



Leading learning and skills

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

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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

- We welcome funfi
- We welcome the addition funding for addressing individual learning support needs
- We welcome funding for individual learning support
- More focus on classroom attendance to support the provider on site
- We are concerned about not micro managing providers - there has been very little to date who will monitor quality

1.1.2 Questions

What questions do you have for this morning's presenters?

(If appropriate, please include the presenter's name)

- Rather vague and too generalised
- More needs to be done to address offender work over and above uplift
- What will be the pace change?
- The funding following the learner and ALS following the learner will be problematic

1.1.2.1 Impact of proposals on other areas

How will Offender Managers access and allocate resources to individual offenders across the estate?

- Skills for Life should be embedded into interventions as opposed to stand alone basic skills classes
- How will education and training providers link effectively with offender managers and sentence planning and still carry out the duties they are required to do in managing the provision?
- How dependant is this prospectus on the NOMS commissioning model and what if this was to Change?
- Are there any moves to increase the funding possibilities for voluntary sector organisations who are delivering quality provision yo offenders
- What practical steps will the LSC take to help providers to engage with employers and advise on employers we should be targeting? The approach so far is talk from the top and lots of activity, but little success, by working from the bottom
- Does the LSC have plans to increase the range of voluntary provision in the community? (Access to funding being very difficult for this sector)
- Will population management buy in to individual learner journey

1.1.2.2 Impact on specific groups of learners

- Given the focus on employability what safeguards will their be to meet the needs of long term offenders
- How do we overcome the barrier of EMA ?
- Is there any intention to increase the niche offender specific provision
- What is the strategy for linking to large national employers ?
- Where do remand prisoners fit in terms of priority groups?
- Is there a learner survey for the community
- How can ESOL be funded for offenders in the community when a judge places an educational requirement on the order - the offender can't access education without improving their English and the colleges/providers require funding for the ESOL courses - no joined up thinking
- It is good to hear that we will not be micro managed but what will the LSC do to support the development of community provision because this is the biggest challenge?

- Does the ILP 'transfer solution' apply to youis ?
- How will you ensure that offender views are systematically obtained and used too inform their new class arrangements?(prospectus)
- The comment re the purpose of learning and skills in prisons may have been used just to occupy prisoner's time - yes this is correct and leads to a reduction in self harm and suicide, a reeducation in bullying and a safe and supportive environment for prisoners. This is often how offenders initially engage in learning.
- There is constant discussion about changing community provision but what is the LSC doing to facilitate this locally and regionally
- What provision is to be available to meet the needs of young offenders - general education that is not necessarily for employment

1.1.2.3 The process/scope

- What will be the pace of change?
- Ambitious. Are we going to set specific offender targets for engaging with offenders
- How flexible will the provision be to respond to proposals?
- Olass currently provide training that helps us to employ prisoners in areas such as industrial cleaning, what would be the plans for this?
- Within the finite budget in reality how much scope will there be to deliver programmes that address attitudes thinking and behaviour (essential for employment)
- Is there a tension between objective 3 and section 98 of prospectus
- What is the timescales for the cjar's and is it per cja in the community
- What is the criteria and scope of the cjar's?
- Cross regional funding - offenders are often not released into the area of the establishment they have been detained in. Without cross regional funding how can outcomes be measured?
- What ideas are proposed for targeted funding
- Are you going to set specific offender targets for fe providers
- How will elp be calculated for local prisons with a very mixed population? E.g. high proportion of lifers, prisoners on remand, offenders with sentences of twelve months or less etc.
- How to increase capacity for delivering learning and skills in prisons - to ensure supply could meet demand ?
- How can providers be paid on outcomes when they have little ability to control whether offenders in custody and community remain on programme.
- How hard and focused are lsc going t be in ensuring the ass many programmes as possible are fully and effective roll on roll off - particularly for offenders in the community? Our clients do not come to use in neat parcels at times suited to 'normal' educational provision
- Who conducts the cjar's?
- Within an establishment, will there be equality of access
- Is the provision going to be decided by what can be delivered or by what is needed
- Could David Perrins expand on what actions and measures would lsc put in place to achieve minimum disruption?
- How will you determine allocation of resources to the changing population of a prison
- How will you ensure that the actual qualifications offered in the prisons continue to meet the skills gaps within the employment market?
- Will the new funding structures allow for rewarding higher levels of achievements - will it be demand led ?

