



Leading learning and skills

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

De Vere Wokefield Park, Reading 2nd October 2007

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

Contents

| | | |
|-------|------------------------------------------|------------------------------|
| 1 | Comments and Questions..... | 3 |
| 1.1.1 | Comments..... | Error! Bookmark not defined. |
| 1.1.2 | Questions..... | Error! Bookmark not defined. |
| 2 | Facilitated Round Table Discussion | 4 |
| 2.1.1 | Table 1 | Error! Bookmark not defined. |
| 2.1.2 | Table 4 | Error! Bookmark not defined. |
| 2.1.3 | Table 7 | Error! Bookmark not defined. |
| 2.1.4 | Table 8..... | Error! Bookmark not defined. |
| 2.1.5 | Table 10..... | Error! Bookmark not defined. |
| 2.1.6 | Table 11..... | Error! Bookmark not defined. |
| 2.1.7 | Table 12..... | Error! Bookmark not defined. |
| 3 | End of day feedback | 15 |
| 4 | Warm-up Activity | 18 |

1 Comments and Questions

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

1.1.1 Comments

- Please enter your comments regarding this morning's presentations.
- comment
- Transfer of offender record, the LSCs system for this - please ensure that there are no references to prison or probation number, as these are going onto FE colleges and these shouldn't be shared according to probation data protection rules.
- Many offenders capable of working don't because of the benefits system. Will this situation be addressed?
- Whilst there has been mention of employability not being for all, this lacks clarity in the prospectus

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

- David Perrins mentioned we won't be micro-managing providers going forward - what does this mean in practice for Prisons, especially HoLS?

1.1.2.2 Impact on specific groups of learners

- What is going to happen in the community between July 2008 and August 2009
- What provision will be made for offenders who are too high a risk to enter mainstream community provision?
- Is there not a human rights issue around depriving long term prisoners of education?
- Whilst the arrangements discussed this morning are vital, for many female offenders their priorities concern re building relationships with their children, and learning to model pro social, responsible behaviour rather than employment and employable skills. Is this going to be catered for?
- How will we meet employability needs of those outside cities - i.e. rural areas?
- David Wiley made mention of progression to higher level skills which are clearly important according to Leitch in terms of future employability. Given LSCs funding remit, where is HEFCE's role in funding L4 & L5 learning?

1.1.2.3 The process/scope

- Reallocating resource is clearly necessary. Can inter-regional reallocation happen (if, say, the CJAR identifies that the South East has not enough resource and another region too much)?
- What is the plan for high risk and pre entry level learners?
- how do the CJARs feed into the technical delivery given that the document is due for publication in early 2008?
- In terms of CJARs a) what is timescale for bidders and b) who will be involved in letting tenders?
- How do we move from skills and employability to recruitment?
- If the prison estate is to mirror mainstream LSCs provision, facilities will need serious updating i.e. construction workshops, ICT, access to the internet
- Will MLP be based on inspection outcomes? If so, will providers be penalized for underperforming prisons?
- If resources are going to be moved around in custody to meet need, how will foot potential redundancy costs

- David Perrins quoted that we intend to take the not appropriate for all in terms of employability into account - how will this be done?
- will employment offered by an employment agency - which is initially temporary - but potentially sustainable count as an employment outcome?

1.1.2.4 further clarification

- It was mentioned that we still only support S4L for offenders in the community. Where is the method that will increase funds for offenders for other quals such as vocational
- How will one to one provision be supported - as a transition phase before an offender joins mainstream funding?
- how will recruitment and retention of suitably QUALIFIED teachers and instructors be ensured given recruitment difficulties in the South East?

1.1.2.5 other

- Is NOMs as such being disbanded?
- How will the predicted disbandment of NOMS effect commissioning?
- What is the definition of employment - will part time work count? How many weeks of paid employment?
- Have the learning inspectorates been consulted on the changes to learning delivery in custody, as this prospectus indicates changes that may leave certain groups of offenders with much reduced learning provision
- May we have a copy of D Wileys slides?
- If the LSC is going to take a further step back, then why be involved.

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?

- CJAR to be sensitive to type of offender and stage of their custody.
- Also the needs of specific groups e.g. gender, nationality, disability, special educational needs and age to be taken into account.

