



Leading learning and skills

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

Middlesbrough Football Club, 1<sup>st</sup> October 2007

Supported by: Crystal Interactive: [www.crystal-interactive.co.uk](http://www.crystal-interactive.co.uk)

## Contents

1	Comments and Questions.....	3
1.1.1	Comments.....	3
1.1.2	Questions.....	3
2	Facilitated Round Table Discussion .....	5
2.1.1	Table 1 .....	5
2.1.2	Table 4 .....	6
2.1.3	Table 7 .....	8
2.1.4	Table 8.....	9
2.1.5	Table 10.....	10
2.1.6	Table 11.....	11
2.1.7	Table 12.....	12
3	End of day feedback .....	14
4	Warm-up Activity .....	16

# 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.

- Haven't heard anything new - but questions do need to be asked around performance.
- Useful overview of prospectus, support from ministers is encouraging.
- gave clear outline; hinted at complexities but did not go into detail
- Ministers should be able to run with existing policy and recognize the investment that has been made in such policies.
- Food for thought on the regional context and on roll out
- How have the findings of OLASS reviews been incorporated into the prospectus - good points and learning points, particularly the latter?
- Need to make sure money is focused on delivery, rather than reviewing current progress, etc. The prospectus hints at this.
- presentation did not give a significant focus to those serving long-term sentences and who may not be returning to the job market upon release
- it might be foolish to base future practice upon findings within the test bed regions because of their brevity and lack of funding
- Role of IAG and links to offender management - i.e. offender managers are not IAG professionals but need to work in partnership with them?
- There has been a lot of talk about information flows between custody and community, perhaps a better place to start would be at the start of the offenders journey and discuss the information flows between community and custody
- Informative session
- Measurement by outcomes needs to be sensitive to differing client needs i.e. not a homogenous group.
- Why such a long time for lunch - could we have 45 mins and finish 3.45?

## 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

- What steps will be taken to ensure that the voluntary and community sectors are engaged appropriately?
- Who decides the priority order of the various interventions? There is often conflict between regimes that doesn't help the individual.
- How do we reassure mainstream providers that they will get the support to offer provision to offenders e.g. around risk management etc
- What support will be given to voluntary and community sectors to enable them support delivery?

### 1.1.2.2 Impact on specific groups of learners

- Where will the funding come from to support more community provision?
- What about those that don't have an offender manager?
- Could we have more info about long term prisoners for whom employment is not an immediate or soon prospect?
- Are we reducing the priority and levels of funding for those serving lengthy sentences reduce risk which results in fewer victims?

### 1.1.2.3 The process/scope

- Good to have strong ministerial involvement - but where was DCFS?
- Definitely need to look at community provision - how can providers work with this specific group of learners and still be mindful of their commitments to their core cohort of learners.
- will the review take into account the views of frontline staff re barriers/problems
- Where does MAYTAS fit with the proposed new ICT?
- Can we be assured that there is going to be a strong link between every child matters and the 14-19 reforms?
- Comments please on quality measures - will it be contextualized across the various needs, circumstances and demands. Quality demands on provider where there are other influences at play e.g. within the prison context.
- How will relevant partners e.g. Jobcentre Plus have a formal route of access to offender learning and development (access to data access system)
- How will the wider post-16 provision be included - if not for funding?
- How will Offender Managers impact upon sequencing of the interventions in prisons? What about those who don't have an OM?
- Where is the extra funding coming from?
- How will the MLP be differentiated?
- What will success look like?
- have you considered that if you reduce or withdraw OLASS provision then what take its place may well be inferior
- For community provision - will there be sufficient flexibility in the funding regime to allow for different patterns of delivery?
- When will the CJAR be done in this region?
- Can you clarify how NOMS commissioning will sit alongside LSC?
- Outcome-related funding for learning - how will we measure the impact on 'soft' outcomes and milestones and reflect this through payments?
- It's good we now remember offenders in the community, but are we sure we're designing FOR them and not adapting the service in custody?
- Where does this fit with the offender management model where the off manager is the coordinator for the meeting the offenders criminogenic needs
- Is QIA doing specific training for organizations working with this client group?
- Who do think the 'winners' and 'losers' will be in a funding shift e.g. targeting resources. What is the impact on purposeful activity?
- To what extent will developing a campus model in the north east address the issues identified above?
- Clarity re inclusion of workshops within offender learning?
- As colleges are already experiencing demands upon ALS upon which they cannot meet how will the extra ALS required for offenders be identified and made available?
- How will you measure minimum levels of performance?
- Will providers perceive setting MLP as a risk or barrier to greater engagement of this client group?
- What about the gov changes e.g. pre 19 provision moving to LA? Is the LA rep here today?
- How will improved employability / employment be measured - how can this be linked to SFJ?
- MIAP/ ULN- is OLS linked?

