

INVITATION TO TENDER (ITT) TO DELIVER THE INTEGRATED OFFENDERS' LEARNING AND SKILLS SERVICE (OLASS) PHASE 3 FOR YOUNG PEOPLE IN CUSTODY

SPECIFICATION FOR YOUNG PEOPLE IN CUSTODY (young people aged 15 – 17 years old)

SPECIFICATION FOR (North West)

1. Within this document and the related ITT documents, the terms 'young people' and 'young offenders' should be taken to mean 'all young people in Youth Justice Board (YJB) custodial provision aged 15 to 17 years old'.
2. This ITT covers all young people whose places in custody have been commissioned and purchased by the YJB i.e. 15 – 17 year olds and some 18 year olds if the YJB have agreed for them to remain in young people's accommodation because they are near the end of their sentence. Custodial units for young adults aged 18 – 21 are distinct from the units commissioned and purchased by the YJB and come under the auspices of the adult estate. Therefore learning provision for young adult offenders is covered within the invitation to tender for adults in custody.
3. References to 'the Council' refer to the Learning and Skills Council (LSC) and references to the 'Service' refer to the Integrated Offenders' Learning and Skills Service (OLASS).
4. Within this specification, the LSC is setting out:
 - What it will procure for provision for young people in custody. This ITT relates to young people who are placed by the YJB in custody
 - The objective for learning provision for young people in custody. Our aim is to contribute to meeting the young person's personal learning needs to help them prepare for life and work and to contribute to a reduction in re-offending.
 - Information to assist tendering organisations in their understanding of the complexity of custodial provision for young people.

Background

5. Subject to the passage of legislation, local authorities will become responsible for education and training for juveniles in Her Majesty's Prison Service (HMPS) Young Offender Institutions (YOIs) from September 2010. This coincides with the wider changes to planning and funding for mainstream pre and post 19 learning (the creation of the new Skills Funding Agency (SFA) and Young Peoples' Learning Agency (YPLA)).
6. Therefore, from this date, education and training for young people in juvenile custody will form part of the new service to be funded via the new YPLA, and commissioned via local authorities and relevant partners.

Contractual Arrangements

7. Successful tendering organisations will be offered a contract with the Council for the Integrated Offenders' Learning and Skills Service for three years plus two years from 1 August 2009 to 31 July 2014. This is subject to an annual review of satisfactory performance and the relevant funds being agreed by Parliament. As indicated above,

the government recently announced changes to commissioning and funding for pre and post-19 learning, which included plans to place local authorities in the lead for commissioning and funding education and training for young people in custody.

8. Subject to the passage of legislation, for young people in HMPS YOIs this change is scheduled to take place from September 2010. This means that contracts are likely to transfer to local authorities in 2010. The LSC will seek to engage lead local authorities within the tendering assessment process, where appropriate.
9. This document sets out the following requirements:
 - The funding, performance management arrangements and data requirements over the period of the contract
 - The quality standards to which providers will be required to adhere
 - A description of the units of procurement
 - What tendering organisations need to do to tender for provision
10. You must read this document carefully. It sets out the requirements against which your responses will be assessed.
11. **Sections 1 to 5** provide important contextual information to which tender questions relate. **Section 6** sets out the questions linked to the above.