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?

- yes but some funds should be reserved for priorities 6 in order to effectively reduce reoffending - so look at individual's propensity to reoffend.

2.1.1.3 Additional support

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

- Yes but there are some serious concerns about who conducts assessments i.e. how independent they are from the provider , how the money for those with additional needs follows that offender and how much support can be given to above an Level 2 learner who needs to retrain.

2.1.1.4 Clarifying the role of learning and skills

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

- Yes- important to incentivise education within and without the custodial setting. Still competition for the same offenders and population and security issues must not always take priority - information must be better and all factors to be considered.

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?

- Special provision does work in many cases though we don't wish to marginalize offenders and want to include them where possible. A balanced approach is needed to meet the needs of the individual learner and the quality of the provision must be taken into account.

2.1.2 Table 2

2.1.2.1 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?

- There appears to be no specific reference for offenders on remand. What will be the impact of the prospectus on this type of prisoner?
- There appears to be no specific reference to foreign nationals and provision for these learners
- Will there be a Race Equality impact assessment attached to the prospectus and could the prospectus be explicit about cultural and diversity of issues as an expectation of provision?
- A stronger link to sentence planning may need to be considered for sentenced prisoners
- To what extent will the LSC review the eligibility of offenders in custody to access mainstream funding?
- We support strengthening the use of QCF and unitized accreditation for short term prisoners

2.1.2.2 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?

- There is a need to reflect on the balance between job market drivers and the skills and abilities of the individual prisoner
- The curriculum will need to be much smarter at identifying windows of opportunities using labor market intelligence and SSC's

2.1.2.3 Delivery through mainstream provision

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

- Mainstream will require small achievable steps and stronger transitional arrangements, potentially funded through ALS

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?

- Prospectus gives the opportunity to re-define IAG in custody under OLASS and linking with interventions with other agencies and in community

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?

- concern that there's a fine line between prioritizing learner groups and the exclusion of some

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?

- Welcome the intention to fund Additional Learning Support but care needed in developing how to fund

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?

- Clarification and consistency needed - major change in priorities and understanding in terms of use of resource at local level
- full buy-in at HMPS needed

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?

- Need to rationalize how to provide improved pathways into a mainstream that is constantly reducing adult learning funding and opportunities
- Evaluate project work currently going on and look at sustaining them rather than re-inventing the wheel and bringing in more short term programmes
- more work needed on further promotion of Off Learning in mainstream

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?

- OLC1 (SfL) requires differentiation between the levels and the required length of study - tension with local establishments and sentence length
- Concern about the funding methodology being linked to soft outcomes without a sufficient system in place before hand and for a period of time to test process
- Tension between Ofsted requirements and what is proposed in the Offender Learning Curriculum areas
- Tension between OLC5 which is medium priority and the additional learning needs of the offender cohort

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?

- Concern that short term offenders will not get a service that meets their needs
- For sequencing to be effective it requires learning interventions to be linked into robust and effective resettlement planning -the Offender Management Model requires review to support this process

2.1.4.3 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?

- YES
- There requires a harmonization of targets between the Prison Service and LSC

2.1.4.4 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?

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?

- what provision or activity will be offered to foreign nationals and those on long term sentences if other parts of the cohort are taking up more of the provision?
- Is there a human rights/ discrimination issue against long term access to learning?
- Do people in secure mental health units fall under custody or community provision?
- Will high risk prisoners in custody and on probation be considered within the prospectus? For 1-1 support of transition into mainstream programmes?
- Will there be opportunities for prison sites to go for COVE status?
- How prescriptive is in custody provision going to be? will there be any scope for taster funding that is area specific. Can it be vocationally responsive i.e. insight into new skills or creative activities like music.

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?

- short term sentences could achieve IAG/ Initial assessment and diagnostic prior to release - record would need to follow them into community to avoid repetition.
- broadly speaking the categories look appropriate. but we have concern about LDD grouping as this is a priority in community

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?

- yes we do agree that a formal method of support for additional learning. There could be an entitlement to a specified glh in order to control the finite resource. With the objective to support inclusion in mainstream classes.

