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Appendix 1

Offenders' Learning and Skills Services (OLASS)

Service Specification 2009/14

1 Term

- 1.1 The Services under this Financial Memorandum shall commence on 1st August 2009 and cease on 31st July 2014 or as otherwise provided in the Contract.
- 1.2 This Financial Memorandum is subject to an annual review of satisfactory performance and the relevant funds being agreed by Parliament,

2 Definitions

- 2.1 'The COUNCIL' – means Learning and Skills Council (LSC)
- 2.2 'The Service' - means all activities as described and funded by The COUNCIL under this Financial Memorandum and designated as OLASS (The Offenders' Learning and Skills Service).
- 2.3 "The Establishment(s)" – Means the prison or Young Offender Institute which is the subject of this contract.
- 2.4 "Governor" – means any The governing Governor at an Establishment or an individual appointed by him/her to represent an Establishment in all partnership arrangements to support the effective delivery of The Service.
- 2.5 "Partnership Agreement" means a signed operational agreement between The COUNCIL, an individual Establishment and The College and that sets out the full range of respective accountabilities, processes and other arrangements to support the effective delivery of The Service.
- 2.6 "Premises" – means land or buildings where OLASS is delivered.
- 2.7 "Security" – means all matters relating to the secure detention of prison inmates, including discipline, inmate unrest , morale any related matters.

3 Service Requirements

- 3.1 The College shall deliver 'The Service' in accordance with:
 - 3.1.1 The COUNCIL'S Specification

- 3.1.2 The Offender's Learning Journey – Learning and Skills provision for Adult offenders in England (Revised 2008)
- 3.1.3 A Delivery Plan agreed between The COUNCIL and The College
- 3.1.4 The Partnership Agreement between the COUNCIL, the College and the establishment which form part of the terms and conditions of this Financial Memorandum and any subsequent Contracts as amended and updated.

4 Delivery Plan

- 4.1. The Council shall agree with The College an annual Delivery Plan for each year of this Financial Memorandum beginning 01 August 2009. The first annual Delivery Plan shall be agreed by both parties within 4 weeks of the commencement of the Financial Memorandum and thereafter in subsequent years by 1st August.
- 4.2 The format and content of the Delivery Plan shall conform to the specification or subsequent guidance issued by The Council. As a minimum the Delivery Plan shall include:
 - 4.2.1 Detailed arrangements for working in partnership with The Council's appointed Careers Information and Advice Service Provider, The Establishment and other partners, providers and employers to secure an integrated service that contributes fully and coherently to the successful habilitation/re-habilitation and settlement/re-settlement of learners at The Establishment(s).
 - 4.2.2 Any specific regionally agreed additional reporting mechanisms over and above the national requirements.
 - 4.2.3. Agreed actions within specified timeframes to support continuous improvement of The Service in accordance with The Council's specification.
 - 4.2.4. Making use of developing initiatives in the custodial setting such as the Virtual Campus and demonstrate how these initiatives will be used to deliver targeted outcomes.
- 4.3. The review of progress towards key actions identified in the Delivery Plan shall be a central feature of The Council's performance management of the contract.
- 4.4. The College is required to provide a service for 52 weeks in each operating year, if requested by THE COUNCIL and the Establishment. This excludes statutory Public and Bank Holidays, and may include evenings and weekends, as appropriate.
- 4.5. The College shall identify those elements of the provision set out in its Delivery Plan(s) that will be provided by directly employed staff and each of its Sub-contractors and inform The Council of any changes to the arrangements in accordance with Clause 5 of the General Terms and Conditions of this Contract.

- 4.6 The College must ensure that learning programmes are personalised and appropriate for each individual offender and afford them the best possible progression opportunities.
- 4.7 The College must offer high quality, relevant and responsive learning and skills provision through a broad and flexible core curriculum, whilst ensuring value for money in delivery.
- 4.8 The College must also take account of the likely employment opportunities for offenders in the area in which they will be re-settled post custody.

5 The Service

- 5.1. The College shall deliver a core curriculum at Each Establishment as follows:
 - 1. Employability skills
 - 2. Functional skills (literacy, numeracy and ICT) including ESOL
 - 3. QCA accredited vocational qualifications (approved for inclusion on the National Qualifications Framework – NQF and increasingly, the Qualifications and Credit Framework – QCF)
- 5.2. The Core Curriculum shall form 80% of the entire curriculum offer at each Establishment. The remaining 20% can, in agreement with The Council, be used for the delivery of developmental learning or learning for personal development as described in The Council's Specification.
- 5.3. Learner outcomes must be recorded for all LSC funded activity.

6 The Prison Service Estate

- 6.1 The Prison estate can broadly be broken down into the following types of establishment, the list is not exhaustive. Some establishments are multi-functional:
 - 6.1.1 **Local Establishments**
 - a. The College shall provide an offer in local establishments as set out in the Specification for OLASS Phase 3 Adults Paragraph 13
 - b. The College shall make available a differentiated offer taking account of learner need and length of sentence
 - c. The College shall have active links with employers
 - 6.1.2 **Adult Training Establishments**
 - a. The College shall provide an offer in adult training establishments as set out in the Specification for OLASS Phase 3 Adults Paragraph 14.
 - b. The College shall ensure the provision covers the full range of sentence lengths, including those serving life sentences
 - c. The College shall have a strategy to incorporate technology for learning where appropriate within a custodial setting

6.1.3 Open Establishments

The College shall provide an offer in as set out in the Specification for OLASS Phase 3 Adults Paragraph 15.

6.1.4 High Security Estate

The College shall provide an offer in adult training establishments as set out in the Specification for OLASS Phase 3 Adults Paragraph 16

6.1.5 Young Adult Establishments

The College shall provide an offer in young adult training establishments as set out in the Specification for OLASS Phase 3 Adults Paragraph 18.

6.1.6 Female Establishments

The College shall provide an offer in adult training establishments as set out in the Specification for OLASS Phase 3 Adults Paragraph 17.

6.2 Vulnerable prisoners

The College must be flexible in terms of the offer for Vulnerable Prisoners. This group may need to be taught in separate facilities or on a 1:1 basis for reasons of security or their personal safety.

6.3 Integration

The College will align learning and skills delivery with other activities and to ensure that all learning for offenders is sequenced effectively to meet individual and employer needs and regime requirements. The College will need to adopt a flexible approach to facilitate the arrangements in different prisons and shall work with the prison to develop and agree an integrated timetable.

7 Non Run Operations

7.1. There are a range of occurrences which might interfere with delivery that may not be notified in advance and where the College is not responsible for non run operations. Where it is proven that the establishment is responsible for non run operations the College will not be penalised. If the College is responsible for the non run operations the activity will be re-profiled or funding recovered.

7.2 The reasons for non run operations that are not the responsibility of the College include:

- a) Visits - legal or family
- b) Sickness/medical appointment
- c) Adjudication
- d) Court attendance
- e) Other regime activities (drug programmes, detoxification, offending behaviour programmes)
- f) Searches

- g) Incidents, such as lockdowns, riots
- h) Offender non compliance (refusal to attend)
- i) Segregation – Vulnerable prisoners
- j) Transfer/discharge
- k) Operational shortfalls, such as lack of escorting staff or prisoner's name not on list to attend education

7.3. If a member of the COLLEGE'S staff is excluded from the establishment any impact on delivery will be classed as non run operations until such time as the College is notified in writing of the reason for the exclusion. If the exclusion of the COLLEGE'S member of staff is found to be justified by the establishment the College will be liable for any loss of delivery resulting from the exclusion.

8 Learning Difficulties and Disabilities

- 8.1 The COUNCIL recognises the need for *all* programmes of learning to take into account the likely additional learning support needs of a majority of offender learners. Learning support shall be an integral part of the offer in each establishment, and The College should begin from a planning assumption that this cohort of learners is likely to have need of significant levels of learning support. Additional support shall be delivered through personalised programmes, the use of specialist staff, adaptations and appropriate resources.
- 8.2. The College shall deliver personalised programmes which will include additional support within available budgets.
- 8.3. Such a specialist population requires an equally specialist team of education and teaching staff. The College shall:
- 8.3.1. identify the additional learning support needs of the establishment population and keep this information up to date. This information will include those learners considered to have learning difficulties and disabilities; those who have been labelled as having 'Special Educational Needs (SEN)'; and those with no 'diagnosis', or assessment as such, but who demonstrate difficulties with learning
 - 8.3.2. put in place interventions to address additional support needs and reflect these in Individual Learning Plans (ILPs)
 - 8.3.3. develop and support their staff in continuing professional development and on a resource basis meet the additional support needs of offender learners
 - 8.3.4. access specialist provision, for example, dyslexia specialist/specialist in sensory impairment within available budgets

9 Mental Health

- 9.1. The LSC recognises that a higher proportion of offenders in custody experience mental health difficulties than in the general population. The College will need to

demonstrate they are aware of the nature of the cohort with whom they are working with and the support arrangements in the prison for offenders facing these difficulties.

- 9.2. The College shall be mindful of the arrangements in the establishment that support the needs of an offender, with mental health issues.
- 9.3. The College will need to liaise with the Head of Learning and Skills and other staff in the prison as appropriate, to ensure information about individual offenders is shared and available support utilised.

10 OLASS MIAP Learner Plan

- 10.1. The College must be registered with the Learner Registration Service in order to access the MIAP Database and review and update the OLASS Learner Plan. The College shall work with the OLASS Careers Information and Advice Service to ensure that MIAP business processes align.
- 10.2. The College must work closely with the Information and Advice Services provider to ensure that the Individual Learner Plan is updated regularly and accurately, where a Fair Processing Notice has been issued and agreed

11 Planning Volumes of Provision

- 11.1. The COUNCIL will work progressively with the HMPS and The College to:
 - 11.1.1. rebalance volumes of provision across the prison estate to provide the best match with learner needs
 - 11.1.2. rebalance the curriculum offer at each establishment to ensure that 80% of the funding is focused on activities that fall within a core curriculum. The remaining 20% of the curriculum offer shall be learning for developmental learning.
- 11.2. A description of the current volume of provision in delivery hours for each establishment and each unit of procurement is set out in Appendix 2 to this Funding memorandum
- 11.3. For the first year The College will work with the COUNCIL and the establishment to negotiate changes in the mix and balance of provision to better reflect COUNCIL targets and priorities.

12 Planning the Curriculum Mix

- 12.1. The College shall offer a core curriculum in all establishments, as set out in the Specification for Adults in Custody aligned with the COUNCIL's Statement of Priorities to address the integrated employment and skills agenda.
- 12.2. The College will be expected to tailor, through an appropriate mix and balance, the core curriculum offer in response to the particular learner profile in each

establishment. Learner outcomes for developmental learning should be recorded and accredited wherever possible.

- 12.3. In each establishment, 80% of the contract value will support a learning and skills offer in the following broad core curriculum areas:

12.3.1. Employability skills

12.3.2 Functional skills (literacy, numeracy and ICT) ESOL

12.3.3. QCA accredited vocational qualifications (approved for inclusion on the National Qualifications Framework – NQF and increasingly, the Qualifications and Credit Framework – QCF)

13 Developmental learning

- 13.1 The remaining 20% of the offer, considered as developmental learning, will cover other elements of activity described within a mainstream setting as developmental learning or learning for personal development. These are more indirectly related to the employment and skills agenda.
- 13.2. The LSC is clear the learning funded through the OLASS budget should be purposeful and, where ever appropriate should also be used to enable wider progression by learners, and not simply to occupy their time. Learner outcomes should be recorded for all LSC funded activity.

14 Improving Efficiency and Effectiveness

- 14.1 The College shall deliver not just input hours but also achievement of outcomes. Therefore, in the first year of this contract, provision will be specified and monitored in terms of **teaching hours**. In the second and succeeding years, it will be specified and monitored in terms of **learner hours**.
- 14.2. In order to provide a stable planning environment for The College and establishments we will limit any agreed level of year on year change to $\pm 10\%$ between units of procurement and between establishments. The LSC must agree all proposed changes with regards to the volumes of provision at individual establishments.
- 14.3 To increase the focus on outcomes, the LSC intends to hold back 5% of the total contract value available within a unit of procurement. The target achievement success rate in the core will be based on the current average achievement rate for FE short courses (currently 62%).
- 14.4. In the first year of this contract, provision will be specified and monitored in terms of **teaching hours**. In the second and succeeding years, it will be specified and monitored in terms of **learner hours**.
- 14.5. In order to provide a stable planning environment for The College and establishments we will limit any agreed level of year on year change to $\pm 10\%$ between units of procurement and between establishments. The LSC must agree

all proposed changes with regards to the volumes of provision at individual establishments.

- 14.6. To increase the focus on outcomes the LSC in the first year of the Financial Memorandum intends to holdback 5% of the contract value within each unit of procurement. In the second and subsequent years of the Financial Memorandum the target and holdback will be applied at the level of the individual establishment. The target achievement success rate in delivery of the core curriculum will be based on the Minimum Level of Performance for FE short courses (62% 2009/10). Therefore achievement rates are funded on the following basis:
- 14.6.1. 62% achievement = release of 5% of funding holdback
 - 14.6.2. 61% achievement = release of 4% of funding holdback
 - 14.6.3. 60% achievement = release of 3% of funding holdback
 - 14.6.4. 59% achievement = release of 2% of funding holdback
 - 14.6.5. 58% achievement = release of 1% of funding holdback

In the event of unsatisfactory provision being identified either through inspection or through the establishment's Self Assessment Report (SAR), The COUNCIL reserves the right to take direct action to resolve the issues.

15. Defining and describing 'Curriculum'

- 15.1. The link between OLASS provision for offenders in custody and the drive to contribute to a reduction in re-offending through employment and skills must be prominent in all activity undertaken within the core curriculum

Core Curriculum 1 – Employability skills

- 15.2. This component recognises the importance of the personal and social skills which employers rate highly in employees, and must take account of the distance many offenders will have to travel in developing these softer, employability skills in order to be considered 'job ready'. The College shall ensure that this provision is as structured and as rigorous in its organisation, delivery and assessment as all other learning programmes in the core curriculum as set out in the Specification for OLASS Phase Three Adults in Custody Paragraphs 57 to 62.

Core Curriculum 2 – Functional Skills (including ESOL)

- 15.3. Functional skills are practical skills in English, Information and Communication Technology (ICT) and Mathematics that allow individuals to work confidently, effectively and independently in life. For the purposes of OLASS provision this includes activity described under the Skills for Life priority, which includes ESOL.

- 15.4. Functional Skills form an essential aspect of provision for offenders in custody. There are many ways of delivering such skills including as set out in the Specification for OLASS Phase Three Adults in Custody Paragraphs 63 and 64

Core Curriculum 3 – QCA Accredited Qualifications (approved for inclusion on the National Qualifications Framework – NQF and increasingly, the Qualifications and Credit Framework – QCF)

- 15.5. In line with the Skills Strategy, a key priority for the LSC is to increase the number of individuals with the skills they need to achieve the basic employability platform, the learning proxy for which is the achievement of a full level 2 qualification. It is important that the core curriculum includes appropriate programmes in work-related learning at (NQF/QCF) level 2 and *programmes that enable people to progress towards level 2* set out in the Specification for OLASS Phase Three Adults in Custody Paragraphs 67 to 69.
- 15.6. The LSC requires The College to implement a Development Plan as part of its quality assurance arrangements to ensure continuous improvement in the range and quality of this provision.