SECTION 1 – WHAT THE LSC WILL PROCURE

Purpose of learning and skills provision in custody

12. The central aim of OLASS is to improve the quality, content and quantity of learning to ensure that it is geared to maximising each young person's chances of gaining skills and qualifications and sustainable employment. This in turn can contribute to life changes for young offenders and a reduction in re-offending rates. Having the right skills and qualifications has been shown to have an impact on a young person's well-being and ability to adopt a positive role in society.
13. Providers must ensure that learning programmes are personalised and appropriate to each young person. Providers must offer high quality, relevant and responsive education and training provision through a broad and flexible curriculum, whilst ensuring value for money in delivery.
14. We expect a transformational change in teaching practices that takes account of the individual needs of young people in custody and offers a wide range of methods to stimulate and encourage participation. A focus on employability skills will help increase opportunities for young people to move into further training and sustainable employment. It is critical that provision in custody builds on the young person's prior learning and training and is consistent with the learning, training and employment opportunities and other pathways available to them during their sentence and/or on their release.
15. During the custodial element of their sentence all young people are entitled to at least 15 hours of LSC commissioned education within the normal working week, for 52 weeks excluding statutory and bank holidays per year. These 15 hours form part of the 25 hours of full and purposeful activity to be delivered weekly to each young person in YOIs. The remaining 10 hours will be delivered by HM Prison Service commissioned providers.
16. Training courses should foster personal responsibility and be consistent with a young person's interests and skills as well as enhancing further training and employment prospects after release.
17. The curriculum for young people placed by the YJB in YOIs is guided by The Offender's Learning Journey for Young People, owned by Joint Youth Justice Unit (JYJU) DCSF and Ministry of Justice (MoJ), and the YJB. From September 2010, it is planned that the OLJ will be replaced by a National Delivery Framework, which builds on the Offender Learning Journey document aligned with education and training in the mainstream education sector and the 14-19 curriculum reforms, as far as is practical, in the custodial environment.
18. Although the Youth Justice Board and the Youth Justice System operate across both England and Wales, general education and training policy became a devolved responsibility in Wales in 1999. The Government works closely with the Welsh Assembly Government to ensure that there are consistent policies within England and Wales for education for young people in the youth justice system. The Welsh Assembly Government is considering whether to introduce similar reforms for youth custody in Wales, to those planned for the juvenile custodial estate in England (i.e. making Welsh local authorities responsible for young people's education in custodial establishments based in Wales). This is under consideration and as OLASS covers establishments in England only, the current procurement process for young people in custody will not be affected.

Background on sentencing for young people

19. If no alternative community-based punishment is appropriate (due to the seriousness of the offence, the significant offending history of the young person or the risk to the public) the courts can sentence young people who have offended to custody, under the following sentences -

1. Detention and training order

20. The Detention and Training Order (DTO) is the main custodial sentence for young people aged 12 to 17 years. The length of the sentence is between four months and two years. The first half of the sentence is spent in custody, and the second in the community, under the supervision of the Youth Offending Team (YOT). Therefore the time spent in custody under this sentence varies between two months and one year.

2. Section 90/91

21. If a young person is convicted of an offence for which an adult could receive at least 14 years in custody, they may be sentenced under Section 90/91. This sentence can only be given in the Crown Court

3. Young People on Remand

22. Young people can also be placed on remand in YOIs, and where this is the case, they should also be entitled to OLASS provision

Delivery in Young Offender Institutions (YOIs)

23. Providers must be aware of the multi-functional nature of YOIs and the different levels of learning and skills needs of young people. Therefore, the specification for OLASS relating to individual YOIs will be influenced by factors such as:

- the educational need of the young person
- expected length of stay
- readiness to learn/engage and the young person's wider needs

24. Taking account of these variations, we expect providers :

- to deliver a core curriculum in every YOI for a minimum of 15 hours provision for every young person per week. Organisations delivering the Service to young people will be required to provide the national curriculum for young people of compulsory school age up to the end of the academic year in which they attain their 16th birthday
- provide a minimum of 15 hours delivery to all young people held in YOIs who are aged over compulsory school age, following a curriculum (within the constraints of a custodial environment) *that reflects the offer to young people in the mainstream post 16 sector*
- ensure as far as possible continuation of previous learning.

The Estate

25. YOIs are facilities run by the Prison Service or the private sector and can accommodate 15 to 17 year olds. There are also 'split-site YOIs' which accommodate 15 - 21 year olds. The YJB is only responsible for placing young people under 18 years of age in secure accommodation. However, the YJB can agree for some young people who turn 18 whilst serving their sentence to remain in a YOI if, for example they are near the end of their sentence. Learning provision for these young adults is covered within the Invitation to Tender for Adults in Custody.
26. There is currently only one YOI in England which is operated by the private sector and this establishment is outside the scope of OLASS and this procurement process. However, as with the adult prison estate, we expect that any newly built prisons for juveniles should come under the scope of OLASS (or the new service delivered via local authorities in the future).

