



Leading learning and skills

**Learning and Skills Council
Developing the Offenders' Learning
and Skills Service Regional Roadshow**

Cadbury House, Congresbury, Bristol, 27th September 2007

Contents

1	Comments and Questions.....	3
1.1.1	Questions.....	3
2	Facilitated Round Table Discussion	5
2.1.1	Table 1 - Mixed Group	5
2.1.2	Table 2 - Community Adult	6
2.1.3	Table 3 - Young People	7
2.1.4	Table 4 - Custody Adult	7
2.1.5	Table 5 - Mixed Group	8
2.1.6	Table 6 - National (mixed).....	10
2.1.7	Table 7 - Community Adult	11
2.1.8	Table 8 - Custody Adult	12
2.1.9	Table 9 - Custody Adult	12
2.1.10	Table 10 - Mixed (Custody Adult)	13
2.1.11	Table 11 - Mixed Group.....	14
3	End of day feedback	15
4	Warm-up Activity.....	17

1 Comments and Questions

The group was invited to enter comments about the event and questions for the results were used to form the basis of the Q&A session at the end of the day.

- Clear and effective information
- Sounds positive - proof will be in pudding
- Suggests a move to greater joined-up government
- If intention is to prioritise groups with greatest need - what will happen to those who are not prioritised?
- What are the implications of the Brennan report for this change?
- Issue of prisons e.g. Female estate, releasing into wide geographic area. Effective communication will be essential to ensure need understood.
- Welcome encouragement of the voluntary and community sector to be involved as they have experience of engaging with these groups
- Performance targets need to reflect the ability levels of the yo particularly those in custody where engagement skills are poor. This will reduce risk of providers rejecting high risk referrals in order to comply with miss aligned targets levels
- Issue of assessment and recognition of learning
- Esf fund
- Funding to continue for the soft skills - like the motivation required recruiting learners and retaining them?
- Welcome recognition that there needs to be funded learner support for offenders in the community
- When a learner transfers from custody into the community when still on a programme of learning - will the funding follow the learner?
- Suggestion - that the IAG Manager, or co-coordinator acts as the link between Prison and Probation

1.1.1 Questions

The group was asked "What questions do you have for this morning's presenters?
(If appropriate, please include the presenter's name)"

- Minimum level of performance - what's this based on?
- Will each offender in the community receive the same level of funding per head as those in custody?
- What are the Isc's criteria for a 'good provider'?
- Why do remand prisoners, who may figure as a high percentage of prisoners in local prisons, appear not to be a priority group of any sort in annexe b, which presupposes that all prisoners are sentenced?
- How do we break the cycle of regime-led demand-led provision?
- At what point will there be a female annexe b?
- What monitoring arrangements will be in place to assure quality and ensure accountability of provision
- If ete is to move to the heart of all interventions, how will this be integrated in noms?
- Can we have honesty in these dealings as opposed to previous actions? Where is the money going to come from to change the curriculum to meet employer needs? Is capital funding available to meet the changing needs?
- Has ofsted been fully briefed and aligned to the prospectus objectives, possible outcomes and impact on the establishments?
- Can we have a brief outline of the process for the cjar
- Can we have further details of the proposed cjar?
- Sequencing - who will be in charge i.e. om, or ete officers
- How do you translate the investment made in custody to post-release?

- Will funding in local prisons be funded on achievement and if DSO how will achievement be measured in the light of high turnover?
- What happens to learner when order finished
- 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?
- How can we increase the involvement of JCP?
- If we are to see provision that is comparable with that in the post 16 sector how will the capital investment to ensure comparable facilities be assured
- How much thought has been given to the fact that learners who are already disaffected will not use further education institutions?
- Prioritisation aside - what level of funding will be required to fully implement the proposals and is it available?
- Different areas have different provisions i.e. an ETE unit or OM driving the learning need
- ESF funding?
- Can the Lsc ring fence funding for 19 plus vocational programmes to ensure provision is available for those on probation?
- More info on the 3rd uplift for colleges
- 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
- 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?
- Improved communication and partnership working, plus systems to support this
- What are the implications for capital investment?
- If a prison or group of prisons could meet the criteria for a 'good provider' would they be prevented from entering the bidding process?
- How can e-learning be accommodated within the prison regime?
- 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?
- What are the YJB doing to ensure engagement of high risk young people in ETE precourt
- How can they meet targets 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
- 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?
- Improve the resourcing of offender training units within probation to match that of prison hols, needs improved dedication of staff resources
- 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?