### 1.1.2.4 other

- where are the radical differences between proposed delivery and existing, still very focused on prisons
- What impact will uncertain future of NOMS have?

## 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?

- Broadly agreed with objectives

#### 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?

- The groups are OK but what the prospectus think they do are not ambitious enough - short-term offenders gain a whole variety of quals at different levels and get an early sense of achievement
- Nothing mentioned about 'learn to learn' skills, i.e. study skills
- Skills for life offer seems to deny the right to get a level one basic skills qual while studying vocational quals
- We still need discrete delivery for skills for life -need must be linked to ILP
- Young person section too unambitious - very limited - whole thing should start with young people \_ why does YJB have to prescribe?
- No need for Level 2 achievement to take 2 years
- Whole curriculum should be based on the ILP and be learner-led
- There is a conflict of the likely funding strategy based on individual milestone achievement in contrast to the proposals for priorities
- No mention of employability skills - e.g. timekeeping, social skills, work application skills, confidence building
- If provision is withdrawn then the vacuum will have to be filled with meaningless work, i.e. making party hats and non-accredited

#### 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?

- All agree with ALS but in this model would reduce delivery of curriculum
- ILP should be used as the driver to identify ALS needs
- May be existing provision to work hand in hand to provide ALS
- Have all the sources of funding for ALS been researched?
- Need to lobby agencies and laas of those who work with under-16s
- Lobby the children's trust to source funding for ALS
- Job centre plus has a role to play in providing ALS
- Converging targets to achieve outcomes

#### **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?

- All activities within custody should be have a whole establishment approach
- Profile of learning and skills needs to have a set of converging targets to meet the needs of individual learners
- Promotion of learning and skills across the establishment needs to be at the heart of criminal justice reviews

#### **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?

- FE mainstream need to look at their curriculum for more roll-on roll-off provision or pre-course tasters to enable a smoother transition from custody to community.
- ESF Offender in the Community multi-agency project supported by IAG, discrete and in-fill into mainstream providers - has just started, await outcomes
- Need to look at transfer of ilps to correct destination
- Do not assume that everyone would work with offenders
- Problem of engaging youth workers (especially male) to work with and support mainstream lecturers due to poor salaries
- NEED SUFFICIENT MAINSTREAM FUNDING TO DELIVER AND SUPPORT MEANINGFUL PROVISION FOR OFFENDERS UPON RELEASE

### **2.1.2 Table 4**

#### **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?

- Wider partnership approach is needed- need to factor in the voluntary sector and other independent providers and other government agencies
- Good data transfer protocols need to be in place to ensure a smooth transition between agencies/providers
- Need to standardize the assessment process so as to ensure that multiple assessments are not done. Need to work in partnership with providers/delivers
- Point 2 - Needs to say more-more detailed required -needs to be wider than skills for life
- Point 4 -needs of offender need to be embedded within mainstream provision. How can the provider be supported. Simply offering more money may not just be the answer.
- Point 4 - One of the OLASS objectives must be to equip both the offender with the skills to access main stream provision. The provider also needs some skills as to how to support an offender in engaging with mainstream delivery
- Point 3 - partnership approach needs to be developed. Mentors & peer support may well help

#### **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?

- Point 5 - Who decides who qualifies and who does not? What other support is available? Target group needs to be better defined. Priority for this group needs to be higher.
- Should this be split into two groups - those with learning difficulties and those with learning disabilities?

- Point 5 - What happens to those who are low priority? Will there be enough money to help this group to progress? If not who will be responsible for them
- Point 6 - What resources for medium and low priority groups - will funds be ring fenced?
- Point 4 - Need to say more as to how young people will be engaged/encouraged to attend. This needs to be explored.

