Introduction

1. This document provides information and guidance for providers delivering learning and skills to offenders in custody on completion of the LSC’s OL1 Phase 3 monthly return.

2. The OL1 Phase 3 form is a copy of the OL1 form which in future is partially generated by the INU system from the database each provider uses to submit their ILR information.

3. A copy of the OL1 Phase 3 form is available for download from the following site:

   http://readingroom.lsc.gov.uk/lsc/National/OL1_Phase_3__template_FINAL_NAT_JULY_09.xls

Purpose of the OL1 Phase 3 monthly return

4. The LSC will use the information contained within OL1 Phase 3 returns to:
   a) monitor learner numbers by establishment, units of procurement and region;
   b) assess the levels of engagement in learning and skills as a proportion of the establishment's overall population;
   c) monitor the number of learners engaged in different types and levels of provision;
   d) monitor volumes of learning delivery on a monthly basis;
   e) inform future planning and funding arrangements, and
   f) provide reporting and benchmarking data.

Completion of fields within the OL1 Phase 3 monthly return form

5. The OL1 Phase 3 returns should be completed and submitted to your LSC regional manager by the 10th working day of each month.

6. The OL1 Phase 3 returns should be completed in Excel format, as provided on the LSC’s website. This is to enable all OL1 Phase 3 forms to be collated and summarised. Each of the OL1 Phase 3 fields is explained below.
Provider and establishment details

7. **Lead provider** – this should be the name of the provider to whom the contract has been awarded by the LSC. Where lead providers have subcontracted provision to other providers, that element of provision should be included in the total for the lead provider’s return. One OL1 Phase 3 return form is required for each establishment. For establishments considered as “split site” the OL1 Phase 3 form is for post 18 delivery.

8. **LSC region** – enter the LSC region where the establishment is located.
   a) **Unit of procurement** – enter the name of the unit of procurement. The list is attached at Annexe A
   b) **Establishment** – enter the name of the establishment
   c) **Return for (month year)** – for example August 2009
   d) **Contact name** – enter the name of the person who completed the OL1 Phase 3 in case of any queries.
   e) **Telephone** – for the above named person.
   f) **Provider Email address** – for the above named person.

General Information

9. **Certified Normal Accommodation (CNA)** – This is the amount of accommodation at an establishment that is available for immediate use, excludes damaged cells, cells affected by building work and cells taken out of use due to staff shortages. This cell should be populated with the “in use CNA”. The latest CNA figures can be accessed from the documents at:

   http://www.homeoffice.gov.uk/?view=Search+results&d-7095067-p=4&rcn=807941858327317317

   Note: the LSC need to compare the establishments in learning against CNA, Operational capacity, and Population figure in order to assess the level of engagement in learning and skills.

10. **Operational Capacity (OC)** – This is the total number of prisoners that an establishment can hold without serious risk to good order, security and the proper running of the planned regime. It is determined and approved by Regional Manager, Custodial Services using operational judgement and their knowledge of establishment regime and infrastructure. This cell should be populated with the Operational Capacity. The latest Operational Capacity figures can be accessed from the documents at:
Operational Capacity will normally be set equal to, or greater than, baseline CNA. It may be set greater than CNA, particularly at local prisons, to allow for an agreed, safe level of overcrowding.

Operational capacity can also be obtained by contacting the Heads of Learning and Skills.

**Note:** the LSC need to compare the establishments in learning against CNA, Operational Capacity and Population figure in order to assess the level of engagement in learning and skills.

**11. Population** – Number of people in each establishment on the last Friday of the reported month. This includes those on authorised absences. e.g. Court appearances and ROTL.

The population figure can be accessed from the documents at:


**Note 1:** the LSC needs to compare the establishment’s in learning figure against CNA, Operational Capacity and Population figure in order to assess the level of engagement in learning and skills.

**Note 2:** For establishments considered as “split sites” the CNA, Operational capacity and Population figures should be for post 18 delivery only.

