



Leading learning and skills

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

Walkers Stadium, Leicester, 21st September 2007

Supported by: Crystal Interactive: www.crystal-interactive.co.uk

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1 Comments and Questions

The group was invited to enter comments about the event and questions for the speakers from the morning section of presentations. 2 Tablets were also used as question stations to capture further questions at Lunch. The results were then categorised and used to form the basis of the Q&A session at the end of the day.

1.1.1 Comments

The group was asked to “Please enter you comments regarding this morning's presentations”

- Good that community is mentioned
- Hurt by reference to ghetto learning. Learning is part of the whole probation experience - safe
- Feel evidence was there and consultation and research not necessary
- Prison service concerns over security issues of activities and technology in prisons. Potential for security breaches discrediting programme
- L&S needs to be seen in wider context of criminogenic need
- There is a tension between OCT and the need to be responsive /demand lead.
- Security departments cn
- Partnership working needs to be stronger between main agencies to deliver best quality service

1.1.2 Questions

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

- David Perrins...
- Is the LSC 43 seriously?
- Internal LSC communications need to improve OLASS slipping off local LSC agenda it going to get a higher profile
- Post sentence engagement in ETE - who will do what to ensure continuity beyond YOT and probation?

1.1.2.1 Impact of proposals on other areas

- What is the future role of hols?
- What funding will be available to change the content/focus of prison workshops including redevelopment /training of current staff?
- How will the new prospectus priorities fit with the inspection process, which values personal and social development as well as skills for life and employability?
- Are there any plans to work with PMU with regard to the movement of prisoners during their sentence
- How will the interface between learning and skills in custody and in the community be more efficient, effective and economic? We are concerned that there should be more direct links to employers
- What is the future role of hols?
- Security departments inhibit activities - how will this be addressed
- What contact will be made between roms, Offending behaviour, LSC and current providers in relation to CJAR
- Are there plans to involve skills councils more closely in line with mainstream provision?

1.1.2.2 Impact on specific groups of learners

- What about the lifers?
- Difference between approach in contracted prisons

- David Perrins, You talked re more provision for specific learning difficulties what about the growing need for ESOL provision and the difficulty of recruiting ESOL tutors?
- Will there be funding available for one to one peer support/mentoring in the custodial environment.
- Please acknowledge that we work with a large number of pre entry/E1/E2 learners who will never reach L1 let alone L2
- What can be offered to lifers at the start of their sentence, if they are a low-priority?
- Where is the focus for Under 16 prevention?
- Will there be funding for research into employment gaps/opportunities for foreign nationals?

1.1.2.3 The process/ scope

- We would like to know more about the mlps and how that will work?
- How many more surveys, questionnaires....? When do we actually get somewhere?
- HOW do we ensure continuity between providers when inmates move around the system
- Will there be additional funding for work based learning in the community?
- Sustainability will this be considered?
- How does the prospectus relate to the offender learning journey?
- How will the services/funding be integrated?
- Will there be a dedicated CJAR FOR the Contracted estate?
- How far have you developed the detail of how the additional learning support would work?
- Can we offer level 3?

1.1.2.4 Other

- Can the central ILP database be implemented urgently, despite the CNOMIS etc history?

2 Facilitated Round Table Discussion

The delegates were split into table syndicate groups relating to their area of expertise and asked to answer 2 or 3 of 5 possible questions relating to the Prospectus. The results are shown below:

2.1.1 Table 2 - Probation

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?

- Same should apply to community provision
- Same should apply to community in terms of planning & organizing delivery
- Offender needs to be encouraged to take responsibility for their learning. May help linking the learning offer to other services
- Quality measures should relate to quality of provision and not the outcomes
- Providers are nervous about providing some courses if they think that pass rate will be low so will not run them as it will impact upon their targets

2.1.1.2 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?

- Needs to be prioritised/targeted

- Need to know what effect this would have. Will it enhance success rates? Should this be piloted?
- Yes we agree but the devil is in the detail?
- Introduce a graded assessment tool in order to identify the level of need.
- Data sharing would be required between partners to ensure that resources were targeted correctly
- Must not lose the ability to deliver provision flexibly. Specialist provision needs to continue. Offer must be consistent between custody and the community.
- FE providers must be pro actively engaged

2.1.1.3 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?

- If the focus changes will there be more money made available to the community?
- Funding for custody should relate to the success rate for offenders getting jobs in the community. Should be outcome based-a way of measuring success rates

2.1.1.4 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?

- Will the mainstream engage? Will provision be flexible enough and to the correct quality?
- Mainstream providers must therefore be flexible and provide year round provision
- Mainstream providers must work pro actively with probation areas in order to support offenders in their learning journey
- Provision must be flexible and relevant
- Will skills for life provision still be available?

2.1.2 Table 4 - Custody

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?