1.1.2.4 Other

- How realistic and important do the LSC see the transfer of data problem and solution?
- Do members of the community provision have similar issues with the transfer of data as custodial establishments face?
- Can regions be winners and losers as well as prisons
- How are the tensions between mpls and engagement being taken forward at policy level?
- Is there no longer appreciation for lifelong learning or is employment and employability the only priority
- Will/can the ILP be integrated in MIAP (managing information across partners)? And reform
- Changes in partnerships at the higher level what do the speakers think are the opportunities that these changes will bring?
- What outcomes are expected for the offender that are going to have REAL value in the world of employment and training
- Is the fact that we are literally working in the dark symptomatic of the future
- What is prison service view on potential impact on meaningful activity?

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?

- Point 3 - des this include provision for young offenders as NOMS is Adult based.
- would it be possible to raise the priority level for softer outcomes - social and life skills areas of delivery 9
- Are there any plans to link up training obtained within establishments into community, with a discreet way to monitor progress within colleges/FE through the gate. Because of offender's impact on colleges retention rates, will they be recorded in a different way so we can track their progress.
- 4 - Could there be an enhanced incentive to attract the hardest to work with young people/offenders into provision. Suggested financial incentive - 50 GBP
- How are employers being engaged to provide employment? Currently this is at establishment/project level, its felt that incentivising employers should come from above.
- Are there any plans to look at funding opportunities within the community. What is the incentive are there for colleges to engage with this group?
- When will the unique learning number be available for offenders?
- Annex B - Learner target groups restrictive within time frames. Will there be a restriction on the number of NVQ's an offender can obtain? Concerns about attitudes and behaviour only being a medium priority when attitudes and behaviour affect the ability to sustain employment.
- What proportion of funding do you envisage will go into priority 5?
- 5 - Yes agree that this is the most appropriate route - take forward by ensuring you have greater links with training providers and also incentivising young people to take up the courses.
- 5 - For adult offenders in unpaid work the accreditation of that training is a positive development so would be great to maintain funding in that area (currently funded through ESF initiatives). Are there any plans to broaden the base of mainstream funding to other areas - i.e. voluntary.
- 3 - We support this but what impact will this have on the budget for other provisions? What do we do with people who make little progress throughout the system? Provide extra support or turn them away?

- 4 - Yes does need urgent clarification, felt that sometimes purposeful activity targets drive learning and skills provision. Prisons sometimes have targets that conflict with this provision. What risk assessment is in place to assess offenders offences in relation to skills they are obtaining to gain employment upon release? Population pressures make it difficult to guarantee learning provision continues for an offender when moved around establishments.
- Concern over offenders serving 12 months or less, slipping through the system. If this is a key area for re-offending why is there no provision for this group? Inside and outside the gates?
- What sort of learning offer do you envisage for local prisons where the population includes remands, short tem/long term/ 1st stage lifers and sex offenders.
- What will happen to sex offenders often older members of the population and not easily employable in the community.
- How do you envisage provision for long term prisoners, how do you see the gaps being filled when learning and skills is no longer there. How do you define purposeful activity when you take away learning and skills from the equation? And are you encouraging ESS to look for more contract work which leads to the development of employability skills. What is the future of those industries within prisons that are not about employability with low level skills. Whose responsibility is it for funding for through the gate activity?
- Clear consensus that there needs to be greater and clearer support/provision in transition through the gate (both in and out).

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?