**12. Number in OLASS learning at start of month** – this is a snapshot figure of the number of learners engaged in learning on the first day of each calendar month. Each learner should only be counted once regardless of the number of learning aims they are pursuing.

**13. New starters in learning and skills this month**

This should contain the number of LSC OLASS-funded starters in the establishment, which could include:

- the number of offenders commencing their learning journey;
- the number of offenders that have recently transferred to the establishment and are starting their learning journey;
- the number of offenders that have recently transferred to the establishment and are continuing their learning journey from a previous establishment and/or a community sentence.
This field should not include those individuals that are moving on to another course within OLASS at the same establishment; these should continue to form part of the in learning figure.

14. **Leavers from learning and skills this month**

This should contain the number of leavers from LSC OLASS-funded provision in the establishment, i.e. the number of offenders ending or breaking their learning journey.

This field should not include those individuals that are moving on to another course within OLASS at the same establishment; these should continue to form part of the in learning figure.

15. **Numbers in learning at month end**

This should reflect:

- 12) + 13) – 14), i.e. the number in OLASS learning at the start of the month plus the number of new starters this month minus the number of leavers this month

**Enrolments**

16. **Number of those engaged in Skills for Life provision broken down into Literacy, Numeracy and ESOL at:**

- Below Level 1
- Level 1
- Level 2
- Above Level 2

**NOTE:** This should include all Skills for Life aims and not just those that are target bearing.

Where an individual learner is undertaking more than one Skills for Life qualification, e.g. Literacy at level 1 and Numeracy at Level 2, providers should only count the learner once against the higher level qualification.

Where an individual learner is undertaking Skills for Life provision and other provision at the same level, the provider should only count the learner once against the Skills for Life qualification.

17. **Number of those engaged in other provision broken down into ICT and other provision total:**

- Below Level 1
- Level 1
- Level 2
- Above Level 2
This section is seeking details of those learners undertaking other types of learning provision – generally this will be vocational training undertaken in workshops, which previously would have been counted towards the Prison Service’s work skills target. Should an individual learner be undertaking more than one learning aim, then they should only be recorded once against the higher level. Where an individual learner is undertaking Skills for Life provision and other provision at the same level, the provider should only count the learner once against the Skills for Life qualification.

Example 1: If an individual is undertaking Level 2 Plastering and Level 1 Plumbing, then they should be counted once against the level 2 qualification.

Example 2: If an individual is undertaking NVQ Level 2 in plastering and Level 1 qualification in Literacy, then they should be counted once against the Skills for Life Level 1 Literacy qualification.

There is significant interest as to how many offenders are undertaking ICT related qualifications whilst in custody. Providers are requested to report the proportion of offenders engaged in learning that are undertaking ICT related qualifications against the qualification levels.

NOTE: “Other provision Total” should include ICT provision.

18. Other provision not covered in any of the above – Please complete the numbers box and add further information in the notes box provided.

Teaching Hours Planned/delivered

19. Hours planned

The OL1 Phase 3 form requires vocational training hours to be incorporated into the hours planned and delivered if they are funded through OLASS.

a) Teaching hours planned – This should be the total number of teaching hours planned under OLASS funded education and training provision in this calendar month. This needs to be confirmed by the HOLS before submission.

b) Learner hours planned – This should be the total number of learner hours planned under OLASS funded provision in this calendar month. This needs to be confirmed by the HOLS before submission.