16 Performance Management System

- 16.1 The Performance Management System being developed for OLASS Phase 3, will align as far as possible to the same, or similar performance indicators (PIs) as those specified within the Framework for Excellence (FfE) that is applied to Further Education and Work Based Learning provision. The FfE is being piloted and developed for OLASS and requirements for OLASS providers will be communicated in due course as they become available. Further information about the Framework for Excellence can be found at: <http://ffe.lsc.gov.uk/>

17 Quality

- 17.1. Quality assurance of learning and skills for offenders whether in custody or supervised in the community, is continually developed in line with the Common Inspection Framework 2009 and the Framework for Excellence.
- 17.2. Quality assurance arrangements for OLASS are the responsibility of The College as inspected and reported on by Her Majesty's Inspectorate of Prisons (HMIP)/Ofsted.
- 17.3 The College shall adhere to the requirement to support continuous quality improvement as described in this section. The annual learning and skills self-assessment report (SAR) for the prison is the responsibility of the Head of Learning and Skills or the Governor's designated representative. The SAR must be in line with the principles set out in the Common Inspection Framework. The College is expected to:
- 17.3.1. contribute to all quality assurance and quality improvement activities in the prison

- 17.3.2. contribute to the prison's three year strategic development plan
- 17.3.3. work collaboratively with the prison regime and the Head of Learning and Skills
- 17.3.4 share information and data
- 17.4. The College shall monitor and evaluate their performance using robust, complete and accurate data as the basis for self-assessment, promoting equality of opportunity, and tackling discrimination to ensure that learners can achieve their full potential.
- 17.5. Her Majesty's Inspectorate of Prisons (HMIP) is responsible for inspection in custodial settings. Ofsted joins HMIP teams to inspect wider education, training and purposeful activities across the establishments. Ofsted's findings will be presented at a feedback session during the inspection and will be reported on within the HMIP report.
- 17.6. The College will be inspected in the context of the establishment's inspection together with all other learning and skills provision. Findings from a prison inspection may be used to inform a subsequent Ofsted provider inspection.
- 17.7. The Head of Learning and Skills will normally be the nominee during inspection and will coordinate pre and post inspection planning and improvement activities.
- 17.8 Inspection should not interrupt the normal quality cycle operating in the establishment. The outcomes of inspection should be used to update the establishment's actions to improve and inform the SAR. The findings from inspection and from self-assessment will determine actions required going forward. The College is expected to cooperate fully with inspection and quality improvement activities in establishments.

18 Post Inspection

- 18.1. Following a HMIP/Ofsted inspection, The College is expected to work with the establishment and the Head of Learning and Skills to prepare and contribute to post inspection actions.
- 18.2. The College is required to participate in dissemination of good practice activities identified at inspection.
- 18.3. If post-inspection interventions are required, The College is expected to cooperate fully with the LSC and the Learning and Skills Improvement Service (LSIS) and appointed advisers to achieve the necessary improvements and address shortcomings or weaknesses identified.

19. Assessment

19.1. The provision of initial learning needs analyses for all offender learners should:

19.1.1. allow for an holistic approach by working with establishments on timing and sequencing

19.1.2. allow for the identification of suitable learning programmes where appropriate

19.1.3. be linked to employment outcomes

19.1.4. be linked to Individual Learner Plans (ILPs)

19.1.5. be tailored to different learner needs

19.2. Assessments should aim to build on relevant information already available aligning with best practice emerging from IES trials, to avoid duplication, which can demotivate offenders. The timing of assessments, both initial and follow up, if appropriate to the individuals' need, will typically be directed by the type of prison and/or previous assessments recorded on the OLASS MIAP Learner Plan.

20 Provision of Equipment and Materials

20.1. The provision of tools and materials used for OLASS funded delivery activity are the responsibility of the College.

20.2. The maintenance and refresh of ICT equipment which is for the use of OLASS funded learning activity is the responsibility of the College.

20.3. ICT Equipment purchased through the ICT Refresh Project, or purchased by the College to support OLASS learning activities from the commencement of this Financial Memorandum will be held in trust for the priority use of OLASS activities and cannot be removed on termination of contract.

20.4. Neither The COUNCIL nor HMPS shall have liability for any loss of, or damage to Equipment unless The College is able to demonstrate that such loss or damage was caused or contributed to by the negligence or default of HMPS its employees or agents.

20.5. The College will be responsible, at their own expense, for ensuring that its software and systems are capable of continuing to operate so that there is no material disruption to the Service, including the completion of the OLASS MIAP Learner Plan.

20.6. The College shall satisfy itself that all Equipment provided by HMPS and a previous provider is fit for purpose prior to the commencement of the Service.

20.7. Any specific requirements additional to those listed above may be set out as local arrangements with The COUNCIL, The College and the Establishment.

20.8. The College shall be mindful of any responsibility they hold through established local arrangements for ICT equipment and maintenance that is used by the CIAS provider.

21 Staff Immunisation

- 21.1. It is responsibility of the College to carry out a risk assessment on their employees in the place of work and to provide immunisation as required.

22 Criminal Justice System and Security

- 22.1 The College will ensure that all staff involved in the provision of the Services have the required security clearance to allow access to the Establishments and accommodation within Establishments required to carry out the provision of the Services. This clearance will have to be negotiated with the Prison Governors. The College and its staff, and those of its Sub-Contractors will have to be reminded of and sign up to the appropriate Code of Conduct in place within these Establishments.
- 22.2. All staff directly employed by the College or its sub contractors must have the required Security clearance and required Security passes.
- 22.3. The College needs to fulfil the requirements outlined in the new ISA Vetting and Barring Scheme that will replace List 99, POVA. From October 2009 all those working with vulnerable individuals, whether as potential employees/volunteers or as employers/service providers, will have to be registered. The College should refer to <http://www.isa-gov.org.uk/Default.aspx?pahe=2> for further guidance
- 22.4. Fitness to carry keys by directly employed and sub-contracted staff, designated to do so, must be maintained. The College should ensure that this duty on an individual is reflected in the contract of employment with both directly employed and sub contracted staff.
- 22.5. The College shall take all measures to comply with the provisions of any enactment relating to Security.
- 22.6 The College shall take all measures to comply with the provisions of any enactment relating to Security as set out in Annexes 1a, 1b and 1c of this Appendix.

23. Code of Conduct

- 23.1 At all times The College and its staff must adhere to the Professional and Personal Standards of Conduct as shown in the current version of the HM Prison Service Professional Standards Statement and any subsequent amendments brought into operation during the period of the Financial Memorandum– PSO8460 Conduct and Discipline.
- 23.2 Failure to comply with Security arrangements of the governor in each HMPS Establishment would constitute a serious breach under the Clause 18 of the General Terms and Conditions of this Financial Memorandum

Appendix1/Annex 1a

Security in HMPS Establishments

- 1 The College shall take all measures necessary to comply with the provisions of any enactment relating to Security or any requirement of HMPS including compliance with the terms of Annex 1a of this Appendix 1, which shall be applicable to The College in the performance of the Services.
- 2 The College shall take all reasonable measures, by the display of notices or other appropriate means, to ensure that staff have notice that all provisions referred to Clause 1 will apply to them and will continue to apply to them, if so applicable, after the expiry or earlier termination of the contract.
- 3 Whilst on HMPS Premises, staff shall comply with all Security measures implemented by HMPS in respect of personnel and other persons attending those Premises. Copies of HMPS written Security procedures will be available to The College on request from HMPS. Any infringement of HMPS Security measures may result in the immediate removal of The College's staff involved from the performance of the Financial Memorandum and will be considered a serious breach under Clause 16 of the General Terms and Conditions of this Contract.
- 4 HMPS shall have the right to carry out searches of The College's staff and vehicles used by The College at HMPS Premises or in relation to the Contract. The College should refer to Function 3 of the National Security Framework and Prison Rules 1999, Consolidated 2008 – Part 2 and Young Offender Institution Rules 2000, Consolidated 2008 – Part 3. Copies are available on request from HMPS.
- 5 The College shall co-operate with any investigation relating to Security which is carried out by HMPS or by any person who is responsible to HMPS for Security matters and when required by HMPS representatives –
 - a) shall use its best endeavours to make any staff identified by HMPS representatives available to be interviewed by HMPS representatives, or by a person who is responsible to HMPS for Security matters, for the purposes of the investigation. The College's staff shall have the right to be accompanied by The College's representatives and to be advised or represented by any other person whose attendance at the interview is acceptable to both HMPS representatives and The College's representatives; and
 - b) shall, subject to any legal restriction on their disclosure, provide access to all documents, records or other material of any kind which may reasonably be required by HMPS for Security matters, for the purposes of the investigation, so long as the provision of such access does not substantially prevent The College from performing the Services. HMPS shall have the right to retain

any such material for use in connection with the investigation and, so far as possible, shall provide The College with a copy of any material retained.

- a) it is a requirement of The College to have its own formal disciplinary system, which may be evidenced upon request by The COUNCIL or HMPS.

Appendix 1/Annex 1b

Security Specifications

1. Security Clearance

- 1.1. The College and any member of staff employed within or who has access to HMPS establishments will be subject to security clearance procedures and are required to give information about them to enable the clearance procedures to be completed.
- 1.2. The College will inform The COUNCIL'S Contract Manager and HMPS of any arrest, conviction for a criminal offence, appearance before a court (criminal or civil) or any legal proceedings in relation to any members of staff.
- 1.3. HMPS will issue to The College's staff with a basic guide to the Official Secrets Act 1989 and they are required to sign and be bound by it.

2. Security Training

- 2.1. The College's staff will be required to release their staff to attend appropriate security training which will be provided by the Prison Service.

3. Searching Requirements

- 3.1. The College's staff may be subject to a search at any time. Bodily searches will normally consist of a rub down search and/or the use of metal detectors. Female members of staff will only be searched by female officers. Full searches will only be conducted under the same rules and conditions applying to Prison Service Staff. Function 3 of the National Security Framework and Prison Rules 1999, Consolidated 2008 – Part 2 and Young Offender Institution Rules 2000, Consolidated 2008 – Part 3 refers. Copies are available from HMPS on request.
- 3.2. The Premises will be subject to random and routine searching by HMPS officers of the Establishment, both during working hours and at other times, whether or not The College's staff are present. Notices of searches will not necessarily be given beforehand.

4 Keys

- 4.1 Subject to the satisfactory completion of Security training by The College's staff, HMPS will provide, to an agreed member of The College's staff, sets of keys for use in the Establishment.

- 4.2 Security keys are provided on a single ring with a tally. Under no circumstances may Security keys be taken out of the Establishment. They should be collected from the Gate on arrival and returned on departure. Keys may only be issued to the person authorised to hold them. HMPS may withdraw keys from any member of The College's staff at any time. No key may be added or removed from the Security bunch.
- 4.3 HMPS will also provide The College's staff with a full set of keys to all cabinets, internal rooms and cupboards within the Premises. These keys will be held in a secure place determined by HMPS. These keys must be available to prison officer grades to enable them to search the site on the written authority of an officer not below the rank of Principal Officer.

5 Gates and Doors

- 5.1 All gates permitting movement to the Premises will be kept in a locked position at all times except to allow for immediate access in or out.

6 The Management of Equipment

- 6.1 All Equipment to be used by College's Staff will be listed in the inventory. No Equipment may be brought in or taken out of the site without the written permission of HMPS. The inventory must be amended whenever any change is made to the Equipment. HMPS may prohibit the entry or require the removal of any item of Equipment that is deemed to be contrary to the maintenance of Security of the Establishment.
- 6.2 All items of Equipment listed in inventories will be marked with a unique number. HMPS will arrange for the number to be stamped or etched on to each item or made in such a manner as to create a permanent marking.
- 6.3 All portable items of Equipment will be held in Security cabinets supplied by HMPS, which will include a shadow board with the item's number marked clearly below the shadow and visible when a tool is in place. Large or bulky items of Equipment will be held in a numbered space in a lockable cupboard with its description clearly displayed. HMPS will also supply a set of numbered tallies to correspond with the numbers on the board. Each tally will be held on a tally board except during issue.
- 6.4 The College's staff will check all items of Equipment each day and a Prison Service form 78A completed to certify that all the items are correct and accounted for. HMPS will conduct regular checks of all items of Equipment and control procedures. Tools should be checked prior to the commencement of an activity and prior to the closure of that activity.

- 6.5 Portable items of Equipment may only be issued by the College's Staff. Prisoners must not be permitted to take or issue any item of Equipment.
- 6.6 Before any item of Equipment is issued, the names of all prisoners will be marked on a Tool Location Board supplied for the purpose by HMPS. As each item of Equipment is issued the corresponding numbered tally will be relocated to the Tool Location Board next to the prisoner's name. The reverse procedure will be adopted when the item is returned. This must take place at any time when the use has finished with the item of Equipment or leaves the site.
- 6.7 The loss or suspicion of losses of any item of Equipment must be reported immediately to HMPS. No movement of prisoners or staff should take place without the authority of HMPS or HMPS representatives.

7 Materials

- 7.1 Materials will be held within the Premises at all times and deliveries and collections will be made through the prison stores and waste products must be disposed of in accordance with local regulations.
- 7.2 Except by written permission of HMPS, The College shall not permit the use of any item of Equipment or materials to be used by prisoners to manufacture anything for their own use.
- 7.3 Items made by prison classes must be disposed of or placed in prisoners' property as required by local regulations.

8 Supervision of Inmates

- 8.1 Prisoners shall not be permitted to use any telephone.

9 Incidents

- 9.1 The College should inform HMPS immediately of any incident that is or has taken place within the accommodation. The College's staff will be required to co-operate with any inquiry and complete Incident Report Forms as necessary.

10 Conveyance of Articles

- 10.1 The attention of The College is drawn to the provisions of sections 40A to 40E of the Prison Act 1952 in respect of the conveyance of articles in to or out of the prisons. These articles specifically prohibit The College or any member of staff from conveying a range of articles into or out of the prison without authorisation, such as mobile telephones, or the use of certain types of equipment within the prison such as sound recording devices and cameras. Failure to observe any of

these regulations constitutes a Criminal Offence. PSO 1100 provides full details of the Law in this area.

10.2 Individual prisons may impose other local restrictions on conveyance and use of items. Colleges are required to familiarise themselves with any local regulations in force at each prison.

10.3 No article may be taken from the Establishment without a Gate Pass provided by HMPS.

11 Derogations

11.1 Derogations from the Security standards required in this Annex will only be permitted on the written permission of HMPS.

Appendix 1/ Annex 1c

PROFESSIONAL STANDARDS STATEMENT

1 Purpose

- 1.1 Prison Service staff are expected to meet high standards of professional and personal conduct in order to deliver the Prison Service Vision. All staff are personally responsible for their conduct. Misconduct will not be tolerated and failure to comply with these standards can lead to action which may result in dismissal from the Service.
- 1.2 This Professional Standards Statement identifies and clarifies the key standards of professional and personal conduct expected of all staff. It should be noted that this is not an exhaustive list and any behaviour, which is not specifically mentioned but is in clear breach of the expected standards, may also lead to disciplinary action.

2 Prison Service Principles

- 2.1 The Prison Service Principles underpin the work of the Service and all staff are expected to act in accordance with them. *Staff must therefore:*
 - a) Deal fairly, openly and humanely with prisoners and all others who come into contact with them.
 - b) Encourage prisoners to address offending behaviour and respect others.
 - c) Value and support each other's contribution.
 - d) Promote equality of opportunity for all and combat discrimination wherever it occurs.
 - e) Work constructively with criminal justice agencies and other organisations.
 - f) Obtain best value from the resources available.

3 Conduct Expected

The following sets out the professional and personal standards of conduct expected of all staff.

