



Leading learning and skills

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

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## Contents

1	Comments and Questions.....	3
1.1.1	Comments.....	3
1.1.2	Questions.....	3
2	Facilitated Round Table Discussion .....	4
3	End of day feedback .....	15
4	Warm-up Activity .....	18

# 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.

## 1.1.1 Comments

- Please enter your comments regarding this morning's presentations.
- ILP driven funding will fatally compromise an independent and impartial IAG service. Targets will be institution not learner driven.
- The need for technology to support these offenders is going to be key please consider the overhaul of systems at national and local levels, and use the experience of learndirect in the 17 prisons Pathways ESF project which has had tremendous success.
- It is heartening to hear a renewed emphasis on offenders in the community
- concern that the prospectus does not address the education for the increasingly elderly population, particularly in the high security estate.
- In looking at the problem of age
- Very concerned about the practical / chalk face partnership work in establishments. More robustness in the prison, provider and LSC relationships is needed.
- Transfer of data still a real issue for all even with one provider!
- How can information
- concern about the lack of support for primary carers and the fact that they may not be available for work or training for a number of years
- More support for educating sex offenders in the community, access to provision.
- The uplift for BS quals is welcome but needed more for other quals where tutors are not necessarily so skilled at dealing with learners with difficulties - or ALS issues need addressing urgently.

## 1.1.2 Questions

- What questions do you have for this morning's presenters? (If appropriate, please include the presenter's name)

### 1.1.2.1 Impact of proposals on other areas

- Is it considered acceptable to work with alternative providers for provision which is unable to be provided by our current provider?
- How will the problems of competing priorities from different agencies be addressed

### 1.1.2.2 Impact on specific groups of learners

- Where will OLASS for young people sit when the budget for 14-19 is passed to LAs?
- In looking at the problems of an ageing population in the high security estate has this been deliberately omitted or is it an oversight?
- Sex offender's low employability what can they expect?
- as only 5% of the OLASS population is female will this area suffer from lack of funding?
- Do schools have a role in this?
- What is the priority for high security and first time lifer centres
- What about remand and unsentenced prisoners? They have short sentence and won't manage to not pass milestone before being moved on.

### 1.1.2.3 The process/scope

- What will be the process to align targets across providers, prisons and community supervision?
- Will the cjar's in prisons be directed through the Heads of learning and skills who have the whole prison overview or through the OLAS provider?

- Why is there need for further research into the link between learning and skills, sustainable employment and reduction in offending?
- How can information about what happens to learner who leaves a college to go into custody be provided to the college and visa versa to inform the ILP
- 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?
- How will LSC make sure everyone is measuring and benchmarking in the same way for MLP's
- More information on how the measuring and funding of soft outcomes will occur
- What are the thoughts on differentiating MLPs throughout the estate
- How can we assure that the Test Beds don't have too many initiatives to deal with at once?
- 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
- 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?
- How will the demand led / plan led mix be arrived at
- Will the lead provider become an umbrella organization for steering funding between custody and community in each region? Will a single model be adopted
- Will offenders be moved to a prison where the individual's best need (as identified by their ILP) is served by the learning resources?
- What are the future plans for Industries and Workshops
- How is the LSC going to cope with the capital issues related to the prison estate where this doesn't support learning adequately?
- What level of support will there be for learners in the community to complete their courses - e.g. mentoring?
- What are the plans post 2010?
- Where is the funding going to come from to support offenders in the community?

#### 1.1.2.4 further clarification

- there is an It solution which can be set up in prisons to enable hacker free learning and Andy Moss recommends it. It has a proven track record, but the problem as always is finding the funding for this, but its not a huge amount of money so can it at least be considered?
- How open will LSC be to all providers in the next tender regarding current performance, will current performance affect tendering
- What is the link between the proposals in the prospectus and the current consultation on credit-based qualifications
- Is there a tension between awarding soft outcomes while your principal aim is to move offenders to mainstream provision.