Information, Advice and Guidance Services for Young People - *connexions* Service

27. The responsibility for the provision of *connexions* for young people passed to local authorities on 1 April 2008.
28. The requirement is for local authorities (through *connexions*) to provide services to all 13-19 year olds, and young adults up to the age of 24 with learning difficulties residing in the authority, which by definition includes people in custody within these age ranges.
29. Services included are:
- reasonable face to face access to a personal adviser to provide information, advice and guidance
 - advocacy and brokerage (including brokering access to targeted youth support services)
30. The DCSF issued the following [guidance](#) in its e-mail to local authorities dated 27 March 2008 entitled 'Young people receiving education in a different local authority'.
- 'Responsibility while the young person is in custody lies with the connexions service operating in the local authority where the custodial establishment is based. Where the young person is due to serve their sentence in an area which is different to where they usually reside, the 'exporting' (and currently responsible) connexions service should ensure that there is proper liaison with the 'importing' custodial establishment and connexions service, to ensure the young person receives appropriate support.*
- As the young person approaches the end of their time in custody, the connexions service responsible for working with young people in the establishment should liaise closely with the connexions service taking over responsibility for supporting the young person to ensure that adequate support is available immediately on the young person's release to their new or, as will usually be the case, their returning area'.*
31. The current Education and Skills Bill, due to receive Royal Assent later in 2008, will create a new statutory duty for local authorities to provide a *connexions* service to all young people in their area (including for young people in custody). Learning providers in custody will need to work with the relevant local authorities and the prison service to ensure that *connexions* services in custody are aligned and integrated with the learning

and skills provision (and wider custodial regimes) in order to best meet the needs of young people in custody.

Learning Difficulties and Disabilities

32. In *The Prospectus*, the LSC set out the need for all programmes of learning to take into account the likely additional learning support needs of all offender learners including those of young people. Learning support should be an integral part of the offer in each establishment, and providers 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. Providers are expected to describe how they will deliver personalised programmes.
33. Recent research has looked at basic skills levels in young people, 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 the experience of consistent failure can lead to low self-esteem and poor motivation. In addition, many young people in custody may experience a range of other barriers to learning, related for example to mental illness, cognitive difficulties, sensory impairments and other difficulties.
34. Such a specialist population requires an equally specialist team of education and teaching staff. Providers should demonstrate:
- how they will identify the additional learning support needs of the YOI population and how this information will be kept up to date. This information will include the support needs of
 - those learners considered to have learning difficulties and disabilities
 - those with communication needs
 - those with sensory impairments
 - those who have been assessed as having 'Special Educational Needs' (SEN)
 - those with no 'diagnosis' but who demonstrate difficulties with learning
 - the strategies they have in place to address additional support needs and how this will be reflected in Individual Learning Plans (ILPs)
 - how they will develop and support their staff on an on-going basis to meet the additional support needs of offender learners
 - how they will access specialist provision, for example, dyslexia specialist/ specialist in sensory impairment
35. The LSC 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, can be found at:

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

Specific Learning Difficulty

36. Dyslexia and related specific learning difficulties in the young offender population is well documented. It is imperative that providers delivering learning to young people have:

- an appropriately trained workforce that will identify and support a young person's individual learning needs and will deliver relevant and individually tailored programmes of learning support to those young people whose profile, or learning records provide evidence of specific learning difficulties
- teachers and practitioners holding a professional development qualification accredited by Lifelong Learning UK (LLUK). LLUK is currently developing an accredited professional development qualification for learning for living and work teachers (who work with learners with cognitive learning difficulties) within the new teacher qualification framework. For more information, visit <http://www.lluk.org/2760.htm>
- procedures for endeavouring to obtain prior learning records and education plans (including statements of special educational need and section 140 assessments where applicable, and Personal Education Plans for children in care) which should inform the young person's learning provision
- procedures for ensuring that the identification and support of specific learning difficulties in young people is evaluated, monitored, reviewed and developed
- procedures for ensuring that financial resources targeted for the education of young people with specific and other learning difficulties are spent appropriately.

37. All young people in custody should be screened for any specific learning difficulties on entering a secure setting. For those who are deemed to have a specific learning difficulty as a result of that screening process, a full diagnostic assessment should take place. Prior information relating to the young person's needs should be sought from relevant professionals (particularly for young people with statements of Special Educational Need, Section 140 assessments, and Personal Education Plans for children in care).