2 Facilitated Round Table Discussion

The delegates were split into table syndicate groups relating to their area of expertise and asked to answer questions relating to the Prospectus. The results are shown below:

2.1.1 Table 1 - Mixed Group

2.1.1.1 Objectives

Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

- Not entirely. Point 3 needs to separate how from what and be more precise on links and servicing. How will OM drive delivery and link to sentence planning & interventions
- The are statements of intent - not objectives- how will it be achieved and why

2.1.1.2 Priority groups

Do you consider our proposed priority groups for offender learning in custody at Annex B to be appropriate? What might be the impact on different groups?

- Remand population will also need support. They need to be included
- Providers would like more info in order to understand the processes associated with remand prisoners so that they can understand their needs and plan accordingly
- point 6 -needs to be a clearer link to HE
- Point 6- needs to be expanded - needs to show how progression can be obtained
- Will this not limit the offer - is this fair? It needs to be a level playing field for all
- Would you stop other learners from learning if more funds were required for this group?
- What about Foreign nationals - how will these be supported

2.1.1.3 Additional support

Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported within that finite resource?

- YES!
- Will the rate be the same across the country?
- resource will need to be used very flexibly - rules surrounding it use must not be too rigid
- To use this effectively courses on offer must be the same so that when prisoners move within the estate and when they move to the community. Learning plan must continue
- A common entitlement to learning is needed. Sometimes disagreements as to the direction learning should take between the partners may be a barrier. Learning must be integrated effectively. A consistent regional response needs to be developed but where does the expertise lie in order to produce this?

2.1.1.4 Clarifying the role of learning and skills

In relation to custodial provision, do you agree that the role of learning and skills as part of purposeful activity within prison regimes needs urgent clarification? How can learning and skills work in harmony with other interventions?

- Yes this does need to be reviewed. Needs to be more driven by the sentence plan
- The Offender Managers unit role in prison needs to be more defined. The limitations of the OM also need to be considered
- L & S must be integrated /embedded within other interventions

2.1.1.5 Delivery through mainstream provision

In relation to community supervision, we do not believe that commissioning significant levels of offender-specific provision in the community would be beneficial. Is our intention to harness delivery through mainstream LSC-funded post-16 provision the most appropriate route? How can we best take this forward?

- Some short term specific provision will be required Mainstream will not be suitable for all [#172]
- Some offenders will need much more support than others. Investment in this will be beneficial compared to the cost of constant reoffending
- Mainstream providers need to be more aware and understand clearly the needs of these groups in order for them to engage effectively
- Continuity of the offer especially when learners move between custody & the community must be better. Still difficult to effectively manage these movements

2.1.2 Table 2 - Community Adult

2.1.2.1 Objectives

Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

- Presentation of the objectives should prioritise offenders in the community
- Objectives should encompass offenders who are not under the supervision of probation (less than 12 months custodial sentence)
- Need to have a more explicit reference to employment as the end goal
- Objectives should recognise that productivity and making a positive contribution to society is the ultimate goal - breaking cycles of unemployment in families (some offenders may be unable to work)

2.1.2.2 Additional support

Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported within that finite resource?

- Appropriate levels of additional learning support to be ring fenced to support the complex needs of ex-offenders and other more vulnerable groups who are currently more likely to leave training.