- Essential that CJ partners buy in to make this work. The trick is to turn all this into an operational reality. Technology will help us to deliver this. Needs to be implemented in a staged way. Overall support for the principle. Logistical and capital funding issues to changing the curriculum-flexibility costs - how will it be funded. There are economies of scale that could be put in place e.g. on development of curriculum, learning materials.

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?

- concern about the interprets
- Concern on the interpretation of no.6. -Higher level -for sills and employability? IAG is a critical element and as well as being at an appropriate time there should be more. Tracking offenders to inform delivery is key to determine impact. LLDD only medium priority questioned- but in combination with other priority characteristics only rather than per se rather than- needs careful wording

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?

- Completely agree- would improve the quality of the learning. Need to ensure consistency of level of support. Funding to go with learner rather than to an institution- though difficult bureaucracy. Learner support agent needs to go with the learner to support them through transition. IAG and ALS funding to be kept seperate. Impact of churn? Peripatetic support.

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?

- Yes-cite examples. Excellent models about .e.g. smokery in Haverigg. Influence the culture. Employer engagement key- needs a specialist role. There is a will to focus industries on providing employability skills. Go for it!

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?

- More flexibility- individualised approach. Discrete provision. Work more closely with probation-work in joint ownership on any changes.

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?

- More of the same won't work , (some rare examples of good practice)in principal , we need more joined up understanding and agreements between depts./agencies.
- How de ensure a funding model that recognises quality intervention(s) and hitting targets?
- How are the objectives written in clearly enough objective terms?

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?

- We think the target group is too prescriptive for example if on a short sentence can they also benefit from support i.e. based on need rather than sentence?

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?

- We think ALS is a good idea, however, how will this resource be identified? No feel for their scale of ALS is it affordable?
- What are the implications of the fun dining - we don't understand what those are

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?

- Alignment of Learning and Skills with other prison industries and interventions, should be focused on employability skills with Skills for Life embedded within
- How can distinction be made between juveniles and adults

2.1.3.5 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?
We

- we support the approach but we have concerns
- We broadly support but college reluctance ,capability, lack of knowledge about offenders from mainstream providers, lack of flexibility of provision, we need some buffers or temporary solutions _ commissioned specific interim support. We need some quick engagement facilities, top slice fe BUDGET- make direct links between fe and probation.
- incentives or reduce disincentives for providers to take offenders. Sector led route ways engagement with employers

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?

- Establishment learning plans- How is the funding going to be redistributed? The technical document needs to include this
- There is no inclusion of issues around the transfer of individual offenders' information between custody and community and vice versa. This needs to be included.
- Making sure that the learning offer is individualised to the female estate and the young offender estate also
- Clarification of roles and responsibilities around services relating to employer engagement
- the messages need to be better communicated at practitioner level if benefits are to be realised
- custodial provision needs to link their curriculum to local employment opportunities and specific to certain groups e.g. women, young people
- Objective 2
- What role will the LSC play in each sub region and who are the local champions?
- Ways to secure buy in from community providers need to be prescribed. What about milestone based targets rather than completion type targets
- there is an issue for adult offender learners to access provision due to financial barriers put in place by providers
- EMA is a barrier for young offenders
- LAAs must be outlined as an opportunity to influence local providers
- What about a target for providers to specifically provide for a certain number/percentage of offenders/young offenders
- Too much reliance on relationships in local areas rather than processes
- Top slicing for offenders in mainstream provision
- What conditions need to be in place to make this work e.g. shared targets, right quality referral processes. A more prescriptive process
- More prescriptive about how to actually influence and engage local authorities to buy into the learning and skills agenda
- What needs to change at a local area level to ensure that offenders are a priority- not just lip service but how this translates into action at operational level
- need to better engage 2 big employers Health service and local authority. this needs to go hand in hand with proper and comprehensive risk arrangements

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. because it doesn't take into account individual need
- yes and no- they are the right groups but needs to be broader. e.g. differences in secure estate

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?

