performing prisons?

MLP's must apply for all LSC funded provision in the future. It is an intention that MLP's will be differentiated to take account of the different settings/delivery.

SE12 Are resources going to be moved around in custody to meet need?

The results of OSCARs will enable a clearer view of current supply and demand and the scope of potential changes. Once these have been accumulated, further plans will need to be developed.

SE13 David Perrins quoted that we intend to take the not appropriate for all in terms of employability into account - how will this be done?

OSCARs will scope the current supply and demand of provision at establishment/area level. The resulting work for example, in custody, will arrive at an establishment learning profile (ELP) which will set out the planned mix and prioritisation of provision.

SE14 It was mentioned that we still only support S4L for offenders in the community. Where is the method that will increase funds for offenders for other quals such as vocational

Through the commissioning of mainstream funded LSC provision

SE15 How will one to one provision be supported - as a transition phase before an offender joins mainstream funding?

Possibly, but mainstream provision will also allow for one to one support, should there be an identified need.

SE16 There appears to be no specific reference for offenders on remand. What will be the impact of the prospectus on this type of prisoner?

Foreign nationals and Remand prisoners are included in OLASS and so are covered by the proposals in the prospectus

SE17 There appears to be no specific reference to foreign nationals and provision for these learners

Foreign nationals and Remand prisoners are included in OLASS and so are covered by the proposals in the prospectus



Leading learning and skills

SE18 Will there be a Race Equality impact assessment attached to the prospectus and could the prospectus be explicit about cultural and diversity of issues as an expectation of provision?

The proposals will be subject to a full Equality Impact Assessment (Race, Disability, Gender and Age)

SE19 To what extent will the LSC review the eligibility of offenders in custody to access mainstream funding?

Offenders in custody may access LSC mainstream funds if agreed with the LSC Regional OLASS lead.

SE20 What provision or activity will be offered to foreign nationals and those on long term sentences if other parts of the cohort are taking up more of the provision?

Learning and skills interventions will be sequenced with other activities according to the individual needs of the offender.

SE21 Is there a human rights/ discrimination issue against long term access to learning?

A full Equality Impact Assessment will be carried out on the proposals.

SE22 Do people in secure mental health units fall under custody or community provision?

People in secure units have been declared to be out of scope of OLASS

SE23 Will high risk prisoners in custody and on probation be considered within the prospectus? For 1-1 support of transition into mainstream programmes?

Yes

SE24 Will there be opportunities for prison sites to go for COVE status?

We will explore the potential for prisons to work towards COVE status

SE25 What is the DIUS Strategy for tackling HE for Offenders?

The document 'Reducing Re-offending Through Skills and Employment: Next Steps' set out proposals to reform higher education for offenders. Action is in hand on that commitment, and we shall be considering what changes should be made to the current delivery



Leading learning and skills

arrangements for higher education through a mixture of direct funding by the Offender Learning and Skills Unit in DIUS, the Prisoners Education Trust and OLASS providers.

SE26 Are HOLs going to have an input?

Yes, HoLS will be involved in OSCAR's

SE27 With hands off approach from LSC that was mentioned this morning - how will quality be measured/improved in relation to MPL?

The provision will ultimately be managed as it is in the mainstream "light touch" with intervention where necessary.

SE28 What will happen in terms of driving the proposals if NOMS and LSC disappear?

The Prospectus proposals rely on a collaborative commissioning arrangement between an appropriate person within the criminal justice system and an expert learning and skills commissioner. So long as there is an organisation to fulfil those roles, the Prospectus proposals can be taken forward.

There is clear and significant political commitment to delivering the proposals set out in the Prospectus, and that direction of travel is likely to remain even if different partners become engaged in co-commissioning and learning delivery.

SE29 Colleges are unwilling to take ex-offenders into their provision. How can they be incentivised?

The LSC is trialing a financial incentive for Skills for Life Provision in colleges from August 2007.

SE30 There is insufficient consultation with establishments before hours are allocated. They take no account of prison movement & developments

The LSC has preserved the volume of hours requested by governors/HoLS



Leading learning and skills

SE31 Although labour market is discussed prisoners do not necessarily locate in same area. Should LSC be commissioning LMI on a local basis say quarterly. SSC info can often be not timely

The LSC already has access to LM1- national, regional and local as do Jobcentre Plus

SE32 Does learning difficulties include ESOL?

ESOL need is not a learning difficulty or disability it is simply a learning need. ESOL will be provided under Skills for Life provision. Some learners whose first language is not English may have a learning difficulty or disability and require additional support, which is not related to specifically to language. It is therefore important that ESOL tutors, like all tutors, should be aware of the issues concerning learning difficulties and disabilities.

SE33 Issue raised over paragraph 83 what will be put in place of education, you cant just start education after 8 years of nothing.

The prospectus does not propose that offenders would have no provision simply that it would be prioritised

SE34 Can learning be promoted without the use of expensive qualification?