3.1 General:

- 3.1.1 Staff must carry out their duties loyally, conscientiously, honestly and with integrity. They must take responsibility and be accountable for their actions. Staff must be courteous, reasonable and fair in their dealings with all prisoners, colleagues and members of the public. They must treat people with decency and respect.
- 3.1.2 All staff must comply with Service policies and procedures. Managers must ensure that standards of behaviour and conduct are maintained.

3.2 Discrimination, Harassment, Victimisation and Bullying:

3.2.1 Behaviour of this kind is not acceptable and will not be tolerated. *Staff must not:*

3.2.1.1 Discriminate unlawfully against individuals or groups of individuals because of their sex, racial group, sexual orientation, disability, religion, age or any other irrelevant factor.

3.2.1.2 Harass others through behaviour, language and other unnecessary and uninvited actions.

3.2.1.3 Victimise or bully others through their actions and behaviour.

Further explanation of what is expected of staff in this area is contained in PSO 8010 and the Director General's letter to staff of 11 May 2001.

3.3 Relationships with prisoners

3.3.1 Staff must exercise particular care to ensure that their dealings with prisoners, former prisoners and their friends and relations are not open to abuse, misrepresentation or exploitation on either side. Staff relationships with prisoners must be professional. In particular staff must not:

3.3.1.1 Provoke, use unnecessary or unlawful force or assault a prisoner.

3.3.1.2 Use offensive language to a prisoner.

3.3.1.3 Have any sexual involvement with a prisoner.

3.3.1.4 Give prisoners or ex-prisoners personal or other information about staff, prisoners or their friends and relatives which is held in confidence.

3.3.1.5 Have any contact in or outside work with prisoners or ex-prisoners that is not authorised.

3.3.1.6 Accept any approaches by prisoners for unauthorised information or favours and must report any such incidents.

4 Corruption

4.1 Corrupt behaviour is not acceptable. Staff must not solicit or accept any advantage, reward or preferential treatment for themselves or others by abusing or misusing their power and authority.

5 Conflicts of Interest

- 5.1 Staff must not have private interests that interfere or could interfere with the proper discharge of their duties. This includes financial and business interests but also any personal relationships which could compromise or be perceived to compromise them in the discharge of their duties. Staff must bring any potential conflicts of interests to the attention of a Senior Manager.
- 5.2 Governors and Heads of Groups should maintain a register of conflicts of interest for their staff.

6 Criminal Activity

- 6.1 Staff must not be involved in any criminal activity. They must inform the Governor or Head of Group as soon as possible if they are charged or convicted (including a police caution) of any criminal offence.

7 Use of Information

- 7.1 Staff must protect any information which they have obtained through their work in the Service, for example procedures, security information and staff and prisoner details.

8 Personal Finances

- 8.1 Staff must conduct their financial affairs in a proper and responsible way. If difficulties occur they must inform their manager. The Staff Care and Welfare Service and a "Debtline" are available to staff for advice and support.

9 Conduct that affects the performance of duties

- 9.1 Staff must not take any action on or off duty that could affect, cast doubt on or conflict with the performance of their official duties. For example, outside activities or membership of organisations which promote racism.

10 Discredit on the Service

- 10.1 Staff must not bring discredit on the Prison Service through their conduct on or off duty.

11 Civil Service Requirements

- 11.1 Staff must behave with discretion in matters of public and political controversy. They must observe the Civil Service-wide rules relating to political activities and the acceptance of outside appointments.

12 Staff Responsibility

- 12.1 All staff are personally responsible for ensuring their conduct is in line with the above standards. If staff are in any doubt as to what is acceptable conduct they must seek advice from their line manager.
- 12.2 Staff must challenge and report any possible suspicion of misconduct to their manager. If they are not able to do this they must report it to the Service's "Reporting Wrongdoing Telephone Line".

13 Issues of Conscience

- 13.1 If staff feel that to act or abstain from acting in a particular way would raise for them a fundamental issue of conscience and the problem cannot be resolved by any other means, they may take up the matter with the Director General. If the matter still cannot be resolved on a basis which the member of staff is able to accept, they must either carry out the instruction or resign.

14 Supporting Documents

- 14.1 This document underpins and complements other Service documents which staff should refer to for further information. These include:
- a) • The Staff Handbook
 - b) • PSO 8010 Equal Opportunities for Staff
 - c) • Director General's letter to staff of 11 May 2001
 - d) • PSO 1215 – Professional Standards
 - e) • Notice on Conflicts of Interest
 - f) • NTS 2/92 - Secondary Employment
 - g) • PSI on Membership of Racist Organisations

**The Offender's Learning
Journey
Learning and Skills
provision for adult offenders
in
England**

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01 Information and Advice Services

Introduction

Learners need to be aware of the learning, skills and work opportunities and support that are available to them and understand how they can gain access to them. We want to increase participation in learning and encourage all offenders to realise their potential by improving their skills and their potential for employment.

Information and advice services, provided and supported by a multi agency approach, play an increasingly important role in offender learning. A key principle in offender skills and employment policy is that, wherever possible, mainstream offers, entitlements and processes should apply. The custodial sentence will become a time for assessing learning needs, planning offenders' learning programmes and offering advice on options for learning and work throughout the duration of their sentence and beyond.

World Class Skills: Implementing the Leitch Review of Skills in England [July 2007] signalled the proposed support that will be available to individuals to improve their skills and progress in work including an ambitious new framework of joined-up partnership advice services, performance management and targets for Jobcentre Plus, the Learning and Skills Council and a new adult advancement and careers service (aacs) to be launched in 2010.

Access to information, advice, signposting and referral activities will include a requirement to issue a Unique Learner Number (ULN) where the learner does not already have one.

In line with the development of the aacs we want to promote understanding of the value of lifelong learning and skills development and make information and advice services available to offenders in custody and in the community, to enable them to plan their careers and make informed choices about learning and work throughout their lives.

The National Policy Framework and Action Plan for IAG sets out a statement of the quality and range of services that should be available in all areas for adults aged 20 or over to enable them to access comprehensive and up-to-date information about learning and work free of charge. In the community, the Learning and Skills Council will deliver information and advice services through an integrated careers information and advice service which brings together the work of the national telephone and web advice services with the work of the local nextstep services. The integrated service will provide users with a clear point of access to careers information and advice services appropriate to their need.

We want information, advice and guidance on learning and work to be offered to all offenders at all stages of their sentence: at induction, during learning, when planning progression and preparing for release and resettlement and during any community-based part of their sentence. For offenders in custody approaching release, providers will need to ensure IAG delivery arrangements dovetail neatly with the separate arrangements for providing housing and benefits advice.

Learning providers will be expected to provide support to offenders to identify and address barriers to entry, completion, achievement and progression in learning and work. We want to make sure that individual learners are encouraged to accept responsibility for their personal learning development by discussing their learning and skills needs with staff and by participating in programmes tailored to their need. Learning advisers will need to have a clear understanding of disability and learning difficulty and the effect that particular disabilities, such as mental health difficulties, can have on learning. Learning providers will need to appreciate how to refer such individuals to specialist services as necessary.

Progression can mean moving to a higher level of study, studying other subjects to build a learning and skills portfolio or moving to another provider either during or after custody. Learning providers will help learners to use their individual learning plan (ILP) to develop their own learning and skills. It will be important that individual learning plans travel with the learner, between prisons and from prison into the community so that learners can continue to build on what they have already achieved. (See the material in Section 03 on the MIAP OLASS Learner Plan, the mechanism by which learner data will be exchanged.) The transmission and communication of such information and records will be key to ensuring continuity and coherence of learning by offenders. This is important for all learners, but particularly those with learning difficulties and/or disabilities where particular types of learning support may be needed.

For offenders in custody approaching release, the learning provider should arrange an appointment with the relevant local provider of information about learning and work as soon as possible after release. For those being supervised on release most Probation Areas will provide an information and advice and guidance service either through in-house provision or partnership arrangements with a local provider.

We want to improve the quality, consistency and visibility of information and advice services on learning and work during custodial and community-based parts of offenders' sentences and after release by promoting the work of the connexions service for young people, Jobcentre Plus, local Next Step services, LSCs, the national telephone and web careers advice service and Worktrain. Providers offering information and advice services must be accredited to the **matrix** quality Standard and the prime contractor will ensure that all providers involved in delivery of services meet the minimum quality requirements of:

- holding and retaining the **matrix** Standard;
- complying with a modified Common Inspection Framework (in preparation for the full adult advancement and careers service in 2010/11).

Organisations involved in the delivery of services who have not yet achieved **matrix** accreditation must obtain a certificate of commitment within three months of the award of a contract and must commit to being fully assessed against the standard within nine months from the commencement of the contract.

LSC will monitor the impact of the information and advice service to ensure that it is contributing effectively to the overall aims for the offenders' learning and skills service.

Service requirements:

0101	Learning providers will offer information and advice services as part of the induction process. All offenders who have a pre-sentence report undertaken will undergo a basic skills screening (- a 'light touch' process used to identify learners who may benefit from a more in-depth
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	assessment because they have literacy, language, numeracy or ESOL development needs) at court and, where applicable, an assessment of their criminogenic needs through OASys (which includes a basic skills screen). But that means not all offenders at induction will have been screened or will have received an OASys assessment: where this is the case, prison staff will undertake screening as part of the reception/induction process. The learning provider will undertake an initial assessment of learning needs where triggered by screening; by OASys; by referral from the Offender Manager; or by the offender themselves indicating a desire to undertake learning.
0102	There should be full access to on-going information, advice and guidance. All offenders should have access to information, advice and guidance at an early stage (in a personal interview) and throughout their sentence. All requests for information, advice and guidance should be met within seven working days, though providers engaging with offenders who will be subject to statutory supervision in the community on release must liaise with the Offender Manager to make sure there is no breach of the Probation Service National Standards.
0103	Learning providers' information and advice processes should identify clearly the goals or progression pathways for all programmes. All programmes providing skills and qualifications should identify progression routes in course publicity. All Individual Learning Plans should identify possible progression routes by the end of the first half of the learning programme. Individual Learning Plans should be completed and reviewed every month by the learning provider and the offender. The Offender Manager and Head of Learning and Skills should be informed of this review process.
0104	All learners should have at least two hours of information, advice and guidance during their sentence, particularly at the beginning and towards the end. This may include external specialist support. Outcomes from the information and advice process will be recorded in their ILP.
0105	Learning providers will work to widen participation in learning and skills provision. All offenders should have an agreed learning plan following a diagnostic assessment by the learning provider.
0106	There should be a partnership working between learning providers, local information and advice and other outside agencies to help ensure the delivery of a continuous and coherent information and advice service in custody and in the community.
0107	Learning providers delivering in a custodial setting will provide an information and advice service, which is accessible and visible; recognised and trusted by learners; and available at times and in places which are accessible. Learners in the community will be able to access IAG services as defined in the <i>National Policy Framework and Action Plan - Information, Advice and Guidance for Adults</i> and any subsequent requirements for the new aacs. This must link to any custodial delivery that has taken place.
0108	Learning providers will give learners details of the information and advice services in their home area and make appointments/referrals where appropriate to emphasise the ongoing nature of the service post-release.
0109	Learning providers will provide an information, advice and guidance service for learning and skills, accredited to matrix or be working towards matrix – the quality standard for information, advice and guidance services – and consistent with the <i>National Policy Framework for IAG</i> .

02 Assessing the Learner's Needs

Introduction

Assessment marks the start of the learning journey. It is a developmental process, with the assessment becoming progressively more detailed at each stage. Assessment should not be limited to *Skills for Life*. Vocational assessment materials are also available and learning providers should keep abreast of developments and their potential use in prisons. Useful information is given in *Improving Initial Assessment in Work-based Learning* (<http://www.lsneducation.org.uk/pubs/index.aspx>).

Assessing Learning Needs

There is a range of materials that can be used to assess literacy, language and numeracy skills. To assess these skills, materials that are clearly referenced to the *National Standards for Adult Literacy and Numeracy* must be used. Outcomes of assessment are recorded on the individual learning plan and used to inform sentence plans.

Following screening, there are two further stages in the *Skills for Life* assessment process:

- Initial Assessment provides a more detailed assessment of the individual's literacy, language and numeracy skills in line with the levels in the *National Standards For Adult Literacy And Numeracy*. The outcomes of initial assessment are used to place learners in appropriate learning programmes. For most offenders, an appropriate learning programme - which includes consideration of the need to improve their employability - will be the outcome, although the initial assessment could indicate there was no learning need. Providers should use a literacy and numeracy initial assessment tool referenced to the *National Standards* and national curriculum documents. Materials for ESOL initial assessment are available from DIUS.
- Diagnostic Assessment is an in-depth assessment process, referenced to the *National Standards* and carried out by trained teachers in negotiation with learners. The diagnostic assessment process takes the results of initial assessment as its starting point. The materials are comprehensive and are generally used selectively according to the learner's interests and goals rather than in a block. The outcomes of diagnostic assessment are used to inform and structure the individual's learning plan and learning programme. Examples of diagnostic assessment materials referenced to the national standards and curriculum documents include the *Skills for Life Diagnostic Materials for Literacy, Numeracy and ESOL*, including materials which give an indication of possible dyslexia (DfES).

It is commonly recognised that between 20 and 30% of the offender population has learning disabilities or difficulties, of which around 7% will have very low IQs of under 70. Learning providers should anticipate such levels of special education needs both in assessing learners and in consequent provision. The Disability Discrimination Act 1995, part 4 (Education) (DDA) describes disabled learners as those who have 'a *physical or mental impairment which has substantial and long term adverse affect on ... ability to carry out normal day to day activities*'. This includes a wide range of individuals and can include people with physical and sensory disabilities, some people with learning difficulties and specific learning difficulties such as dyslexia, people with mental

health difficulties and those with long standing disabling health conditions. There is no longer a requirement for mental health difficulties to be 'clinically well recognised' in order to fall within the definition of disability, and conditions such as cancer, HIV and multiple sclerosis are covered from the point of diagnosis, i.e. before they might have an affect on day-to-day activities.

The Learning and Skills Act has an even broader definition of disability than the DDA as it covers those learners who have '*a significantly greater difficulty in learning than others of his or her age*'. This definition covers those people who have social barriers to learning and may include a large number of offenders.

Learning support should be an integral part of the offer in each establishment, and providers should have a planning assumption that this cohort of learners is likely to have need of significant levels of learning support. Additional support should be delivered through personalised programmes; the use of specialist staff; adaptations and appropriate resources.

Most recent research has looked at basic skills levels in offenders, which for many are low due to specific learning difficulties, including dyslexia. Learners with dyslexia are likely to require particular and systematic approaches to their learning: without these, learning programmes (and indeed any other programmes involving reading and writing) will be jeopardised. Dyslexia can also affect organisational ability, and of course the experience of consistent failure leads to low self-esteem and poor motivation. Many offenders will experience a range of other barriers to learning, related for example to mental illness, cognitive difficulties, sensory impairments and other difficulties.

Such a specialist population requires an equally specialist team of education and teaching staff. The learning provider must have a designated, appropriately qualified additional learning support manager, qualified learner support staff (according to the needs of the population) and a member of staff qualified to Level 4 in Dyslexia Training for Adults available to each establishment. One of these must be a trained specialist dyslexia assessor. The provider will also ensure access to a Dyslexia specialist qualified to certificate level in Dyslexia and Literacy.

The service requirements below refer to assessment of dyslexia via:

- dyslexia screening (for example by using Dyspel and the *Skills for Life* Phonological Skills module)
- in-depth assessment (for example by using the range of *Skills for Life* dyslexia assessment materials)
- formal, specialist dyslexia assessment by a trained person for offenders who have severe dyslexia indicators (for example those who have a score of 1-3 in the *Skills for Life* phonological skills module, or only 'emerging' skills in the *Skills for Life* in-depth dyslexia assessment).