- Differs between young offenders and adult estate e.g. SENCO. No additional funding in adult estate. yes- but at expense of what

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 we agree
- by targeting learning and skills to individual need e.g. through ASSET
- by measuring progress at regular review stages
- REFER BACK UP TO 'OBJECTIVES' SECTION FOR FURTHER COMMENTS
- Clarification required also on what else is available

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?

- Top slicing idea outlined above or funding which has been targeted to the (young) offender group. Incentivise the providers!
- we should not be commissioning large amounts (if any) of offender specific provision. It should be mainstream
- Possibly is the most appropriate route but if it is a voluntary basis for providers there will always be those who chose not to do it
- For mainstream provision to work there needs to be a prescribed model framework. This will be different for adults and young offenders.
- personal and social development is important to employability

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?

- Lack of cohesive approach to planning and delivery of learning between prison and probation.
- Balance needed between aspirations of offender and need of employers.
- Issue of funding - funding mechanisms are barrier and are not addressed in the proposal.
- Who is going to fund the research on offender needs
- Offenders in the Community - how are they to widen scope, range and availability

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?

- The groups are appropriate - but is it realistic.
- You can do something realistic with someone who is on a short sentence - e.g. ICT
- Good ICT infrastructure needs to be in place.
- Skills for Life - do they really need a year?
- Funding motivational courses
- Vocational courses, who will fund the capital to set up the infrastructure?
- More direction on courses and awarding bodies. More streamlined for the provider and offender.

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?

- Need a national directive to ensure equality of provision.
- Yes there should be additional support in place. If the need is there does the LSC not have a legal and moral obligation to supply funding?
- Fund learning support assistants as a proportion of the population
- Should this not be the LSC's problem. The funding should be made available.
- Commission some research to find the need for ALS

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?

- Prisoner pay is an issue. Put education higher up the scale, this should be down to the governor. Guidelines needed to address this issue.
- Yes, it's about time the LSC and regimes started working together. Would Train 2 Gain provide additional funding to deliver in workshops, or where is the funding coming from?
- This question possible needs clarification, it can be read in a number of different ways.
- Better communication and joined up approaches

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?

- There has to be some funding for offender specific provision that should be sustained. The LSC should look to increase the provider network for specific training e.g. small, local providers. More use of specified activities.
- By looking at the mechanisms for funding and in particular at the criteria of success by increasing understanding amongst providers of offender levels of motivation and cycles of change and how that will impact on engagement, the availability of additional learning support and possibly mentors.
- Ofsted and LSC need to review the way they measure retention and achievement for offenders.
- 50% uplift required for all provision not just Skills for Life
- They should be recent releases or under supervision from the probation services - 50% uplift
- Additional monies should be provided to colleges to address the offender learning agenda - not out of core

2.1.6 Table 6

2.1.6.1 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?

- positive that the needs of the individual and employer are considered in context.
- Employability skills deemed as essential and not always the emphasis that is applied to the occupational focus.
- there is a balance to the individual needs (personalization) v organizational constraints with capacity and infrastructure. Sometimes activity that appears to occupy time provides softer skills - communication, problem solving.
- Longer term planning needs to be considered playing in SSCs
- General consensus is that this is welcome but requires the buy-in of all stakeholders.

2.1.6.2 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?

- short stay needs, particularly females in custody and in the community. needs are very different and complex - these differ in sub-regions - finance, lone parents. Not enough emphasis on women - curriculum and support.
- linked to 153 - Preventative measures for women needs to be much sooner. resettlement needs to be considered.
- can I3 be delivered under class? and should it be a higher priority than at present.

2.1.6.3 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?

- IAG provision must improve
- Offender management needs to inform support (risk analysis set against learner aspirational needs)
- funding mechanics need to be applied to the target audience and not based on historic methods - specific. targeted v universal support - specialist support

2.1.6.4 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?

- see above = sequence of interventions

2.1.6.5 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 and FE/providers must align to deliver the agenda.
- Work with employers and offenders in understanding the sequence and environment each live in is required
- clarity and alignment of policy is essential - LAA targets, 14-19, ECM etc

2.1.7 Table 7

2.1.7.1 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?

