Developing the Offenders’ Learning and Skills Service: The Prospectus

Frequently Asked Questions

The LSC’s consultation document, Developing the Offenders’ Learning and Skills Service: the Prospectus was published on 4 September 2007.

Nine regional events were held during late September and early October 2007 to consult upon the LSC’s high level proposals to reform and develop the offenders’ learning and skills service.

Delegates were asked to respond to the particular questions raised in the consultation document. A summary of these responses will be published on the OLASS section of the LSC’s website http://olass.lsc.gov.uk by end January 2008.

In addition, delegates had the opportunity to ask questions of presenters – both from the LSC and from its partner organisations. Whilst a large number of these questions were answered at the events, the LSC committed to publish these so that partners and stakeholders are able to see the full range of questions posed and the LSC and partners’ responses.

This document provides a posed to the LSC and its responses. In some cases where individual questions were very similar we have amalgamated the response.

There were a number of questions raised that, given their content and nature, have been forwarded to partner organisations for an appropriate response. Once all such responses have been received, we will post these on to the OLASS section of the LSC website.

Please note that where references were previously made to Criminal Justice Area Reviews (CJARs) these have now been replaced with the new term Offender Skills Curriculum Area Reviews (OSCARs).

Should you wish to raise any further questions in response to the contents of this document, please email olass@lsc.gov.uk
Questions to the LSC raised at the North West event, 28 09 2007

NW1 How will education and training providers link effectively with offender managers and sentence planning and still carry out the duties they are required to do in managing the provision?
The HoLS role usually incorporates the link between education and regimes.

NW2 How dependant is this prospectus on the NOMS commissioning model and what if this was to Change?
The Prospectus proposals rely on a collaborative commissioning arrangement between an appropriate person within the criminal justice system and an expert learning and skills commissioner. So long as there is an organisation to fulfil those roles, the Prospectus proposals can be taken forward.

NW3 Are there any moves to increase the funding possibilities for voluntary sector organisations who are delivering quality provision young offenders
Click here for the VCS webpage
There are no specific funding arrangements for any separate provider group, but all providers are eligible to apply for contracts through our procurement processes and we are delighted that more VCS are being awarded contracts through this process.

NW4 What practical steps will the LSC take to help providers to engage with employers and advise on employers we should be targeting?
Much of the LSC’s wider funded activity is planned and funded to be responsive to employer need, including Train to Gain, the role of the National Employer Service etc.
For offenders’ learning and skills, the process of Offender Skills Curriculum Area Reviews will gauge the current supply of learning activity against labour market information and employer need.

NW5 Does the LSC have plans to increase the range of voluntary provision in the community? (Access to funding being very difficult for this sector)
Referred to LSC for response

NW6 Will population management buy in to individual learner journey
Referred to HMPS for response
NW7  Given the focus on employability what safeguards will there be to meet the needs of long term offenders
The needs of all offenders will be taken into account. The results of OSCARs will inform establishment/area learning profiles which will consist of an appropriate mix and balance of different levels and types of provision based upon the needs of particular groups and settings, and this information will inform future commissioning decisions.

NW8  How do we overcome the barrier of EMA?
Referred to LSC for response

NW9  Is there any intention to increase the niche offender specific provision?
A fundamental component of the OSCAR process is to determine whether the current range of provision supplied meets identified needs, and will therefore identify whether further niche offender specific commissioned provision is necessary.

NW10 What is the strategy for linking to large national employers?
Much of the LSC’s wider funded activity is planned and funded to be responsive to employer need, including Train to Gain, the role of the National Employer Service etc.
For offenders’ learning and skills, the process of Offender Skills Curriculum Area Reviews will gauge the current supply of learning activity against labour market information and employer need.

NW11 Where do remand prisoners fit in terms of priority groups?
Currently, remand prisoners are supported through the offenders’ learning and skills service, and it is our intention for this to continue, subject to any changes in ministerial policy. As such, the needs of this group will be identified through the OSCAR process and appropriate provision will be commissioned accordingly.