- can improved access to IT within custody, bearing in mind security protocols support e learning for dyslexia with reduced need for tutor led support?
- Need to introduce specialist support for custody and community LLDD support for 1-1 / ILP based delivery. Can this be sustained upon release?

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?

- In the main learning and skills is clear in some sites and not in others. there needs to be an audit to achieve clarity and for those that don't some clear direction and incentive.
- Learning and skills can work in harmony if the qig and ete is integrated. It is dependent on individual co operation. there are also the perceived 'worth' of education compared to work pay.
- Every head of learning and skills should sit on the prison SMT, together with a section from the provider. Provider gives short feedback and gets feedback themselves from the SMT. Need to be seen as partners.

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 is a whole group of offenders who are too high risk to put into any mainstream class/ venue
- There needs to be some interim/ transitional provision to support offenders. Offenders like and do attend offender based provision - later on they go into more mainstream provision. It is unlikely that they will attend community classes 'cold', as they would have access to this anyway and do not pick it up without substantial support. Transitional phase intervention is critical to gaining confidence and actual attendance.

2.1.6 Table 6

2.1.6.1 Delivery through mainstream provision

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

- See point 109 in objectives

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?

- What would purposeful activity look like without education? Big impacts in terms of what do you do with prisoners if not occupied purposefully. How to harmonise so all 7 pathways are linked? HMPS targets would have to be looked at if activity deemed not to be 'purposeful'.

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?

- ALS - to support this what has to go? CJARs to analyze this. Would this be ring-fenced funds? LSC not decided yet on type of prison, per prisoner, % of budget etc. CJARs wont adequately assess ALS needs; big issues on how to assess that need to be explored. If a prison with different lengths of stay, and different functions within the prison e.g. split site how will funding be divvied up? ALS and

mainstream funding. Given all of this how will ALS budget be distributed? Good idea but based on what?

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 would like annex d explained in detail. It appears to tip the OMM on its head e.g. least risk gets most resource whereas OMM states most resource to highest risk (tier). How will this be managed by OMs in reality? Most things good since intro of OLASS but this is a bit like a steam train - put the brakes on and take a look to see if we have made the journey?
- Where do long-term prisoners fit into annex B? Skills for employment focus, therefore funds for long-termers limited. How do you fund for long-termers? Majority of life sentenced, how does this sit with Ofsted - if you reduce funding and reduce progression. Make longtermers a distinct group as with female offenders. Focus on reduction of risk as well as employability - if leave it too late it will be harder to engage high risk offenders at the end of the sentence. Also, should there be a distinctness about equality of opportunity. Tax payer will invest into interventions that most reduce risk. CJARs should tackle risk e.g. how will long termers get taken into account. Don't forget about lifelong learning. Commissioning will want us to demonstrate VFM - employability and risk reduction? Funding streams for out of scope provision? Broad agreement with priorities, however what about L4 and L5 - hence responsibilities (priority 6)? Leitch identifies need for I4 & I5 skills. With first full L2 constraints exist within the prison. Length of stay will affect achievement, probably focused to cat c and d but in reality probably not achievable. KPIs and KPTs need to be complementary - all pulling in different ways.

2.1.6.4 Objectives

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

- Is it appropriate e.g. type of provision? Use CJARs to get blue print for each prison. Are these a one off event or do these - CJARs reoccur? If churn factor increases for various reasons. Are HoLS GOING TO HAVE AN INPUT? Providing a prison update top LSC each year from HoLS e.g. profile, churn, change of role, Cross regional approaches required from transfer Strong leadership from SSCs in terms of predicted skills shortages. Differentiation over short term and long term. High risk offenders - resource to follow risk e.g. OMM. Soft skills are required by employers. Talk about needs of employers but not seen much about engaging employers e.g. actual tangible jobs on release. An element of being happy to employ offenders when HMPS manage the risk but less likely on release - more support for employers to carry on after release. Help employer to manage the risk themselves.
- We don't know anything about continuation of funding after July 08 - in terms of probation. Under sfl the LSC has a contract with provider up to March/July - don't know what funding is, if any? Probation being pushed towards signposting/mentoring for offenders to access FE colleges. Mentoring role in delivering in the community is key. Probation work with low risk offenders currently - preference for discrete provision - could be adult provision off site. Providers e.g. colleges need to have a cultural change. Pathways into college a big issue. Cash linked target. Way to general in terms of community - needs to be more specific. Very difficult, despite a priority, to engage colleges with offenders. A need for distinct niche Sfl provision in the community. 2 different funding streams in the community can be complicated in terms of managing and paperwork completion - OLASS in the community could be one element instead of two - needs to be simplified.
- We found more and more that ETE is working across the 7 pathways and more involved across all pathways. Shouldn't be working in pathway silo's. Doesn't seem to be any local linkages (an exception was mentioned in SS).
- What does this mean in context? With hands off approach from LSC that was mentioned this morning - how will quality be measured/improved in relation to MPL? SARs beneficial. Very dangerous to throw baby out with the bathwater - need to engage hard-to-reach learners. Welcome the recording of soft outcomes. Funding implications from providers in terms of non-accredited learning. Methodology of CJARs needs to be understood