- Some clarification needed on what is meant by 'offenders' i.e. sentenced prisoners only. If so, what is the thinking around the status of remand prisoners?
- Is proposal 3 realistic given the case load of offender managers? Is there going to be any learning from ESF funded projects?

2.1.7.2 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?

- Priority group one - a missed opportunity to address re-offending through access to learning and skills.
- Priority group one - also reinforces the concept of the 'revolving door' as PPOs are often to be found in this group.
- Priority group one - Components - where are the skills for employment determined?

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?

- Full agreement on the concept of supporting learners in both custody and the community. Budget implications - to allocate resources according to need on a sliding scale. Commitment to partnership working; staff training and the exploration of funding opportunities.

2.1.7.4 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?

- Being part of Purposeful Activity measurement enables Learning and Skills to have a recognised place within the Prison Service regimes. However, it can be seen as working against allocation according to need. Working in harmony - all agencies need to plan interventions holistically.

2.1.7.5 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?

- Feeling that there should be a compromise - experience working with offenders who have been released into the community has shown that some form of preparation into mainstream is important as a form of integration from custody - a rarified environment - into the public domain. Consider providing learning and skills through employment led initiatives e.g. Train to Gain before entering mainstream provision. Also working with voluntary community including Social Enterprise.

2.1.8 Table 8

2.1.8.1 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?

- too much provision
- And too many conflicting targets and not enough clients!

- Link between provider inside and outside and with probation. There needs to be a very practical bridge between prison and community. NOMS needs to set smarter targets. Needs to be exchange of data. Voluntary organisations are excellent at niche provision but cannot get mainstream funding and provide excellent work with good outcomes. Need to build on what work.
- LSC do not provide funding for new workshops to heed the needs of employers and if they did the prisons cannot respond quickly enough. LSC should give the money to employers to bring training into prison. Also prisons should do more to get prisoners out on rotl. Mentors or peer mentors are really important.
- People have to go to where the van goes to do the unpaid work. Training provision should be part of their order or should be part of sentence plan. Important role of offender manager. Providers have responsibility to engage offenders. Historically funding for offenders in the community is low compared with 'in custody'. Bridges need to be built with the providers to e.g. have smaller groups etc. to get offenders to engage. Lift it out of skills for life. Need to widen participation.

2.1.8.2 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?

- ILPs should be smart and motivation very important. Not enough teachers trained in embedded skills to do basic skills in vocational areas. There are useful quals. That can be done in three years. Shouldn't get hung up on level two.
- Employability skills are far more important than level two which should be done or completed beyond custody. Employer needs are not easy to access. They are done for policy people.

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?

- Resources very difficult and very difficult under equal opportunities. Need to target money and use other funding streams.

2.1.8.4 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?

- Role of learning and skills? OBP has priority over L&S . Needs to be sequenced by offender manager depending on needs. HoLS have moved it from purposeful activity to engaging and accreditation. Probation have not put that emphasis on L&S. However individuals have choices .

2.1.8.5 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?

- Mainstream colleges have academic year so prisoners do not fit in. should we use private providers? Adults do not like going into colleges so private providers might be better but a lot of providers fit into school year. Or colleges should be funded to take on offenders as part of client group. Train to gain is good but they need to get the job first. Not just colleges saying they won't do it. Possibility of prisons putting on training for groups of ex- offenders. E.g. in Prescoed and in Germany.

2.1.9 Table 9

2.1.9.1 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?

- We agree with the second point but feel that colleges need to be more flexible and willing to change the set up of the curriculum to accommodate offenders on release. Needs to be joined up thinking to ensure continuity of learning and support is ongoing. LSC needs to clarify the delivery expected in each locality and how they expect each area to show accountability for that delivery.

2.1.9.2 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?

- Feels right, plenty to work on but lots to build on in their own environment. Lifers have differing needs within establishment. L & S should not be part of the prison KPT system. Should be funding to complement all needs, higher levels not funded. Blanket effect may be happening now but with the Cjra, personalized budgets, plans for each establishment may be possible. More thought in managing change to establishments in consultation with LSC, NOMs, providers and establishments.