2.1.2.3 Delivery through mainstream provision

In relation to community supervision, we do not believe that commissioning significant levels of offender-specific provision in the community would be beneficial. Is our intention to harness delivery through mainstream LSC-funded post-16 provision the most appropriate route? How can we best take this forward?

- Apply offender uplift beyond Skills for Life to facilitate a realistic bridge to mainstream provision (small groups)
- We need to maximize learning in unpaid work. Funding is needed to provide short programmes (community) which recognise skills being used / acquired e.g.: retail, horticulture, construction, catering.
- A 'Champion' is needed to promote provision for offenders beyond Skills for Life and offender specific programmes. (Offender Learning Champion)
- Family learning should also be a priority in terms of ring fenced funding, focusing, targeting. It needs to be OLASSed.
- The allocation of family learning funding needs to be more widely available for other providers to support offenders and their families.

2.1.3 Table 3 - Young People

2.1.3.1 Objectives

Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

- Expand on proposals to include work done by the vcs
- Connexions - broadly support proposals but presents resourcing issues
- YO -concerns that existing post 16 sector isn't going to cope with the more high risk YOs
- Cross referencing of training will be important to pier groups where they exist simultaneously in custody or in the community. This will avoid pier group sabotage where strong links to pro criminal piers is evident to the YOS ASSET score
- Be careful not to miss YO- individuals and groups
- No reference to police - little to employers - where's TtG?

2.1.3.2 Priority groups

- Do you consider our proposed priority groups for offender learning in custody at Annex B to be appropriate? What might be the impact on different groups?
- Young people being forgotten about - focus is on adults

2.1.3.3 Additional support

Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported within that finite resource?

- What's got to give to priorities this if no additional resource is coming in?

2.1.3.4 Clarifying the role of learning and skills

In relation to custodial provision, do you agree that the role of learning and skills as part of purposeful activity within prison regimes needs urgent clarification? How can learning and skills work in harmony with other interventions?

- YO - investment at pre court stage needed
- Is LSC aware of risk to its finer resources id Gov policy continues at present to propel more young people into the CJS?

2.1.4 Table 4 - Custody Adult

2.1.4.1 Objectives

Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

- In broad brush terms, proposals look appropriate, however in the finer details there may be areas of concern. Current priorities up to level 2 - how will that compare to FE provision that goes up to Level 3. In response to bullet point 2 - prioritising - need to indicate to what extent/quantify

2.1.4.2 Priority groups

Do you consider our proposed priority groups for offender learning in custody at Annex B to be appropriate? What might be the impact on different groups?

- No - no reference to remand prisoners
- IPP prisoners need consideration at local prisons due to the length of time they are likely to spend there

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

2.1.4.3 Additional support

Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported within that finite resource?

- Yes there is the need for ALS - will not be possible to fund effectively and appropriately from a finite resource. Needs to be done properly if done at all. Is there support for the voluntary sector becoming more involved particularly to enhance the provision? Prisoners to train as 'coaches'? Serious investment in assessment required.

2.1.4.4 Clarifying the role of learning and skills

In relation to custodial provision, do you agree that the role of learning and skills as part of purposeful activity within prison regimes needs urgent clarification? How can learning and skills work in harmony with other interventions?

- Through expansion of offender management unit to take in all prisoners - including remand.
- Need to raise the profile of learning and skills as one of the most valuable forms of purposeful activity and to transform prisons into learning centres

2.1.4.5 Delivery through mainstream provision

In relation to community supervision, we do not believe that commissioning significant levels of offender-specific provision in the community would be beneficial. Is our intention to harness delivery through mainstream LSC-funded post-16 provision the most appropriate route? How can we best take this forward?

- Agree that offender provision would be effective if integrated into Post 16 provision.
- Needs to be some way of working with the Post 16 sector that makes the ex-offender 'more attractive' to the post 16 sector - either through funding or other ways. FE provision is still very College year starts. WBL is more flexible. High risk learners are a 'problem' for providers with the advent of MLPs. Providers staff may need training in the backgrounds of offenders. Placements could be started from prison if beneficial to the offender.