### **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 - but who is the main player - what agency will 'own' the offender. I.e. if doing unpaid work how will the other agencies continue engagement
- Resettlement pathways from custody need to be exploited. Priors staff need to take more responsibility to ensure other agencies engage
- Need more detail on the proposal - what exactly will be supported? What needs to give in order for this to be delivered?
- Proposal supported provided funding is accessed differently to normal mainstream funds.
- Agency staff may also need some training in order to identify and work with these people.
- Why is OLASS paying for this - can this not be obtained from existing activities Support is currently available via the mainstream why can this not be tapped into?

### **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 it needs to be reviewed and better planned to ensure that activities do not compete.
- HMPS targets may need to be more flexible to ensure that any L&S is not used solely for purposeful Activity

### **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?

- Providers need to understand the needs of offenders. Staff development needs require identification
- Not suitable for all offenders - may need to provide link workers to aid/support the offender into mainstream delivery
- Providers need support in helping offenders into employment. Offenders are a specific group who may not respond as well as someone from the general population.
- Jobcentre plus provision also needs to be accessed and utilized. Needs to complement the OLASS work.
- How do we attract and engage with other agencies - need to have a co-coordinated approach and be aware of what other partners can offer. People who drop out need to be followed up.
- Not just LSC provision - who is the constant presence in the offenders learning journey who signposts and directs - hopefully the REF will fill this role.

## 2.1.3 Table 7

### 2.1.3.1 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?

- Good intensive iag service needed / need specific offender engagement strategy to integrate them into mainstream provision.
- Mirror the connexions service but for adults - allocation of an intensive support worker. Needs to be more interactive at the earlier stages.
- Mainstream lsc funding would need to change significantly to accommodate the needs of this group e.g. reward/output payments/tasters; therefore it is felt some commissioning may be required. This could also help to reduce disruption in the move to the new system.
- On programme payment methodology may be more appropriate for this client group.

### 2.1.3.2 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?

- It is the most purposeful activity!
- The prison should coordinate the sequencing of interventions for prisoners

### 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?

- LDD learners should be integral to be curriculum areas (relates also to q3)
- Agree to introduce formal method but resource implications have to be balanced. A model that could be considered is senco? Learner Support Assistants have worked well. Current FE model.
- Using existing resource which may supplement the finite resources indicated for this area.

### 2.1.3.4 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?

- Priorities within a priority group could result in small classes and inefficiencies?
- Curriculum should not be based on sentence length
- Curriculum should be based on priority groups - learning shouldn't learning be individualized and personalized?
- Curriculum areas too prescriptive - needs structure that is flexible and engaging which enables individuals choice.

### 2.1.3.5 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?

- Difficult to comment as objectives very broad
- Broad objectives good but a lot needs contextualizing - natural progression developing direction of travel
- Funding - output based - how will this work?
- Care needs to be taken on broadness of objectives and the possibility of misinterpretation

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

## 2.1.4 Table 8

### 2.1.4.1 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?

- Timescale could be a problem with FE Academic year DELIVERY
- Risk of offenders remaining on the too hard to do pile?
- How do mainstream providers deal with the multiple barriers that offenders are likely to have before they even start?
- Contracting must provide incentives and specific performance requirements for providers
- Need to consider the impact on timely success rates and minimum levels of performance for providers in dealing properly with learners with high levels of support needs
- The perception of 'college' is quite negative to this client group, how do we overcome this

### 2.1.4.2 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 - how is this defined, and how can this be turned into something that adds to a learning programme?
- How to join up everything that they do in prison?
- What is the definition of an intervention?

