



Leading learning and skills

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

Wembley Stadium, 25th September 2007

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

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1 Comments and Questions

The group was invited to enter comments about the event and questions for the speakers from the morning section of presentations. 1 Tablet was also used as a question station to capture further questions during the coffee break and over lunch. The results were then categorised and used to form the basis of the Q&A session at the end of the day.

1.1.1 Comments

The group was asked "Please enter you comments regarding this morning's presentations"

- Quite dry
- Nothing
- I don't believe Purposeful Activity is of benefit to no one
- Not enough coffee
- Nothing new in the messages
- Lack of clear direction
- The statistics helped illuminate the current state of play, very enlightening
- An opportunity to share best practice
- A delegate list would be useful

1.1.2 Questions

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

- What part do you
- The shopping list - isn't this already covered in the present contract?
- is uplift for offenders doing SFL on top of 1.4 for all adults doing SFL target bearing provision
- how will this be fed through to providers

1.1.2.1 Impact of Proposals on other areas

- Is 1.4 uplift enough to encourage college interest?
- Could you expand on the statement that FE Colleges are being paid 1/3rd more to work with ex-offenders? Does that extend to schools and any provider?
- how to overcome security issues in order to deliver to the client group

1.1.2.2 Impact on specific groups of learners

- More than a quarter of those entering HMP Wandsworth say they were self-employed. Many will only find work through self-employment. What priority is currently given to delivering Enterprise Skills to prepare ex-offenders for self-employment?
- What about provision for prisoners on licence?
- What about high risk offenders?

1.1.2.3 The process/scope

- Has consultation with HCIP and Ofsted
- Consistencies in provision between prisons not covered
- How do you propose to measure outcomes/effectiveness?
- Can you explain a little more what David meant by 'redistribution' of funds from the prison estate
- Would like to understand the shape and timescale of the Criminal Justice Review
- How will it be possible for providers/FE Colleges to meet year round start dates and lengths of courses within constraints dictated by funding and achievement methodology
- In terms of moving money between regions, is there going to be any cushioning?
- How can IAG contribute to offender learning - where does IAG fit into the prospectus
- How do you intend to improve educational facilities in custody? The best provision needs adequate physical resources
- When will the IT system be available
- How will the crucial link between self development/creativity/confidence building and employability be reflected in the funding
- David spoke of the need to get away from the 'guided learning hours payments' basis currently used for mainstream OLASS. What alternatives are being considered? A 'milestone-based' approach was touched upon; might the present ESF system of outputs/outcomes/milestones present the most viable replacement approach?
- How will provision between custody and community flow
- Who is going to fund all the research that has been mentioned
- What is actually going to change?
- More detail on targets, qualifications/employments outcomes?
- What are you actually going to do about offenders in the community?

1.1.2.4 Other

- What are your intentions around e-learning?
- Can we assume there will be no movement of funding before contracts run out? Will there be a steady state to meet existing contracts?
- How accurate is the OLASS data such as 34% participation?

1.1.2.5 For Sue

- Who has contributed from HMPS at senior level to the prospectus?
- It would have been good to have input from offenders
- Where is the innovation and can it be afforded?
- Can we see the football pitch please? What is the definition of a offender in the community

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?

Objective 1:

Agree that this is important. Does prioritising mean that this is at the expense of other provision?

Objective 3:

Does not consider all groups. Has the potential to remove learning and skills provision for most prisoners.

Objective 2:

Doesn't address the wider needs. Requires funding, but funding is being reduced.

Other considerations:

- risk of marginalisation of the arts in custody and the community
- social enterprise opportunities lost
- potential marginalisation of the voluntary sector
- potential negative impact on partnership working across voluntary, community, public and private sector

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?

- Annex B and the prospectus excludes offenders rather than being inclusive. E.g. unconvicted, long-term, lifers, women, youth, remand, older prisoners. Excludes offenders in the community who are not yet ready for college

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?

- Agree. Could be quite discriminatory support for community offenders. Raises a lot of questions. Prospectus does not address the objectives that it sets out - more information needed.
- What drives the LSCs vision: research from other countries not used to inform. Could take best practice from other countries.

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?