## 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**

### **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?

- Need re-introduction/habilitation in society before accessing etc provision. More life skills related for lifers etc...
- Issues with dispersal of offenders not into wider community....skills needs local demand for jobs etc...
- Financial issues to meet demand?
- Budgets available to assist certain sectors of offender...e.g. older offenders, women etc...

### **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?

- where is the consideration in annex B for the community
- the range of offenders in custody is too broad to be classified accurately
- Employment seen as the 'ultimate' with little consideration for wider SfL provision. employment should not rule out SfL needs
- DTO learning is not realistic when released into the community...other considerations...again related to job/life skills.
- links to the community for offenders and their skills acquisition
- Priorities in annex b is not 'individual'. Who can say what somebody's priorities are...SfL may be one of many...

### **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?

- Is add. Learning support extra personnel, funding or for the provider?
- Money available to support learners into mainstream...equipment, bus fares, support staff, lunch money etc...
- 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.

### **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?

- Clarification is needed but it will vary from prison-to-prison. Need for different bodies to be involved for 'purposeful activity' to be a success.
- Interventions: harmonizing with offending behaviour programmes, with external providers in the community. Currently off. Behaviour progs. take priority

### **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?

- Preparation for offenders before accessing post 16 sector education...done in probation/custody?

- A lot of offender learning needs to be time-intensive because of multiple needs...need to be sure that mainstream provision can cope. Can it?? Gaps in provision may exist because of this. How can this be met. Need pre-entry prov. and those who have barriers to learning.

## 2.1.2 Table 2

### 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?

- Would like to see further reference to the OLJ and the importance of this as a through the gate approach that links learner between custody and community.
- more emphasis placed on the impact that learning and skills has on reducing the risk of reoffending
- ensure that a system is in place for tracking and inputting learner data

### 2.1.2.2 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?

- concerns with the emphasis from high security estate
- Generally the groups are right but the emphasis on each is the concern dependent on the position one works i.e. high security, probation etc
- would like to see hefec contribute more for above level 2 provision 3
- OFSTED contradict this short view of progress to only level 2. Often we are criticized for lack of progression above level 2 and is low priority in the paper.
- How would EDIM assessment report back on this prospectus? We need to be compliant with government legislation on this matter.

### 2.1.2.3 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?

- Is there research that helps us to identify is most appropriate support?
- Travel or support issues in community around additional support need to also be considered.
- Need to formally define ALS?

### 2.1.2.4 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?

- Offender managers have a greater influence of custody ILP
- Learning & Skills given parity other sentence plan targets.
- A more consistent approach to labour change within prisons, supported and contributed by Offender managed who can assist with sequencing. Further development of offender learning model.
- How learning & skills can support other sentence plan interventions
- Industry and workshops need to have learning & skills entry criteria, so that delivery can take place throughout the estate

### 2.1.2.5 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 but funding identified
- Mainstream - Focused targets financial incentives Better awareness raising of offenders needs and risk LSC contracts to influence the use of uplift funding Best practice models better promoted. Learning & Skills Broker between Offender manager/probation and training provider
- Service user consultation on q's prospectus

### 2.1.3 Table 3

#### 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?

- 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.
- What about the life long learning agenda? Prospectus seems to focus on reducing reoffending should it not focus more on the learners progression
- What about those serving under 12 months - what support will they get?
- Point 1 - In reorganising custodial learning pl remember to consult with staff who actually deliver the learning so as to ensure the operational perspectives are taken into account.
- Point 1 - Long term prisoners education is being lost in order to fund the employment needs and immediate needs of the shorter term prisoners. This will help reduce re-offending provided that the community has sufficient funds to carry this on. paragraph 83 needs to be expanded and say that there are finite funds available and to support effective resettlement we have sacrificed some provision here in order to fund this.
- point 1 -In targeting provision this will affect more than just the life sentence population.
- Point 2- Must focus on the effectiveness of provision. Employment can reduce re-offending. There are greater numbers of people in the community than in custody so the focus should be more on the community elements.
- Point 3 - What are the important priorities? Who 'owns' the offender especially where a number of agencies are engaged?
- Point 3 -Should emphasis the role of the Offender Manager more. The OM must sequence the interventions so that the offender can get the best offer at the right time.
- Point 3 - Learning offer must complement all other interventions - commissioners may not purchase provision if it does not.