2.1.7 Table 7

2.1.7.1 Delivery through mainstream provision

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

- what will happen in terms of driving the proposals if NOMS and LSC disappear?
- We agree with the broader objectives but are not sure that it takes account of all the factors i.e. where offenders are released to, over crowding, short term nature of provision that is offered
- There is a need to offender specific through the gate provision , so that offenders can be fed into LSC mainstream when they are ready, with mentors where necessary
- Need first steps programmes, with emphasis on mentoring
- Need shared targets between all partners, so they are not at odds with each other

2.1.7.2 Clarifying the role of learning and skills

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

- Importance of impartial IAG so that all activity has equal gravitas, and a prisoner is not pulled from pillar to post 4

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?

- Use T2G money to train offenders as classroom assistants?
- Use ALS with prisoners with sentences over 2 years. will be less cost effective with short termers

2.1.7.4 Priority groups

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

- this seems too cut and dried and does not take account of local needs - what about lifer provision, what will be offered instead in order not to alienate the prison regime?
- Could a local management system be implemented so that local priorities can be implemented?
- Area 5 could be all offenders should it only be medium?
- what priority is given to sex offenders and high risk offenders?
- Should long term prisoners be high priority to help support short termers?

2.1.8 Table 8

2.1.8.1 Delivery through mainstream provision

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

- Colleges are unwilling to take ex-offenders into their provision. How can they be incentivised?
- There are issues of disclosure offenders informing colleges
- Very patchy practice across colleges, no national agreements, should there be?
- Can be many r

2.1.8.2 Clarifying the role of learning and skills

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

- YES & YES & YES
- Learning & Skills is a low priority in the prison agenda - needs a national directive on priority of programmes
- This needs a lot of work, needs to be agreement between prison targets and LS targets they often work in direct competition
- Needs clarification on who is the lead on this for Prison Service, operational staff between agencies need to talk
- Layers of prison service hierarchy do not allow for much discussion, frequently decisions are locally made

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?

- Much focus is given on individual needs but much more resource would be needed i.e. dyslexia & IAG probably needs 3 times the workforce to deliver this
- There are sufficient OLASS hours to meet individual prisoner needs
- There is insufficient consultation with establishments before hours are allocated. They take no account of prison movement & developments
- LSC should allocate hours by priority, X for high, Y for low
- There is no strategic vision on how funding will work
- given the churn there should be joined up thinking with providers - i.e. all using same awarding bodies to avoid reregistration costs & work undertaken by prisoners not to be wasted which it often is. Picta is a good example of this
- It will need some strategic thinking to save costs to allow this to happen - LSC should be negotiating with Awarding Bodies to be sole suppliers at best price for offender learning

2.1.8.4 Priority groups

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

- Skills 4 employment offer - needs more clarification, prisoners could be sentenced to less than one year or moved to another prison with less than a year to serve? The churn doesn't seem to be considered here
- Annex B is good, gives a strategy to focus on
- There is an assumption that the longer someone is in prison they will have improved skills, not so
- Sequencing of learner interventions - what role does the family play, how does this meet what the prison can offer especially in terms of control
- Although labour market is discussed prisoners do not necessarily locate in same area. Should LSC be commissioning LMI on a local basis say quarterly. SSC info can often be not timely