All those involved in delivering learning to keep abreast of developments in assessment, incorporating them to ensure good practice.

Service requirements:

0201	Learning providers will record details of assessments in the MIAP OLASS Learner Plan.
0202	Effective initial assessment should be in place. Where the Offender Manager indicates this is appropriate in terms of intervention sequencing,

	all sentenced receptions should have an initial assessment within five working days where: the results of screening; OASys assessment; or the offender themselves indicating a desire to undertake learning indicate a particular need. Learning providers should determine whether prior assessment information is available on the MIAP OLASS Learner Plan. Assessments should be conducted by the learning provider and linked with the case management framework.
0203	Effective diagnostic assessment should be in place for literacy, language and numeracy in prison.
0204	Potential dyslexia indicators should be identified and formal dyslexia assessment should be carried out if required. An effective system for identifying potential dyslexia should be in place and in use. All offenders on learning programmes should be assessed for potential dyslexia by the learning provider if a need has been highlighted during initial assessment. All offenders identified as having severe dyslexia indicators (e.g. assessed as having only 'emerging' skills in the Skills for Life dyslexia assessment) should receive a formal dyslexia assessment. Learning providers must ensure that a trained specialist dyslexia assessor is available, with at least one member of the literacy teaching team qualified to enable formal dyslexic assessment to take place 'in-house'.
0205	Learning providers will, where appropriate, work in partnership with other agencies to exchange information about the learner's educational achievement.
0206	Learning providers will assess learners' aptitude for work-related learning and evaluate the suitability of courses in meeting learners' abilities and aspirations. Learners should not be denied opportunities due to learning disabilities, learning difficulties or other special education need. Providers must ensure that their own Disability Equality Duties are adhered to.
0207	There should be clear links between assessment outcomes and learning programmes. Learning providers should ensure that all teachers' course files contain outcomes of initial and diagnostic assessment and strategies to address any special educational needs identified.
0208	Learning providers will ensure that staff who conduct initial or diagnostic assessment have the appropriate qualifications. Providers should contact LLUK for advice on the qualifications required as these will depend on a range of factors including how long a person has been teaching, which sector and which subject they teach. See http://www.lluk.org/feworkforcereforms/
0209	Learning providers will keep abreast of new developments in this area and incorporate new initiatives to ensure good quality and maintain parity with mainstream provision.
0210	The outcomes of both the diagnostic assessment and learning interventions must be communicated to the Offender Manager to ensure that the supervision plan for the offender is up to date.
0211	Learning providers will participate in supervision plan reviews organised by the Offender Manager.
0212	Learning interventions must be compliant with the risk management plan for the offender. This is vitally important for offenders subject to <i>Multi-Agency Public Protection Arrangements</i> .

03 Individual Learning Plans

Introduction

Every learner must have an individual learning plan (ILP) which is current and accurate. The ILP must complement the offender's sentence plan prepared by the Offender Manager. These documents put the learner at the heart of the teaching and learning process, help to improve the learning experience and are important for all learners in all contexts. An ILP charts the learning journey by setting out the learning goals for a specified period of time for an individual learner, the smaller targets by which these goals will be achieved and the outcomes of regular reviews at which progress is discussed and recorded with the learner. One-to-one reviews with individual learners should take place at least once a month or more frequently on a short course.

The ILP contains the results of initial and diagnostic assessment, the agreed placement, long-term aims, measurable goals for the learning programme (with literacy, language and numeracy goals referenced to the national standards), other personal or social goals, targets, dates for review of progress, space to record achievement against the learning goals and targets, and qualifications or units of accreditation. The plan will give details of the learner's progression route and will be signed by the offender and tutor/instructor. Depending on the course, it will often include initial interview records, additional learning support information, teacher's records of activities and resources for each target, records of what has been learnt during each learning session, records of on-going reviews of the learner's progress/achievement and any new targets set.

The ILP helps learners understand what they are aiming to achieve and by when. Individual negotiation of the plan with tutors/instructors increases the involvement of learners, their investment in their own learning and consequently their motivation. To ensure involvement, providers need to behave in a pro-social and motivational manner. The offender needs to know who is the key person responsible for their ILP. That worker needs to work in a pro-social and motivational manner with the offender. Breaking down learning goals into targets makes the steps towards the goals clearer and the process of learning more manageable and less mystifying. Targets also allow learners to recognise and measure progress as each step is taken. Recognising their progress increases learners' motivation to continue. For these reasons, learners need to keep a copy of their plan and refer to it frequently throughout their programmes.

It will be important that both the learning provider and the Offender Manager keeps the learner's ILP up to date (including its congruence with the offender's supervision plan) and ensure that it is accessible by learners between prisons and between the custodial and community-based aspects of their sentences. Learning providers' participation in supervision plan reviews organised by the Offender Manager will be important in this regard. An up to date ILP will enable learners to build on what they have already achieved and help ensure that learning is continuous and coherent.

Exchanging data on learner needs, aspirations and achievements

The Managing Information Across Partners Programme (MIAP) aims to streamline the collection, handling and sharing of information on learning and achievement for education and training organisations. Part of the MIAP package is the Learner Registration Service (LRS) which will, over time, issue a Unique Learner Number (ULN) for every person (over the age of 14) in education and training (within the UK). Learners (and their Learning Providers) will use their ULN to identify and access their Learner Record – a lifelong record of participation and achievements.

The problems with ensuring learner data are exchanged between providers when an offender moves between establishments or is released from custody to the community are well known and long standing. The MIAP OLASS Learner Plan represents a significant step forward for offender learners in custody, and in the community. These new arrangements will give the facility for capturing and sharing information about the achievements of learners in custody.

The use of the Unique Learner Number will also support a consistent service offer in relation to recording an individual's learning progress. OLASS learning providers will have the ability to view an individual's goals, assessments and achievements carried out at other establishments or other locations in a community setting where learning takes place.

On leaving custody, or moving between establishments, the individual learner will have access to a copy of their learner plan and record and can share it with learning providers and others, such as prospective employers, as they wish. Information on any awards, unaccredited learning achieved, work experience, and the latest provider that populated the plan will be available but not the location of learning. The learner can continue to add achievements and participation to their learner record in the same way as all mainstream learners. There is no identifying 'flag' that will show an individual as an offender.

It is intended that in future all learning activity can be recorded, including 'out of scope' activity such as work experience carried out in support of regime activities or unpaid work for those serving their sentences in a community setting. Short term and long term goals can also be recorded and reviewed.

The MIAP OLASS Learner Plan has been designed as a high level summary of an individual learning plan: it is not a full curriculum Individual Learning Plan. Lead providers will be obliged to complete the MIAP OLASS Learner Plan.

Service requirements:

0301	The learning provider, the prison and the probation service will ensure that Individual Learning Plan (ILP) processes are in active use for all learners. All offenders on learning programmes will have an ILP within seven days of joining a programme, which will be reviewed on a regular basis with the learner.
0302	All ILPs should identify possible progression routes by the end of the first half of the learning programme.
0303	The learning providers will establish and maintain good links with the custody/sentence planning process for custody and community-based aspects of sentences, working with the Offender Managers of the National Offender Management Service.
0304	The learning providers will need to familiarise themselves, and comply with the emerging requirements for, resettlement. These emerging requirements will place a particular premium on the learning provider's ability to ensure continuity and coherence between custodial and community-based aspects of sentences.
0305	ILPs should be accessible to other learning providers – both during custody and upon release into the community. All learners should receive a hard copy of their ILP upon transfer or release onto any community-based element of their sentence. The organisation receiving the transferred offender should access a copy of the ILP within seven working days.
0306	The Learning Provider will assist the Offender Manager with supervision reviews by providing progress reports on the offender's work. The case

	manager will up date the learning provider progress and changes in the offender's supervision plan arrangements.
0307	Each offender will have a 'key worker' provided by the learning provider responsible for their ILP. The key worker will be expected to work in a pro-social and motivational manner.

04 Functional Skills

Introduction

Functional skills are practical skills in English, Information and Communication Technology (ICT) and Mathematics that allow individuals to work confidently, effectively and independently in life. For the purposes of OLASS provision this includes activity under the *Skills for Life* heading, which includes ESOL. They form part of the core curriculum to be delivered in every prison.

Literacy and numeracy

The notions of 'literacy' and 'numeracy' embedded in this document are much more than the simple acquisition of basic skills. They are founded on the idea that the skills of communication and application of number are central to all areas of learning and critical to enabling access to, and participation and progression in, education, training and employment, as well as promoting personal development. The approach to literacy and numeracy promoted here is consistent with mainstream initiatives, draws on principles of teaching and learning that are well-established in research and the practice of schools and colleges, and is also endorsed by DIUS. Literacy and numeracy skills are central to all learning undertaken. Without these skills a learner is excluded from essential learning opportunities and, significantly, the opportunity to address his or her offending behaviour.

The White Paper, *21st Century Skills* states that there are still millions of adults in this country who lack the reading and maths skills that we expect of the average 11 year old. The report from the Social Exclusion Unit, *Reducing Re-offending by Ex-offenders*, was even more explicit:

"Many offenders' basic skills are very poor. 80 per cent have the writing skills, 65 per cent the numeracy skills and 50 per cent the reading skills at or below the level of an 11 year old."

In March 2001, the Government published *Skills for Life*, the national strategy for improving adult literacy, language and numeracy skills. This strategy underpins all learning and skills provision in prisons and for offenders in the community. *Skills for Life* introduced a comprehensive infrastructure for the delivery of literacy, numeracy and ESOL, including national standards for learner achievement (at Entry Level 1, 2 and 3, Level 1 and Level 2) assessment materials, learning materials and new tests and qualifications. Learning providers must ensure that the new infrastructure underpins all literacy, language or numeracy delivery, whether it takes place via a discrete learning programme or is embedded into another subject area such as work-related learning where it has an incentive value in opening doors to other vocational programmes and work opportunities both in custody and in the community. For the purposes of OLASS provision ESOL delivery may be included under the *Skills for Life* heading, including stand-alone ESOL provision where basic language acquisition is required and embedded ESOL provision where language is being developed.

The learning provider will be responsible for delivering literacy, language and numeracy provision at all levels in a variety of locations and modes. Learning providers are encouraged to be innovative in their approaches and should draw on a range of teaching and learning approaches designed to motivate and reach all learners, encouraging them to work towards nationally recognised qualifications including the National Tests at all levels, but particularly at levels 1

and 2. Learning providers will ensure there is an appropriately qualified co-ordinator and high quality teaching staff responsible for delivering this area of work. All staff must be qualified or working towards an appropriate qualification. Providers should contact LLUK for advice on the qualifications required: these will depend on how long a person has been teaching, which sector and which subject they teach. See <http://www.lluk.org/fewworkforcereforms/>

Peer support programmes offer offenders and other volunteers the opportunity to train as learning mentors. These programmes increase the range of accreditation available to more able learners and widen participation in prisons by reaching learners in workshops, on wings and in other parts of the prison. The Library Service in prisons plays a vital part in motivating learners and supporting the development of reading and other skills. Family Learning and Family Literacy, Language and Numeracy has provided a useful stimulus in encouraging parents to develop skills which enable them to communicate with their children and is an essential part of provision. Learning providers, where asked to do so, should support these programmes.

ICT

21st Century Skills also made a firm commitment to help adults gain ICT skills as a basic skill alongside literacy, language and numeracy. As with literacy, language and numeracy, the basis has been the introduction of new Standards for ICT skills developed from ICT user skills *National Occupation Standards*.

E-Skills UK, the sector skills council with lead responsibility for ICT user skills and the IT industry has launched the e-skills passport. The passport has been designed to provide a single web-based gateway linking individuals requiring IT training to the myriad of training opportunities in the UK. The passport allows anyone in the UK to assess, log and improve their IT user skills against a framework of skills defined and recognised by employers. E-Skills UK and the LSC have also developed the ITQ to improve the skills of those already in employment. We expect learning providers to be aware of new developments in this area and to incorporate them as appropriate.

Learners must have the opportunity to gain ICT user skills, and be encouraged to use them to support their learning across the curriculum. We expect ICT to be embedded across the curriculum: some learners may be capable of progressing to Levels 3 and 4 and should be supported to do so.

Learning providers should also be aware of, and make use where appropriate, the range of potential technology that can assist learning for learners with learning disabilities and/or difficulties.

Service requirements:

0401	Learning providers should ensure that the <i>Skills for Life</i> learning infrastructure underpins all literacy, language and numeracy learning. All discrete literacy, language and numeracy programmes, including Family Literacy, Language and Numeracy programmes, should use the national standards and relevant national curriculum documents. Staff in other areas, where skills for life are embedded, should be in possession of relevant curricula. Schemes of work should show evidence that <i>Skills for Life</i> are integrated into relevant parts of the syllabus.
0402	Learning providers should deliver high quality literacy and numeracy teaching and learning.
0403	The learning provider will assess learners' needs for additional support.

0404	The learning provider will work with the Library Service to actively encourage reader development activities throughout the prison.
0405	The learning provider will employ effective methods to widen access to all learners.
0406	Learning providers should ensure that appropriately qualified literacy, numeracy, ESOL and support staff are in place. All existing and new staff should be appropriately qualified or should be working towards a relevant specialist qualification (for full details of requirements, providers should contact LLUK for advice on the qualifications required as these will depend on how long a person has been teaching, which sector and which subject they teach), See http://www.lluk.org/feworkforcereforms/ .
0407	Continuing professional development programmes meeting the needs of the staff both in the prison and the community should be in place.
0408	Adequate arrangements should be made for ensuring health and safety of learners.
0409	The Learning Provider should ensure their work is informed by analysis of evidence-based effective practice in offender learning. They must ensure their staff work in both a pro-social and motivational way.

05 Harnessing Technology in Learning

Introduction

The government's strategy for ensuring that the learning and skills sector makes innovative and appropriate use of technology to meet the needs of all learners and practitioners is contained in the Becta document "[Technology strategy for further education, skills and regeneration- Implementation plan for 2008-2011](#)"

This document outlines a vision for Harnessing Technology to transform learning outcomes in terms of:

- Improved participation, engagement and progression for all learners facilitated by user-focussed technologies
- Personalised learning pathways, programmes and assessment, using technologies to respond to the learners needs.
- High performing providers making confident use of technologies for sustainable self-improvement

Providers will need to adopt these modern and proven approaches in the OLASS learning environment (subject to security restrictions).

A range of support services are available to providers e.g. JISC regional support centres and the QIA excellence gateway portal.

The LSC has recently invested over £11 million in upgrading and replacing the ICT infrastructure in prison OLASS learning provision and has financed suitable maintenance arrangements to ensure sustainability of learning.

Tangible benefits of utilising technology in learning are:

- Cost savings/resource efficiency
- Retention of learners on courses
- Improving skills for employability
- Improved student achievement
- Improved inclusion
- Widening participation and social equality

Many offenders would welcome increased opportunities for independent study and e-learning which they could continue on transfer to another prison or on release into the community. E-learning and distance learning arrangements can help ensure continuity of learning between different parts of their sentence and after release from custody into the community, so helping achieve the aims of the National Offender Management Service to create a seamless and coherent service. We aim to adopt practices which empower offenders by helping them play a more active part in pursuing their learning goals, foster creativity and innovation, offer flexible learning, achieve better value for money through maximising the availability of resources, and encourage people to

continually improve their knowledge and skills.