#### 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?

- Why are those in 1? a high priority especially when we acknowledge that we cannot do much with these people?
- Higher level learning is also important - why are we not addressing this seriously? How will prisoners compete for jobs if that cannot obtain higher level qualifications
- Constraining to level 2 will exclude some offenders who are above this level on reception - how will we stop offenders disengaging? How can we encourage further progression? More flexibility is needed - should not class all higher learning as low priority.
- 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

#### 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?

- This needs some clarification - what is this for? is it mentoring/additional support etc?
- Yes - but where does it come from? Need to know exactly what can be funded
- For those being released should we not provide more support in the first month after release in order to give offenders the best chance on not re-offending? Link this with IAG.
- Agree that support is needed but it must reflect local needs and commissioning must take account of this.
- Will be especially needed when offenders move say from custody to the community - will help ensure engagement continues.

#### **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?

- yes- but if elements are dropped by the LSC will they be picked up by anyone else?
- Targets need to be compatible and not work against delivery.
- Inter agency targets also need to complement each other - Govt agencies need to work more pro actively together

#### **2.1.4 Table 4**

##### **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?
- first
- First objective should apply to all offenders - not just to custody. This would obviate the need for objective 2. As written, objective 1 is equally about preserving the volume of provision in prisons and this might better be achieved by a supplementary objective.

##### **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?

- Area 1 - Short sentences (less than 1 year to serve) is inappropriate. OK if it were less than 3 months to serve. There are many pieces of short duration provision that can be delivered in less than 3 months - e.g. scaffolding.
- Area 2 - Skills for Life is inappropriate. Target group should be those certificated at less than level 2 in literacy or numeric and who can complete a level or who agree to continue in community to complete.
- Area 3 - first full level 2 - 2 years is too long. 1 year would be about right.
- Area 4 - Young People - agree.
- Area 6 - Higher Levels - agree with this for levels 4 and 5 but not for 3, in VT, given Leitch.
- Area 5 - disagree with priority - should be high
- Should be an Area 7 covering women and prioritized high.

##### **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?

- Agree. ALS should be prioritized over all else and in absence of new money will thus displace some of what might have been medium and low level provision.

#### **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?

- Yes. Better sentence planning and sequencing needs to be in place.

#### **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?

- There needs to be half-way house type offender specific provision to process community offenders through and into mainstream. Offenders need to be supported to survive the experience of accessing mainstream.

#### **2.1.5 Table 5**

##### **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?

- Issues on Bullet One - conflict between ability to be flexible and the need to deliver to specified timescale.
- Interventions to be individually based and work between governors and education manager not dictated by LSC - need to trust qualified IAG staff
- Need to ensure remit acknowledges different learning styles
- Give greater emphasis to softer skills growth and identify accredited routes.
- Lack of appreciation of existing services - education needs to fit in with other needs within the prison environment - OLASS made education sit as entity on its own and is devisive.

##### **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?

- Would see one year as a long time in education! The short term would be deemed to be three months
- Agree priority of Basic Skills
- First full level 2 problems - gcse issue for delivery in prisons.
- Targets for level 2s a major challenge - including for MI systems!
- Agree with young people as priority - however work to do with changing attitudes towards education.
- Young people - need to consider the implications of increase in average length of stay.
- Think category 5 should be high priority. Need to consider implications of staff development and invest in this.
- Category 6 - why is this a low priority? Why would you not encourage someone to extend their ability if the learner is capable?

##### **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?

- Support should be provided ..... seems to be contradiction
- Recognize that rest of FE is ahead on this and would welcome the introduction in custody

#### **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?

- Question whether education is ever just purposeful activity.....
- Education always works better where Education fits in with the rest of the prison regime.