2.1.5 Table 5 - Mixed Group

2.1.5.1 Objectives

Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations

- It doesn't give sufficient consideration to the prior experiences of learning
- Individuals assessed when they are ready, not necessarily in the first 2 weeks - good
- How will the community sector access LSC funding? Charities offer more to ex-offenders than colleges but can't access mainstream funding

2.1.5.2 Priority groups

Do you consider our proposed priority groups for offender learning in custody at Annex B to be appropriate? What might be the impact on different groups?

- Question about foreign national funding - implications for vocational training?
- Should there also be specific provision for foreign nationals?
- Groups are appropriate
- Need for research on reoffending
- A Short term - how will this priority be maintained with the uncoordinated mobility of offenders?

2.1.5.3 Additional support

Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported within that finite resource?

- Different focus in objectives for local remand/ training prisons/lifer units - curriculum needs to differ. Lifers need skills to reintegrate into society, short term need meaningful IAG linked to effective sentence planning and support on release / pre release
- Concerned over finance driven rather than learner need and short sentence driven. Link to sentence timing doesn't add up trainer cat c average length of stay 279 days
- In principal agree with proposal, we are however concerned that the current funding framework LACKS AN ELEMENT OR component to address the essential aspects of diagnosis & provision of additional resources. This is at variance with mainstream funding mechanisms where there exist differentiated funding routes.
- May suspect dyslexic, but can't diagnose - no funding to do this and

2.1.5.4 Clarifying the role of learning and skills

In relation to custodial provision, do you agree that the role of learning and skills as part of purposeful activity within prison regimes needs urgent clarification? How can learning and skills work in harmony with other interventions?

- Need to be able to transfer training from one prison to another
- Everyone else gets learning support, why not prisons?
- Danger of advanced learning support becoming like teachers
- Where is the assessment for learner support? No specialist diagnostic expertise & tools in prisons
- This is a loaded question
- Need for consultation with the prisons, LSC to assist with problem solving
- Purposeful activity has many meanings - what is purposeful to the prisoner may not be purposeful to the LSC
- Other interventions have priority over learning, should all be part of the Learning Journey.
- Needs to be a review of the role of L&S with recognition that L&S with a view to reintegration into the community requires prison regimes to recognise the importance of a meaningful working day - 4 hour working day does not lead to preparation for work
- Need to engage more with the prison service - what are the prisons going to do with prisoners who are not involved in learning and skills through the restricted sentence issue, how will they be occupied?
- Tariff on purposeful activity - e.g. drugs course counts as purposeful in prison, but may not be seen as so by LSC, also gym etc

2.1.5.5 Delivery through mainstream provision

In relation to community supervision, we do not believe that commissioning significant levels of offender-specific provision in the community would be beneficial. Is our intention to harness delivery through mainstream LSC-funded post-16 provision the most appropriate route? How can we best take this forward?

- Community link needs to be with short term reoffenders
- Colleges reluctant to educate ex offenders - and ex offenders don't want to attend fe colleges
- Key aspects of community safety to be taken into account - because of nature of offences.
- General disagreement with statement - there is a need for significant levels related to the actual as opposed to the perceived learner need. How much learner feedback has there been on this key area of change?
- Intention to harness mainstream is NOT the most appropriate route (general concensus)
- Need effective dialogue with offenders to ascertain their perceived needs in terms of provisiobn. Need adequate & targeted resources to take this combined approach forward. Review existing projects that

are examples of good practice that are achieving, progressing & developing the required skill blends to contribute meaningfully to their local communities.

2.1.6 Table 6 - National (mixed)

2.1.6.1 Delivery through mainstream provision

In relation to community supervision, we do not believe that commissioning significant levels of offender-specific provision in the community would be beneficial. Is our intention to harness delivery through mainstream LSC-funded post-16 provision the most appropriate route? How can we best take this forward?