NOTE: If there was 1 teaching hour planned and there were 3 learners scheduled for that class, the “teaching hours planned” should be 1, and the “learner hours planned” should be 3.
20. Prison/Provider Cancellation

a) Prison Cancellations ‘teaching hours’: This box must record the number of teaching hours lost due to prison operational reasons – e.g. lock-down, lack of operational staff, or other reasons. **This needs to be confirmed by the HOLS before submission.**

b) Prison Cancellations “learner hours”: This box must record the number of learner hours lost due to prison operational reasons- e.g. lock-down, lack of operational staff or other reasons. **This needs to be confirmed by the HOLS before submission.**

**NOTE:** If there was 1 teaching hour cancellation and there were 3 learners scheduled for that class, the cancellation for “teaching hours” should be 1, and cancellation for “learner hours” should be 3.

c) LSC Provider Cancellations ”teaching hours”: This box must record the number of teaching hours lost due to provider cancellations – e.g. staff sickness, no cover for staff who are on leave, or for any other reason. **This needs to be confirmed by the HOLS before submission.**

d) LSC Provider Cancellations “learner hours”: This box must record the number of learner hours lost due to provider cancellations – e.g. staff sickness, no cover for staff who are on leave, or for any other reason. **This needs to be confirmed by the HOLS before submission.**

**NOTE 1:** If there was 1 teaching hour cancellation and there were 3 learners scheduled for that class, the cancellation for “teaching hours” should be 1, and cancellation for “learner hours” should be 3.

**NOTE 2:** Reasons for cancellations and losses in delivery for learners should be recorded in the provider’s comments box at the end of the OL1 Phase 3 form.

21. Hours delivered

a) **Number of teaching hours delivered** – this is the total number of teaching hours delivered to learners under OLASS funded provision. This should be equal to 19a) – 20c) i.e. teaching hours planned minus provider cancellations of teaching hours. **This needs to be confirmed by the HOLS before submission.**

b) **Number of learner hours delivered** – this is the total number of learner hours delivered to learners under OLASS funded provision. This should be equal to 19b) – 20d). i.e. learner hours planned minus provider cancellations of learner hours. **This needs to be confirmed by the HOLS before submission.**
Achievements

22. Number of full qualifications achievements in Skills for Life provision broken down into Literacy, Numeracy and ESOL at the following levels:
   - Entry Level 1 and Pre-Entry
   - Entry Level 2
   - Entry Level 3
   - Level 1
   - Level 2
   - Above Level 2

NOTE 1: Full qualification in this document refers to qualifications not individual units or credits towards qualifications.

NOTE 2: This should include all Skills for Life aims and not just those that are target bearing.

This section is seeking details of those learners who have achieved full qualifications in Skills for Life provision. Where an individual learner has achieved more than one Skills for Life qualification, e.g. Literacy at Level 1 and Numeracy at Level 2, providers should only count the learner once against the higher level qualification achieved.

Where an individual learner has achieved a Skills for Life qualification and other provision at the same level, the provider should only count the learner once against the Skills for Life qualification.

23. Number of full qualification achievements in other provision broken down into ICT and other provision total at the following levels:
   - Entry Level 1 and Pre-Entry
   - Entry Level 2
   - Entry Level 3
   - Below level 1
   - Level 1
   - Level 2
   - Above Level 2

NOTE: Full qualification in this document refers to qualifications not individual units or credits towards qualifications.

This section is seeking details of those learners who have achieved full qualifications in other types of learning provision – generally this will be achievements in vocational training undertaken in workshops, which previously would have been counted towards the Prison Service’s work skills target. Should an individual learner achieve more than one learning aim, then they should only be recorded once against the higher level.
Where an individual learner achieves a Skills for Life qualification and another qualification at the same level, the provider should only count the learner once against the Skills for Life qualification.

Example 1: If an individual has achieved Level 2 Plastering and Level 1 Plumbing, then she should be counted once against the level 2 qualification.

Example 2: If an individual has achieved NVQ Level 2 in plastering and a Level 1 qualification in Literacy, then they should be counted once against the Skills for Life Level 1 Literacy qualification.

Where an individual learner has achieved a Skills for Life qualification and another qualification at the same level, the provider should only count the learner once against the Skills for Life qualification.

24. Other provision not covered in any of the above – Please complete the numbers box and add further information in the notes box provided.

Provider Comments

This section has been left for the provider to enter any comments related to delivery and cancellations in the calendar month.
### Annexe A: Units of procurement (OLASS Phase 3)

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