NW12 Is there a learner survey for the community?
Given that offender learning in custody is relatively new for the LSC and its providers, a recent pilot was undertaken to gain the views of offender learners in custody, with a view to this being extended to all those in custodial learning. The existing LSC National Learner Satisfaction Survey (NLSS) covers all LSC funded community learning, and, therefore, by default, covers those offenders under supervision in the community that are accessing LSC funded learning.

NW13 How can ESOL be funded for offenders in the community when a judge places an educational requirement on the order - the offender can’t access education without improving their English and the colleges/providers require funding for the ESOL courses - no joined up thinking

ESOL provision/programmes are fundable by the LSC, so there should be many providers and colleges offering ESOL courses. From 2007/08 ESOL programmes are not eligible for automatic fee remission, so there is an expectation that learners who are not eligible for fee remission pay the fee contribution. However if the learner is an offender serving their sentence in the community then they are a cohort of learners eligible for fee remission and do not have to pay fees - so no problem, as long as they are eligible for LSC funding they would be able to access ESOL provision and get it for free.

NW14 It is good to hear that we will not be micro managed but what will the LSC do to support the development of community provision because this is the biggest challenge?

The OSCAR process will, for the first time, give us meaningful and quantitative data on offender learning needs for those under supervision in the community. The process will seek to compare the current supply and availability of provision for those in the community compared to the demand and needs of individuals and employers. A resulting ‘balance sheet’ will identify where there are gaps in the supply of provision. As the OSCAR process will be undertaken at YOT and probation area level, this will enable the LSC to inform LSC Regional Commissioning Plans as to the levels and types of provision that will be required to meet the needs of this group. With offender learning being one of the LSC’s key priorities, we will expect providers to meet the needs of the LSC’s priority groups.

NW15 Does the ILP 'transfer solution' apply to YOIs?
The learner summary record (LSR) will be linked to E-asset for young offenders under the supervision of the YJB.

NW16 How will you ensure that offender views are systematically obtained and used to inform their new OLASS arrangements? (prospectus)
One of the sources of information that the OSCAR process will draw upon is the Annual Needs Analysis, conducted by prison establishments. We also plan for those commissioned to undertake OSCARs to arrange to speak with prisoner and probation focus groups to seek their views about the range and availability of current provision that which ought to be available. In addition, the LSC’s National Learner Satisfaction Survey will also provide feedback on learners’ views.

NW17 There is constant discussion about changing community provision but what is the LSC doing to facilitate this locally and regionally
The OSCAR process will, for the first time, give us meaningful and quantitative data on offender learning needs for those under supervision in the community. The process will seek to compare the current supply and availability of provision for those in the community compared to the demand and needs of individuals and employers. A resulting ‘balance sheet’ will identify where there are gaps in the supply of provision. As the OSCAR process will be undertaken at YOT and probation area level, this will enable the LSC to inform LSC Regional Commissioning Plans as to the levels and types of provision that will be required to meet the needs of this group. With offender learning being one of the LSC’s key priorities, we will expect providers to meet the needs of the LSC’s priority groups.

NW18 What provision is to be available to meet the needs of young offenders - general education that is not necessarily for employment
Referred to LSC for response

NW19 What will be the pace of change?
A balance needs to be struck between the need to progress these reforms, but also to take into account the need to minimise disruption. With this in mind, the change process will commence during 2008, with larger scale proposed changes to coincide with the issuing of new contracts from August 2009.