- Depends on the establishment. Learning and skills support all of the resettlement pathways.
- Improved communication needed between intervention staff. Interventions need to cease working in isolation

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?

- Are these shared objectives amongst the partners or are they owned by the LSC?
- Are we going to take stock of where we are now before we move on?
- Needs of remand prisoners does not seem to be covered in these proposals.
- Early access to IAG even for unsentenced prisoners -could allow work to begin quickly - this could then be built on when/if sentenced
- Point 4 - seems to contradict the targeting element. OK to widen the scope but must be affordable.
- community element needs to be wider
- Needs to stress the employment elements more - only focuses on education. Scope needs to be wider.
- How does this all link to the Offenders Learning Journey?
- What work has been done to ensure that these proposals are deliverable? partners do not have any additional resources
- Point 3- Needs to emphasis the continuity of the journey from custody to community and beyond
- A clear communications strategy needs to be established. Good practice needs to be shared. This does not seem to be mentioned.

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?

- Offenders on short sentences- does not mention the unsentenced population. What can be done for this group?
- Short sentenced prisoners should be a priority
- Agreed that group 2 should be a high priority but those in Group 5 should also be high priority.
- Are skills for life and the first full level 2 only a high priority because they are LSC Targets?
- Why is the proposal only to engage those within two years of release- demotivating?
- Could be helpful in training prisoners to provide peer led services. This does not seem to be mentioned in the document.
- Additional group needed for those above level 2 for employment purposes.
- Skills levels for those entering custody is rising. Therefore provision needs to be flexible and targeted

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?

- Does finite resource relate to the OLASS funding or to the wider LSC pot for mainstream delivery. Will offenders have access to the LSC mainstream monies for ALS?
- How will this work for the community - How much money will be available bearing in mind that community funding is low
- Peer support may help with this. An untapped resource that could help supplement this funding
- Agree that ALS should be available

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?

- Purposeful activity needs to be defined? What exactly does this cover? Clarification is needed.
- Communication needs to be improved to ensure that all the different organisations that deliver in prisons know what each are doing/delivering in each prison to ensure that delivery is not duplicated
- Constraints on the use of IT within prisons is difficult. Needs to access HMPS intranet and communicate with outside world. Providers find these constraints difficult to work around.

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?

- Need to engage and convince mainstream providers to engage/work effectively/pro actively with offenders in the community.
- Mainstream providers will need support if they need to manage the offenders learning. Needs to link closely with the Offender Manager
- What about Foreign nationals - no mention of ESOL or how these groups will be dealt with
- Will we have the opportunity to comment on the technical document when it comes out in 2008?
- Have offenders been consulted on this? Do we need to take their views into account?
- Continuity in learning is crucial. How do we move people on after they have done the learning to get a job?
- How do we measure success? How do we know if any employment outcomes attained are sustained?
- Women and family groups are not covered. Needs to be expanded to ensure these groups receive some help

2.1.3 Table 4

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?

- Nothing on objectives that relates to the outside world.
- Objective 2: needs to address resettlement not just learning needs to include 7 pathways
- Change in population, individuality of each prison and the change culture.
- Transferring to other prisons disrupts learning. In order to deliver properly there is a need for stability.
- An ideal should simply read 'Stability'.
- Bullet point 4 requires a clear undertaking to report on the LSC's performance itself in terms of outcomes.
- What about the front end of the process, to help with avoiding people from becoming offenders in the first place.
- Adequate and clear consultation in the making of the CJARs. Ensure CJARs are a transparent public process, flexible addressing changes in prisons.
- Once this consultation process is completed, when will the redress be? Too many questions at this point, has it been decided already?

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?

- Opportunity not given to offenders to 'learn' until their last year. This leads to disengagement.
- In order to motivate and highlight the individual's skills this needs to be addressed much earlier.
- Accommodation, drugs & alcohol etc issues not being addresses until last 12 months, cramming all in at the end.
- Inadequate provision for the longer term inmate.
- Women may not be in a position to go into employment on release, prospectus does not address this issues.
- What does demand led mean?
- This does not address life long learning.
- Continuity of course beyond the boundaries of the institution. LSC funding should not end when the sentence ends.

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?