Mental Health

38. The LSC recognises that a higher proportion of young people in custody experience mental health difficulties than in the general population. Providers need to be aware of the nature of the cohort with whom they are working and the support arrangements in the YOI for learners facing these difficulties.

39. The needs of a young person, with mental health issues, may be met by a combination of OLASS and other interventions, which are provided by the YOI regime or the Primary Care Trust. This should include, amongst many other needs, the provision of services to meet the needs of young people with speech and language and communication needs, where this is the identified need.

40. Providers will need to liaise with the Head of Learning and Skills and other officers in the YOI, as appropriate, to ensure information about individual learners is shared and available support arranged and utilised.

SECTION 2 – HOW THE LSC WILL PROCURE

Planning, Funding and Performance Management

Young Offenders of Compulsory School Age (i.e. to the end of the academic year in which they attain their 16th birthday)

41. It is important that we provide as equitable and transparent a funding methodology as possible for young people held in the secure estate, regardless of the YOI in which they are held.
42. The YJB and the Prison Service Children and Young People's Unit have agreed that a 'bed price' arrangement is a sensible step towards changing the funding of learning and skills for offenders in custody. A 'bed price' can be defined as the annual funding allocation of guided learner hour's (glh's) dedicated to a place at a YOI related to the Certified Normal Accommodation (CNA).
43. The 'bed price' has been arrived at taking the following principles into account:
 - an historic difference in costing of provision between male YOIs and girls' units
 - a move to align with the mainstream education sector
 - the smaller capacity (and therefore viability) of some female units

The Core Curriculum (young offenders aged 16 and up to their 18th birthday)

44. The LSC and its partners have agreed to further align the learning and skills offer for offenders in custody with the mainstream young people's learning and skills agenda. The LSC's priorities in terms of mainstream provision are already in line with this policy.
45. Therefore, we intend that a core curriculum will be offered in all YOIs, aligned with the LSC's priorities to address the integrated employment and skills agenda. The Government's and the LSC's view is that it is in the best interests of young people in custody that provision in YOIs matches the curriculum available to young people in the mainstream education sector, so far as it is practical within the constraints of a custodial setting.
46. As the 14-19 curriculum reforms are implemented in the mainstream sector, we will also expect the curriculum in a custodial setting for young people aged 15 - 17 to reflect these reforms.

Requirements for Data Collection

47. It is a requirement that contracted providers submit data on each individual learner, in accordance with the data collections framework set out in the '*Specification of the Individualised Learner Record For 2008/09*' and subsequent annual revisions.
<http://www.theia.org.uk/downloads/ilrdocuments/>
48. This may include other data returns as specified by the Council, such as for the current contractual requirement to return the Young Offender Learning 1(YOL1).
49. Successful tendering organisations must ensure that they have the resources and expertise available to ensure the accuracy and completeness of the ILR and other such

data returns as set out in the contract. Failure to comply will be considered a serious breach by LSC contractual definition.

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

50. The Youth Crime Action Plan (HM Government, July 2008) within a section on improving education for young people in juvenile custody, made a commitment to developing new performance management arrangements to reflect the new roles of local authorities and partner agencies in commissioning education for young people in juvenile custody. This will be developed to underpin the changes in responsibilities when local authorities take on this role.
51. 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. Further details can be found at <http://ffe.lsc.gov.uk>
52. The need to measure accurately the performance of the Service is vital to ensure that young people in custody are provided with the most effective learning provision available, and that the provision continuously improves.

Recording Learner Progress

eAsset - Alignment with the OLASS MIAP Learner Plan for Adults

53. eAsset's national rollout began in 2007. The system is the sentence planning and management tool for the secure estate for children and young people. A change programme has begun to ensure that Youth Offending Teams (YOTs) can provide the right information in the right detail for eAsset to work effectively. eAsset is an electronic risk-based sentence management system for the secure estate. Using information from eAsset forms completed by YOTs, eAsset will keep young people's records together from the time they are sentenced to the time they leave custody.
54. As the LSC develops its funding and performance management systems, we are also developing new arrangements for capturing and sharing information about the achievements of learners in custody. This facility relates only to adult offenders, at this time. However, there will be instances of a young person transferring to the adult estate when information on their progress in learning will be relevant to the provider in the establishment to which they are transferring.
55. The OLASS MIAP Learner Plan for adults is currently in its pilot phase and there are future plans for alignment with some elements of the details held on eAsset about a young person's learning journey.