- There are prisoners who do not want to learn. Learning is therefore not for all during their sentence
- Learning in industries and other areas would be good but needs to consider the impact on the establishment and on prisoners
- Any developments should sit in the ofsted framework in terms of quality but should adapt to fit individual establishments
- All prisoners need support and it is not all about employment. Prisoners need social skills support alongside all learning
- LSC should ensure staff have CPD as part of the contract as inset so that it has to happen
- Curriculum standardisation across establishments would benefit learners even in areas
- Do not agree support is medium and should be high priority on E and
- Leisure learning is low and should sit with noms funding
- Leisure learning can provide engagement into further learning

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?

- Agree that short term sentences are a priority - and that they should concentrate on IAG and an action plan
- Agree skills for life is a priority - treat as individuals
- Agree with level 2 as priority and young people but do not agree that progression above level 2 is low priority as we need to keep people engaged and learning and some employment requires higher levels

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?

- Yes, agree and provision should be quickly available to support the learners
- Peer support must be funded to provide not only support but also accreditation to the mentor
- As an area the service should support individual needs by sharing physical resources
- The ILP - when in place - should have full LLDD SEN info so knowledge is available quickly

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?

- The term is well understood and does not need clarification - but more LSC funding may be welcomed!

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?

- LSC to ensure better provision in the community on release and programmes that start at appropriate times and between colleges to ensure continuity of engagement in learning

2.1.3 Table 5 - Custody

2.1.3.1 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?

- It looks like certain establishment won't get any funding!
- Will benefit some establishments and others will suffer. E.g. Offenders on a long sentence have time to learn but no funding. Will it be a shock when they move to a lower category prison and suddenly get chance to engage in learning?
- These holes will have a knock on effect on motivation. All prisons have a clause of providing training - equity needed.
- If some prison 100% lifers there lifers may get raw deal compared to other prisons with more mixed population
- All prisons different. Can one service fit all across all cats and dispersals, lifers locations etc

- Low provision for higher level learning level 3+. These learners act as mentors for others
- Looks like a good fit for most prisons however not so dispersals and lifers. Need for equity but rather than 1 model fits all e.g. 1 for cat c, one for lifers etc 80/20% split for qualifications related may need to be varied according to type of location
- Concern over lack of funding for learning that does not lead to level 2 etc but improves self-esteem etc E.g. pottery classes. Some will never achieve qualifications
- Issues of moving around
- Mixed economy is the key.
- Knock on effect of less money going to certain prisons. People will not work there

2.1.3.2 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?

- Would need clarifying if it is additional on top not out of existing resources
- Is it a finite resource , what if it is all spent on earlier learners none yet
- Better definition and criteria as to what learners get and what criteria are
- Willingness of people to disclose issues that may mean need ALS
- Classification of different type of mental health issues to identify what support needed
- Managing expectations of learners
- Are the criteria comparable to those in mainstream provision e.g. E2E? What happens when transfer
- Who makes assessment/judgement, who pays e.g. dyslexia assessment v expensive? If assessed build expectations to fund
- In theory good idea- details needed

2.1.4 Table 6 - Custody

2.1.4.1 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?

- Yes. Learning and skills must be prepared to work with other disciplines and involve them in decisions relating to learning and skills. L&s can support other interventions, get involved in sequencing; make the pay policy support this - link it to behaviour and compliance with sentence planning/ offender management and make sure that l&s targets are in place for everyone, following a structured needs assessment. Help offenders to sample and experience different options. Sentence planning is done with the prisoner not to - but there may be a need for firm guidance

2.1.4.2 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 to the first part. But this sounds as though there will not be enough funds to do this properly or for all those with need. We can look at increased efficiency with existing resources, not only lsc funds - but all

funding opportunities. Provision needs regular and systematic review to ensure provision is fit for purpose for the existing client group. Good needs assessment crucial - underlies the importance of iag - including criminogenic factors - linking with offender management. Taster courses and flexibility desirable. Careers guidance for adults from staff who understand criminogenic factors.

2.1.4.3 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?

- High risk prisoners e.g. sex offenders, age higher educated but can't return to previous jobs. No indication of the application of risk management and consideration of criminogenic factors related to learning older people and disabled people may need personal and social development relevant to their personal needs and additional personal support. There is a constituency for whom the employability agenda is not relevant or a different approach is needed to expand the opportunities for these groups. Risk assessments and close co-operation between different disciplines is needed to make sure tee is appropriate.

2.1.4.4 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?

- Feel positive; employment is not always the answer - e.g. with older prisoners see para 43 - this needs more emphasis especially with sex offenders; there are also issues relating to social cohesion, family relationships. Employability deals with the person - wider key skills impt; deal with cognitive deficits - support behaviour that will enable offenders to sustain employment - wider than vocational training. Don't want to take anything out - the employment journey is more complex than is suggested in the document - lots missing. Concerned about inference that services will be tiered related to length of sentence or date of release

2.1.5 Table 7 - Custody

2.1.5.1 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?