- Do not agree, you have contradiction with your own prioritisation on page 50
- ALS should not be done at the expense of other learners.
- Close attention should be given to peer support. Train up offenders to help with this support. Empower offenders to do one 2 one to help with resettlement etc

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 on purposeful activity from LSC, Prison and the offender.
- Introduce joint training courses for prison officers and teachers to integrate the culture.
- Regular recourse to a forum for offenders to discuss how courses are going.

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?

- By putting resources into providing mentors for ex-offenders before and after release. One 2 one. Across the whole of the release process.
- When will our feedback be made public, i.e. on the website, has to be by end of this week. 28th September.

2.1.4 Table 5

2.1.4.1 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?

- Good that young people identified as a priority group but paucity of detail on purpose and compents no reference to employability and how they fit into the other categories if at all.
- Doesn't respond to the complexities of groupings of individuals within the custodial estates and community. 1 fits all not enough on equality and diversity. Sentence plan has to take into account all needs of the individual - integration of the whole learning experience. How does it fit with the 7 pathways system within prisons? Recognition of blocks and other priorities e.g. accommodation, smu, need further exploration of this. Baseline is set to high does not take into account pf the complexities e.g. no id on release impacts on employability. Limited aspirations low priority given to GCE and further education is limiting and does not recognise the value of offenders.

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?

- Needs urgent clarification what is purposeful, an agreed interagency definition is needed and how does it differ from ETE. Learning and skills should be embedded in all activity. Use of emotional literacy. IAG needs to be woven into the offer.
- Skills sets of teachers need to be broadened to incorporate currency outside the walls to ensure if offenders move into mainstream they are familiar with the culture. This would also assist learners to develop a sense of the 'legitimacy' of their learning whilst 'inside'.
- Accept and address the possible need for 'segmentation' of teaching/teacher training
- ESF currently plugs many of the 'in the community' gaps for beneficiary groups related/adjacent to OLASS, from NEET to homelessness & substance abuse; this funding stream is drying up, with no

major cash injections expected after the imminent 07-13 programme. From where will the funding to address these additional community challenges be drawn?

- The prospectus should support cross-regional commissioning towards addressing the reality, discussed by almost all of today's speakers, of the fact that so many Londoners are housed outside of the city during their prison term before being reintroduced upon release.

2.1.4.3 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?

- Governmental targets and variety of departmental responsibilities could make delivery more complex and difficult, competing targets could also impact.

2.1.5 Table 6

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?

- Objectives need clarifying.
- Is the responsibility of delivery adequately catered for in the proposal?
- Who is responsible for what, where and when needs clarifying.
- How will widening the scope, range and availability be implemented due to lack of funding within the community sector?
- Where is the cut off point? Personal development should be a part of all learning and not a bolt on.
- Prospectus needs to address legislation regarding employment targets and education for employment.
- Offenders must have access to appropriate ICT hardware, software and internet access in order to be fully employable and comparable with the mainstream post 16 sector

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?

- Young people in custody should be top priority due the requirement for them to be in education, and the new legislation that requires them to be in education until they are 18.
- Based on the average stay in custody in London, none of the criteria for provision fits.
- Should the provision for remand be different or separate from sentenced provision?
- Links between other regions need to be strengthened, given the transitory nature of the client group and management of offenders needs to be cross referred.
- a core curriculum needs to be established across all estates
- Other groups besides those who must be provided for under legislation e.g. YP also have high needs, e.g. those in late 20s who are deskilled through long custody and those towards the end of their working life, particularly given the proposed raising of the retirement age.

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?

- Peer mentoring which is fully integrated in to the curriculum with a recognized accreditation for the person who is mentoring
- Initial assessment needs to be thorough, incorporating all aspects including health assessment and recognising that
- als needs to be across a wide range of special needs e.g
- ebd and more able

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?

- Purposeful activity needs to be the education of the whole person therefore purposeful activity and education need to be linked and given equal measure
- As long as the purposeful activity and learning and skills are individually planned, target driven, quantifiable and accredited and equally valued then there will be integration.

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?

- A more fluid funding system not based on academic years but based on people subscribing to the courses.
- Minimum levels of performance (MLPs) which currently determine college funding, not to apply to this group of learners, therefore allowing colleges to remove the results of this group of learners from the MIS system.
- Roll on roll off course need to be more readily available for these learners and must be supported by the funding model, which needs to be more flex

2.1.6 Table 7

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?