2.1.8.5 Objectives

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

- There is too little involvement with the Prison Service - although much is made of joined up thinking across agencies the reality of this is going to be more than difficult, given the difficulties of the service already.
- How does this link with the current inspection framework & the 7 pathways, much mention of employability, but insufficient links to pathways. There is a big risk to prison industries & places risk factors upon providers. The key to reducing reoffending is having a job but without considering other aspects of the offender lifestyle not is this prospectus will not work.
- QIA really needs to improve, it lacks offender expertise & experience from prisons & providers is that they are teaching the visiting consultant about offenders. If they are playing a key role they have a lot to learn
- No mention is made of the churn - this prospectus is idealistic yet pays no attention to what is happening on the ground
- The ICT systems are already insufficient what's to say we won't get exactly the same again

2.1.9 Table 9

2.1.9.1 Delivery through mainstream provision

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

- In essence the mainstream provision is the way forward. However there needs to be coherent support system to get offenders into education.
- Suggestion to involve voluntary sector in through the gate mentoring of offenders. to insure their participation.

2.1.9.2 Clarifying the role of learning and skills

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

- Conflicts of responsibility can cause problems within prisons when it comes to clarification of terms. Every prison does things in different ways; therefore any clarification needs to be top down!
- The LSC and NOMS need too lobby the prison service to clarify their position on purposeful activity, in order to see change.

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?

- Agreement in principle however, As IAG has already been taken from education hours there are real concerns over loss of hours.
- Small class sizes (6-8) can to a degree help address the learning difficulties. Upskilling of skills for life could help to address learning difficulties.

2.1.9.4 Priority groups

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

- Kingston and Albany there is a high proportion of lifers and IPPs how does the priorities account for these prisons?
- Does learning difficulties include ESOL?
- Issue raised over paragraph 83 what will be put in place of education, you cant just start education after 8 years of nothing.

- Education is key to engage difficult prisoners. Can learning be promoted without the use of expensive qualification?
- See the reason of prioritisation but there needs to be a interim solution, until prisoners reach the priority groups.
- What is the plan the elderly prisoners?

2.1.9.5 Objectives

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

- What are the future of prison workshops? How will the process of tupe be handled if all workshops come under LSC control?
- Table not that interest community as long as it doesn't take any custody provision.

2.1.10 Table 10

2.1.10.1 Delivery through mainstream provision

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

- not best route. Has to be bridge built - mediation etc, and someone to actually accompany an offender to go to the college, mentor, one - to - one, should be IAG led. How do we marry large classes with offenders perhaps needing more intense assistance? Individual work expensive. Skills for life can be a vehicle with which to deal with them on a one to one, getting them confident enough - although many don't actually go into mainstream which has an institutional feel which can be daunting. Small environments are far better. HMP Springhill into mainstream college needs to be done prior to release - so they have support network that evening, if they need it when they go back to prison. If it is done after release they tend not to stick at it. Housing, family ties etc MUST be dealt with prior to employment. Employment 'ready' is absolutely key. No point getting qualifications, getting a job, but having no roof over your head it won't do much. Get them into a decent environment before they're released, they get an opportunity to develop trust. Offenders tend to find trust hard. Colleges taking ex offenders would be good, provided this is taken into account. What about high risk - sex offences, offences against children? prisons could risk assess - and of course some prisons are not high risk so this is not an issue whereas for others it will be - risk of harm to public should also be done by colleges. We need more confidence in risk assessments. This must not pose a risk to the enrollment of their standard 'bread and butter' service users. One bad story in the press can damage a whole college reputation.

2.1.10.2 Clarifying the role of learning and skills

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

- yes it absolutely needs urgent clarification. Needs to determine funding.
- by identifying them for a start - does everyone know what is available? Concept of sequencing is good - e.g. someone who has substance problem this gets done before they go on to other learning and skills. Needs to be clarification about where learning and skills fits in to other purposeful activity. Give them ICT skills and stimulation, which is fine, but employers need soft skills. Major issues with competitive tendering - there seems nothing that is mainstream anymore. Very important issue in society, and if everything competitively tendered, can be problematic - no local level interception. With so many providers receiving money to run services, there will be quality issues. Anyone can provide anything - e.g. Spanish providers running British prisons. TUPE concerns. Things going backward - people jumping hoops to get funding without always knowing enough; a case of ticking boxes.