While the development of e-learning is limited by the security requirements of the National Offender Management Service, we expect the e-learning agenda within prisons to alter and expand in the coming years in support of these wider objectives of learning and skills. E-learning has already been successful in engaging offenders who are not willing to take part in traditional learning. Consequently learning providers should be prepared to implement changes to our requirements as they develop. While learning providers will be unable to change the security requirements of the National Offender Management Service, we are keen that providers keep abreast of changes in this area so that offenders receive the necessary information, advice and guidance – whether face to face or virtually - to develop independent e-learning while in custody and in the community.

Often offenders do not have access to learning materials which can be used in their cells or in the library; with some notable exceptions, learning activity is largely confined to classrooms and workshops. One consequence of this is valuable classroom or workshop learning time is used for activities, such as portfolio building, which could be completed during recreational time or at times when the classrooms/workshops are closed. Learners undertaking Level 3 courses and higher education courses do so largely through distance learning and independent study.

Many offenders are demotivated by traditional learning, and are unwilling to participate in traditional classroom environments where learning materials are paper-based and the use of ICT to support learning is limited. As a result of the LSC funded ICT refresh programme, the quality of ICT equipment in prisons is good although few offenders have Internet access to support learning. However, work with Ufi/learnirect has shown that interactive, engaging and relevant course material has been successful in promoting learning to this type of offender. Learning providers may wish to discuss their ideas for distance learning provision with information and advice services.

Service requirements:

0501	Learning providers shall ensure that their provision adopts the same modern ILT learning practices as would be available in best practice FE colleges e.g. Virtual learning environments and digital e-portfolio systems
0502	Providers shall ensure that their practitioners are skilled in technology learning practice as part of a blended approach and their staff take advantage of the CPD training available at the Learning and Skills Improvement Service (LSIS) and other agencies
0503	Learning providers will keep up to date with the development of ICT and introduce new standards and qualifications as they become available
0504	Providers shall utilise the available publicly owned digital content e.g. NLN materials (DVD, CD and online where appropriate) and encourage practitioners to produce their own digital content to enhance the learning experience.
0506	Providers shall ensure that they maximise the use of technology in learning to particularly support disabled learners, learners with learning difficulties and “hard to reach” learners to improve accessibility where the conventional classroom environment may not be suitable.
0507	Providers shall ensure that in consultation with Heads of Learning and Skills they keep abreast of new technologies and techniques emerging in the ILT industry and incorporate them into their provision. A good source of new developments and advice and guidance is the QIA Excellence Gateway http://excellence.qia.org.uk/ .
0508	Learning providers shall work with the OLASS regional leads and Heads of Learning and Skills in Prisons to draw up an ILT strategic plan to

	encompass connectivity, content hardware and training requirements
0509	Learning providers will supplement formal learning in the classroom or workshop with opportunities for distance or e-learning. Such opportunities will also exist during an offender's recreational time.
0510	Learning providers will develop a whole prison plan with the Head of Learning & Skills to support learning in cells and in other locations, including the library. Such support will require the provision of appropriate learning materials including text books, course manuals, CD-ROMs and access to appropriate ICT facilities.
0511	Learning providers will have monitoring systems to ensure effective use of distance learning time.
0512	Learning providers will provide advice, guidance, support and supplementary learning materials, including ILP, for those engaging in distance learning.
0513	Learning providers will provide guidance in study skills to enable learners to manage their own learning.
0514	Learning providers will develop good working arrangements with the Library and Information Service. Library and ICT resources should be used by the learning provider to support distance or e-learning.
0515	Working with Head of Learning & Skills and local LSC and Sector Skills Councils, learning providers should ensure that programmes meet the needs of individuals, employers and the labour market. All programmes should offer progression routes to employment or further training.
0516	Learning providers and the Head of Learning & Skills should ensure that appropriately qualified and experienced teaching staff are in place. Teaching staff should hold, or be working towards, appropriate FE teaching qualifications/LLUK standards.
0517	Learning providers and the Head of Learning & Skills should set and achieve challenging targets for learners to engage in e-learning or distance-learning.
0518	Learning providers will develop good working arrangements with probation, Next Step Providers and other community services to ensure continuity of learning for prisoners upon release.
0519	Learning providers should ensure that assessment and verification arrangements meet the requirements of awarding bodies for paper based and online test delivery.

06 Work-related learning

Introduction

The OLASS arrangements and their focus on the employment agenda lies at the heart of the offender skills and employment programme which drives forward the plan of action set out in *Reducing Re-offending Through Skills and Employment: Next Steps*. Employment is a key factor in reducing re-offending and, although not all learning delivery in prisons needs to have employment or employability as its key aim, the substantial majority should have. This takes forward the offender skills and employment agenda precisely in step with the national skills strategy: *21st Century Skills: Realising Our Potential*.

In line with the Skills Strategy, a key priority for the LSC is increasing the number of individuals with a level 2 qualification: this learning leading to the achievement of QCA accredited qualifications forms, therefore, part of the core curriculum. It is important that there are appropriate programmes in work-related learning at level 2 and programmes that enable people to progress towards level 2. We expect learning providers to implement a development plan as part of its quality assurance arrangements to ensure continuous improvement in the range and quality of this provision.

With the advent of the Qualifications and Credit Framework, it will be easier for providers and learners to work towards qualifications in units of learning. Providers will be expected to make best use of the new arrangements to ensure that offenders in increasing numbers are achieving their first full level two (or three) in vocational qualifications.

For other learners, providers must make clear where appropriate how their current learning points them towards the achievement of accredited qualifications. Providers should work with the prison regime to develop opportunities in areas of work not delivered by OLASS.

It is essential that the core curriculum is inclusive and is used to provide progression opportunities for all learners. For offenders with additional learning support needs for example, their learning journey might begin in the non-core developmental learning area, or in the Personal Management Skills areas of Employability Skills, helping them to prepare to progress to further learning. They might then move on to Functional Skills and other Employability Skills.

For female offenders, a typical learning journey might involve working on the personal elements in Employability Skills, alongside Functional Skills, with the possibility of progressing to accredited qualifications.

The core curriculum demonstrates our commitment to give priority to provision which promotes employability, from the preparatory skills necessary for employment, through functional skills, to accredited qualifications. It also recognises that other learning opportunities have relevance, where these lead to wider progression.

Providers will individualise the core curriculum offer in response to the particular learner profile in each establishment. For example in the adult female estate it may be that the core curriculum will comprise a higher proportion of employability and functional skills. In all cases, providers will agree with the LSC how the core curriculum will be built up for each establishment.

Wherever possible and necessary, the foundation skills of literacy, numeracy and ICT should be embedded within work related learning, and providers should take the opportunity to emphasise the softer skills that, alongside the qualifications that employers value, make offenders genuinely employable on release. These include timekeeping and punctuality, the ability to take instruction and feedback, interpersonal skills in working alongside others etc.

These employability skills make up another of the three elements of the Core Curriculum. This provision should be as structured and as rigorous in its organisation as any other learning programmes, with methods of delivery adapted to the needs of the individual learner. In order to ensure that the needs of employers are kept at the heart of this provision, the Offender's Learning Journey adopts the Employability Statements as developed by Asset Skills, for their Skills Toolkit for Employers, which has been agreed with all sector skills councils as being the framework for activity in this curriculum area. The headings under which Asset Skills has grouped activities are:

- Communication
- Use Numbers
- Manage Information
- Be responsible
- Be adaptable
- Learn continuously
- Work safely
- Work with others
- Think and solve problems
- Participate in projects and tasks
- Customer care

(see www.assetskills.org)

These elements are not intended to be a curriculum, but they provide a framework which identifies appropriate areas eligible for funding under the heading of 'employability skills'. Programmes or elements of programmes which focus on employability may or may not be externally accredited. In all cases however, such programmes should be structured within a clear employability focus. It is not acceptable to put together a programme of 'soft skills', or to argue that any activity contains 'soft skills' without an overt reference to employability (however far the learner may be from an employment option)

The quality of provision must reflect that found generally in the further education sector, taking account of the particular requirements of delivering learning in a secure setting. Learning providers should have appropriately qualified and experienced teaching staff in place. Staff should hold or be working towards appropriate LLUK standards

The work related learning required in individual establishments will be determined annually through the co-commissioning arrangements between the LSC

and the Director of Offender Management for the region. These requirements will be set by reference to the needs of employers in the areas to which prisoners will be released/resettled. The work related elements of the core curriculum will be offered in each establishment.

Work related learning may need to be delivered in a number of ways, and providers must ensure they can adapt their delivery as appropriate. Work related learning may be delivered as stand-alone training, delivered in a mixture of classroom and practical settings. It may also be delivered within the workshops and other employment-like settings operating within the prison where work. Work related skills delivery leading to qualifications may often be appropriate for offenders employed by the Governor in these settings. Work related learning may also be delivered in support of regime activity such as cleaning, catering and horticulture. The mix of these delivery requirements will vary between establishments but will be made clear through the commissioning process. In some locations the learning delivery in workshops and in support of regime activities will be delivered by NOMS staff. In those instances providers may be asked to assist with accreditation: a fee is likely to be charged. That activity does not form part of the provider's contract with the LSC, but providers are expected to use reasonable endeavours to agree an arrangement locally to apply their work related learning expertise to the work activity going on within the prison.

The provider has no required role in liaising with employers, but any engagement they can broker in order to making the learning experience more real and more focussed on what employers need will be valuable. There are circumstances under which mainstream LSC programmes can be made available to offenders in custody. Providers should seek actively to engage with those opportunities, and to support those learners able to undertake work related study at local mainstream learning establishments or within workplace learning settings through the Release on Temporary Licence arrangements. Similarly, providers should take active steps to liaise with learning providers who will take forward an offender's ongoing learning needs on release.

Enterprise

For some offenders, self-employment may present the most practical way of entering or re-entering the labour market. It may also help to circumvent the discrimination faced by offenders applying for jobs.

The development of offenders' enterprise skills, therefore, is a valid route to economic independence and rehabilitation for some offenders. Self-employment can be desirable for offenders who otherwise face disclosure issues when seeking employment. Developing enterprise aspirations, skills and capacity provides motivation and purpose to learning and skills activity in custody and in the community and a bridge between the two.

Some vocational training and prison industry workshops offer the opportunity for offenders to develop vocational skills and gain vocational qualifications that could be used in self-employment, e.g. carpentry, painting and decorating and catering. However, to support enterprise, learning providers should make available education IT, finance, planning and organisation, and the business environment tuition to those who would benefit from it.

To facilitate the enterprise route, offender employment earnings savings schemes, access to advice for small businesses, and an enterprise curriculum for OLASS are to be developed to provide opportunity.

Service requirements:

0601	Learning providers, working with the National Offender Management Service, the LSC and sector skills councils will ensure that programmes are developed in line with the National Skills Strategy, NOMS Employer Engagement Strategy and meet the needs of employers and the labour market into which the offender will be released. All programmes should provide progression routes to employment or further training.
0602	Learning providers must deliver high quality teaching and learning.
0603	Enrolment processes will fully support equality of opportunity for all learners to enrol on courses appropriate to their needs and preferences.
0604	Learning providers will provide training in transferable work skills, including the wider Key Skills.
0605	LSC will plan provision with the Head of Learning and Skills and the Director of Offender Management to maximise opportunities for learners to complete training during their period of supervision. They will provide courses appropriate to the age and gender of learners and the length of the custodial and community-based parts of the sentence.
0606	Learning providers will contribute to the co-ordination of courses at regional and/or national level to facilitate continuity of learning for learners transferring between prisons and from prison into the community. This will support area and national resettlement strategies.
0607	Learning providers will ensure that there are appropriately qualified and experienced vocational tutors in place. There should be an appropriate strategy for continuing professional development.
0608	Learning providers should ensure that assessment and verification arrangements meet the requirements of awarding bodies.
0609	The prison should ensure that adequate arrangements for health and safety are in place across the prison.

07 Higher Education

Introduction

Participation in higher education in a prison environment is in line with DIUS's aim to increase higher education participation and make significant progress towards fair access. It promotes lifelong learning, encourages progression into higher levels of learning and encourages a wide-ranging and balanced learning and skills curriculum for those who are able to benefit from learning at higher level.

Some offenders coming into the prison system may already be studying in higher education and will need support to continue their learning where that is possible and the course of study is appropriate. The prison Governor should always be consulted. Others will start or progress to higher education during their sentence. Offenders should be provided with information, advice and guidance on higher education opportunities, including access, undergraduate courses - including foundation degrees - and post-graduate courses. Many libraries in prisons are being developed as distance learning centres, with resources to support learning programmes and study areas. These will be important in supporting self-directed study. Where such resources are not available, additional study areas may be required.

The task of supporting the relatively small number of suitable learners who wish to undertake higher level studies with the Open University is shared between learning and skills staff (including provider staff) in the prison, the Open University Regional Centre and the Associate Lecturer allocated to support the individual learner.

Learning providers, in co-operation with the Head of Learning and Skills, will facilitate and support learners who wish to study with the Open University and other institutions that provide degree-level courses on a distance learning basis, in keeping with the overall aim of providing a broad and balanced curriculum and progression opportunities which meet the needs of as many individuals as possible. That support does not include tutorial input, but should include general mentoring and guidance, plus access to ICT facilities. DIUS provides separate fee support for learners studying with the Open University through a scheme administered on its behalf by the Prisoners' Education Trust. In order to ensure security and public safety issues are considered carefully in assessing applications for all higher education study, the prison will take the lead in administering the offender's application process. The Governor must be consulted in respect of the suitability of courses for specific individuals. Programmes of learning are provided ultimately at the Governor's discretion and other courses may also be acceptable.

Other offenders may be allowed to undertake higher education studies on a full-time basis through study at local higher education institutions. There are strict processes the prison Governor will apply in determining whether an offender is suitable to be allowed to study on this basis and whether the course of study is appropriate, and providers will want to note that the *Student Support Regulations* set out clearly the limits of the financial support available. Such learners may also need practical support from the OLASS provider in undertaking self-directed learning.

Service requirements:

0701	Learning providers will provide information and guidance, including promotional material to offenders on the nature of higher level study, higher education opportunities, including access to higher education, under-graduate and post-graduate courses.
0702	Learning providers will make Individual Learning Plans available to support the prison selection/sift processes and, where requested, advise on the aptitude, ability and motivation of offenders to complete their chosen courses.
0703	Learning providers will give general support to learners in respect of their studies at access, undergraduate and post-graduate levels, including general mentoring and guidance, plus access to IT facilities.
0704	Learning providers will work with the Library Service to enhance its use as a learning resource.

08 Informal Adult Learning

Introduction

Whilst the improvement of offenders' literacy, language, numeracy, ICT skills and employability is at the heart of learning and skills provision, there is an important role for informal adult learning provision for offenders in custody. So, while we expect that in each prison 80% of the learning and skills activity will be in the areas of information and advice services, *Skills for Life* (literacy, language and numeracy), employability skills, ICT and QCA-accredited vocational qualifications, the remaining 20% will cover other elements of the curriculum which are more indirectly related to the Skills and Employment Agenda e.g. the arts curriculum, learning for personal development, etc.

The development of personal and social skills is a key function of the learning and skills service and is especially important for offenders with learning disabilities. Many offenders lead complicated lives without having the personal skills needed to deal with them. It is expected that this part of the OLASS delivery arrangements, and which is part of the core curriculum, will offer offenders the opportunity to develop a wide range of practical, cognitive and social skills relevant to their needs. The activities here should be used to support other learning and skills development, particularly basic skills. The personal and social skills curriculum can enable access to offence-related work and other regime interventions and supports the attainment of wider key skills to improve chances of employment. In co-operation with other prison departments, including the P.E. department, Healthcare and the Chaplaincy, it can help to improve the physical and mental well-being of offenders, encouraging reflection and increasing self-confidence. Learning should be used to enable progression by learners and not simply to occupy their time – learning outcomes must be recorded for all LSC funded activity.

