Introduction

1) The entitlement to a minimum of 15 hours per learner per week is a contractual requirement in the LSC OLASS Phase 3 contracts for the delivery of learning and skills in YOIs.

2) This document provides information and guidance for providers delivering learning and skills to young people (aged 15-17 years of age, and some 18 year olds who are held in the YOI at the discretion of the YJB as they are nearing the end of their custodial sentence) in Prison Service YJB purchased custodial establishments on the completion of the LSC YOL1 monthly return.

3) A copy of the YOL1 is available for download from OLASS website.

Purpose of the YOL1 monthly return

4) The LSC intends to use the information contained within YOL1 returns to:
   - monitor learner numbers by establishment; and
   - assess the levels of engagement in learning and skills as a proportion of the establishment’s overall CNA and by monthly population;
   - monitor the number of learners engaged in different types and levels of provision;
   - monitor how the volumes of learning delivery are progressing on a monthly basis;
   - inform future planning and funding arrangements;
   - provide reporting and benchmarking data; and,
   - report to the Youth Justice Board as outlined in the LSC/YJB partnership agreement

Completion of fields within the YOL1

5) The YOL1 returns should be completed in Excel format, as provided on the OLASS website. This is to enable all YOL1 forms to be collated and summarised. Each of the YOL1 fields is explained below.

a) 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 YOL1 return is required for each establishment delivering to young people. For a split-site there will be a YOL1 (for YJB provision) and an OL1 for post 18 delivery.
b) **LSC region** – enter the LSC region where the establishment is located.

c) **Return for (month year)** – for example **August 2009**

d) **Contact name** – enter the name of the person who completed the YOL1 in case of any queries.

e) **Email address** – for the above named person

f) **Telephone** – the telephone contact number for the above named person.

g) **Certified Normal Accommodation** – this is the amount of accommodation at an establishment that is available for immediate use, excludes damaged cells, cells affected by building works and cells taken out of use due to staff shortages. The latest CNA figures can be accessed in Table 4 from the document at [http://www.justice.gov.uk/publications/docs/population-in-custody-05-2009.pdf](http://www.justice.gov.uk/publications/docs/population-in-custody-05-2009.pdf)

**Note:** There is an expectation that all young people under the age of 18 years detained in custody will be engaged in learning and skills, appropriately according to need. The actual number of young people in an establishment may not be in line with the Certified Normal Accommodation (CNA) and an average population figure will be provided by the prison service to the LSC for data analysis.

h) **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.

i) **Number of Inductions to education this month** – this should state the number of young people who have undergone an induction to the providers’ programme in this month. This figure is not only the number of young people who have undertaken an assessment (literacy and numeracy, diagnostic etc) but all new learners engaged in OLASS funded provision.

**Of those in learning, please state:**

j) **Number of inductions assessed at each level** – this is the number of inductions where an assessment is carried out by the receiving provider. If the young person is a returnee to custody and an assessment is not deemed appropriate or if information is provided from a previous provider do not reassess or enter their information. The number of assessments recorded here, should be deducted from the number of inductions to education this will then show the number of young people not needing to be re-assessed.
For example, the establishment's provider carries out 42 inductions in one month to learning and skills provision; 10 of these young people have transferred from another establishment and 2 young people are returnees to the establishment and do not need a literacy/numeracy assessment. The number of inductions assessed would total 42-10-2 = 30 for this month.

**k) Number of those engaged in Skills for Life at:** the OL1 for over 18s asked only for the highest level at which the person is studying. For the YOL1, to ensure a good measure for the YJB against the progression measures please enter the levels at which young people are studying for literacy, numeracy or ESOL (this should include all learning aims and not just those that are target bearing).

For example, if a provider has 63 learners in one month studying literacy and the same 63 learners studying numeracy (this would be true for most young people), with 3 of these 63 learners studying ESOL, the recording could for example be as here:

This would give a total of 63 studying literacy, 63 studying numeracy and 3 learners following ESOL programmes.

<table>
<thead>
<tr>
<th>Number of those engaged in Skills for Life provision at:</th>
<th>literacy</th>
<th>numeracy</th>
<th>ESOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Level 1</td>
<td>20</td>
<td>31</td>
<td>3</td>
</tr>
<tr>
<td>Level 1</td>
<td>23</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>20</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**l) Number of those engaged in other provision:** This section is seeking details of those learners undertaking other learning. This will be the case for most young people in custody where they do follow several programmes at one time. It is important the number here captures all other learning programmes being followed.

Example 1: a young person is studying literacy level 1, numeracy level 2, painting and decorating level 1, a social and life skills programme at level 1. For this young person the entry would be 1 under basic skills provision literacy (level 1); 1 under basic skills provision numeracy (level 2); 1 under other provision level 1: that is, this young person would be shown three times in the YOL1. Comments can be added here to provide useful information to the LSC and YJB.

Example 2: a young person is transferred to custody from school and is studying six GCSEs including English and Mathematics. The young person is predicted a grade B for English and below a C for all other subjects. For this young person the entry would be 1 under basic skills provision literacy (level 2); 1 under basic skills for numeracy (level 1) and one under other provision level 1.