- Are all categories of HMP covered in the Prospectus and test bed proposals?
- Are remand and <12 month sentence offenders adequately catered for
- The problem is not necessarily engaging offenders but being able to make provision available during the period they are accommodated in the London HMPs
- RORO is essential for offenders to reflect their readiness to undertake learning and skills and following transition between HMPs and from custody to community. Incl modular provision Major undertaking for colleges to achieve RORO despite willingness to provide it

- Alignment of mainstream FE provision with the reality of delivering L&S in custody. Still distance to travel but critical
- Attitude of Governing Governors to L&S
- Alignment of various targets to complement rather than contradict each other. e.g. LSC v. HMPS v. NOMS and L&S skills targets position in the target 'food chain'
- Principle endorsed (unanimous) of targeting to particular types of offenders at particular stages of their sentence
- Recognise the different aspirations of different ethnic groups. e.g. UK nationals aspirations in one HMP appear to be significantly different to foreign nationals

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?

- Offender learners with LDD should be higher priority.
- Need to consider the impact on long term sentence offenders if 'deprived' of provision until last 1 or 2 years of sentence. What about sudden early release
- Consider (un)likelihood of employment based on type of sentence
- Clarification about how we deal with VPs

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?

- SENCO (type) support available in every HMP to ensure structured ALS

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?

- L&S will not necessarily overcome criminogenic behaviour for certain type of offenders. Need clarity on whether certain types of offenders/offences are in/excluded
- Bigger picture must recognise OLASS out of scope learning. i.e. individual offenders' overall personal and job goals
- L&S skills plan must be an integral element of the overall OM/sentence plan to ensure that the right intervention(s) is/are delivered at the right time

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?

- Critical that HMPS culture recognises the wider role of L&S to deliver a civilised regime and achieve reducing re-offending priorities. e.g. T2G
- Population management MUST recognise availability of provision in new HMP to ensure continuity

2.1.7 Table 8

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?

- Re obj 4 - Not just about enabling access to learning but also need to encourage offender learners to engage in the first instance and support them within that learning environment while they are engaged to reduce the drop out rate.
- broadly agree with the objectives as written
- How does the LSC envisage improving quality and providing the right variety and range of provision to encourage participation and achievement

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?

- Groupings at present do not address the needs of those on longer term sentences
- Need separate consultation regarding those groups under MAPPA supervision with specialist input from experts working with these groups
- Employment is lower down the priority list in the female estate
- implication of the priority groups would lead reader to assume someone entering prison with Level 2 already, would receive no learning support at all
- What about foreign nationals
- what about the under 12 month sentences
- what about mental health
- Offenders have multiple support needs not just employability.

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?

- Fully support the need for ALS but concerned about where the funds will be taken from
- Could this additional funding stream come from outside of current OLAS budget e.g. DWP?
- What is the 'formal method' referred to? We need to see the definition of the range of support needs which would be supported. Needs analysis required. With the restricted budget available there would be a limited range of support needs which could be met.
- Lessons need to be learned from the London ALS pilot. Will the evaluation of this pilot be disseminated?

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?

- Offenders have multiple needs not just ETE
- In custody, will personal social development programmes continue to be funded as purposeful activity?

- In custody, the role of the HOLS should be clearly defined but lots of examples exist where there is already harmony across interventions - annex B would benefit from some examples of good practice
- Need an understanding of what is meant by 'purposeful activity' within custodial setting from an LSC point of view
- IAG and learning currently competing for same budget and both need to be given appropriate weight. If the funding model is going to change the role of specific prisons, particularly Local Prisons, needs to be clearly defined

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?

- Mainstream must offer the flexibility of roll-on/roll-off provision to be of real benefit to offender learners
- Current gap in enterprise skills, setting up own business
- Need short courses offered frequently to take offenders to the employability or self-employment threshold
- Being clear about what is available and where is a huge barrier
- Is it about opening up all mainstream provision or about developing centres of excellence in the mainstream
- awareness raising needed in mainstream to ensure no additional barriers put up at point of entry
- Access courses required to help offenders back into the mainstream to act as stepping stone prior to entry back into mainstream institutions
- Innovative approaches required to engage the attention and imagination of offenders to encourage them into learning
- Prospectus feels as if it is restricting the curriculum and will not encourage innovation in terms of breadth of curriculum
- Evidence that offenders have high level of creative skills - need to engage these and build on their existing skills and natural talents!