NW20 OLASS currently provides training that helps us to employ prisoners in areas such as industrial cleaning, what would be the plans for this?
OLASS will continue to work closely with regimes.
NW21 Within the finite budget in reality how much scope will there be to deliver programmes that address attitudes thinking and behaviour (essential for employment)
Offending behaviour programmes fall out of scope of OLASS.
Referred to NOMS for response

NW22 What is the timescales for the CJARs and is it per CJA in the community
The initial OSCAR process will be undertaken in the Next Steps Test Bed regions, the East of England and the West Midlands to report back by March 2008. OSCARs within the remaining English regions will take place and report back no later than Summer 2008. In the community, the OSCAR process will assess the current supply of and demand for provision for offenders in the community provision at Probation Area and Youth Offending Team area level.

NW23 What is the criteria and scope of the CJARs?
The initial OSCAR process will be undertaken in the Next Steps Test Bed regions, the East of England and the West Midlands to report back by March 2008. OSCARs within the remaining English regions will take place and report back no later than Summer 2008. In the community, the OSCAR process will assess the current supply of and demand for provision for offenders in the community provision at Probation Area and Youth Offending Team area level.

NW24 Without cross regional funding how can outcomes be measured?
The LSC has a national remit and the development of a core offender curriculum will assist with this.

NW25 What ideas are proposed for targeted funding
The proposals for targeted funding will depend upon the results of the OSCAR process and subsequent establishment/area learning profiles. Technical proposals will be published in March 2008.

NW26 Are you going to set specific offender targets for FE providers?
The LSC expects that all its providers will work to meet the needs of LSC priority learners. Offenders are a priority group for the LSC.

NW27 How will the Establishment Learning Profile (ELP) be calculated for local prisons with a very mixed population?
The OSCAR process will provide an analysis of the current supply of and demand for provision for all settings. This will inform an establishment learning profile, upon which, commissioning decisions will be made.
NW28 How can providers be paid on outcomes when they have little ability to control whether offenders in custody and community remain on programme.
This is amongst the issues under consideration. Proposals will be contained in the technical proposals document published in March 2008.

NW29 How hard and focused are LSC going to be in ensuring that as many programmes as possible are fully and effective roll on roll off - particularly for offenders in the community
The OSCAR process will, for the first time, give us meaningful and quantitative data on offender learning needs for those under supervision in the community. The process will seek to compare the current supply and availability of provision for those in the community compared to the demand and needs of individuals and employers. A resulting ‘balance sheet’ will identify where there are gaps in the supply of provision. As the OSCAR process will be undertaken at YOT and probation area level, this will enable the LSC to inform LSC Regional Commissioning Plans as to the levels and types of provision that will be required to meet the needs of this group. With offender learning being one of the LSC’s key priorities, we will expect providers to meet the needs of the LSC’s priority groups.

NW30 Who conducts the OSCARs?
An independent organisation will be commissioned by the LSC to undertake the OSCAR process.

NW31 Is the provision going to be decided by what can be delivered or by what is needed?
What is needed by individual learners and employers but delivered in the context of the particular environment and setting.

NW32 How will you determine allocation of resources to the changing population of a prison
The OSCAR process will be undertaken during 2008 for the first time, in order to re-balance the range and availability of provision appropriate to need and therefore to inform commissioning arrangements from August 2009.
It is intended that a similar form to the OSCAR process will be embedded into a new annual planning, performance and commissioning cycle, of a similar nature to the LSC’s existing Business Cycle, thus enabling the range, volume and type of provision to be re-evaluated and deployed accordingly to meet the needs of a changing population.

Referred to HMPS and NOMS for response

NW33 How will you ensure that the actual qualifications offered in the prisons continue to meet the skills gaps within the employment market?
Much of the LSC’s wider funded activity is planned and funded to be responsive to employer need, including Train to Gain, the role of the National Employer Service etc.
For offenders’ learning and skills, the process of Offender Skills Curriculum Area Reviews will gauge the current supply of learning activity against labour market information and employer need.

NW34 How realistic and important do the LSC see the transfer of data problem and solution?
The LSC believes that the development of the LSR system linked to ULN and MIAP developments is critical to the success of the Offender Learning Journey, we believe that our proposals for a stand alone system for access to the information are realistic.