#### **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?

- Barrier in funding - if mainstream provider takes an offender then should be encouraged - should not affect stats on success ... college should not be penalized for enrolling learners at high risk of poor retention and/or achievement
- Need a bridging programme between custodial and community provision

### **2.1.6 Table 6**

#### **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?

- we would like to see non institutional provisions using mainstream funding

#### **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?

- this is a priority group, we need to find the money, a financial commitment is needed

#### **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?

- Don't agree with skills for life offer. the target group is too narrow. what about those learners who will take longer/or short - as it stands its unequal opps. Who/how is it decided if they are ready to learn?
- this group feels that learning for living for work should be a high priority. Vocational Skills are important, but for employers working with others etc are equally or more important

#### **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?

- Ok, another objective is needed to include wrap around support from referral to achievement, with particular regard to transition arrangements
- The widening of provision must include the funding of provision below level 2 in order to support the offender learner to progress on to level 2.

### **2.1.7 Table 7**

#### **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?

### 2.1.7.2 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?

- Limited learner support in adult prisons
- Modeling and research needs to be done
- Funding for this needs to be separated
- Q4
- Yes
- Learning and Skills should contribute to purposeful activity but it should not be the driving force 6
- Not enough Level 1 activities which can be funded
- 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
- Question 5
- Education for 19 and up is not going to exist outside of S4L and Train to Gain so will be no opportunities
- Limited Level 1 options for people to join, nothing for offenders to infill into
- Nowhere to go for offenders after finishing offender specific programs
- Too many areas in 20% of non accredited funding
- Can offenders fit in to mainstream education
- Should colleges who have a duty of care for 16 year olds be taking ex offenders
- Why should learners have special provision, is it because of their risk or special learning needs
- Offenders in mainstream may need more support or controls in place

### 2.1.7.3 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?

- 1. More emphasis on linking in with probation and working with people nearer release. Current provision is based on first come first served,
- Q1 1. Priorities and targeting should be improved
- Q1. 1 More targeting of less than 12 months and those near release dates need.
- Realign industries to give employment to men who have completed vocational courses
- b Difficult to entice people into S4L courses and soft skills courses not fundable
- Might take resources from 14-19 year olds
- Should be limiting provision and targeting those most likely to use provision
- Target resources to those likely to be able to obtain jobs (i.e. type of offence)
- Targeting might exclude younger people who are not a good 'bet'
- Investment prior to provision and then continued support
- Dump it and run culture
- c Joint commissioning arrangements at strategic level must be paroled by local arrangements
- Question 3

### 2.1.8 Table 8

#### 2.1.8.1 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?

- There is a need for additional support for offenders to help them with the transitional period between leaving custody and moving into the community. e.g. mentoring,
- There should also be incentives for colleges to interact and provide additional support for ex. offenders.
- Sequencing of events is an important consideration, as is the incentivising of activities to help bring the overall offer together

#### **2.1.8.2 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, Yes & Yes. There are conflicting views from prisons and providers. Generally the bums on seats v quality of provision is an ongoing issue. No prizes for guessing which organization advocates bums on seats!
- There is a tremendous conflict of priorities and demand on prisoner time.
- A holistic timetable would help

#### **2.1.8.3 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 are the statutory duties? i.e. clarity of our obligations.

#### **2.1.8.4 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?

- Area 5 does not take account of the time left to spend in custody. In many cases learners in the first 4 areas are also incorporated in area 5.
- The time frames noted should be reviewed
- If these priorities are adopted, inspecting bodies need to be involved and their approval gained
- The consequences of reducing learning in the high security estate needs to be considered.

#### **2.1.8.5 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?

- We can not identify that sufficient consideration is given to the importance of the partnership working between the prison and providers.
- There is no provision demonstrated for capital spend
- Is there scope to map and remove any duplications between stakeholders? Improved data management would help.
- Will the objectives meet the needs of the C11k prisoners released from the large local prisons
- Will there be sufficient consideration to the importance of the balance between demand led and planned led provision.