The Unique Learner Number

56. From the summer term 2008 all pupils over the age of 14 will have a Unique Learner Number (ULN) which will have been created using information from the School Census return that all schools returned in September 2007. This is a lifelong learning number which pupils will keep throughout their entire adult lives within education and employment. The ULN is a nationally administered number that has been validated against a pupil's identity. Therefore, young people in custody may already have been allocated a ULN when they arrive in custody.

57. Providers delivering OLASS Phase Three for Young People in custody from 2009 must be registered with the Learner Registration Service in order to access the MIAP Database. <http://www.miap.gov.uk/>

SECTION 3 – ENSURING CONTINUOUS QUALITY IMPROVEMENT

58. This section presents the quality standards to which providers will need to adhere throughout the contract term. These standards will inform performance reviews.

Quality

59. Quality assurance of learning and skills for young people whether in custody or supervised in the community, is continually developed in line with the Common Inspection Framework and the Framework for Excellence. <http://ffe.lsc.gov.uk/>

60. Quality assurance arrangements for OLASS are the responsibility of the provider as inspected and reported on by Her Majesty's Inspectorate of Prisons (HMIP)/Ofsted.

61. The LSC 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 YOI 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 YOI
- contribute to the YOI's three year strategic development plan
- work collaboratively with the YOI regime and the Head of Learning and Skills
- share information and data.

62. Learning providers must monitor and evaluate their performance using 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

63. Her Majesty's Inspectorate of Prisons (HMIP) is responsible for inspection in custodial settings. Ofsted joins HMIP teams to inspect wider learning, skills and work activities. Providers will be inspected in the context of the YOI's inspection. Findings from a YOI inspection can be used to inform a subsequent Ofsted provider inspection.

64. The Head of Learning and Skills will normally be the nominee during inspection and will coordinate the pre and post inspection planning and activities.

65. Inspection should not interrupt the normal quality cycle operating in the YOI. The outcomes of inspection should be used to update the YOI's actions to improve and inform the SAR. The findings from inspection and from self-assessment will determine actions required going forward. Providers are expected to cooperate fully with inspection and quality improvement activities in YOIs.

Post Inspection

66. Following a HMIP/Ofsted inspection, providers will be expected to work with the YOI and the Head of Learning and Skills to prepare and contribute to post inspection actions.

67. Providers are required to participate in dissemination of good practice activities identified at inspection or as a result of 'beacon status' being approved for the YOI.

68. If post-inspection interventions are required, providers will be 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.

Assessment

69. The provision of initial learning needs analyses for all young people should:

- allow for an holistic approach by working with YOIs on timing and sequencing
- allow for the identification of suitable learning programmes
- be linked to progression, achievement and employment outcomes
- be linked to individual learner plans (ILPs)
- be tailored to different learner needs

70. Assessments should aim to build on relevant information already available to avoid duplication which can de-motivate young people. Providers should seek to obtain relevant information from professionals, providers and local authorities as appropriate for each young person.

SECTION 4 – UNITS OF PROCUREMENT

71. This section provides information on units of procurement to which other documents as part of this tender refer.
72. It is acknowledged that the general principles for the units of procurement for adults in custody do not apply to provision for young people aged 15 – 17 in YOIs. The developments of the units of procurement have been influenced by the Machinery of Government changes for commissioning and funding pre and post-19 learning. Further details about these changes can be found in the Policy Background document.
73. Tendering organisations submitting tenders for units of procurement for adults in custody may also wish to submit a tender to deliver OLASS for a particular unit of procurement for young people, in the same region. However, the contracting arrangements for young people will require a distinct schedule within the contract which can be separated out for transfer to local authority control, at the time of the transfer of the contract to the host, or designated lead local authority.