2.1.8 Table 10

2.1.8.1 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?

- Lots of provision available in Redbridge. YOT role helping offenders back into education. Life skills training for young people in care. Parenting skills courses etc needed in the outside world. Formalise learning and give qualifications such as Skillstrain. Need to expand in other work areas. Offenders think it is far easier to be a criminal than straight. Employers want people who have the right attitude. Disproportional amount of money invested in youth - nothing left for the older offenders. The economy will suffer if we don't engage with offenders.

2.1.8.2 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?

- see question 5 comments

2.1.8.3 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?

- Can prisons specialise in work related provision. Remand prisoners need provision and opportunities. ESF custody rules? Prison physical space - how can we use. Need space for work related training. What is the role of Latchmere? Re-settlement is needed - need to address offender attitudes as well as learning needs. How do you embed learning in CJ activities. How can we link into people's learning needs - making it exciting? Need to improve speaking & listening skills - how do you do this.
- LSC don't really know what offenders need - surrounded by like minded people. Need to integrate the groups. Reaching out to small intensive groups.
- Learning & skills vital but needs to be with resettlement. Prison persona is different to the one outside. They need help 'through the gate' help to find their own personality. Prison can be damaging to offenders mixing young with older offenders.

2.1.8.4 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?

- Making anything offender specific maintains their 'isolation' separateness
- Intermediate step needs to be Probation. Roro courses not available. Probation can start the process. Need to get offenders back into community. Other priorities such as housing.
- Croydon has dedicated resource - tracking and helping offenders with their learners. CC have respect arena. IAG in prison needs to liaise with IAG outside. Let learners out of prison on day release. Prisons cannot offer the range needed.
- Not lack of brain - it is lack of opportunity. Need transitional IAG. Need to connect with London prisoners when they are in prison outside London. Housing needs must be met before learning can be undertaken. Communities need to realise that offenders need to get back into community. Role models are drug dealers with money. 1-1 personal service needed.
- Need to transport learners now scary with gangs and guns. Money is not always an issue. Need places for youngsters to go. Providing facilities

2.1.9 Table 11

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?

- yes, agree but concerned reforms are appropriate
- Need regional modeling around employer need.
- yes, appropriate to learner needs
- Guidance on employment demand. and sector skills council guidance
- look at skills for self employment
- Work needs to be done across agency. JCplus and others
- Fee remission - learning free to learner. Clear to learner and providers. include travel cost
- Appropriate intervention, i.e. support for drug misuse, can run along side learning, not in isolation.
- Closer areas of working between agencies, i.e. Offender Managers and Nextstep, IAG. Etc. Yes, joint commissioning

- Are all offenders suitable for mainstream learning? Some are extremely high risk. Need to be realistic about learning and employment.

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?

- Yes, also target substance misuse in prison.
- Consider People facing disadvantage, lone parent, and those vulnerable. Based on need.

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, absolutely, ALS must be available subject to learner needs. ALS Robust assessment monitoring and evaluation...

2.1.9.4 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, accrediting and valuing 'purposeful activity'. HOLS need to justify Activity that helps you grow as a person

2.1.9.5 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 have to have a certain level of offender specific learning.
- Need joint commissioning, to address behavioural and IAG approaches.
- Establish underpinning skills for IAG practitioners. Piloting cbt coaching/mentoring.
- Needs to feature explicitly in Local Area Agreements
- More incentive for mainstream colleges to taken on and attract offenders to provision.
- Need for continuity of service.

2.1.10 Table 14

2.1.10.1 Objectives

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

- Would like to have seen the inclusion of offenders and ex-offenders in the consultation exercise e.g. what skills they think they need.
- Would like to see the sharing of best practice between LSC Regions and feeding that into the national consultation.