### 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?

- What about prisoners on remand?
- Need information on how long someone has already been in custody, to clarify what they might need
- What about those with repeat offending behaviour are their needs different?
- For those in the first full L2 offer custody for 2 years, does that include those released under supervision?
- The release on license learners - could use that time to demonstrate competence? 6
- What about enterprise skills?
- Under this everything is shoehorned into custody again, we need a more holistic joined up custody-community approach

### 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?

- Raising of aspirations particularly for young people, isn't specifically covered
- Emphasis still on custody with these objectives, whereas more offenders are actually serving community sentences
- To widen the scope of delivery in the community we need to work in true and mutual partnerships
- Supporting improvements in quality - needs to be beefed up, should drive up not just support
- Add in objective about explicitly undertakes to evaluate the effect of these changes against the current baseline

## 2.1.5 Table 10

### 2.1.5.1 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?

- Idealistic. Unless bespoke provision offered will not reach hardest to reach offenders in community. In theory it is right, but in practice would not work.
- Learning mentors - will this help?
- Engagement, recruitment hardest bit - sustaining provision difficult. Giving providers a target would probably work - not necessarily linked to funding.
- Probation service - these would be the link with IAG providers to move offenders into mainstream provision.
- Challenge in offenders released to other geographical areas - how do we join up provision to meet needs of these offenders upon release? How do we link to offer meaningful learning?

### 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?

- If done properly - could not afford to do fully. Should not be an add-on. Do not know how many learners in custody have additional learning support - do not know what this would cost. Willingness to learn is not the same as those with LDD. Need to clarify ALN - is dyslexia?
- Needs to be more specific and needs more debate

### 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?

- Should be written in such a way which is more closely aligned with mainstream provision i.e., full L3 - distinction between leisure activity and level 3.
- LLDD should be higher priority than medium.
- Does not take into account those who are post L2 who cannot go back to that profession - discriminatory?
- Infrastructure needs to be in place to keep inmates active where LSC funding does not fund those with longer sentences - still must be purposeful activity.
- Discrepancy between full L2 in mainstream and in custody - not aligned. Only high priority of accessing L2 in last 2 years of sentence whereas in mainstream it is an entitlement.
- Increasingly important role for effective and well supported open and distance learning.
- Sfl for short term learners - why not priority for short term learners (for those serving less than 1 year)

### 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?

- Concerns re-prioritizing custody to put more resources into community
- No mention of transition from custody to community. How do we reach difficult to reach offenders in community - are offenders different to other difficult to reach? Mlps should take into account the type of learners particularly in custody - realistic mlps. IAG should be included in Para 30 - IAG not delivering what we need/want. No explicit reference to sfl - given the importance this should spelt out.

- Question 4. Does not need clarification. Already a focus on work skills, job readiness etc. Already moved on from this - just a small portion of provision. Already fund proportion of PCDL activity which is probably aligned with mainstream.

## **2.1.6 Table 11**

- Will there be an emphasis on offenders in the LSC list of priorities?
- How will community increases impact on custody services?

### **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?

- Mainstream provision will preclude some offender participation due to the nature of their offences.
- It is a huge assumption that offenders will be comfortable or prepared to access mainstream provision.
- Are the LSC prepared to fund the required support for offenders to access mainstream provision, will other support be provided?
- There is need for some offender specific provision.
- Offender specific provision to bridge the gap to mainstream is needed.
- Will minimum performance levels further deter mainstream providers from accepting or welcoming offender learners given the high risk attached to this client group.

### **2.1.6.2 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?

- Should adult offender learning services be working to the same model as Integrated Youth Support Services?
- Custodial estate needs to clarify what purposeful activity is to ensure that learning and skills are delivered to meet prisoner need rather than to merely occupy time?
- Learning and skills could and should be embedded into other activities and interventions.
- Prisoner needs assessments need to be improved.
- Offender Learning assessment and planning via the oasys system, via sentence planning and offender management could ensure that learning and skills needs were appropriately assessed and planned in harmony with other interventions.

### **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?

- What impact will the reduction in the mainstream budget have upon this area, given the increased numbers in this section of the population?
- Does there need to be an increased focus on access external funding to support this area? Who will provide this support? Should the skills be expected from mainstream providers or should we be engaging with specialist agencies?
- Partnership working and joint commissioning may be more easily achievable if organizations had shared performance targets.

### **2.1.6.4 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?

- Longer sentenced offenders will have difficulty accessing appropriate provision.
- Prioritization of offenders relies heavily on effective IT and data share which may mean a duplication in effort and repetition?
- Short term prisoners- what means do you have of monitoring the effectiveness of intended intervention, poor data share, no statutory contact?
- Physical disabilities in custody remain on the too hard to do pile. Will this reduce mainstream funding for such specialist provision?