2.1.10.3 Additional support

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

- so although there is no money - they're asking what we would cut.
- yes - additional learning support of offenders in custody needs - NIACE report conclusion 2 yrs ago!
- in terms of equality of access to learning
- do it in custody as we do in community - we do a learner support assessment so custody should be no different?
- South East should do well - but we can't scrimp on quality.
- would the budget be increased for offenders? clearly beneficiaries will be those in the last 2 yrs of their sentence - so most volatile group of offenders get the least help. LSC is about people getting released getting employment. the ISSUE IS where the money comes from. LSC will do workability and employment side of things. Difficulty is how do you get someone on a local level knowing what regional requirements are. Issues with older inmates being perceived as being funded by prison service outside the education remit. Youth offenders will benefit more - an older offender on an 8 yr sentence wont be LSC funded. The question is who pays, and how does the prison provide observation? realistically what services can prisons provide? Are prison governors losing power to say no? No - Michael s is saying that these are your prisons, and you are responsible.
- We can't give out what we don't have! Crucial thing is if the prison services on an individual level don't buy in, it wont work. Huge issues - what evidence is there that prison service is buying into this?
- Not a great deal of prison representation here. Similar with Probation - are they not buying in to the new arrangements? do we need to improve negotiation and communication - turning it into a partnership? Do we need to think about the ethos in which we do this? Targets can only be met by a service which gives a quality of care. Should one only get funding after targets have been met?
- If someone on a long sentence does not get LSC funding for the first two years, he is not getting the help WHEN he needs it - it will come in at the wrong time.

2.1.10.4 Priority groups

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

- No - LSC still needs to develop a better understanding of offenders - individuals don't necessarily slot into boxes and categories. Consider example number 3 in annex b - the concept of saying take someone to level 2 is good. But prisons work in a certain way, and LSC does not seem to understand this yet. People have got through by using a diagnostic approach. There will always be some for whom 2 yrs not enough. Example Number 5 - medium priority - these are very vulnerable and the proposal is lacking in meeting these needs. Again, a real lack of concept of what prisons are really truly like. Seems more about gov targets than OLASS. Lots of provision seems to have been rationed - not demand but planned led. One person on table in favour of skills for employment, but not at the price of denying learning from other groups. Learning and access to learning is KEY to civilization. Need to stop treating people the same. Vocational qualifications - the truth is prisons cannot provide a realistic work environment - so its not much more than a certificate. Unless it's an open prison. Can't have both closed prison and also providing a realistic work environment. People feel if they were consulted, annex would look far more diverse. LSC wants less prisoners - we all do.

2.1.10.5 Objectives

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

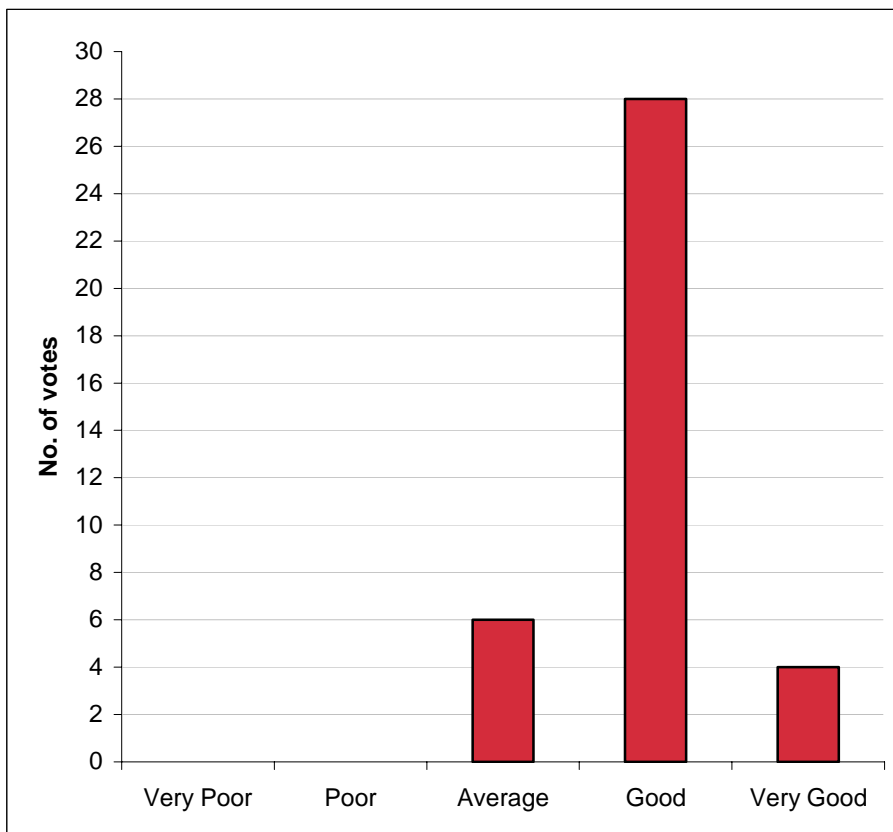
- Yes - more money and funding levels should be looked at. Some people wont get funded because they can't get to NLPs. In the past, if you had a person being categorized as vulnerable, you got your funding for them. ICT: people need access to the internet liberated in prison - key to employability.