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 should be there. Needs to be an identified resource. No specific work on dyslexia by LSC, needs to be looked at to work out what levels are required for supporting these students. Needs that are there at 15 are still likely to be there at 20 but the support is no longer there. Should be incorporated more with the establishment, LSC and provider to ensure there is support through their sentence. Schools keep funding for statemented students, they do not follow the young person. More provision should be in place for people leaving custody to maintain the support they require in the community. Support needs to be in place to help offenders gain skills and confidence to then participate actively in employment.

2.1.9.4 Delivery through mainstream provision

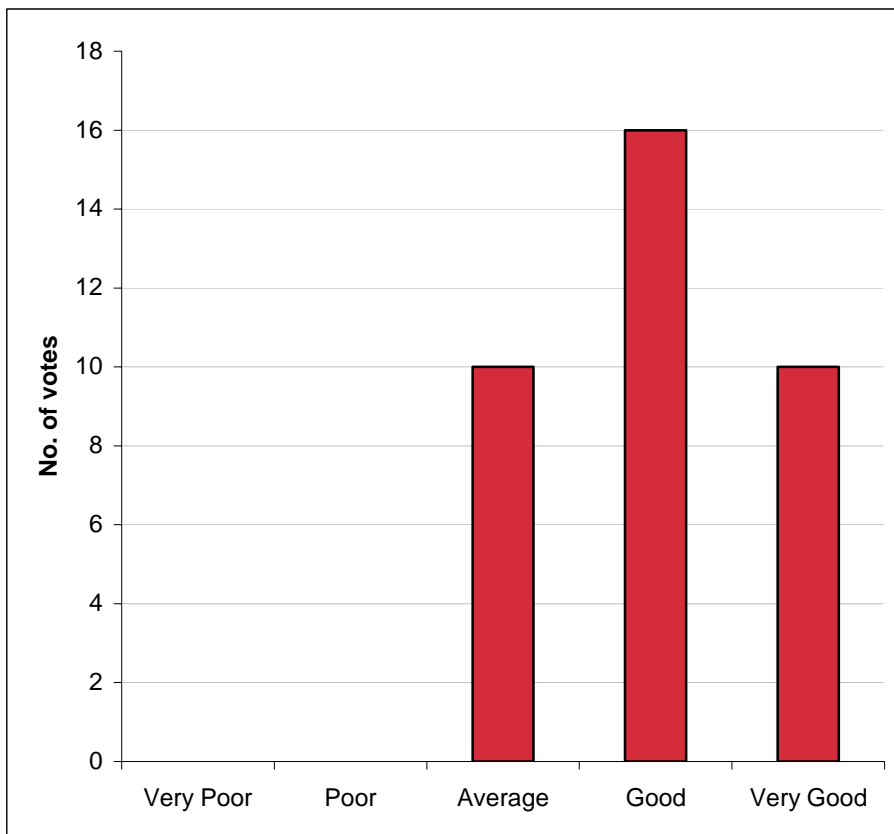
In relation to community supervision, we do not believe that commissioning significant levels of offender-specific provision in the community would be beneficial. Is our intention to harness delivery through mainstream LSC-funded post-16 provision the most appropriate route? How can we best take this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

- Need to engage more with the community. Be more aware of community provision to ensure that the needs of the offenders are addressed on release to progress resettlement. By training trainers to liaise with establishments for specific needs for the community to continue dealing with specific needs. To have money available through the LSC to deal with immediate incidents (reactionary money) for specific needs in the community. Maybe top slice overall budget or put money into a separate fund to deal with the problem. NOMs need to be more aware and help drive this forward along with the LSC to help prevent sending offenders to custody.