### **2.1.9 Table 9**

#### **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?

- This principle says that offenders will have to go to existing provision and not have discrete schemes. Will this meet needs?
- what about disclosure? Will ex-offenders disclose this info? Will tracking be therefore bitty?
- Offenders do need specific provision with support and confidence building input to make training and learning accessible. 'Mind the Gap' between leaving prison and moving into education... They won't just go to college.
- Again, capped adult funding goes against offenders re-training in a sector area other than one they have a qual in (at the same level). I.e. did L2 Child Care, now wants to do Bricklaying L2 - not funded.
- Capped adult funding prevents roll on roll off provision. Sept starts is no longer suitable.
- Lots of delivery models are required for different groups - including offenders! One model won't suit all.....

#### **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?

- All agencies require working knowledge of what the other agencies do and how they work in order to offer a co-ordinated learner journey.
- Does it need clarification? No, in that education is always purposeful. Yes, if the idea is to raise the profile of learning and skills. However, the fact is that all establishments are very different and the relationship between prison regimes and learning and skills provision varies from place to place for many reasons.
- Evidence of progression is required.
- Remember that employability is about having the skills to be deemed employable in its widest sense - not just a qual.
- A key measure is distance traveled and progression.

#### **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?

- The needs are massive. If we screen for it we should do something about....
- There is a real need for real monetary increase to meet the ALS need. The need is huge.
- Practical things like paying for buses/taxis is an additional need if things are going to work on the ground.
- ALS cannot be finite as community agencies have a legal responsibility to offer ALS and other additional support.
- If offender learning is to be on a par with FE then ALS should be an additional pot of funding for OLASS provision.
- Point 149 is about managing expectations. If we can't meet it, don't measure it.

#### **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?

- Annex B serves to de-prioritise the adult lifers and those in high security prisons. They are missed out.

#### **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?

- There is nothing explicit in the objectives. Detail is required re how it will work in practice.
- Within each of the broad groups (adult, juvenile in custody/in community etc) there are many different sub groups. For example - vulnerable adults serving long sentences are a low priority group. What do we do with this group? This can also apply to disadvantaged groups and those with mental health issues.
- The objective lean towards employability. Certain client groups will require softer life skills in order to prepare them for release and to equip them with the skills to exist in society.
- How will we measure the softer skills?
- How will we measure softer skills? Will we use distance traveled, VA.
- When commissioning it would be helpful if outputs are defined and different agencies are not chasing the same clients or pots of cash.
- How do you capture the evidence? What is achievement? Records.....! Paper.....! Cheating linked to money...
- Where is the link to 'Strong and Prosperous Communities' White Paper?
- LSC have cut funding for adult education. This will have a negative impact on offering adult offender opportunities for education and employment.

### **2.1.10 Table 10**

#### **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?

- Problems with roll on roll off integrating with mainstream FE, could service level agreements be introduced? Formalizing an agreement/communication between prisons and colleges. Change in culture as to the developing and linking partnerships.

#### **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?

- Purposeful activity is the Governors wording, but could be translated as learner hours. It does need urgent clarification but there are wider issues which involve a complete multi disciplinary review. All teams need to assess a route which does not place learners in the position to have to choose between Learning and skills and offender behaviour courses. Unrealistic targets are set for the prisons offender learning programs targets are the biggest barrier to joined working. Targets should be set on the number through the holistic intervention including learning and skills. Targets are historically set and not needs lead.
- Prior to the new OLASS provision, it is important to acknowledge that lots of good learning and skills was already taking place

#### **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?

- Agreement for support, The money should be freed to provide quality delivery through the use of LSA's; money could be invested in data transfer to save on diagnostic repeat testing. Learner centered approach, speedy record transfer. Genuine investment spent in a quality way on each individual learning need. Look at priorities more closely for offenders in the learning sector, each prison has to work out priorities and review regularly.