Provided you buy licence from Home office, is it access or simulation. In Springhill it is access. Some needs to be directly supervised but it has improved. Still there are victim issues - and this is more of a concern that offenders accessing dodgy sites. So how can we find the money to buy these licences from the home office? you're supposed to spend about ten or fifteen thousand to buy them. No ICT access is going to be a real and serious barrier to employment and employability skills. Proposals are ok, but you turn to the back part (the annexes) of the document - the actual technical side of it, is lacking in knowledge - seem a bit naive in the face of complex issues. Lack of belief in the LSCs ability to actually deliver on this model. It does need funding, and properly done. Annex C is pivotal - this is the main stream and these are the people too far away to be real beneficiaries. Certain people wont be funded by LSC, except tier ones, which is the hard news. Will governor's then get money a different way? Or lose the funding altogether? Governor's now have a lack of money, little flexibility, and prison provision for skills learning goes through the floor. FE colleges will perhaps be dictated to that a certain amount of their money MUST be put towards offenders?? It becomes a conundrum - someone wants to do a construction course, but they need maths and English GCSE to do it.

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 discussion fun and informative in afternoon- well facilitated.
- Well organised Range of activities
- Pace and content was appropriate. Answered many questions
- Opportunity to voice our opinion on the new prospectus
- Consultation is vital in such circumstances, but unusual. Hopefully the technical document will reflect concerns etc.
- Net-working chance to ask questions venue was easy to access and nice food!
- good location and good depth of conversation
- clarified some issues and raised difficult questions
- I enjoyed the chance to hear a variety of views and concerns Meeting people and networking
- Opportunity to hear other views
- Opportunity to gain knowledge and network (new to industry)
- Chance to meet partners. Opportunity to exchange views.
- good mix of presenters
- networking opportunity and providing ideas of general direction and future planning of OLASS
- discussion of document similar to other LSC events, not much new
- Good networking
- Updating of information and networking as ever!!!!
- round able discussions
- The opportunity to discuss issues in groups
- excellent discussions, well organised
- Well organised. Good mix of inputs and useful talking to participants
- meeting people
- Opportunity to discuss proposals with colleagues.
- opportunity to talk to stakeholders and get an idea of where OLASS is going
- A good chance to network, speak to and work with others to discuss the prospectus
- Networking opportunities
- the opportunity to discuss implications with other key stakeholders
- met other people who had different experiences
- meeting colleagues
- good group of diverse stakeholders
- The event was presented at a good pace. the lunch was good
- venue, balance of activities
- Very informative. A good chance to meet with other stakeholders
- Networking opportunity Direct contact and briefing from policy makers Interesting content and pace use of ict for feedback focused discussion effectively
- opportunity for discussion
- Some real debate in the plenary sessions: hadn't seen that in other regions.