- Lots of talk of FE Colleges. What about training providers? It can be harder for offenders, with all their baggage, to walk into FE Colleges than it is to walk into training providers, which can look like a normal shop on the High Street

2.1.10.2 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! It doesn't mention anyone on remand. The document only looks at the criteria of offender that the LSC has been charged by the government to look after
- Female offenders should be treated as a category in their own right.
- Female offenders have different priorities to male offenders, especially in the months before release.
- Annex B needs to a complete re-write in conjunction with the prison service, probation service and offenders.
- Not related to this specific point but there is a general feeling that although LSC says it is in 'partnership' with colleges, etc, in reality it is not true? Therefore the mention of 'partnership' should be taken out of the document. There was hope that a true partnership would be possible but it was not true at the moment in time.

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?

- Does ALS come out of the core funding in that case?
- It comes back to sharing best practice again. How do we know if ALS is working elsewhere?
- The number of teaching hours needs to be spread out more evenly e.g. Holloway with less offenders has 26,000 teaching hours, Pentonville with more offenders has only 18,000. Sometimes though it is a result of a lack of space/ability to deliver not a desire to deliver teaching.

2.1.10.4 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 - over what is 'purposeful activity' and what is 'learning and skills' - by LSC criteria. A definition is needed. The definition of the LSC learning and skills journey is much more restricted and truncated than the prison definition. LSC is too focused on qualifications, not the general job ready skills that really matter i.e. will he dress appropriately, will he turn up on time, will he listen attentively, will he steal anything.

2.1.10.5 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?

- It's a good idea for the future but, in reality, it doesn't work i.e. courses run from September to June. If a prisoner is released in October/November/etc, they are unable to sign-up.
- It shouldn't be left up to the offenders to join a FE college. There should be a definite link to the probation office. Colleges should not be able to run offender-specific courses - it would see recidivism

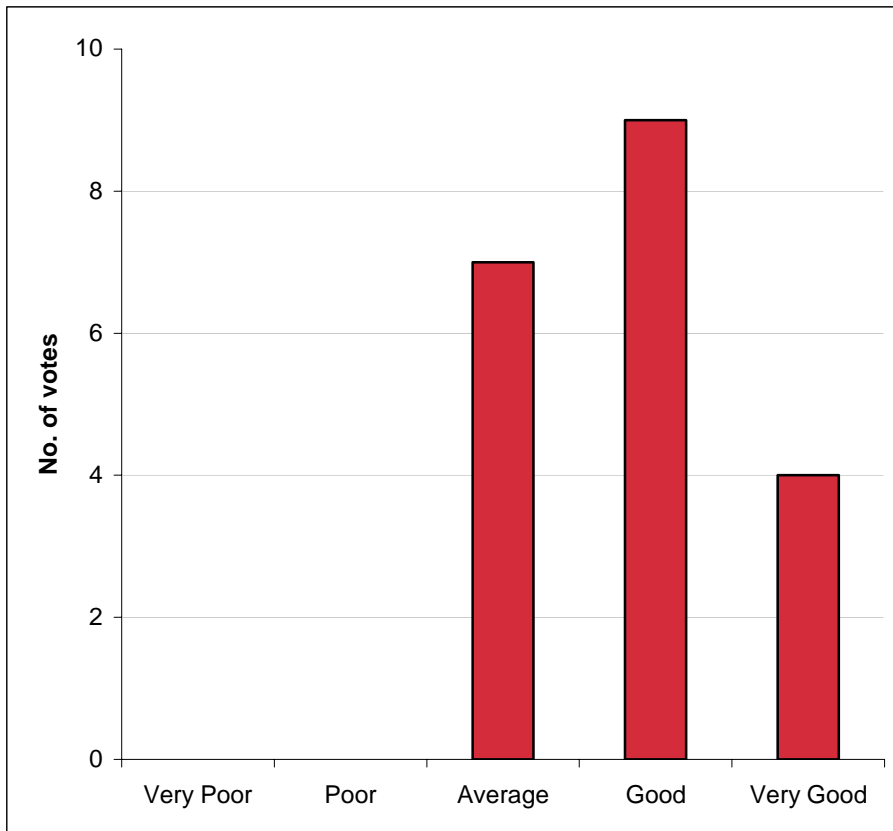
occur and may even act as an incentive for someone to commit a crime [if they wanted to join the course].