NW35 Do members of the community provision have similar issues with the transfer of data as custodial establishments face?
Normally members of the community accessing mainstream provision remain at the same provider until their course is ended.

NW36 Can regions be winners and losers as well as prisons
Yes

NW37 How are the tensions between mpls and engagement being taken forward at policy level?
The LSC will produce its technical proposals in March 2008

NW38 Is there no longer appreciation for lifelong learning or is employment and employability the only priority
The prospectus does not indicate that employment and employability are the only acceptable outcomes.
NW39 Will/can the ILP be integrated in MIAP (managing information across partners)?
Yes

NW40 What is prison service view on potential impact on meaningful activity?
Referred to HMPS for response

NW41 Point 3 - des this include provision for young offenders as NOMS is Adult based.
Referred to LSC for response

NW42 Are there any plans to link up training obtained within establishments into community, with a discreet way to monitor progress within colleges/FE through the gate.
The ULN will facilitate this process and colleges already have the ability to identify offenders on the ILR.

NW43 Could there be an enhanced incentive to attract the hardest to work with young people/offenders into provision. Suggested financial incentive - 50 GBP
Referred to LSC for response

NW44 How are employers being engaged to provide employment? Currently this is at establishment/project level, its felt that incentivising employers should come from above.
Referred to NOMS for response

NW45 Are there any plans to look at funding opportunities within the community. What is the incentive are there for colleges to engage with this group?
Worked example:
A (non offender) adult learner studies and successfully completes a course leading to an approved qualification in Literacy at level 1. The course has a duration of 24 guided learning hours.
National funding rate in 2007/08
(Including programme weighting) = £230
Disadvantage factor = 1.12
Funding for the learner = £258

NW46 When will the unique learning number be available for offenders?
This is already being trialed with 700 offenders. Offenders will have access to
the ULN at the same time as any other member of the community. ULN's will
be issued from April 2008.

NW47 Will there be a restriction on the number of NVQ's an offender can
obtain?
NVQs gained must be clearly linked to offender need not as a result of a
providers need to meet targets e.g. repeated NVQs at the same level would
not generally be appropriate unless a change of direction was advised due to
risk factors.

NW48 What proportion of funding do you envisage will go into priority 5?
The OSCARs will help to determine the levels of funding necessary.

NW49 Are there any plans to broaden the base of mainstream funding to other
areas - i.e. voluntary.
Our new procurement process is attracting new providers to apply from the
VCS and we are delighted that some of these organizations are now in
receipt of contracts from the LSC for the first time.

NW50 What risk assessment is in place to assess offenders offences in
relation to skills they are obtaining to gain employment upon release?
Referred to NOMS for response

NW51 Concern over offenders serving 12 months or less, slipping through the
system. If this is a key area for re-offending why is there no provision
for this group? Inside and outside the gates?
Referred to NOMS for response

NW52 What sort of learning offer do you envisage for local prisons where the
population includes remands, short tem/long term/ 1st stage lifers and
sex offenders.
The LSC will produce its technical proposals in March 2008
NW53 What will happen to sex offenders often older members of the population and not easily employable in the community.
The LSC will produce its technical proposals in March 2008

NW54 How do you envisage provision for long term prisoners, how do you see the gaps being filled when learning and skills is no longer there. How do you define purposeful activity when you take away learning and skills from the equation? And are you encouraging ESS to look for more contract work which leads to the development of employability skills. What is the future of those industries within prisons that are not about employability with low level skills. Whose responsibility is it for funding for through the gate activity?
The LSC will produce its technical proposals in March 2008

NW55 How do ensure a funding model that recognises quality intervention(s) and hitting targets?
The LSC will produce its technical proposals in March 2008

NW56 We think ALS is a good idea, however, how will this resource be identified? No feel for their scale of ALS is it affordable?
The LSC will produce its technical proposals in March 2008

NW57 How can distinction be made between juveniles and adults
Referred to LSC for response

NW58 Establishment learning plans- How is the funding going to be redistributed? The technical document needs to include this
The technical documents will include this information

NW59 What role will the LSC play in each sub region and who are the local champions?
LSC partnership teams at local level have this role.