**m) New starters this month:** This should contain the number of LSC OLASS-funded starters in the establishment this month. This number will be the number of inductions in i) plus any young people who have entered learning and for any reason not undertaken an induction to the
education provision. This may be because they have breached the community part of the DTO and have returned to the establishment in a short timescale under the same sentence, or because they have been in custody previously and are re-entering a programme of learning which does not necessitate that they undergo another induction. There may be other reasons which should be commented on at the end of the YOL1 or by entering a comment in the excel box. This number should not include learners who are changing courses with the provider.

n) **Leavers this month** - This should contain the number of leavers from LSC OLASS-funded provision in the establishment, i.e. the number of young people 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.

o) **Numbers in learning at month end**
   This should reflect the numbers from above: ‘k’ plus ‘m’ minus ‘n’
   
   That is, the number in OLASS learning at the start of month, plus the number of new starters this month, minus the number of leavers this month

p) **Number of 1-1 hours delivered** – this should record any 1-1 hours delivered by tutors or LSAs which are not recorded as part of the teaching hours planned and delivered. This is in order to record learning delivery which is often missed in data returns and underestimated in analysis. This should not include any LSA work done as part of group delivery: that is, it should not include LSA hours which are delivered in the LSC providers’ classes but should include 1-1 support given in other areas, for example LSA support for PE. It should include any 1-1 work done by LSAs, tutors, SENCo, literacy/numeracy managers, deputies, education managers. There is often a considerable amount of 1-1 support delivered pre and during the GCSE examination periods. Trends in this delivery will inform OLASS developments.

q) **Number of teaching hours planned (to be confirmed by HoLS) including vocational training provision** - This should reflect the number of actual education (class/group/workshop) teaching hours planned for the month. It should include all hours planned by the education provider including any redistributed hours that have been agreed, including vocational training hours. When it is not possible to cover vocational instructors’ delivery (due to funding restrictions) please add this in the comments section e.g. when an instructor is on leave this provision may not always be covered and you may have agreed with the HLS/prison not to plan delivery for this leave period (e.g. for two weeks in one month there may be no construction workshop operating and this may equate to 60 hours of learning ‘loss’ for young people in the month)

**Note:** the data required here is unlike that required by the OL1, where former prison VT provision is not required in the return.
r) **Number of teaching hours delivered, including vocational training provision** – This is the number of teaching/class & workshop hours delivered by the provider. It should include any cancellations due to prison operational restrictions but should not include any classes cancelled by the provider due to lack of staff, staff sickness or any other reason.

s) **Prison Cancellations:** 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. Reasons for these cancellations **must** be provided in the provider’s comments box.

t) **LSC Provider Cancellations:** This box must record the number of ‘teaching hours’ lost due to providers’ cancellations – e.g. staff sickness, no cover for staff who are on leave, or for any other reason. Reasons for these cancellations **must** be provided in the provider’s comments box.

u) **Number of learner hours planned** – this number is the number of individual learner hours planned including those hours planned in vocational learning. Do not include 1-1 delivery.

v) **Number of learner hours delivered** – this is the number of learner hours delivered to learners. Include in this figure any learner hours lost due to prison operational cancellations. Do not include learner hours lost due to LSC providers’ inability to deliver learning to young people, e.g. due to lack of staff, staff sickness etc. Do not include any 1-1 deliver. Reasons for cancellations, losses in delivery for learners **must** be recorded in the Provider’s comments box at the end of the YOL1.

Example: calculation of planned and delivered teaching hours and learner hours

<table>
<thead>
<tr>
<th></th>
<th>planned teacher hours</th>
<th>planned number of learners</th>
<th>planned learner hours</th>
<th>no. of learners who attended.</th>
<th>delivered learner hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 hour</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>1 hour 30min</td>
<td>8</td>
<td>12</td>
<td>8</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>1 hour</td>
<td>8</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3 hours</td>
<td>8</td>
<td>24</td>
<td>7</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>20min</td>
<td>4</td>
<td>1.33333</td>
<td>4</td>
<td>1.33333</td>
<td>1.33333</td>
</tr>
<tr>
<td>1hr 50min</td>
<td>8</td>
<td>14.6667</td>
<td>4</td>
<td>7.33333</td>
<td>7.33333</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>8hrs 40mins</strong></td>
<td><strong>45</strong></td>
<td><strong>69</strong></td>
<td><strong>32</strong></td>
<td><strong>50.666666</strong></td>
</tr>
</tbody>
</table>

**Note:** For the four fields above the establishment’s Head of Learning and Skills (or equivalent) should agree the figures and sign the YOL1 return.

w) **Number of young people identified with Special Educational Needs** – This box should be completed with the number of young people who have been identified as having SEN needs. The young person may have arrived with a **statement of special needs**, self declared or the
HDQ tool has indicated that a young person has a Special Educational Need for example.

(NB: The HDQ tool does not provide a statement of need but rather it is a referral tool which indicates an educational need that an individual might have. The HDQ is not a diagnostic tool but should be used to signpost an individual to the appropriate support they may need.)

Young People who against a background of otherwise normal development, experience learning difficulties specific to one area of their learning. These Young people may need modifications to their mode of curricular access and/or their methods of assessment.

x) Number of young people referred to SENCOs – this box should be completed with the number of young people who have been referred to the SENCOs for support with their special education need. This figure may be different from the number given in ‘w’ above where this is the case an explanation for the difference should be given in the Provider’s Comments box.

y) Number of USLA young people at induction
z) Number of USLA young people on discharge

aa) Number of YJB progressions this month -

bb) Achievements this month – This section should record all achievements gained by LSC OLASS funded learners. Achievements should be recorded against the appropriate levels for the identified programmes:

- Skills for Life (literacy, numeracy, ESOL); (this should include all learning aims and not just those that are target bearing).
- GCSEs/AS/A levels;
- other qualifications;

under ‘other qualifications’ specify which qualifications in this category which are specific to ICT and vocational qualifications.

cc) Provider’s comments - This section must be completed with the following information:

- Reasons for prison cancellations
- Reasons for Provider cancellations
- Reasons for the difference between Learner hours planned and learner hours delivered if the number delivered is less than those planned
- Any issues that have affected the delivery of learning and skills for the month and what action has been taken to address these issues.

If you have any questions or comments please email kate.halliday@lsc.gov.uk