- FE Colleges do not have the same amount of time as probation offices to work with individual offenders.
- Additional point, not related to this question: what isn't going to be funded and who is going to make that decision?
- Are the presentations that weren't included in the pack going to be made available? Preferably by email.
- From Table 14: why was no tea/coffee served in the afternoon?

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?

- Interactivity and responsiveness of panel
- Opportunity to provide feedback and discuss prospectus. Ask questions.
- Wide variety of speakers
- The crystal system

- Not much diversity aspect of the prospectus, there are a lot young black males in the prison has this been addressed.
- Interactive
- Networking
- The opportunity to discuss the prospectus
- The input
- Learning new stuff and networking
- Good cross section of delegates and speakers
- Chance for discussion in the afternoon
- Discussions
- The diversity of the partners invited and the truly honest effort that went into ensuring that people were properly consulted.
- Wembley!
- I appreciated the sincerity and clarity of 2 speeches in particular responding to the proposal - Cathy Lewer and Ian Cheston. I also liked the chance for open discussion during the afternoon, with the prior instruction to be familiar with the prospectus to form the basis of the discussion.
- The venue. I got to sit in the royal box!

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

- Cant think of anything
- Organisation of event - found out about event and saw prospectus day prior and so was not able to fully read prospectus before today. Directions. Morning items - could have told us something we hadn't of read.
- Less bread at lunch - coffee on tap
- Less being spoken at in morning
- Less speakers
- Involve offenders and good practice to highlight
- More heat
- Pre-event orgainsation
- Fewer presentations. No monotonous speakers! More interaction.
- More preparation in terms of participants having digested and reflected on the event's agenda before hand. Also, it might have been useful to ask groups of professionals to map their territory from where they are standing and then cross tabulate the results for the final outcome/product.
- Invite ex-offenders to these events
- I think that the morning speeches should have been even more focussed on addressing the issues raised in the prospectus. I felt that some of the speeches were did not seem to engage with the real issues at stake (all bar Len and Cathy - see previous question)
- Joining process and instructions etc need much improvement
- Manage slide presentations to stop over kill on the slides

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

- Common language - to enable all involved to understand needs/provision of offenders
- Length of sentence seems very arbitrary way to prioritise funding lots of other important dimensions have been raised today
- This isn't a lip-service consultation - it is of paramount importance that the considered opinions of the many experts present today are heeded, rather than harvested and then disregarded
- To bear in mind research from other countries and criminal justice systems. Engagement with the commercial sector. Feedback provided. Clarify the role and relationship with charitable organisations and other service providers.
- Offender's views are v important!
- Continuity between prison and community

- It is important for all voices to be heard and actioned.
- The need to take into account the range of different needs and cohorts in
- More expertise and all partners
- Listen first, make mind up later
- All offenders are different, and the bluff and bravado are for public consumption, alone they are frightened individuals who need plenty of one to one guidance
- Let us not be frightened to change the way we do things, even if this seems challenging now
- Inclusion of target groups
- The complexity of the system and the agendas/interests of the multiple stakeholders and partners as well as the individuality of need + risk each of the offenders are presenting.
- Reflect diversity, when we talk about community
- It would help to bear in mind the opinions of practitioners in hmps and probation.
- Partnership development
- The need for conferences like this to reflect black and ethnic minority in terms of the speakers who presented the conference today,
- The need to realise that to get reoffending down you have to help the talented offender as well as the challenged. In fact there is a quick win by focusing on the talented offender.

4 Warm-up Activity

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

- Doctor Who
- Carry On Olass
- Alcatraz
- Reservoir Dogs
- Porridge
- The Longest Day
- Bend It Like Beckhan
- Tv Show Interference
- Dad's A
- The Prisoner
- Lost
- A Film: The Poseidon Adventure Because It Was All Turned Upside Down, It Was A Rough Ride But Turned Out In The End
- Crime And Punishment
- Crown Court
- Bleak House
- Crime & Punishment
- Dad's Army
- Prison Break
- Pride And Prejudice
- Great Expectations
- Sometimes A Great Notion
- Never Ending Journey
- School For Scoundrels

- Soap