NW60 What about milestone based targets rather than completion type targets
Milestone based targets are proposed.

NW61 Who is going to fund the research on offender needs
The LSC will fund the research.
NW62 Vocational courses, who will fund the capital to set up the infrastructure?
The LSC will work with other partners to agree a resolution to this issue
Referred to LSC for response

NW63 Would Train 2 Gain provide additional funding to deliver in workshops, or where is the funding coming from?
The LSC will make use of its mainstream budgets to enhance the offer to offenders.

NW64 Some clarification needed on what is meant by 'offenders' i.e. sentenced prisoners only. If so, what is the thinking around the status of remand prisoners?
Remand prisoners are covered under OLASS

NW65 Is proposal 3 realistic given the case load of offender managers? Is there going to be any learning from ESF funded projects?
Referred to NOMS for response
Questions to the LSC raised at the North East event, 01 10 2007

NE1 How have the findings of OLASS reviews been incorporated into the prospectus - good points and learning points, particularly the latter?
The LSC OLASS regional leads have been involved in the development of the proposals in the prospectus. Information from all regions has informed the development of the proposals.

NE2 What steps will be taken to ensure that the voluntary and community sectors are engaged appropriately?
The voluntary and community sector make an important contribution to offender learning. The LSC recognises the value of the broad range of interventions which contributes to the overall aim of reducing re-offenders and we have created a variety of opportunities for the voluntary and community sector to speak with the LSC and engage in strategic dialogue at a local, regional and national level. We also have an advisory group to the LSC made up of third sector members – details can be found at www.lsc.gov.uk/vcs

NE3 Who decides the priority order of the various interventions? There is often conflict between regimes that doesn’t help the individual.
The sequencing of interventions will be agreed between the LSC, the provider and the offender manager (custody or community)

NE4 How do we reassure mainstream providers that they will get the support to offer provision to offenders e.g. around risk management etc
Referred to NOMS for response

NE5 What support will be given to voluntary and community sectors to enable them support delivery?
During the 06 – 07 procurement round, the QIA supported a range of local organisations across England to access the contracts offered during that time. This is on going work, and this year, additional support will be made available through a peer mentoring scheme, funded by the LSC, and delivered through the third sector themselves. Further information will be announced in the New Year through the web page www.lsc.gov.uk/vcs
NE6  Where will the funding come from to support more community provision?
Offenders in the community can access LSC mainstream and discretionary (ESF) funded activity, just like any other citizen.

NE7  What about those that don't have an offender manager?
Referred to NOMS for response

NE8  Could we have more info about long term prisoners for whom employment is not an immediate prospect?
Responses to the consultation will inform the technical document which is due to be published in early 2008. That document will contain more detailed information

NE9  Are we reducing the priority and levels of funding for those serving lengthy sentences reduce risk which results in fewer victims?
The OSCARs will help to determine the levels of funding necessary

NE10  How can providers work with this specific group of learners and still be mindful of their commitments to their core cohort of learners.
LSC providers are very experienced in working with disadvantaged (disenfranchised) learners and integrating them into appropriate provision.

NE11  Will the review take into account the views of frontline staff re barriers/problems
Frontline staff should feed their views into the formal consultation so that they can be taken into account in developing our proposals.

NE12  Where does MAYTAS fit with the proposed new ICT?
The new learner summary record access system will be specified so that information from MAYTAS and that ILP survey systems can be “dropped in”
Referred to LSC for response
NE13 Can we be assured that there is going to be a strong link between every child matters and the 14-19 reforms?
Yes
Referred to LSC for response

NE14 Comments please on quality measures - will it be contextualized across the various needs, circumstances and demands. Quality demands on provider where there are other influences at play e.g. within the prison context.
The technical document which will be published early 2008 will provide further details post consultation.