- Net import/export of prisoners should be recognised but also mustn't forget the specific additional Welsh/WAG dimension. And this should be recognised in advance to ensure better strategic planning as well as the content of the ILP for individual offenders

2.1.6.2 Additional support

Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported within that finite resource?

- YES!!!!!!
- Train offenders to provide the support where that is appropriate? Train to Gain for POs? Third Sector allows better VFM
- HR implications of targeting L&S. i.e. complaints from some if they don't have access

2.1.6.3 Priority groups

Do you consider our proposed priority groups for offender learning in custody at Annex B to be appropriate? What might be the impact on different groups?

- Obj 6 should be at least M and probably H for those at greatest risk of re-offending. This is important to remove a barrier to effective engagement, participation and success in learning.
- Need to reflect WAG priorities and strategies considering the high number of 'exported' offenders. WAG allows 'more chances' that are not available in the English model. e.g. First L2 There is a general view that offenders may need to have a 2nd bite of the cherry. e.g. changing tack as job goal changes. Build in element of Provider choice

2.1.6.4 Objectives

Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

- Great to see employers and offenders in the same sentence
- General consensus about objectives
- Perhaps recognise different types of offenders e.g. BME, women, LDD. Equality Impact Assessment
- 4 broad objectives should recognise the importance of prioritisation of offenders in relation to the OM model
- Huge resource implications of 3rd objectives. At odds with overall prioritisation theme of Prospectus
- Potential conflict of saying 'all offenders' in some objectives in some objectives and just 'offenders' in others
- Tension between various targets. e.g. Purposeful Activity KPI
- L&S covered by the OLASS ILP is legitimate Purposeful Activity but there is a tension between HMPS achieving PA for all but L&S is targeted to some. HMPS KPIs should remove the incentive to fill classes with students inappropriately. (e.g. as previously happened with Basic Skills classes)
- ETE interventions must be sufficiently high up the overall interventions food chain to ensure that training is not disrupted and everyone (incl Prison Officers) play a part in making it happen effectively

2.1.7 Table 7 - Community Adult

2.1.7.1 Delivery through mainstream provision

In relation to community supervision, we do not believe that commissioning significant levels of offender-specific provision in the community would be beneficial. Is our intention to harness delivery through mainstream LSC-funded post-16 provision the most appropriate route? How can we best take this forward?

- Intention is OK if supported transition is funded through appropriate providers. Also need to take account of offender behavior i.e. erratic attendance; learning interrupted by CJ needs; specific tailored support needs which affect outcome attainment.

2.1.7.2 Clarifying the role of learning and skills

In relation to custodial provision, do you agree that the role of learning and skills as part of purposeful activity within prison regimes needs urgent clarification? How can learning and skills work in harmony with other interventions?

- Yes. Embed literacy and numeracy into other (CJ) interventions. Train prison staff in basic skills awareness; raising priority of it; flexibility of provision;

2.1.7.3 Additional support

Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported within that finite resource?

- Yes. Does this mean increased targeting through the adult learner support budget? Training issue- the people giving the support need the appropriate skills; creating a disclosure culture. Need to take account of additional factor of risk that each offender may pose but understand this within the learning and work placement situation - this will be different for each offender.

2.1.7.4 Priority groups

Do you consider our proposed priority groups for offender learning in custody at Annex B to be appropriate? What might be the impact on different groups?

- Need a specific learner target group for women;
- No consideration of ESOL; people with LD or learning difficulties should not be medium priority (should be high) those who really need the provision would be disadvantaged; creativity and innovation across the funding streams to engage specific offenders; need to recognise that prison sentences are finite - better planning to achieve outcome within the time; funding to follow prisoner to allow completion in the community.

2.1.7.5 Objectives

Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

- Lacking the 'how'; broad statements rather than actual objectives; need examples of what each objective really means in practice
- How will government link complementary funding stream
- How are the needs of very low levels of ability going to be met - lots of offenders are entry level 1 and 2

2.1.8 Table 8 - Custody Adult

2.1.8.1 Clarifying the role of learning and skills

In relation to custodial provision, do you agree that the role of learning and skills as part of purposeful activity within prison regimes needs urgent clarification? How can learning and skills work in harmony with other interventions?