- Yes
- Yes - we have I&s
- Yes we have I7
- Yes, at present we have workshops which do not lead to employment and serve to meet purposeful activity targets and larger numbers out of cell. Rather than meeting the needs of learners.
- Size of classes is important - some classes have 12 where perhaps provision would be better if the class size were 8 or 10
- Lsc needs to work in harmony with regime services. Lsc should assist with the link with employers so that production workshops have a real work focus. There is a place for low level work to encourage work ethic
- Create a model where you embed employability skills and where you build in a progression route for low level work. Needs greater input from regime services to provide meaningful work with real work links.
- For prisoners who are with an establishment for a short period of time there are competing priorities for prisoner time. Too many agencies wanting prisoner time. No co-ordination or planning.

- Sentence planning is a problem. Under twelve months there is no oasys and sentence planning often does not happen and does not contribute to the planning of the offenders learning journey
- It systems do not allow for flexibility and is resource intensive. Allocation to work is labour intensive. Iag is under resourced and needs investment
- Strategically working with providers for level 3 and beyond especially considering offender's convictions and suitability for employment
- Bottlenecks in locals for those longer term prisoners. Developing level 3 opportunities for those prisoners who need it

2.1.5.2 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?

- Additional learning support should be provided
- This is expensive and difficult to identify and manage
- To offer this in the community is too late it should start in custody. Further steer needed in terms of resources, i.e. ed phys
- Mental health needs might be identified as learning needs. Slow down induction process might allow for greater evaluation of prisoner needs
- Additional learning n needs should be identified at local jails not all jails as this is so expensive. The group supported signposting
- Churn does not support meaningful iag and targets set for different types of prisoners should reflect the learner's journey. More robust structure
- Transfer and allocation of establishments for prisoners needs to be considered. Currently pmu find a space and fill it

2.1.5.3 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?

- Locals do not know what sentence they will get
- Iag needs to take place before sentence, including recommendations. There is no time after sentence to do this
- Stockpile of records on prisoners released. No one to send records to.
- The group agreed with the priorities listed. Review iag needs to happen throughout the sentence. Flurry of activity at the end of sentence is too late
- High security and cat b assumption that learning and skills will not be a major focus. What will take its place? Contribution to purposeful activity is significant. How will the prison service cope with the increased unemployment
- Learners need greater differentiation. Not sure about the appropriateness of category of each prisoner
- Concerns over prisoners release into the community. Although not wanting to address this question, it does affect prisoners learning journey
- Moving prisoners around between establishments is unhelpful, raises prisoner expectations for them to be dashed
- We discussed the standardised model of delivery i.e. national curriculum, alternatively specialisation by establishment type or feeder prisons.

- Invest time and energy in local discussions and consultation. Lsc recognises it does not have all the answers in prison education, please talk to those at local level bringing to the discussions the Lsc's knowledge of employment gaps
- Lsc needs to talk to all prison staff to help their understanding of qualifications. Governors need to be more involved

2.1.5.4 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?

- Yes we broadly agree with the objectives

2.1.6 Table 8 - Youth

2.1.6.1 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?

- Early cross departmental working towards a holistic approach to the sentence plan and harmonious interventions
- There are so many influences on sentence planning there needs to be one person - (personal officer) who can overview prisoner outcomes

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?

- Contractor does not have sufficient resource for highly specialist teachers therefore by accessing expertise from a local college which will have a team of specialists we could resolve the problem of supplying specialist learning support. LSC should identify funding stream between OLASS and area teams

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?

- In principle it is appropriate however soft skills should not be ignored at any level. The priority groups understate the potential for achievement up to level 1, where do level 1 qualifications sit?