#### 2.1.10.4 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?

- To get to level 2 is high priority and level 3 is lower, level 3 should be just as high a priority. Should be prioritized with 1 & 2 as links with employability. E.g. ICT

#### 2.1.10.5 Objectives

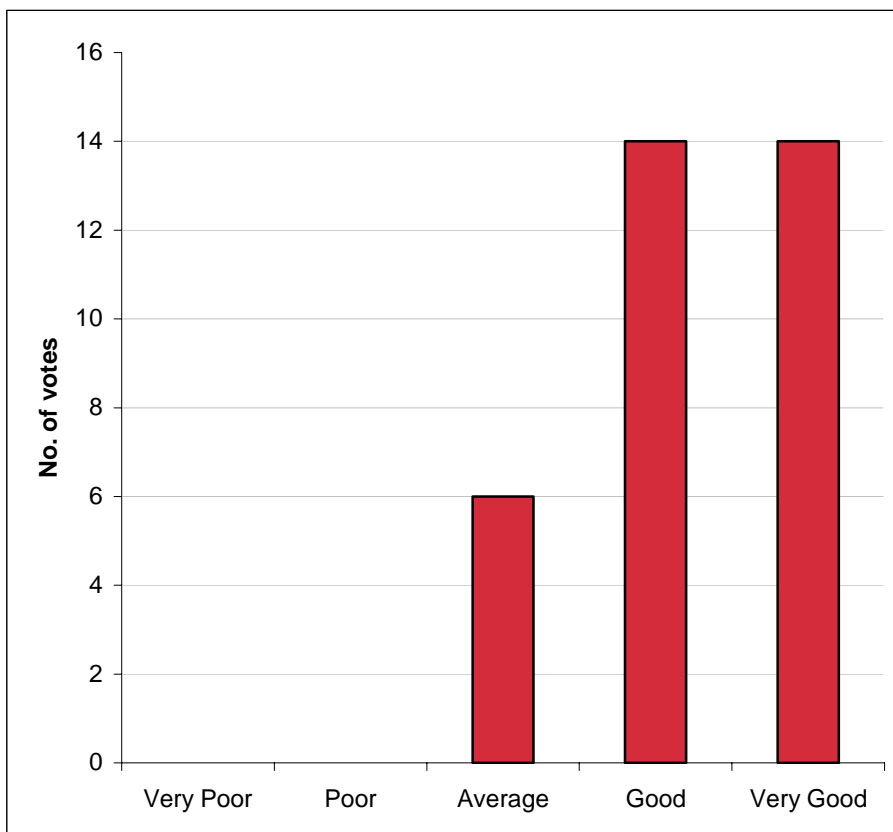
Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

- What do they mean?
- Commissioners???? wooly contracts
- Smarter objectives more robust commissioning, what is the expected outcome? Spending large amounts of money on referrals which have no real benefit for learners. Money wasted on ineffective commissioned agencies which should be spent on a more robust measured commissioning service using money in other necessary areas.

### 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?

- Exposure of current issues
- was interactive
- It opens your perspective of the wider picture.
- giving personal contribution about burning issues that are often not taken into account
- Meeting other providers and agencies working with offenders and sharing experiences.
- Interesting input from speakers. Opportunity for interaction and feedback. Feels like a real consultation - Nice lunch
- Improved knowledge of custodial side of OLASS
- Multi agency attendance
- Opportunity to discuss issues and being able to put forward comments and questions.
- table discussion
- opportunity to present questions
- Opportunity to discuss/consult over far reaching implications for offender learning
- interesting debates
- Good overview and speakers input appreciated. Better overview of the different agencies and agendas, very helpful Q and A session too.
- Good for networking and learning more about the LSC culture/operation/intent.
- a little bit more clarity about intentions
- I found the day very informative.
- networking and input from speakers
- information straight from the horses mouth
- opportunity to discuss issues with a range of partners and to have my say
- The chance to network with colleagues. To find out what others think
- Well structured and organised
- THE PACE OF THE EVENT KEPT THINGS MOVING AND ALLOWED PEOPLE TO CONTRIBUTE
- round table discussions
- The information given
- Tablets
- I thought it was well organised with very clear presentations and excellent electronic support. I hope the comments and feedback can be taken into account.
- useful to talk to several partners surprisingly liked the technology
- good to understand more other organisations concerns and hopes
- Opportunity to discuss prospectus with a range of representatives from a variety of agencies
- discussion groups, chance to network
- Flexible approach to collecting comments