#### **2.1.6.5 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?

- Will there be an emphasis on offenders in the LSC list of priorities?
- Will the objectives address the issues around ICT and electronic data transfer?

#### **2.1.7 Table 12**

##### **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?

- Training providers need to have a greater understanding of the need of offenders, provision currently based on funding and need to provide quality, needs led provision aimed at progression at the learners pace.
- FE's and training providers being able to suitably assess the needs of offenders and having adequate resources to meet that need to enable a successful learner journey. Wider range of community provision which address a wider range of need.

##### **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?

- In custody there needs to be skilled teachers and tutors with SEN specialisms, assessment skills and a quality, wide ranging curriculum.

##### **2.1.7.3 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?

- The offender learning journey starts in the community. The majority of young offenders serve less than a year and the document acknowledges that there is little time for achievement in custody.
- Young people in custody may not have engaged in anything in the community and education needs to be engaging and needs led as it is an opportunity to begin the engagement process which can transfer to the community.
- Need framework of agreement re ILP's, how is it reviewed, updated, shared. Young people assessed too often at each training provider, secure estate etc. Very costly to assess young people.
- Problems for workers accessing ICT in custody for particularly working with young people. Concern if ILP or data management on e.
- Learners with disabilities rated as a medium priority.
- How will prioritization help meeting individual learners needs as working in opposition? Not framed in a helpful way, table objectionable in way constructed.

#### **2.1.7.4 Objectives**

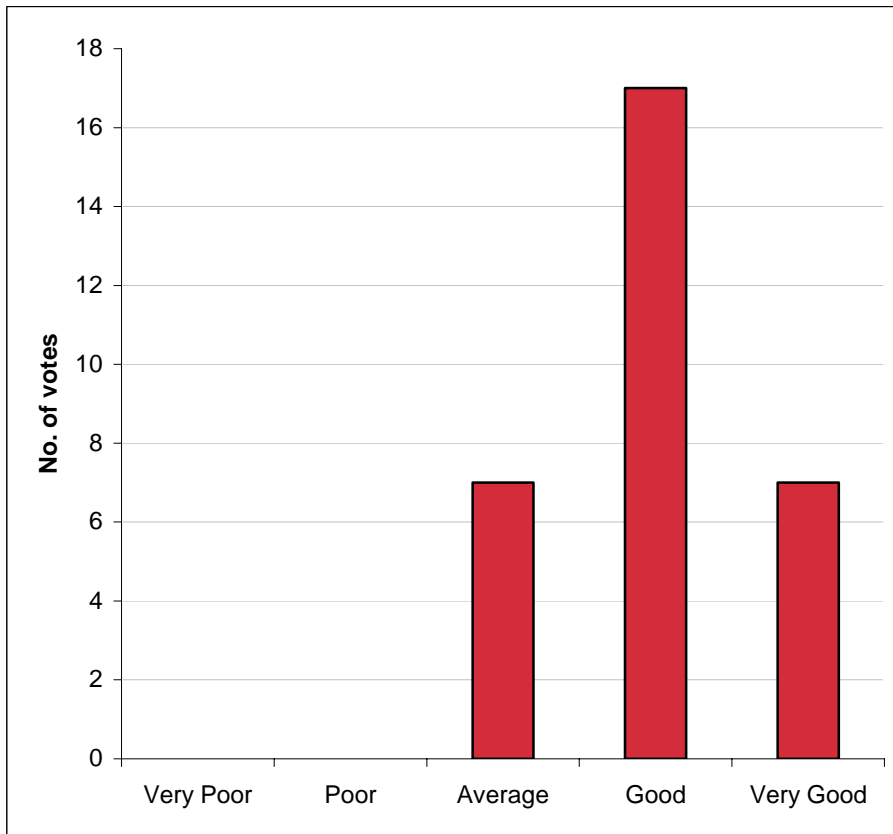
Do you consider that our proposed four broad objectives, as contained in paragraph 30 of the Prospectus, are appropriate? Should there be any other considerations?

- Employment and employability are not written into the community proposals.
- Focus on commissioners are only on the ROM and there are many commissioners and even within adult offenders probation trusts will commission. There is no reference to LLA commissioners and the role that LAA will have.
- Lack of focus on education for pre 16's in custody, DFES role.
- We agree with the vision outlined in the proposals
- Need to invest in employers to raise awareness and support offenders - lack of emphasis on community resources, provision and progression.