Accreditation is available from a number of awarding bodies. Modular and unit-based courses are being developed which are achievable in a short timescale, may be accumulated by learners with the development of the Qualifications and Credit Framework, and which are transferable between prisons. They can also lead to further qualifications at a higher level.

The curriculum may include:

- Citizenship
- Social and Life Skills Framework
- Employment Skills
- Family relationships and Parenting
- Wider Key Skills

For some individuals, the acquisition of learning and skills enriches their lives. They may enjoy learning for its own sake or it may make them better placed to give something back to their community. The availability of other subjects, beyond those covered elsewhere in this document, may engage otherwise reluctant learners; the range and level of subjects offered will be according to local interest and need.

Those with poor educational experiences need to be engaged in a range of ways; sometimes creative activities can be the first step to addressing needs in a wider sense. They have proven to be effective in raising participation in other learning and skills activities. Learning providers will need to be innovative in their approach in offering this 'non-core' curriculum and will need to provide a range of teaching methods designed to reach all learners.

Learning providers will provide information and advice on available provision and financial support for learners in custody. They will help learners to use the appropriate materials to develop skills in managing their own learning through promoting ongoing review, planning and development, and recording achievement; taking stock of their past achievements and current skills, developing career plans and goals for the future, and presenting their achievements and skills to best effect.

Learning providers are encouraged to be innovative in their approach and will need to demonstrate that they can employ a range of teaching methods designed to reach all learners, taking into account the cultural diversity of the population. The range of subjects offered will be agreed with the LSC and the prison.

In prisons, learning providers should work in cooperation with the Library Service, other departments in the prison as well as voluntary and community-based organisations to support learners in all areas, making appropriate use of distance and e-learning materials and other relevant resources.

In custody in particular, the arts contributes to the cultural and creative life of the prison, giving opportunities for informal interaction between staff and offenders. They provide an opportunity for self expression and can thereby assist in maintaining good order.

Service requirements:

0801	Learning providers will demonstrate responsiveness to the cultural diversity of the population, bearing in mind that this can change at short notice.
0802	The Head of Learning and Skills and learning providers should conduct needs analyses and implement policies to ensure equality of opportunity in arts programmes. Programmes should be socially inclusive and open to all offenders in custody.
0803	Learning providers will use the ILP to enable learners to manage their learning and development by acquiring thinking and planning skills.
0804	Working with Head of Learning and Skills the LSC and Sector Skills Councils, the learning provider should deliver provision that meets the needs of individuals, employers and the receiving labour market. All programmes should provide progression routes to employment or learning and skills programmes. Options for progression should be incorporated into Individual Learning Plans.
0805	All programmes should provide progression routes to employment or further training.
0806	Learning providers will work in partnership with the library and information service to create opportunities for offenders to develop independent learning.
0807	Learning providers will work in partnership with other departments, e.g. Healthcare, Chaplaincy, Offending Behaviour Programmes and Resettlement and third sector organisations to enhance the cultural life of the prison.
0808	Learning providers and the Head of Learning and Skills should ensure that challenging delivery targets are set and achieved.

0809	Learning providers should have appropriately qualified and experienced teaching staff in place Staff should hold or be working towards appropriate LLUK standards
0810	Learning providers should ensure that assessment, moderation and verification arrangements meet the requirements of awarding bodies.
0811	Adequate arrangements for health and safety should be in place across the prison.
0812	Learning providers will reference work in this area to the national standards in literacy, language and numeracy. Programmes should assist the development of embedded skills for life.
0813	Learning providers will use the ILP process, to enable learners to manage their learning and development by acquiring thinking and planning skills.
0814	Programmes should meet the needs of individuals, employers and the labour market.
0815	Learning providers will link this work to sentence planning and the prison's resettlement strategy.
0816	The learning provider will reflect the appropriate progression pathways in ILPs.
0817	The learning provider will work in partnership with prison staff and external providers to enable prisoners to have day release for learning and skills.

09 Preparation for Release

Introduction

The work we are doing in prisons to rehabilitate, educate and prepare offenders for their return to society is critical in providing them with an alternative to crime. Under sentencing arrangements that make more extensive use of community sentences, there is a stronger challenge to keep individuals in learning throughout their sentence and beyond. Key to engaging offenders in learning is ensuring that their needs are assessed properly from the very start of their sentence. They should receive information, advice and guidance at the start of their sentence and at appropriate points throughout the remainder of it on suitable learning provision, sources of funding for learning and on options for work. We must also ensure that offenders serving custodial sentences are helped to continue their learning after release by providing courses in prison that are of the same high quality as those in the community and which are comparable to those in the area into which they will be released.

To achieve the smooth transition from learning in custody to learning in the commitments, it will be important that Heads of Learning and Skills and learning providers, working closely with Heads of Resettlement and the Director of Offender Management in relation to each offender's learning and skills programme, ensure that learning in the community builds upon learning completed in custody and that the offender is given adequate assistance in making contact with their local information and advice service and/or their local college or other learning provider upon release. But the need for close liaison extends beyond the learning partner organisations described above: effective relationships with Jobcentre Plus, the Connexions Service, regional planning structures, employers and others will also be of critical importance in an effective transition. Learning providers will need to be au fait with the benefits regime and the condition to seek and access employment when considering future pathways and advising offender learners on the means by which continuing programmes of learning and skills are set up. Working particularly with Jobcentre Plus colleagues, they must ensure that learning and skills activity both meets benefit conditionality and is the most appropriate route for a return to work.

For the small number of offenders in the community subject to *Multi Agency Public Protection Arrangements* (MAPPA), appropriate arrangements need to be in place and information shared with appropriate agencies.

Service requirements:

0901	Learning providers will provide information, exit advice and guidance related to learning, skills and employment to offenders preparing for release.
0902	Learning providers will record activities and outcomes relating to continuing learning post-release in the ILP and on the MIAP OLASS Learner Plan.
0903	Learning providers will include plans for learning opportunities on day release as a feature of learning programmes for individuals eligible for Release on Temporary Licence (ROTL), encouraging and assisting the prison in the use of day release for learning and other resettlement opportunities.
0904	Learning providers will attend meetings and boards relevant to the resettlement needs of offenders and the prison's resettlement strategy.

0905	Learning providers will contribute towards the prison's resettlement strategy and targets, including by developing a plan showing how links will be made with key agencies inside and outside the prison.
0906	Learning providers, the LSC and Probation Areas in consultation with Jobcentre Plus will develop provision that meets the identified needs of offenders seeking to return to the workplace. Local arrangements need to involve other key partners such as Next Steps/aacs organisations, Sector Skills councils and regional and local employer representatives.

10 Quality Assurance and Quality Improvement

Introduction

Quality assurance of learning and skills for offenders whether in custody or supervised in the community, is being continually developed in line with the Common Inspection Framework and the Framework for Excellence.

In prisons quality assurance of learning and skills for offenders is the ultimate responsibility of the Governor. Quality assurance arrangements should cover all learning and skills activities including purposeful activities as inspected and reported on by HMI Prisons/Ofsted.

Inspection of learning and skills in prisons and for offenders supervised in the community is undertaken by HMI Prisons or Probation and supported by Ofsted. The inspection is a holistic one, with conclusions drawn about the service as a whole, not about those contributing individual elements. Thus, the response to an inspection cannot be the responsibility of just one player, all must be involved and inspection and post inspection activities designed to address areas for improvement identified at inspection should not interrupt or replace the ongoing quality assurance and quality improvement processes, targets and actions already in place. Existing Quality Improvement Plans should be updated to reflect the findings of inspection and the self assessment report should take account of the inspection findings when it is next prepared. Quality improvement is a continuous process and should not be dependent on external interventions.

All prisons have a Quality Improvement Group (QIG) chaired by the Governor or their nominated representative. The QIG oversees all quality assurance and quality improvement activities in all areas of the prison where learning takes place. Membership of the group will include senior managers representing operational and regime interests, the Head of Learning and Skills, education managers, instructors/assessors and leads for resettlement pathways. The QIG will meet quarterly as a minimum and reports directly to the Governor.

The annual learning and skills self-assessment report (SAR) for the prison is the normal responsibility of the Head of Learning and Skills. The SAR must be in line with the principles set out in the Common Inspection Framework but may also include other quality frameworks that support the aims of the prison and the resettlement of offenders such as the **matrix** Quality Standard for IAG services. The SAR will also include a Quality Improvement Plan (QIP) that includes targets; actions; impact measures; 'milestones' and timescales; and responsible owner of the action. The QIP will be regularly monitored and updated and the risk and impact of actions not being completed will be evaluated. All quality assurance and quality improvement activities will be overseen by the Quality Improvement Group for the establishment.

Learning providers are expected to contribute to all quality assurance and quality improvement activities in the prison and to the prison's three year strategic development plan and to work collaboratively with the prison regime and the Head of Learning and Skills and share information and data.

The quality of leadership and management is demonstrated by the setting of clear direction for the learning and skills of offenders in prisons and when supervised in the community.

Learning providers must monitor and evaluate their performance using robust complete accurate data which is used as the basis for self-assessment, promoting equality of opportunity, and tackling discrimination to ensure that learners can achieve to their full potential.

Learning providers will also ensure that staff working in prisons have the same opportunities as staff working in other parts of the learning and skills sector and are subject to the same standards and requirements for professional development, quality assurance, performance management, health, safety and welfare.

Learning providers are expected to deploy resources effectively and efficiently and to achieve and be able to demonstrate value for money.

Service requirements:

1001	Learning providers should ensure effective and comprehensive quality assurance arrangements are in place. A manager within the provider should be identified as having the overall responsibility and accountability for quality for provision in custody and community.
1002	Learning providers are required to contribute to the prison's self assessment report (SAR) as well as their own organisations SAR.
1003	Learning providers will participate in the processes for monitoring quality including regular internal quality audits, observation of teaching and learning, moderation processes, action planning and other activities. Contributions to the SAR should be accurate and comprehensive. Teaching and support staff should be fully involved in the self-assessment process. Providers are expected to work collaboratively with other areas of the prison.
1004	Learning providers will provide relevant quality information, based on ILR data, for both custody and community provision. Learning providers are expected to maintain up to date action plans for continuous quality improvement with SMART targets and clear impact measures which reflect continuous improvements in learners' performance and achievements. Actions and targets will be informed by three year development plans, needs analysis and the prison's SAR.
1005	Learning providers are expected to continuously improve their provision, and the achievements and success of their learners. Improved performance is an ongoing characteristic of all LSC funded provision and learning providers are expected to demonstrate ongoing continuous improvement.
1006	Learning providers will contribute to the comprehensive needs analysis undertaken in the prison and community to ensure that the curriculum is responsive to the needs of learners and employers.
1007	Learning providers are expected to provide high quality teaching and learning support on programmes that meet learners' needs goals and interests.

1008	Learning providers are required to assure the quality of teaching and learning with consistent regular observations of all staff. Heads of Learning and Skills should contribute to observation programmes if they have received the appropriate training. Learning providers are expected to have a teaching and learning development plan which includes targets for improving teaching and learning resources to ensure they fully support the programmes, are up to date, free of stereotyping and conform to current regulatory requirements for equality and human rights. The plan should also include actions and targets to improve the recognition and recording of progress and achievement (RARPA) of learners and the formal assessment, review and recording of agreed and accredited outcomes. Learners' progress and achievements will form the basis for judgements about the quality of provision in self-assessment and inspection.
1009	Learning providers are expected to work collaboratively to drive up standards and performance, share good practice and work with external agencies as required.
1010	Learning Providers are expected to have a performance management system in place for staff which includes the observation of teaching and learning as part of the process. Learning providers and the Head of Learning and Skills, in prisons, will ensure that a programme of continuing professional development is available to all staff delivering learning and skills in the prison which is responsive to the needs of staff identified through appraisal and performance management and the strategic needs of the establishment. All staff should receive a minimum of six days CPD per year (part-time staff pro-rata).
1011	Learning providers are required to operate and maintain adequate arrangements for health and safety. All learning environments and practices must meet statutory health and safety requirements. All learners must receive appropriate health and safety induction prior to start of programmes and health and safety issues should be reinforced throughout programmes.
1012	Learning providers must cooperate with inspection activities as undertaken by the HMI Prisons, HMI Probation and Ofsted.

11 Inclusive Learning and Additional Learning Support

Introduction

Many offenders have a learning difficulty and/or disability and may need additional learning support to enable them to achieve their learning goals. The needs of individual learners is at the heart of all teaching and learning and learning providers delivering learning for offenders in custody and in the community should have a strategy in place to meet these needs. Prison establishments will have a nominated person who deals with the requirements of the Disability Discrimination Act: learning providers should liaise with them.

LSC and OSEU have a common mission to meet the needs of the individual learner. The LSC has a statutory duty to promote equality of opportunity and must report annually on progress in this area. The LSC's commitment to equality and diversity is critical in enabling it to deliver its wider policy aims, including the Skills Strategy, Skills for Life and the widening participation agenda. The LSC has an equality and diversity strategy.

The LSC recognises that, as well as challenging discrimination and the physical barriers to learning, investment must be targeted in proportion to the disadvantage experienced by learners. The LSC is committed to the principles and practices of Inclusive Learning as a means of delivery learning in a way that is appropriate to the needs, motivations, aspirations and learning preferences of existing and potential learners.

As set out in previous chapters, the learning provider should work to maximise continuity of learning for all learners, including those with learning difficulties and disabilities, especially where offenders are transferred between prisons or to a community setting if part of the sentence is to be served there or released from custody into supervision in the community. Often, offenders are transferred or released before completion of courses. The use of modular courses and unit accreditation, the development of area-wide strategies for resettlement and training provision and the effective transfer of up-to-date records of progress and achievement in ILPs must all support the overall strategy to improve retention and achievement rates of offenders.

Learning providers should deliver a service which conforms to the principles set out in key documents, including the Disability Discrimination Act; the Common Inspection Framework; Raising Standards: a contextual guide to support success in Literacy, Numeracy and ESOL provision: prisons (DfES); Quality Assuring Learning and Skills provision: a guidance document for staff working in prisons and young offender institutions (OLSU) and the publication Reaching All (OLSU 2003) and its associated training pack. These documents set out the need for learning providers to have an inclusive learning strategy across all offenders' learning and skills provision, including detailed individual assessment of need, well-qualified and experienced specialist and non-specialist teaching staff, a strong staff development programme, high quality delivery, robust assessment of progress/achievement and good data systems. Learning providers will need to work closely with the Offender Manager in order to design and implement this strategy. They will also work in cooperation with the specialist external agencies both during and after the offender's time in custody, making referrals as necessary.

The LSC has also published a number of equality and diversity guidance documents as part of its equality and diversity commitment. These may be found at <http://www.lsc.gov.uk/aboutus/equality-diversity/>. Learning providers should make themselves familiar with the material available.