NE15 How will relevant partners e.g. Jobcentre Plus have a formal route of access to offender learning and development (access to data access system)
Referred to Jobcentre Plus for response

NE16 How will the wider post-16 provision be included - if not for funding?
The OSCAR process will, for the first time, give us meaningful and quantitative data on offender learning needs for those under supervision in the community. The process will seek to compare the current supply and availability of provision for those in the community compared to the demand and needs of individuals and employers. A resulting ‘balance sheet’ will identify where there are gaps in the supply of provision. As the OSCAR process will be undertaken at YOT and probation area level, this will enable the LSC to inform LSC Regional Commissioning Plans as to the levels and types of provision that will be required to meet the needs of this group. With offender learning being one of the LSC’s key priorities, we will expect providers to meet the needs of the LSC’s priority groups.

NE17 How will Offender Managers impact upon sequencing of the interventions in prisons? What about those who don’t have an OM?
The sequencing of interventions will be agreed between the LSC, the provider and the offender manager (custody or community)

NE18 Where is the extra funding coming from?
The current OLASS budget will need to be supplemented by LSC and other Stakeholders discretionary and mainstream budgets as appropriate.

NE19 How will the MLP be differentiated?
The technical document which will be published early 2008 will provide further details post consultation.

NE20 What will success look like?
Increased quality and quantity of offender learning and skills provision

NE21 Have you considered that if you reduce or withdraw OLASS provision then what take its place may well be inferior?
The LSC and other Stakeholders are all committed to ensuring that all provision for offenders is of a high quality.

NE22 For community provision - will there be sufficient flexibility in the funding regime to allow for different patterns of delivery?
Flexible delivery patterns are part of LSC normal mainstream funded activity in the community.

NE23 When will the CJAR be done in this region?
A timetable will be published once the organisation who will carry out the work has been selected.

NE24 Can you clarify how NOMS commissioning will sit alongside LSC?
The Regional Offender Manager works with representatives of the LSC in the region to commission jointly the learning and skills offer to be provided for offenders in custody and in the community. The LSC’s planning and funding role for learning and skills for offenders is designed to dovetail neatly with the organisation’s mainstream Post-16 planning and funding role, and with the Regional Offender Manager’s own commissioning role, and to lead to an offender learning delivery arrangement that reduces re-offending through delivering skills that will lead to employment.

NE25 Outcome-related funding for learning - how will we measure the impact on 'soft' outcomes and milestones and reflect this through payments?
The technical document which will be published early 2008 will provide further details post consultation.

NE26 It's good we now remember offenders in the community, but are we sure we're designing FOR them and not adapting the service in custody?
We recognise and will continue to do so the differences between custodial and community provision.

NE27 Where does this fit with the offender management model where the offender manager is the coordinator for the meeting the offenders criminogenic needs
The offender manager will retain the co-ordination role advised by specialists as appropriate.

NE28 Is QIA doing specific training for organisations working with this client group?
Yes. Click here for the QIA website

NE29 Who do think the 'winners' and 'losers' will be in a funding shift e.g. targeting resources. What is the impact on purposeful activity?
The OSCARs will provide the details required to inform the technical document due for publication in early 2008

NE30 To what extent will developing a campus model in the North East address the issues identified above?
Innovation fund and test bed activities will inform the development of more detailed proposals.

NE31 Clarity re inclusion of workshops within offender learning?
The technical document will provide further details.

NE32 As colleges are already experiencing demands upon ALS upon which they cannot meet how will the extra ALS required for offenders be identified and made available?
OSCARs will determine the level of funding which needs to be sought.
NE33  How will you measure minimum levels of performance?
The technical document will provide further details.

NE34  Will providers perceive setting MLP as a risk or barrier to greater engagement of this client group?
As the setting of MLPs is planned for LSC funded provision – providers will need to engage fully with that process.