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

- More time for morning presentations
- no suggestions
- Funding should be co-ordinated more efficiently and targets should not be duplicated amongst providers so they are not chasing the same numbers.
- Nothing
- Invitations ---- how were they distributed?
- More time spent on prospectus and less on going over current situation. The morning was overlong
- no suggestions

- As I think I am the only representative from a YOT at this event, it would of been better if it was more age specific
- Nothing
- more detail is required of overall impact
- Speeches could have been delivered with more enthusiasm!
- Not much to add. A way of giving busy people time to think about the issues
- Nothing
- The venue details were not clear enough and I ended up in three car parks before I found it.
- a bit more oomph in the promotion of the prospectus
- Remember the prison and not just the provider and the LSC
- Better wording of questions and let us see them before the event
- N/A
- ask regional panel speakers to rep regional view not personal view
- Not sure.
- nothing - well represented
- felt that I didn't know the full picture to comment on
- Sharper, more snappy
- Not sure the target audience was correct....was it appropriate for the community groups.
- Comfort break in the afternoon

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

- What is the one thing you would like us to bear in mind going forwards?
- Make sure the prison service tells its governors what you are agreeing with it.
- are the changes you make practically achievable on the ground bearing in mind stretched resources and difficulties accessing information
- Warm handover on release and IAG mentor to support each individual for first month until upheavals in their lives have levelled out!
- Find ALS for learners.
- After this period of change, we would like a period of time to embed our work
- barriers to entering mainstream colleges and effects on success rates - colleges will be resistant to taking on high risk learners
- Continue to consult practitioners re operational.
- the learner is a person
- Listen to chalk face practitioners, actions need to be genuine
- consultation with those directly involved with offenders
- Young people's perspectives
- That offender learners by their nature will be expensive to support, but remember the final outcome is to reduce re offending, and therefore they need a greater level of support to pull them out of this into mainstream society.
- don't cut adult learning further to provide for offender learning in the community
- Have clear priorities and expectations, and fund those agencies who have a proven track record of delivering
- I think the priority should be on the individuals need and not on their circumstances.
- that offenders are not like other learners, but need lots of help
- not to lose focus of the learner, trying to please all involved
- focus on the offender journey and align the targets to support outcomes
- The offender should be central to all the work and not the provider based ILP. Remember the out of scope learning is of high standard and meets the requirements of the CIF. The ILP needs to be learner needs to be central not the LSC / provider statistics
- CCM staff in high security prisons felt very insecure before, even worse now. Even if money comes from elsewhere will Education staff have any future or should they look at moving on now

- SIMILAR FORMAT
- high security needs and ofsted expectations
- HMP regimes and the links to education.
- all feedback from very experienced and committed practitioners
- please use a very broad definition of employability - it is not just about getting a job but having the skills to be employable even if you can't get a job - they are transferable to living a life free of re-offending
- Through the gate and hand holding are crucial
- Partnership working - Flexibility
- Honest answer to questions.
- Continue open dialogue with partners

## 4 Warm-up Activity

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

- I Will Survive
- Cold Feet
- Opportunity Knocks
- Hope Floats
- Its A Wonderful Life
- The Graduate
- Road To No Where... Or Maybe Work?
- The Great Escape
- Crossroads
- Educating Rita
- Bridge Over Troubled Water
- Candle In The Wind ...
- One Flew Over The Cuckoo's Nest
- Crossroads
- Atonement
- Titanic
- Boy's From The Black Stuff @Gis A Job
- Pulp Fiction