Service requirements:

1101	Learning providers should ensure that an effective and comprehensive inclusive learning strategy is in place. Trends in performance over time should show either continuous improvement or maintenance of high standards.
1102	Learning providers should identify individual, additional learning needs and provide support, as necessary. All learners' needs should be identified and subsequent action recorded.
1103	Learning providers should make use of relevant resources to support learners with learning difficulties/disabilities. All teachers and trainers should have relevant curriculum documents and other resources. Staff in all curriculum areas should prepare schemes of work which show evidence that they have integrated relevant curriculum documents and other resources into relevant parts of the syllabus.
1104	Learning providers should ensure that appropriately qualified specialist staff are in place (see Assessing the Learner's Needs for details of dyslexia specialism required)
1105	Continuing professional development programmes for Learning Difficulties and Disabilities (LDD) should be in place. An annual programme for staff training should be in place.
1106	Learning providers should ensure that they have available at least one member of staff qualified or working towards a relevant specialist LDD qualification. A proportion of learning providers' staff should also be taking part in in-service training to update or improve their LDD knowledge, skills and/or qualifications.
1107	Learning providers should ensure that there is high quality support for learners with learning difficulties/disabilities. There should be evidence of: appropriate support to meet learners' needs and interests; effective support strategies embedded in all teaching and learning; quality of resources for support; effective assessment and review of additional learning support; and opportunities for learners to achieve qualifications.
1108	Learning providers will be innovative in their approaches, using a range of teaching and learning approaches and different modes of delivery to reach all learners, including those with learning difficulties/disabilities.
1109	Learning providers will ensure effective links between main course teachers and learning support staff.
1110	Support must be timetabled and have specific time-bound targets, revised and updated, with built-in reviews within the ILP.
1111	Learning providers will identify and use appropriate resources to meet individual needs and additional needs, including specialist curriculum documents, the library and ICT.

Glossary of Terms

aacs	Adult Advancement and Careers Service
CIF	Common Inspection Framework of Ofsted
ESOL	English for Speakers of Other Languages
ETE	Education, training and employment (now more usually referred to as OSE: Offender skills and Employment)
Family Learning	Courses that provide offenders with the skills and information to help them develop and maintain family relationships
Head of Learning and Skills (HoLS)	Senior manager in a prison, responsible for all learning and skills in a prison
HMPS	Her Majesty's Prison Service, now part of NOMS
IAG	Information, advice and guidance, now more usually called information and advice services
ICT	Information and Communication Technology
ILP	Individual learning plan
LDD	Learning difficulties and disabilities
LLUK	Lifelong Learning UK, the independent employer-led sector skills council responsible for the professional development of staff working in the UK lifelong learning sector
LSA	Learning Support Assistant
LSC	Learning & Skills Council
MAPP	Multi Agency Public Protection Arrangements
matrix	The quality standard for information, advice and guidance services
MIAP	Managing Information Across Partners
National Qualification	A qualification recognised by the Qualifications and Curriculum Authority
Next Steps	Reducing Reoffending Through Skills and Employment: Next Steps
NOCN	National Open College Network
NOMS	National Offender Management Service
OSE	Offender skills and Employment
NPS	National Probation Service, now part of NOMS
OSEU	Offender Skills and Employment Unit, DIUS (formerly Offenders' Learning and Skills Unit, DfES)
Peer Support Programme	A scheme to enable offenders to help their peers with literacy, language and numeracy skills
PSO	Prison Service Order (giving advice and instructions to governors on the policy covering the management of a particular aspect of the establishment)
QCA	Qualifications and Curriculum Authority
QIG	Quality Improvement Group
Quality Assurance Toolkit	Guidance on quality assurance and quality improvement issued by the OLSU, 2003
Reception	An offender who is newly arrived at a prison
Resettlement	The processes which enable an offender to settle in the community without resort to crime and so help reduce the reconviction rate.
ROTL	Release on temporary licence
SAR	Self assessment report
Social Exclusion Unit	A unit in the Office of the Deputy Prime Minister that produced a report, 'Reducing re-offending by Offenders'
Ufi	University for Industry
ULN	Unique Learner Number
Worktrain	An interactive online help service for employment and training
YJB	Youth Justice Board
YOI	Young Offenders' Institution

Appendix 1/Annex 5

SPECIFICATION TO DELIVER The INTEGRATED OFFENDERS' LEARNING AND SKILLS SERVICE (OLASS) PHASE THREE FOR ADULTS IN CUSTODY

OLASS III

1. This Annex gives a short background to learning and skills provision, including a description of the different categories of establishments where OLASS Phase Three will be delivered
2. Note that Careers Information and Advice will be provided in every establishment. This service will be the subject of a separate contract. For the remainder of this annex, the reference to CIA will signify this discrete provision of Careers Information and Advice to offenders in custody.

Purpose of Learning and Skills Provision in Custody

3. The central aim of OLASS is to improve the quality, content and quantity of learning to ensure that it is geared to maximising each offender's chances of gaining sustainable employment, thus contributing to a reduction in re-offending rates. Having the right skills and qualifications has a positive impact on offenders' well-being and their ability to adopt a positive role in society.
4. The College shall ensure that learning programmes are personalised and appropriate for each individual offender and affords them the best possible progression opportunities. The College shall offer high quality, relevant and responsive learning and skills provision and training provision through a broad and flexible curriculum, whilst ensuring value for money in delivery. The College shall also take account of the likely employment opportunities for offenders in the area in which they will be re-settled post custody
5. The COUNCIL expect a transformational change in teaching practices that takes account of the individual learning needs of offenders and offers a wide range of methods to stimulate and encourage participation and support progression opportunities. A focus on employability skills will increase opportunities for offenders to move into sustainable employment and continue their learning journey, during and following completion of their sentence.

The Prison Service Estate

6. The Prison estate can broadly be broken down into the following types of establishment. The categories should be treated with an element of caution as some establishments are multi-functional:
 - Local Establishments
 - Training Establishments
 - Open Establishments
 - Young Adult Establishments
 - Female Establishments
 - High Security Dispersal Estate

7. The capacity of each establishment may have an impact on the learning and skills offer. Many of the establishments are multi-functional and will have differing levels of need for learning and skills provision.
8. Despite these variations we expect The College to deliver a core curriculum in every establishment. Details of the OLASS core curriculum can be found in paragraphs
9. A fundamental principle of all learning and skills provision in line with The COUNCIL'S priorities is to develop clear progression routes from below level 2 (the Foundation Learning Tier) in to level 2 and, as appropriate, on to level 3 vocational programmes with embedded key skills.
10. For provision in all establishments, The College should note that by 2010, the Qualifications and Credit Framework (QCF) is expected to become the regulatory framework for all adult vocational qualifications, including entry level and level 1 qualifications (Foundation Learning Tier) – which will create opportunities for First Step provision and Progression Pathways, apprenticeships and functional skills. By 2013, the full functionality of the QCF as a unit based qualifications and credit system should be realised.
11. There are a number of prisoner employment activities that take place within prisons. These occupy a significant number of prisoners working in areas such as prison industry workshops (manufacturing and assembling goods), industrial laundries, prison kitchens and land based activities.
12. The College shall support offenders to gain accredited qualifications for skills that reflect both relevant industry and employer needs. The College shall also work with the establishment to secure effective sequencing of all provision to meet the needs of the offender and to identify and secure ensure progression routes.

Local Establishments

13. Broad considerations for learning and skills provision in local establishments are as follows:
 - Prisoners can be held in local prisons for up to 12 months (and longer in some), and it is not clear at the commencement of stay how long any individual might remain. The offer must therefore be flexible, be focused on employment and employability beyond custody, provide signposting to further learning and training opportunities and provide functional skills and courses of the appropriate duration where possible
 - Short-term, achievable qualifications (and units of qualifications) that are transferable, both to the outside community, and within the prison estate are increasingly available with the developing Qualifications and Credit Framework (QCF), which is expected to be fully operational within in the period covered by OLASS Phase Three
 - The College shall make available a differentiated offer taking account of learner need and length of sentence
 - The College should have active links with employers

Adult Training Establishments

14. Broad considerations for learning and skills provision are as follows:

- Ensuring sufficient scope and flexibility within provision to cover a wide range of sentence lengths, including those serving life sentences
- Clarity about the role and process of information, advice and guidance in setting out and reviewing the offender's learning journey
- Maximising opportunities for flexible learning environments, particularly the inclusion of embedded learning within prison industries/vocational workshops
- Matching current and anticipated skills shortages in resettlement areas and relevant industry sectors to the type of vocational training offered, for example by reference to sector qualification strategies (SQS), where possible within the constraints of the establishment regime
- Ensuring that teaching is learner centred, taking account of the range and type of learning styles and related teaching styles including but not limited to, classroom, workshop, 1:1, interactive group, team teaching, self-study, directed and guided study. Providers should have a strategy to incorporate technology for learning wherever possible

Open Establishments

15. Broad considerations for learning and skills provision are as follows:

- Focus mainly on information, advice and guidance, employment support, skills-based learning
- Planned provision to consider and build upon the work already done in feeder training prisons to assist with transfers and ensure continuity of learning
- Planned provision to support offenders who may be released on temporary licence to attend College or a work placement
- Learning provision is available which can replicate and build upon that which is available in a training prison, given that population pressures can cause many prisoners to move to open establishments sooner than expected
- Review types of learning and skills delivered in the mainly rural open estate and the likely training and employment opportunities available in the areas to which offenders will be returning. 'Through the Gate' provision will have particular importance in open establishments

High Security Estate

16. Broad considerations for learning and skills provision are as follows:

- A variety of activities across the curriculum areas, which contribute to an offender's sense of purpose and achievement within the context of a long sentence
- Engagement should commence early on in the sentence to lay the foundations for learning and skills development throughout the custodial period

- Advice and guidance across the High Security Estate and Dispersal Estate taking into account the learning and skills needs of older offenders

Female Establishments

17. Broad considerations for learning and skills are as follows:

- Priority need for emotional support and access to personal and life skills to increase self-esteem, confidence, practical independent living skills, being part of a group and getting along with other people
- Appropriately targeted activities to help women appreciate that education and employment might be beneficial to them
- Appropriate individual assessment of women's learning and skills needs
- Progression routes from life skills to further qualifications brought together with a degree of consistency when moving between prisons. Other routes to achievement through self-employment to learn and practise business skills, making self-employment a further option

Vulnerable prisoners

18. The College shall be aware that they will need to be flexible in terms of the offer for Vulnerable Prisoners. This group may need to be taught in separate facilities or on a 1:1 basis for reasons of security or their personal safety.

Integration

19. The College shall seek to align learning and skills delivery with other activities and to ensure that all learning for offenders is sequenced effectively to meet individual and employer needs and regime requirements. The College shall adopt a flexible approach to facilitate this in different prisons

20. There are a range of occurrences which might interfere with delivery that may not be notified in advance. These may include:

- Visits - legal or family
- Sickness/medical appointment
- Adjudication
- Court attendance
- Other regime activities (drug programmes, detoxification, offending behaviour programmes)
- Searches
- Incidents, such as lockdowns, riots
- Offender non compliance (refusal to attend)
- Segregation – Vulnerable prisoners
- Transfer/discharge
- Operational shortfalls, such as lack of escorting staff or prisoner's name not on list to attend education

21. The establishment is responsible for ensuring that links are in place between OLASS provision and other activities within individual establishments.

Learning Difficulties and Disabilities

22. The College shall take into account the likely additional learning support needs of a majority of offender learners. Learning support should be an integral part of the offer in each establishment, and The College should begin from a planning assumption that this cohort of learners is likely to have need of significant levels of learning support. Additional support should be delivered through personalised programmes, the use of specialist staff, adaptations and appropriate resources.
23. Most recent research has looked at the indicative basic skills levels in offenders, which for many are low due to specific learning difficulties, including, but by no means restricted to, dyslexia. Learners with dyslexia are likely to require particular and systematic approaches to their learning – without these, the successful impact of learning programmes (and indeed any other programmes) involving reading and writing will be jeopardised. Dyslexia can also affect organisational ability, and of course the experience of consistent failure leads to low self-esteem and poor motivation.
24. In addition, many offenders will experience a range of other barriers to learning, related for example to mental illness, cognitive difficulties, sensory impairments and other difficulties.
25. Such a specialist population requires an equally specialist team of education and teaching staff. The College should:
- identify the additional learning support needs of the establishment population. This information will include those learners considered to have learning difficulties and disabilities; those who have been labelled as having ‘Special Educational Needs (SEN)’; and those with no ‘diagnosis’, or assessment as such, but who demonstrate difficulties with learning
 - have strategies in place to address additional support
 - reflected these strategies in Individual Learning Plans (ILPs)
 - develop and support their staff in continuing professional development and on a resource basis to meet the additional support needs of offender learners
 - access specialist provision, for example, dyslexia specialist/ specialist in sensory impairment
26. The COUNCIL commissioned **Skill – The National Bureau for Students with Disabilities** to provide information leaflets for providers on working with offenders with additional support needs. The leaflets, and the Skill report to the LSC is to be found at –

<http://readingroom.lsc.gov.uk/lsc/National/nat-OLASSreportoffenderlearningdirectorapr08-jun08.doc>

<http://readingroom.lsc.gov.uk/lsc/National/nat-providerinformationleaflets-ps-29sept2008-v1-0.pdf>

Mental Health

27. The COUNCIL recognises that a higher proportion of offenders in custody experience mental health difficulties than in the general population. The College shall be aware of the nature of the cohort with whom they are working with and the support arrangements in the prison for offenders facing these difficulties.
28. OLASS is part of the learning provision that offenders can access under the Offenders' Skills and Employment pathway, one of the seven pathways for the resettlement of offenders.
29. The needs of an offender, with mental health issues, may be met by a combination of OLASS and other interventions, which are provided by the prison regime or the Primary Care Trust.
30. The College shall liaise with the Head of Learning and Skills and other staff in the prison as appropriate, to ensure information about individual offenders is shared and available support utilised.

OLASS MIAP Learner Plan

31. As The COUNCIL develops its funding and performance management systems, The COUNCIL is also developing new arrangements for capturing and sharing information about the achievements of learners in custody. The Learner Plan represents a significant step forward for providers in custody and we will require The College to meet the future arrangements for recording offender learners' progress.
32. The College must be registered with the Learner Registration Service in order to access the MIAP Database. The OLASS Learner Plan is hosted within the MIAP database and registered providers have the facility to issue a Unique Learner Number (ULN) to offender learners.
33. The use of the ULN will also support a consistent service offer in relation to recording an individual's learning progress. The College will have the ability to view an individual's goals, assessments and achievements carried out at other establishments or other locations in a community setting where learning takes place. It is intended that the database will be available through web based access as arranged with each establishment.
34. The facility to record an offender learner's progress, as recorded in the OLASS Learner Plan, will be on a MIAP learner record where a ULN is present.
35. On leaving custody, or moving between establishments, the individual learner will have access to a copy of their learner plan and can share it with learning providers and others as they wish. From commencement of the Financial Memorandum in August 2009, it is intended that information on any awards, unaccredited learning achieved, and work experience may be included in the information contained in the plan. There is no identifying 'flag' that will show an individual as an offender.