- Recognise that L&S already works in harmony in many establishments.
- Concerns about when purposeful activity becomes the driver for L&S

2.1.8.2 Additional support

Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported within that finite resource?

- Questions around assessment of support needs and validity of it.
- Issues of existing info on need not being communicated effectively between establishments in timely fashion. Repetition of screening is wasteful. Tutors not engaging effectively with info held. Learning therefore not being planned appropriately. Felt however all above being addressed by current initiatives and emphasis.
- Cat B Locals could be set up as assessment centres.
- Need to teach all teachers to recognise and support special needs
- Could use the resources to train all staff to manage learners with additional needs and money best spent on enabling all learners to benefit in this way rather than funding for special needs following learner. Not cost effective. Need to strike balance between specialist support and general.

2.1.8.3 Priority groups

Do you consider our proposed priority groups for offender learning in custody at Annex B to be appropriate? What might be the impact on different groups?

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

2.1.8.4 Objectives

Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

- Need to include something about coherent progression for learners across the Estate not just within establishments. Need to ensure that partnership working is recognised, understood across Estate and progression built in. Establishments operating in isolation doesn't provide best learning experience for prisoners transferring through estate.
- Do Sector Skills Councils have influence on the learning offer? Not felt if so. Should there be broad guidance on level and nature of course/qualification?

2.1.9 Table 9 - Custody Adult

2.1.9.1 Delivery through mainstream provision

In relation to community supervision, we do not believe that commissioning significant levels of offender-specific provision in the community would be beneficial. Is our intention to harness delivery through mainstream LSC-funded post-16 provision the most appropriate route? How can we best take this forward?

- In the first instance offenders will have to be provided with the social skills that will enable them to integrate within a learning community. Then the issues of Public Protection will need to be addressed - schools have to be persuaded to take excluded pupils how will colleges and universities react to having to take offenders and ex offenders - this will need exploring with policy makers and offenders and a change in public perceptions and the perception conveyed through the media

2.1.9.2 Clarifying the role of learning and skills

In relation to custodial provision, do you agree that the role of learning and skills as part of purposeful activity within prison regimes needs urgent clarification? How can learning and skills work in harmony with other interventions?

- This will require a definition of purposeful activity.
- Ensuring harmonious working with other interventions is part of the role of the HoLS

2.1.9.3 Additional support

Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported within that finite resource?

- Yes. In order to address the issues around employability the significant disadvantage of offenders struggling with additional learning needs must be addressed. The issue of the four providers within the South West and the subsequent increased costs must be valid here. If cost is an issue then perhaps the model should be looked at in the first instance and costs compared to other areas, including Wales

2.1.9.4 Priority groups

Do you consider our proposed priority groups for offender learning in custody at Annex B to be appropriate? What might be the impact on different groups?

- In principle this may look to have merits and offer a route for cost effectiveness. In practice the organisation of the prison population makes devising a curriculum along these lines difficult. It is incumbent on us to provide a flexible curriculum that is responsive to the changing needs of our populations - prisoners are not placed as a result of any sense or plan, merely as a result of operational pressures and judiciary influences.

2.1.9.5 Objectives

Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

- Applaud point and point three. Have concerns about an explicitly principled focus on employability given the underpinning issues, skills and abilities required to reach the principle e.g. Mental health, social deprivation, inadequate life skills

2.1.10 Table 10 - Mixed (Custody Adult)

2.1.10.1 Delivery through mainstream provision

In relation to community supervision, we do not believe that commissioning significant levels of offender-specific provision in the community would be beneficial. Is our intention to harness delivery through mainstream LSC-funded post-16 provision the most appropriate route? How can we best take this forward?