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

- Choc donuts in afternoon too.
- More balance between focus on custody and community
- Information seemed sparse at present, I would have liked more definitives, however the technical document may provide this later.
- Balance of custody and community.
- The viewpoint of a prison member of staff (not NOMS) - prison governors are key!
- senior representative from the Prison Service
- need follow up after cjar

- nothing except that it was a long journey to Reading
- Although info needed to put over it was a bit death by PowerPoint
- n/a
- More plain English and fewer abbreviations for those of us not familiar with prison terms.
- More emphasis needed on community. It felt like very much custody focused
- I found the venue difficult to find and a long way from Kent on 3e motorways
- new info
- Too much talk for the morning sessions
- A massive amount of time has been spent listening - something we would not expect our own learners to do - particularly by the end of the session [day] this started to feel extremely onerous!!!
- Some long inputs
- introductions round the tables
- Too many presentations. Some too detailed.
- Too many presentations
- More opportunity to extend the answers to the questions from this morning.
- need more vcs involvement
- seemed fine to me
- place an earlier expectation on individuals to prepare for the event
- nothing it was very interesting
- Need clarity and in good time to be able to react
- Nothing
- Mix of strategy and operation should have remained strategic and focused on the document
- More stakeholder and a prison governor presenting from a regional perspective

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

- Layers of bureaucracy takes resources away from front line provision. Don't keep adding more.
- Excellent opportunity for change but brings with it a range of new risks for providers
- Equality of opportunity for all offenders. Limited funds should not be allowed to marginalise any particular group or individual
- not disadvantage any groups or levels of learners
- To learn any lessons from the development areas and be prepared to evolve.
- Less focus on custody
- take things slowly and don't alienate the prisons, who in many cases are very sceptical
- Better Communication with Establishments- buy in from all areas is vital for success
- Speed of change, communication with hmpps at local level. expectations of capacity to change for providers and prisons
- Listen
- This agenda cannot work without full prison co-operation & they need to mean it with meaningful directives from the top
- That offender's voices shape policy and arrangements
- How are employability skills actually going to lead to employment? Little discussion about engaging with employers and how realistic actual job outcomes are.
- If things are introduced at a national level can this be fed down through the region and areas and not be left up to local interpretation which can result in discrepancies amongst different areas.
- local networking should be driven forward by regional LSC to keep us all on board and informed about planning and future initiatives
- quicker reply to questions to form policy
- Produce a prospectus that demonstrates an understanding of Prison Education
- To stop using the expression 'going forward' - I am already sick of this cliché!! That translating rhetoric into practice MUST be a priority...
- the differences between prisons and community based provision

- VCS input into mainstream provision
- listen to the views of the practitioners
- consistency and coherence
- Ground staff involvement.
- All partners need to work together and ensure that everyone has equal input into the best ways to move forward.
- The whole learner journey not just my bit of it
- One size does not fit all and communication on potential change is crucial across all stakeholders and departments within them
- funding and targets should be considered depending on each establishment do not think offenders are all the same, and lifers should not be considered a medium consideration
- not excluding offenders serving below 2 years
- Quality of delivery to learners should be most important in restructure of provision, making a real difference to offender's chances of succeeding.
- If things become far too difficult there could be a danger of losing the current passion most providers have for OLASS
- listen to those that work directly with offenders
- Offenders do not always do as they are told and may not comply LSC priorities are too generic
- Not all work is done in prisons- remember the community!
- That offenders need transitional support that is not funded by mainstream provision and that in the initial engagement phase they will attend and feel safe in discreet offender provision. A reliance on mentors to take on board teaching is unrealistic, they can support but not lead delivery, as this unprofessionalises tutor role
- Communication with prisons at an establishment level and not getting carried away with change without time to review pilot work being undertaken. This process poses risk that will need to be managed carefully
- That change is needed and, whatever the bureaucratic obstacles that seem to be put in place, it's worth persevering with this agenda and pressing through to a new, better service focused on delivering a service personalised to the needs of individual offender learners.

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?"

- Monty Python
- You Aint Seen Nothing Yet
- It Ain't What You Do It's The Way That You Do It
- Sign Of The Times By Prince
- It Ain't What You Do It's The Way That You Do It
- If.... (By Lyndsay Anderson)
- Climb Every Mountain
- Lost
- Silence Of The Lammy - But For Real...Sunday Am Show lth Andrew Marr
- A Fist Full Of Dollars