The LSC believes that 'engagement' provision is important but that an offenders should have the opportunity to take a qualification if its appropriate

SE35 What are the future of prison workshops? How will the process of TUPE be handled if all workshops come under LSC control?

The prospectus does not suggest that all workshops come under LSC control

HMPS are working closely with the LSC to ensure that learning and skills provision meets the needs of prisoners and establishments. The LSC will support the development and delivery of key skills within our workshops in the same way they would with employers in the community who are promoting key skills with their employees. This will enable the LSC to access funds and support prisoners' learning without the need to transfer staff under TUPE. There is no intention to transfer responsibility for workshop production to the LSC.



Leading learning and skills

Questions to the LSC raised at the London event, 25 09 07

GL1 Is uplift for offenders doing SFL on top of 1.4 for all adults doing SFL target bearing provision?

Yes

GL2 Is 1.4 uplift enough to encourage college interest?

This is a trial, we will evaluate its success.

GL3 Could you expand on the statement that FE Colleges are being paid 1/3rd more to work with ex-offenders? Does that extend to schools and any provider?

We are testing this model in FE colleges for Skills for Life provision if successful we may extend it to encourage other providers.

GL4 What priority is currently given to delivering Enterprise Skills to prepare ex-offenders for self-employment?

Enterprise Skills delivery is a legitimate part of the offer to offenders if their individual learning plan identifies it as appropriate

GL5 How will it be possible for providers/FE Colleges to meet year round start dates and lengths of courses within constraints dictated by funding and achievement methodology

The proposals will take these into account when plans are published for the new service.

GL6 In terms of moving money between regions, is there going to be any cushioning?

OSCARs will determine whether this is necessary

GL7 How can IAG contribute to offender learning - where does IAG fit into the prospectus?

IAG is part of the offenders learning journey.

GL8 How do you intend to improve educational facilities in custody? The best provision needs adequate physical resources

The LSC has invested over £5m in ICT equipment in custodial establishments in this financial year.



Leading learning and skills

GL9 When will the IT system be available

The planned date is August 2008

GL10 Who is going to fund all the research that has been mentioned

The LSC will fund the necessary research

GL11 Can we assume there will be no movement of funding before contracts run out? Will there be a steady state to meet existing contracts?

Yes – unless otherwise agreed with providers/prisons

GL12 Who has contributed from HMPS at senior level to the prospectus?

Phil Wheatley Director General of the Prison Service and his team have been very helpful in contributing to the proposals.

GL13 What is the definition of a offender in the community

There are two groups:

- Those subject to statutory supervision by the probation service or the youth offending service. Such offenders will be subject to either a community order or on licence following release from custody.
- Those offenders released from custody without supervision. Such offenders , may or may not disclose their offender status, although the college can receive a funding uplift if they are aware of the learner is an offender..

GL14 Are these shared objectives amongst the partners or are they owned by the LSC?

The objectives in the prospectus have been agreed with the National Executive Group (NEG) upon which all stakeholders are represented at senior level.

GL15 Are we going to take stock of where we are now before we move on?

OSCARs will perform this function

GL16 How does this all link to the Offenders Learning Journey?

The OLJ is the specification for OLASS



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GL17 What work has been done to ensure that these proposals are deliverable?

The objectives in the prospectus have been agreed with the National Executive Group (NEG) upon which all stakeholders are represented at senior level.

GL18 Are skills for life and the first full level 2 only a high priority because they are LSC Targets?

Research demonstrates that first level 2 and skills for life completed are an important element of the employability threshold demanded by many employers.

GL19 Does finite resource relate to the OLASS funding or to the wider LSC pot for mainstream delivery. Will offenders have access to the LSC mainstream monies for ALS?

Finite resources refers particularly to OLASS funds.

GL20 How do we measure success? How do we know if any employment outcomes attained are sustained?

Work is currently underway to try to address this important issue. NOMS Performance metrics and key performance indicators are being developed to improve performance targets and monitoring within the custodial and community environment. Unemployed offenders who become employed during the course of their supervision are currently monitored and tracked for four weeks.

GL21 How will widening the scope, range and availability be implemented due to lack of funding within the community sector?

LSC mainstream funding will be utilized in line with the LSC's published statement of priorities.

GL22 Should the provision for remand be different or separate from sentenced provision?

Prisoners on remand are treated the same as any other prisoner under OLASS. This avoids any unnecessary disruption to regimes which would be caused by separation of remand from sentenced prisoners.



Leading learning and skills

GL23 Are all categories of HMP covered in the Prospectus and test bed proposals?

Yes, with the exception of private sector prisons.

GL24 Could this additional funding stream come from outside of current OLAS budget e.g. DWP?

Yes, we hope to increase the budget by making use of other sources of funding in addition to OLASS.

GL25 In custody, will personal social development programmes continue to be funded as purposeful activity?

Yes provided that those programmes are identified as appropriate learning and skills interventions for the individual