- Needs brokerage
- Transitional period needs to be managed by OM and ETE, also FE tutors, main-stream providers
- quicker transition from prison to probation

2.1.10.2 Clarifying the role of learning and skills

In relation to custodial provision, do you agree that the role of learning and skills as part of purposeful activity within prison regimes needs urgent clarification? How can learning and skills work in harmony with other interventions?

- Tailoring custodial learning provision to that of LMI, whether prisoner being released locally or out of area - so broader understanding of needs of offender's home area
- Flexible approach
- Culture change in prisons to really push learning agenda and reduce re-offending

- Flexibility of approach from colleges and prisons - not just Monday to Friday 9 to 5 - overcoming prison regime

2.1.10.3 Additional support

Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported within that finite resource?

- Identify specific needs and prioritise - i.e. 1 to 1 for offenders who cannot read or write (pre-entry levels), support to move dyslexic learners forward, and those with other degrees of learning difficulties, including the assessment of.

2.1.11 Table 11 - Mixed Group

2.1.11.1 Clarifying the role of learning and skills

In relation to custodial provision, do you agree that the role of learning and skills as part of purposeful activity within prison regimes needs urgent clarification? How can learning and skills work in harmony with other interventions?

- 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?

2.1.11.2 Objectives

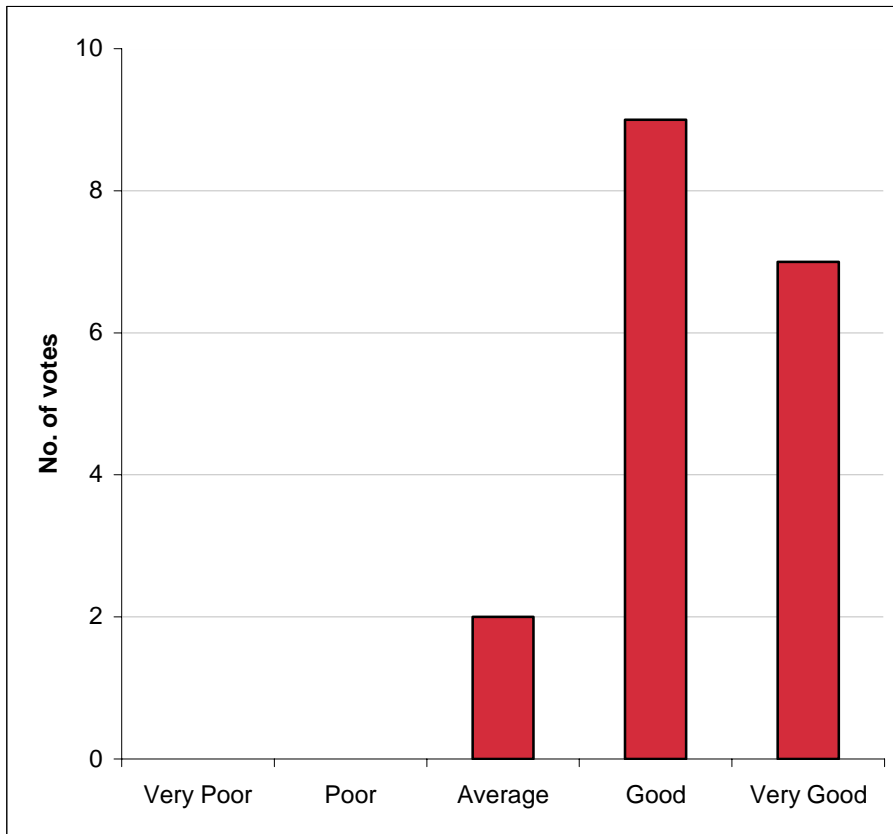
Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

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

3 End of day feedback

The group was invited to give their feedback by answering a number of questions. The questions together with the responses are shown below.

Q1: Overall how did you rate the event?



Q2: What did you like about this event?