2.1.7 Table 9 - Providers

2.1.7.1 Additional support

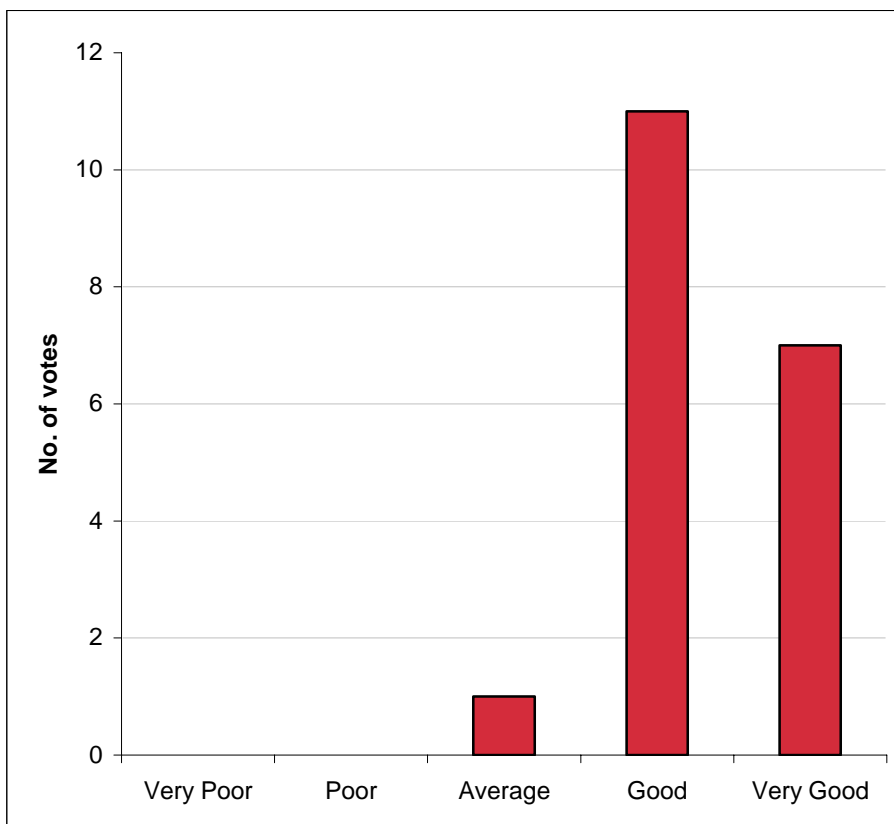
Do you agree with our proposal to introduce a formal method of supporting offender learners in custody and in the community with additional learning support needs? This will have significant budgetary implications on a finite resource. How can the varying learning needs be most appropriately supported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

- Allocation of learning
- Allocation of learning support has to be carefully considered to ensure that the principal of individual learner support is upheld. Group sizes need to be small and additional learning support needs to be individualised to ensure that the relevant needs are being met. One diagnosis should be made then that information needs to follow the offender & flagged up to ensure progression & achievement.
- We have concerns that the quality of learning & skills for some individuals will affect the quantity of provision for others.
- There are learning difficulties and barriers to learning, together with health issues across the whole prison / probation population & we agree that this should be considered to be within the core provision.

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?

- Opportunity to raise questions which will be answered
- Excellent
- Good opportunity to talk to people. This crystal system is brilliant and really facilitated feedback
- Diverse backgrounds of delegates
- Everything
- Good variety of presentations and perspectives of different stakeholders
- Well resourced, IT Good, Good Presentations
- It gave a range of information in a concise way. Also gave the opportunity for thorough discussion.
- Good networking opps good chance to ask questions. Great technology - tablets are v.good. speakers were interesting although some of it has been heard before. Look forward to seeing some results.
- Good for networking - loved the tablets very effective. A good chance to find out how the prospectus affects us
- Very useful to network with other providers etc. Thought the whole day was well constructed.
- Very good presentation. Venue good
- Format allowed plenty of opportunity for input from the floor - and the technology made that a very undaunting process
- Inter agency interaction in creating joined up answers
- Reporting and question technology
- Very informative

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

- No need for speakers
- It was OK
- More time for discussions
- Nothing
- Nothing really
- Handouts of presentations and attendance list
- Nothing
- Nothing
- Want an attendance list. Copy of presentations
- I thought the regional presentations hung together well – but from the audience I wasn't sure whether that was by accident or design
- More time
- A more detailed chance to make suggestions after the event

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

- Further opportunity for consultation
- One size won't fit all
- Not one size fits all - smaller discrete provision in the community is still vital
- Improve quality of provision
- Just all the comments and feedback made
- Reality on the ground. You only get a job in the community
- Don't tell people we are finishing early then run over time!!
- The need to see specialist bridging provision that links offenders into mainstream as not a ghetto provision but as an enabling provision
- Differentiated profiles needed for each prison

- Funding for all awarding bodies showing equal importance e.g OCN progression quals
- more consideration about community prospectus is ok implementation is everything!
- That the really beneficial feedback will come via the more considered written responses. Today had value but the written responses will be key.
- carry on the joint dialogue
- the need for improved integration of activity and more honest co-operation between partners. there should be a reduction in duplication and a greater emphasis on specialist delivery skills.
- Funding regarding ALS

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, film or TV series, what would it be and why?”

- Great expectations
- Give us a clue
- Deliverence
- The importance of being earnest
- War & peace
- Lord of the rings
- Groundhog day
- Lost
- Dallas
- The future is olass
- Great expectations again
- The lsc is from mars and noms is from venus
- Back to the future
- 'Whicker's world' - all over the place - a lot to bring together
- Lord of the rings
- Listen with david