Overview of Funding Methodology

36. The LSC will reform the planning, funding and performance management of OLASS provision in line with the changes towards a demand-led system, which are being introduced within the mainstream learning and skills environment. The purpose of the reforms is to ensure that the system is more responsive to the needs of individuals, employers and communities. This means that we will work progressively with the prison service and The College to:
- rebalance volumes of provision across the prison estate to provide the best match with learner needs
 - rebalance the curriculum offer at each establishment to ensure that 80% of the funding is focused on activities that fall within a core curriculum
 - introduce incentives for The College to improve the efficiency and the quality of the learning opportunities provided
37. Currently the contracts awarded by The COUNCIL for provision in custody are funded on the basis of teaching hours delivered. This original input-based methodology was implemented at the request of the prison service to minimise disruption to regimes. The COUNCIL and its partners have, however, now agreed to move towards an outcome based funding methodology at the same time as maintaining predictable levels of participation. This approach was also supported by the National Audit Office (NAO) Report: *The Offender Learning Service – Meeting Needs?*

Planning the Curriculum Mix

38. The COUNCIL and its partners have agreed to further align the learning and skills offer for offenders in custody with the current skills agenda priorities. The COUNCIL'S priorities in terms of mainstream provision are already in line with that policy.
39. Therefore, we intend that a core curriculum will be offered **in all establishments**, aligned with The COUNCIL'S priorities to address the integrated employment and skills agenda.
40. It is essential that the core curriculum is inclusive and provides progression opportunities for all learners. For offenders with additional learning support needs for example, their learning journey might begin in developmental learning, or in the Personal Management Skills area of Employability Skills, thus helping them to prepare to progress to further learning. They might then move on to Functional Skills, other Employability Skills and, where appropriate to accredited vocational qualifications.
41. For female offenders, a typical learning journey might involve working on the personal elements in Employability Skills, alongside Functional Skills, with the possibility of progressing to accredited vocational qualifications.
42. The core curriculum demonstrates our commitment to give priority to provision which promotes employability, from the preparatory skills necessary for employment, through functional skills, to accredited (NQF/QCF) qualifications and credits. It also recognises that other purposeful learning opportunities have relevance, where these lead to wider progression.

43. The College will be expected to tailor, through an appropriate mix and balance, the core curriculum offer in response to the particular learner profile in each establishment – for example in the adult, female estate it may be that the core curriculum offer will comprise a higher proportion of employability and functional skills. In all cases, however, The College will agree with The COUNCIL and the establishment how the core curriculum will be built up.
44. In each establishment, 80% of the contract value will support a learning and skills offer in the following broad core curriculum areas:
 4. Employability skills
 5. Functional skills (literacy, numeracy and ICT) ESOL
 6. QCA accredited vocational qualifications (approved for inclusion on the National Qualifications Framework – NQF and increasingly, the Qualifications and Credit Framework – QCF)
45. Access to Careers Information and Advice will be available to all adults in custody.
46. The College must retain the flexibility in individual establishments by negotiating with the LSC (or successor agency) and the establishment a mix and balance of elements of the core offer according to the needs of learners in a given prison.
47. The COUNCIL expects The College to demonstrate flexibility throughout the duration of their contracts. For example, in a local prison where learners might remain for only a short period, the focus of the core would most probably be in Careers Information and Advice or shorter episodes of learning in employability or functional skills. In a training prison where length of stay is on average much longer, accredited vocational qualifications might form the bulk of the core offer.

Developmental learning

48. The remaining 20% of the offer, considered as developmental learning, will cover other elements of activity described within a mainstream setting as developmental learning or learning for personal development. These are more indirectly related to the employment and skills agenda, for example the (non-vocational) arts curriculum, learning for personal interest, etc.
49. The COUNCIL is clear that all of the learning funded through the OLASS budget should be purposeful and, where ever appropriate should also be used to enable wider progression by learners, and not simply to occupy their time. Learner outcomes should be recorded for *all* COUNCIL funded activity.

Improving Efficiency and Effectiveness

50. Current contracts are let on the basis of teaching hours delivered. It is our intention to move towards a methodology which more effectively encourages providers to deliver not just input hours but also achievement of outcomes. Therefore, in the first year of the new contract, provision will be specified and monitored in terms of **teaching hours**. In the second and succeeding years, it will be specified and monitored in terms of **learner hours**.
51. In the first year The COUNCIL will consider with providers and prisons whether the operating context for some types of establishments may mean

- that they are not able to meet all operational requirements as effectively as others, in which case a provider factor will be included in future calculations.
52. In order to provide a stable planning environment for providers and establishments The COUNCIL will limit any agreed level of year on year change to +/- 10% between units of procurement and between establishments. The COUNCIL shall agree all proposed changes with regards to the volumes of provision at individual establishments.
 53. To increase the focus on outcomes, The COUNCIL intends to hold back 5% of the contract value available within a unit of procurement for success rates in the core curriculum. The target achievement success rate in the core will be based on the current achievement rate for FE short courses (currently 62%).
 54. Where The College performance meets our minimum standards or floor targets therefore can plan on the basis that the following year's funding allocation for that unit will be at least 95% of the volume (£) of the current year.

Defining and describing 'Curriculum'

55. In *Taking the Next Step*, The COUNCIL set out its priorities for the future curriculum offer. In discussion with our partners, The COUNCIL have developed these priorities by establishing the principle of a core curriculum, the generic elements of which must be offered, in an appropriate mix and balance, *in each establishment*. The core curriculum is integral to the funding arrangements described above.
56. The link between OLASS provision for offenders in custody and the drive to contribute to a reduction in re-offending through employment and skills must be prominent in all activity undertaken within the core curriculum. The COUNCIL accepts that for individuals a realistic employment offer may not be an immediate option, but it is The COUNCIL'S intention to ensure progression opportunities are a realistic and measurable outcome in the core curriculum offer through learning activities which combine both the 'softer' and more personal, social skills relevant to the concept of *employability* with the equally necessary functional and vocational skills.

Core Curriculum 1 – Employability skills

57. This component recognises the importance of the personal and social skills which employers rate highly in employees, and must take account of the distance many offenders will have to travel in developing these softer, employability skills in order to be considered 'job ready', However The COUNCIL requires this provision to be as structured and as rigorous in its organisation, delivery and assessment as all other learning programmes in the core curriculum. This requirement for rigour in delivery and assessment remains consistent with a person-centred approach.
58. The COUNCIL therefore need to ensure that our understanding and that of The College in measuring progress in employability skills is also shared by potential employers. For this reason The COUNCIL has adopted the Employability Statements developed by **Asset Skills**, for their **Skills Toolkit for Employers**, which has been agreed with all sector skills councils as being the framework for activity in this important curriculum area.

59. The headings under which Asset Skills has grouped activities are:

- Communication
- Use Numbers
- Manage Information
- Be responsible
- Be adaptable
- Learn continuously
- Work safely
- Work with others
- Think and solve problems
- Participate in projects and tasks
- Customer care

60. For more information, including details of the statements under each of these headings, see www.assetskills.org

61. These elements are not in themselves intended to be a finite description of employability skills, but rather a framework against which to identify appropriate areas eligible for funding within this core curriculum component, which have previously been less well defined. In addition to employability skills there are other elements of developmental learning such as Citizenship and Family Relationship and Parenting, which may have relevance for some learners.

62. Some elements within programmes which focus on employability may, or may not be, externally accredited but in all cases such programmes should be structured within a clear employability focus. It is not acceptable to put together a programme of 'soft skills', or to argue that any activity contains 'soft skills' without an overt reference to employability (however far the learner may be from an employment option). It is however, essential to have assessment practices in place that will evidence success in this component. It is also an expectation that the majority of assessment will carry external certification.

Core Curriculum 2 – Functional Skills (including ESOL)

63. Functional skills are practical skills in English, Information and Communication Technology (ICT) and Mathematics that allow individuals to work confidently, effectively and independently in life. For the purposes of OLASS provision this includes activity described under the Skills for Life priority, which includes ESOL.

64. Functional Skills form an essential aspect of provision for offenders in custody. There are many ways of delivering such skills including:

- embedded in a vocational programme, where the learners' interests and learning are sustained by the particular vocational activity
- embedded in arts, music and cookery (and similar programmes) where the interest of the learner is captured by the learning 'vehicle' (e.g. art

etc), but the additional skills being taught, assessed *and externally certificated* are primarily one or more of the functional skills

- stand-alone functional skills delivery where learners require an intensive focus for progress to be made. Here it will also be important to fund a vehicle for delivery which contextualises the learning to maximise the learner's chances of success. We do not expect providers to rely heavily on the 'stand-alone' model for functional skills
- cross-curricular opportunities for the use of ICT, with much of the learning being linked to and embedded in other programmes. There will also be a need for stand alone ICT delivery
- stand-alone ESOL provision where functional English language acquisition is required
- embedded ESOL provision where functional English language skills are being developed
- functional skills linked to employability skills

Core Curriculum 3 – QCA Accredited Qualifications (approved for inclusion on the National Qualifications Framework – NQF and increasingly, the Qualifications and Credit Framework – QCF)

65. In line with the Skills Strategy, a key priority for The COUNCIL is to increase the number of individuals with the skills they need to achieve the basic employability platform, the learning proxy for which is the achievement of a full level 2 qualification. It is important that the core curriculum includes appropriate programmes in work-related learning at (NQF/QCF) level 2 and *programmes that enable people to progress towards level 2.*
66. The COUNCIL will require The College to implement a development plan as part of its quality assurance arrangements to ensure continuous improvement in the range and quality of this provision.
67. With the advent of the Qualifications and Credit Framework, it will be possible for The College and learners to work towards qualifications in units of learning and the achievement of credit. The College will be expected to take every advantage from the new arrangements to ensure that offenders, in increasing numbers, are able to make significant progress towards and/or achieve their first *full* level 2 (or 3) vocational qualification.
68. For OLASS learners following the developmental learning curriculum, The College shall make clear how their current learning leads them towards the achievement of accredited qualifications.
69. The College shall continually work with the prison regime to identify and develop opportunities in areas of work not directly in scope of the Service, for example work in the kitchens, cleaning and laundries.

Performance Management System for the Offenders' Learning and Skills Service (OLASS) post August 2009

70. A performance management system for the Offenders' Learning and Skills Service Phase 3 is currently under development, taking account of the Government's new performance assessment system the Framework for Excellence, as set out in the LSC provider guide 2008/09 published in June 2008. The need accurately to measure the performance of the Service is vital to ensure that offender learners are provided with the most effective learning provision available, and that the provision continuously improves.

Compatibility with *Framework for Excellence*

71. Within the Performance Management System being developed for OLASS Phase 3, the aim is to align as far as possible to the same, or similar performance indicators (PIs) as those specified within the Framework for Excellence (FfE) that is about to be applied to mainstream provision.

<http://ffe.lsc.gov.uk/>

Quality

72. This section presents the quality standards to which The College will need to adhere. These standards will inform actions following annual performance reviews which may include considerations on funding (as set out in section 2).
73. Quality assurance of learning and skills for offenders whether in custody or supervised in the community, is continually developed in line with the Common Inspection Framework and the Framework for Excellence.
74. Quality assurance arrangements for OLASS are the responsibility of The College as inspected and reported on by Her Majesty's Inspectorate of Prisons (HMIP)/Ofsted.
75. The COUNCIL expects that tendering organisations adhere to the requirements to support continuous quality improvement as described in this section. The annual learning and skills self-assessment report (SAR) for the prison is the normal responsibility of the Head of Learning and Skills. The SAR must be in line with the principles set out in the Common Inspection Framework. Learning providers are expected to:
- contribute to all quality assurance and quality improvement activities in the prison
 - contribute to the prison's three year strategic development plan
 - work collaboratively with the prison regime and the Head of Learning and Skills
 - share information and data
76. Learning providers must monitor and evaluate their performance using robust, complete and accurate data as the basis for self-assessment, promoting equality of opportunity, and tackling discrimination to ensure that learners can achieve their full potential.

Inspection

77. Her Majesty's Inspectorate of Prisons (HMIP) is responsible for inspection in custodial settings. Ofsted joins HMIP teams to inspect wider education, training and purposeful activities. Ofsted's findings will be presented at a

feedback session during the inspection and will be reported on within the HMIP report. From April 2009, it is anticipated that Ofsted will cease to publish own reports. The College will be inspected in the context of the establishment's inspection. Findings from a prison inspection can be used to inform a subsequent Ofsted provider inspection.

78. The Head of Learning and Skills will normally be the nominee during inspection and will coordinate the pre and post inspection planning and activities.
79. Inspection should not interrupt the normal quality cycle operating in the establishment. The outcomes of inspection should be used to update the establishment's actions to improve and inform the SAR. The findings from inspection and from self-assessment will determine actions required going forward. The College shall cooperate fully with inspection and quality improvement activities in establishments.

Post Inspection

80. Following a HMIP/Ofsted inspection, The College shall work with the establishment and the Head of Learning and Skills to prepare and contribute to post inspection actions.
81. The College shall participate in dissemination of good practice activities identified at inspection or as a result of 'beacon statuses being approved for the establishment.
82. If post-inspection interventions are required, The College shall cooperate fully with The COUNCIL and the Learning and Skills Improvement Service (LSIS) and appointed advisers to achieve the necessary improvements and address shortcomings or weaknesses identified.

Assessment

83. The provision of initial learning needs analyses for all offender learners should:
 - allow for an holistic approach by working with establishments on timing and sequencing
 - allow for the identification of suitable learning programmes where appropriate
 - be linked to employment outcomes
 - be linked to individual learner plans (ILPs)
 - be tailored to different learner needs
84. Assessments should aim to build on relevant information already available aligning with best practice emerging from IES trials, to avoid duplication, which can de-motivate offenders. The timing of assessments, both initial and follow up, if appropriate to the individuals' need, will typically be directed by the type of prison and/or previous assessments recorded on the OLASS MIAP Learner Plan.

Role of The College in quality assurance

85. Rigorous **quality assurance** and improvement arrangements by The College are set out below -

- The College shall ensure effective and comprehensive quality assurance arrangements are in place. A senior manager employed by The College must be identified as having the overall responsibility and accountability for quality for OLASS provision in custody
- The College shall work with The COUNCIL and HMPS to develop a harmonised learning and skills offer with clear and coherent progression pathways
- The College shall work with local and regional strategic partnerships to develop the employment and skills pathway and ensure effective linkage with other offender behaviour programmes as appropriate
- The College shall be aware of, and align their provision to progression opportunities under the integrated employment skills service (IES)
- The College shall recognise and have the capacity and resources respond to the support requirements of offenders with learning difficulties and/or disabilities. These will include for example dyslexia, cognitive learning difficulties, sensory impairments, poor memory and concentration and many other barriers to learning
- Lead providers must make timely preparations for staff security clearances

Quality Requirements

86. The following quality requirements apply

- The College shall contribute to the prison's self assessment report (SAR) as well as their own organisation's SAR
- The College shall participate in the processes for monitoring quality including regular internal quality audits, observation of teaching and learning, moderation processes, action planning and other activities. An annual Development Plan agreed with the establishment and The COUNCIL must cover action planning and all other work required to ensure quality
- The College shall provide accurate and relevant quality information, based on ILR for provision in custody
- The College shall maintain up to date action plans for continuous quality improvement with SMART targets and clear impact measures, which reflect continuous improvements in learners' performance and achievements. Actions and targets will be informed by three year development plans, needs analyses and the prison's SAR
- The College shall work continuously to improve their provision, and the achievements and success rates of their learners. Quality improvement measures must include learner feedback

- The College shall contribute to the needs analysis undertaken in the prison to ensure that the curriculum is responsive to the needs of learners and employers
- The College shall work in partnership with the establishment and The COUNCIL will be expected to facilitate access to other resources, including other COUNCIL mainstream funded programmes, PCDL, ESF etc.
- The College shall work collaboratively to drive up standards and performance, share good practice and work with external agencies and other areas within an establishment
- The College shall have a performance management system in place for staff which includes the observation of teaching and learning as part of the process. Learning providers will ensure that a programme of continuing professional development is available to their staff delivering learning and skills in the prison which is responsive to the needs of staff identified through appraisal and performance management and the strategic needs of the establishment. All staff should receive a minimum of six days CPD per year (part-time staff pro-rata)
- The College shall operate and maintain adequate arrangements for health and safety. All learning environments and practices must meet statutory health and safety requirements. All learners must receive appropriate health and safety induction prior to start of programmes and health and safety issues should be reinforced throughout programmes
- The College shall cooperate with inspection activities as undertaken by the HMI Prisons and Ofsted