- Good representation of "movers and shapers" and of those at the chalk face
- Networking opportunity. Technology helped reporting back and asking questions.
- Well structured. Use of technology was excellent
- Very good mix on table and constructive discussions
- working with colleagues from a variety of agencies
- open discussion and networking , listening to other's views
- use of technology to respond; speedy collation;
- SHORT TO THE POINT AND EVRYTHING COVERED
- updating myself on the prospectus
- opportunity to discuss the proposals and therefore understand them better
- Structure of the programme. Mixed input from range of delegates. Use of crystal tablet for feedback / discussion.
- Networking, use of ICT, views of different establishments and appreciation of different experiences
- Its interactivity
- Stimulating. A sincere effort to get our feedback. We liked the interactiveness and thought technology was great
- efficient organisation and good agenda with time for discussion

- pace and focus and format
- opportunity to talk with others outside Wales to understand different approaches and raise cross border concerns

Q3: What could be done differently and/or better?

- This really did need to be a whole-day event. It was all too rushed with insufficient time for Q and A
- Maybe to make the initial introductions shorter and go straight into the discussion of the prospectus
- greater integration of delegate groups
- Snappier presentations
- Provide more time to effectively address the questions. Ensure that the process is open and informs future decisions is not just a token consultation.
- more time for the discussion
- Better pre course information - joining instructions not distributed in all cases; web site registration difficulties; more time for the exercises; for delegates to ask subsequent questions; for feedback from panel.
- MIX UP OF GROUPS/TABLES - PEOPLE FROM SAME ORGANISATIONS OFTEN HAVE SIMILAR OPINIONS
- n/a
- More time especially for panel responses.
- More time to questions, too condensed, pressure - 10 to 3 would have been better
- Clearer info on questions - took a while to understand/find them. Little too time - would have been better a little longer
- Engage at prison SMT level in addition to securing the agreement of the DG
- Funding stream analysis
- nothing significant
- more opportunity to network and discuss specifics about cross border issues I would like to explore the regional assessment process further as need and demand should include assessments about the home area of the offender not only where delivery will take place

Q4: What is the one thing you would like us to bear in mind going forwards?

- See answer to question 3
- Honesty and communication back to the Stakeholders. Funding Issues and Prisoners views.
- Do not lose sight of the individual. Its not all about E2E
- The complex demands upon custodial establishments and the need for direction and drive from Central Government to ensure that the prison regime is sufficiently staffed to enable meaningful preparation for employment through the core day being made a real working day./
- Need to consider the benefits of the process - there needs to be a finite amount of money - but not too finite!!
- consideration from the LSC that Prisons have the capability to be quality LSC providers
- Funding following the learner; learner needs should be at the centre of what we do.
- THIS LOOK GOOD - PLEASE KEEP PROMISES!
- funding implications
- The need to ensure resources are focused on the right learners.
- Having asked for input, we would wish it to be given due consideration. A rethink of current perceptions and practice is needed and decision makers should be prepared to think creatively.
- None of this can be achieved without extra/additional funding. Careful management of funding to support learner's journey. ILA's for offenders.
- Change management!
- You are not dealing with a cohesive and holistic group. Prisons are a highly complex environment and are often at the mercy of factors beyond their control.

- Continued review of funding and the strategy for practical implementation Expenditure versus vocation provision and delivery, how can this be effectively funded
- Governors and continuing consultation. Ensure necessary resources are available
- The journey may start and end in areas where there are different policy drivers and operational mismatches. There is a need to understand where that journey will end as well as where it starts

4 Warm-up Activity

The group was introduced to the crystal technology by inputting their answer to the question: "If this meeting was a song, film or TV series, what would it be and why?"

- Things can only get better
- Pilgrims Progress
- Fantasy Island
- Neverending Story
- The only way is up
- Somewhere over the rainbow
- Neighbors
- Fawlty towers
- Jailbreak
- I Believe (Not)
- Magic Roundabout
- Tell me what you want, what you really really want.
- Monty Python
- I predict a riot
- Crossroads
- Pirates of the Caribbean
- You spin me right round (like a record baby)
- I'M LOOKING
- Money, money, money
- Mission impossible