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 mix of agencies
- All good

- Good clear communication, good venue
- Ability to network
- Food
- Wider range of delegates, all sides represented on the panel.
- Interactive screen for questions and answers, very thought provoking good interaction between delegates
- The round the table event was enlightening
- Better in the afternoon due to the ability to discuss issues
- The facilitated session in the afternoon session that allowed for some good discussion.
- Explored my views
- Good use of technology and the opportunity for consultation and discussion
- Informative, cleared up a lot of unanswered questions that I had before the event.
- Opportunity to discuss, with colleagues in the sector, the issues around offender learning.
- Very high tech, learnt a great deal
- Very varied groups so excellent discussions
- It was very informative and useful
- Great venue - balanced programme
- The participation of the event and the use of the technology made it easy to input
- Good time to have constructive discussion with a range of individuals with passions for offender learning.
- Informative presentations and good discussion in the afternoon
- The opportunity to share views with others
- Good to mix with a range of workers from other areas and to pool and share ideas
- It got right down to some really nutty issues and problems, and it was structured well to enable this to happen
- Networking with other agencies, learning from them
- There was enough time to network
- The interaction and input from a diverse group of stakeholders
- Opportunity for discussion groups
- Very interactive. Lots of opportunity to share experiences.

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

- More practice/frontline staff more interactive exercises bring the politicians in to hear agencies input/experience
- More detail
- More interactive event, little bit more detail
- Some interactive section in the am would have been better
- Less presentation all together, too many speakers in the morning session.
- Think the proposals are all ready written, wasn't convinced it wasn't just a pr job
- The event was fine right length of time; maybe invite more partners next time.
- No comment - it was fine
- Shorter lunch
- More time for the questions
- Would have liked to see a more representative section from each regional sub area

- More detail on time scales and reality.
- It was ok apart from not enough seats at lunch
- Nothing
- N/a
- Too many on my table who only work with people in custody, they focused only on this
- Nothing
- Shorten breaks so event is not a day out

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

- get the messages back to the politicians
- listen to the experts consult with the prison service...need good buy in from all good luck
- The practicality of implementing full level 2 qualifications in OLASS
- Consultation should take into account the comments that have been made
- To ensure that it really is a consultation and there is room for change within the prospectus.
- throughout the day one thing flagging up was the sharing of information across community and custody provision, some solutions that are time based please
- How best we can manage the support that is required to ensure that transition from custody to community is made as easy as possible.
- don't choose football stadiums
- Have people who are in an operational role involved in the next stages.
- Keep employers needs in mind.
- Look at the needs of ALL offenders should be given some thought - not all offenders/ex offenders will ever be employed.
- Pass
- That without the buy in from probation and prisons at the local level, change will be very difficult.
- flexibility in that there are differences out there
- the use of mainstream funding for in community provision especially for adults needs careful consideration as it needs to ensure lsc policy does not create perverse outcomes in relation to financial barriers being applied this is already being seen as providers of 19+ provision charging for materials and accreditation fees to fee remitted categories of learner's including offenders and this is allowed within the fe funding guidance.
- Transfer of individual data of learners. Number gov shaving same focus on learning.
- Take account of the overlap of provision of services to offenders.
- Take the views on board
- Keep the offender at the centre of your focus. They are why we are here and working. We have to improve outcomes for them not for us.
- n/a
- not all offenders want a qualification, employers ask for experience more than quals
- That whatever changes are made must be carefully considered in terms of the tri-partite relationship
- Need total 'buy in' from all stakeholders
- offender journey in most cases begins in the community rather than in custody
-

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?"

- Match Of The Day
- Good Bad And The Ugly
- How The West Was Won
- Long And Winding Road
- Things Can Only Get Better
- Change
- I Did It My Way
- My Way
- Help!
- Wizard Of Oz
- It's
- The Long Goodbye
- Great Expectations
- Happy Feet
- Film - The Great Escape
- Much Ado About Nothing
- Groundhog Day
- I Predict A Riot
- Altogether Now!
- Apocalypse Now
- Of Mice And Men
- One Flew Over The Cuckoos Nest
- Great Escape