### 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?

- Interactive multi-agency approach
- Well paced and good mix of people on the tables
- Opportunity to discuss issues
- Interactive sessions
- New faces
- Group discussion
- Chance to discuss the prospectus and put our opinions forward
- Informative. Scene setting. Awareness of future planning
- Opportunity to contribute towards feedback on the prospectus
- To hear others perspectives before sending in our detailed responses
- Well organised informative good discussion food for thought
- Discussion groups and interactive input facility
- Informative good round table
- Subject and workshop session
- Information + discussion + insights
- Discussion groups
- Opportunity for discussion with colleagues and partners. Informal structure. Discussion questions.

- Good opportunity to express my views and network with a range of contacts from a wide range of relevant sectors - probably could have benefited from input from sentencing authorities (judges/the courts) and more from FE.
- Venue, round table discussions
- Very informative - good interaction
- Good mix of people, excellent networking opportunity, good venue, nice food
- The pace
- Easy access to discussions, some changes in activities
- Round table discussions
- Opportunity to make concerns known; genuine listening
- I liked the interactive aspects
- Good balance of in put and opportunity for discussion
- Well put together, and informative

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

- More central location
- Nothing
- Too many speakers in succession
- More community based agencies i.e. probation services should have been invited
- Increase number of front line practitioner's involvement in this process. Does appear to have been dominated by lead professionals / managers.
- Nothing - happy with the day as it was
- I would be interested to know who had been invited as if expected a better representation. Who was the anticipated audience and what were the expectations of day, it did not feel a lot of morning was about the prospectus and was familiar to many present.
- Fewer talks and more discussion
- More focus on post 16 provision and education
- Morning sessions really reinforced what er already knew
- Keep it to a half day and discipline speakers
- Nothing really good format
- Less speakers
- Nothing - very good.
- Provide paper questions as well as the crystal tablets, as some people couldn't see the screen
- Nothing really
- If you want input from offenders, don't tag it on at the end of a long session - put it at the beginning and make it less tokenistic
- Greater focus on development rather than past and current position
- More information regarding impact on learners
- Ok
- You could break up the presentations with some interaction from audience
- For discussion groups a hard copy of the questions being asked rather than it being read out. Some complex and difficult to digest
- 

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

- Don't forget to provide a appropriate level of support to offenders in the community who need assistance in accessing learning
- Separate feedback from service providers (i.e. Colleges) than IAG providers.
- The providers need to have targets to work to and perhaps funded differently to what they are now

- To start at the beginning not in prison it is still focussed on changing from custody not from the offence
- Role of prisons staff in delivering prison industry quals
- It appears that information management and data sharing are key to making transition work - must integrate with miap
- As above question 3
- Keeping us informed as to developments and making a real difference
- The needs of the customer and the multiple barriers they have.
- Good mix of providers etc
- Learners
- That it's good to come out to the regions - albeit very tiring for the national team, it's good to have the opportunity for input etc
- Be honest if you can't answer the queries, or the answer is no, don't be afraid to deal with it
- Consult your potential training providers!
- Please ensure the links are clear with every child matters and the 14-19 reforms!
- See above
- Support for staff undertaking change linking of all agencies
- Potential of voluntary sector
- Outcomes not kpts
- That people working with offenders in the community could have been better represented, maybe down to attendance or maybe down to invitation.
- That the learner and their "journey" should remain at the heart of all decisions to move forward rather than the needs of agencies with targets and associated funding
- The work and commitment required of all relevant stakeholders in working towards a seamless service.

#### 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?"

- Climb Every Mountain
- A Book - Monica Lewin - A Short History Of Tractors In The Ukraine
- From Here To Eternity
- Atonement
- Great Expectations: Most Obvious!
- War And Peace. Been In Place For A Long Time. Long And Drawn Out. Without An Ending Yet!
- My Way - Frank Sinatra
- The Good, The Bad &The Ugly
- The Impossible Dream!
- Under Pressure - Queen
- Mission Impossible
- Carry On Regardless
- Things Can Only Get Better
- Prison Break!