North West

Units	Establishment	C.N.A	GLH's
Unit 1	Hindley	192	144,576
	Lancaster Farms	240	180,720

SECTION 5 - OUR REQUIREMENTS FOR LEAD PROVIDERS

74. The LSC acknowledges that in some instances relating to the Young People's estate a lead provider arrangement may not apply. In the case of a single provider, the lead responsibilities, where relevant, apply.

(Lead) Providers

75. The LSC sees the following requirements as applicable to all current and future OLASS lead learning providers:

- a **track record** of effective leadership and management experience within a partnership or consortium arrangement, or with sub-contractors
- the **experience** and **capacity** to deliver and manage flexible provision
- the **capacity** to be a **direct deliverer** of at least 51% of the value of the contract in a specified unit of procurement
- a track record of working with groups of **disadvantaged young learners** and the ability to provide **responsive and flexible** provision for young learners with varying and diverse needs
- the capacity to **record and produce accurate** and **timely** data requirements and learner records

The role of (Lead) Providers in Quality Assurance

76. Rigorous **quality assurance** and improvement arrangements by lead providers are set out below -

- (Lead) providers should ensure effective and comprehensive quality assurance arrangements are in place. A senior manager employed by the lead provider must be identified as having the overall responsibility and accountability for quality for OLASS provision in custody.
- (Lead) providers will work with the LSC, YOIs and 'host' local authorities (the local authority in which the YOI is based) to develop a consistent learning and skills offer with clear and coherent progression pathways
- (Lead) providers will work with local and regional strategic partnerships to develop the employment and skills pathway and ensure effective linkage with wider offending behaviour programmes as appropriate
- (Lead) providers must be aware of, and align their provision to progression opportunities under the integrated employment skills service (IES)
- (Lead) providers will recognise and have the capacity and resources respond to the support requirements of young people 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 should work with the Head of Learning and Skills and Primary Care Trusts to ensure effective integration of services for young people with communication and speech and language needs

- (Lead) providers must make timely preparations for staff security clearances.

All Providers

77. The following quality requirements apply to all OLASS learning providers

- All learning providers are required to contribute to the YOI's self assessment report (SAR) as well as their own organisation's SAR.
- All 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. An annual Development Plan agreed with the YOI and the LSC must cover action planning and all other work required to ensure quality
- All learning providers will provide timely, accurate and relevant quality information, based on ILR data and YOLI returns for provision in custody
- All learning providers are expected to maintain up to date action plans for continuous quality improvement with SMART (specific, measurable, achievable, realistic and timebound) 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 YOI's SAR
- All learning providers are expected continuously to improve their provision, and the achievements and success rates of their learners. Quality improvement measures must include learner feedback
- All learning providers will contribute to the needs analyses undertaken in the YOI to ensure that the curriculum is responsive to the needs of learners and employers
- All learning providers working in partnership with the YOI, the LSC and the local authority will be expected to facilitate access to other resources, including other LSC mainstream funded programmes, Apprenticeships, *connexions* services, ESF, etc
- All learning providers are expected to work collaboratively to drive up standards and performance, share good practice and work with external agencies and other areas within a YOI
- All 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 will ensure that a programme of continuing professional development (CPD) is available to their staff delivering learning and skills in the YOI which is responsive to the needs of staff identified through appraisal and performance management and the strategic needs of the YOI. All staff should receive a minimum of six days CPD per year (part-time staff pro-rata).
- All 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.
- All learning providers must cooperate with inspection activities as undertaken by Ofsted.

SECTION 6

OLASS Phase Three - TENDER QUESTIONS

6.1. Set out below are the questions that form the main part of the Questionnaire in relation to the specification. This section will inform the assessment of your bid.

Please make sure that you have read the READ ME FIRST Document and this Specification prior to completing the separate Tender Questionnaire.

Tenders must comply with the conditions set out in the specification document and its attachments. Failure to do so will result in rejection of your tender on the grounds of non-compliance.

Organisations should ensure they provide all the information asked for in the format and order specified.

Each answer required has a restriction on the number of characters that you can use. The number of characters available for each answer is given. They range from 3,000 to 12,000.

A character is defined as:

- a letter
- a number
- a space
- a line break
- a punctuation mark

Each answer box is locked so that you are unable to exceed the given character limit.

Unless you have the latest software version you may have to watch the screen and ensure you make use of the “carriage return” key otherwise your response will just continue along one line. You can check with the bravo helpdesk for confirmation of the above.

If you have any doubts as to what is required or you have difficulty in providing the information requested, please make use of the LSC e Tendering message board which is available on the e Tendering portal. Organisations are reminded that they should only use this message board and that it is not appropriate during the procurement process to use any other form of communication. We will endeavour to respond to your query within 48 hours and will reserve the right to respond to either all or individual organisations dependent upon the nature or content of the message.

Documents are in Word or Excel and must be returned in Word or Excel only

Organisations should be aware that they can start to respond as early as they like and can make any amendments they need to right up until the closing date and time of the Invitation to Tender. Until the closing date for tenders, the Council is not able to view the content of any entries by tendering organisations.

You must submit a separate *individualised* response to these questions for each unit of procurement for which you are bidding

Your responses to these questions constitute your tender. The only other accompanying documentation allowed are those proformas which are included as attachments for you to download, completed **offline**, and upload as part of your response.

You should therefore take into account all available information and data on the individual establishments within the units of procurement. In addition the content of the Policy Background document, Specification and Read Me First all provide essential information about the issues explored within the questions.

**OLASS Youth TENDER
SPECIFICATION and
QUESTIONNAIRE**



Leading learning and skills

SPECIFICATION:

SECTION 1: DELIVERY AND PARTNERSHIPS

Question 1

Describe your vision for young people's learning in custody, and how you have developed that vision.

Ref: Y/Region/C01

Please enter your answer here

Question 2

Explain how the vision you have described in response to Question 1 will shape your plans for delivery for young people within the establishment/s in the unit of procurement. Describe your delivery plans and how they will take appropriate account of the roles of partners and other planning processes, including those at local, regional and national level. Describe how these plans maximise the opportunities for success for young people in custody as learners.

Ref: Y/Region/C02

Please enter your answer here

Question 3

Describe how you will work with the individual establishments within a unit of procurement to ensure that you contribute fully to the overall delivery of an integrated learning offer that meets learner need and aspiration?

Ref: Y/region/C03

Please enter your answer here

Question 4

Describe how you will ensure that your proposed provision within the unit of procurement secures both personal achievement and progression opportunities for a diverse population of young people and meets their wider resettlement needs.

Ref: Y/region/C04

Please enter your answer here

SECTION 2: QUALITY

Question 5

Describe how:

- you will monitor the provision you intend to deliver within the unit of procurement
- you will guarantee the robustness of the monitoring and data systems you will employ and the data/information they generate
- your monitoring and data collection systems will be used to drive quality improvement and inform future delivery of the provision for which you are responsible
- you will work in partnership with the establishment/s within the unit of procurement to continuously improve the overall quality of all provision

Ref: Y/region/C05

Please enter your answer here

Question 6

Describe how you will engage with and meet the needs of young people, including those with Special Educational Needs (SEN) who may need additional support with learning.

Ref: Y/region/C06

Please enter your answer here

SECTION 3: EMPLOYER RESPONSIVENESS

Question 7

Describe how you will ensure that your provision responds to the needs of employers, employment trends and known skill requirements in the resettlement area, to which young people will be released. Explain how you will work with the YOI and the connexions service to help young people enter the labour market.

Ref: Y/region/C07

Please enter your answer here

SECTION 4: ADDED VALUE

Question 8

Describe the added value that your proposed provision will bring to the learning and skills offer in the establishment/s within the unit of procurement. Explain the impact that the added value will have on young people while they are in custody and as they progress 'through the gate' at the end of their custodial sentences.

Ref: Y/region/C08

Please enter your answer here

Question 9

Describe how you will manage provision during the transition to the local authority becoming the lead commissioner for learning and skills services for young people in custody.

Ref: Y/region/C09

Please enter your answer here

SECTION 5: VALUE FOR MONEY

Question 10

Describe your proposals for improving the efficiency of the delivery of learning provision for young people within the unit of procurement.

Ref: Y/region/C10

Please enter your answer here