NE35  What about the Government changes e.g. pre 19 provision moving to LA?
The Government will make proposals on the arrangements for offender learners aged 17 and under early in the new year.

NE36  How will improved employability / employment be measured - how can this be linked to SFJ?
Referred to LSC for response

NE37  MIAP/ ULN- is OLS linked?
Yes

NE38  What impact will uncertain future of NOMS have?
Referred to NOMS for response

NE39  Have all the sources of funding for ALS been researched?
The LSC and other stakeholders will continue to seek additional sources of funding.

NE40  Who decides who qualifies and who does not? What other support is available? Target group needs to be better defined. Priority for this group needs to be higher.
The LSC, the provider and the Criminal Justice Agencies will agree priorities and support requirements.

NE41  Should this be split into two groups - those with learning difficulties and those with learning disabilities?
Referred to LSC for response
NE42 What happens to those who are low priority? Will there be enough money to help this group to progress? If not who will be responsible for them
The technical document will provide further details

NE43 What resources for medium and low priority groups - will funds be ring fenced?
The technical document will provide further details

NE44 Need to say more as to how young people will be engaged/encouraged to attend. This needs to be explored.
Referred to LSC for response

NE45 Yes - but who is the main player - what agency will 'own' the offender. I.e. if doing unpaid work how will the other agencies continue engagement
The Criminal Justice Agencies have overall responsibility for the offender. The LSC and its providers have responsibility for providing the appropriate learning and skills contribution.

NE46 Need more detail on the proposal - what exactly will be supported? What needs to give in order for this to be delivered?
The technical document will provide further details

NE47 Why is OLASS paying for this - can this not be obtained from existing activities Support is currently available via the mainstream why can this not be tapped into?
The LSC’s mainstream and discretionary funds outside OLASS can be used provided this is agreed with the LSC.

NE48 Funding - output based - how will this work?
The technical document will provide further details

NE49 Does the 4th objective relate to community and custodial provision (i.e benefiting from existing provision)
Yes

NE50 How do mainstream providers deal with the multiple barriers that offenders are likely to have before they even start?
LSC funded providers are experienced in working with disengaged and disenfranchised groups.
NE51 The perception of ‘college’ is quite negative to this client group, how do we overcome this?
Many FE colleges deliver learning and skills in community centres, VCS premises etc to overcome initial reluctance to enter mainstream provision. (This has worked well)

NE52 What about prisoners on remand?
Prisoners on remand are funded under OLASS.

NE53 What about those with repeat offending behaviour are their needs different?
Referred to NOMS for response

NE54 For those in the first full L2 offer custody for 2 years, does that include those released under supervision?
The LSC would encourage learners to continue learning and skills started in custody on release wider supervision

NE55 What about enterprise skills?
Enterprise Skills can form a legitimate part of the offer provided that they are offered in response to an identified individual need.

NE56 Need to clarify ALN - is dyslexia included?
Yes

NE57 Why not priority for short term learners (for those serving less than 1 year)
These people serving less than 1 year would be included in custody but not supervised. (and therefore identifiable) in the community.

NE58 Will there be an emphasis on offenders in the LSC list of priorities?
Offenders are already identified as a priority group for the LSC.

NE59 How will community increases impact on custody services?
C Custody budgets (OLASS) are ring fenced and will not be used to supplement community provision.

NE60 Are the LSC prepared to fund the required support for offenders to access mainstream provision, will other support be provided?
Many FE colleges deliver learning and skills in community centres, VCS premises etc to overcome initial reluctance to enter mainstream provision. This has worked well LSC funded providers have a great deal of expertise in working with disadvantaged groups.

NE61 Will minimum performance levels further deter mainstream providers from accepting or welcoming offender learners given the high risk attached to this client group?
As the setting of MLPs is planned for all LSC funded provision – providers will need to engage fully with that process.

NE62 Should adult offender learning services be working to the same model as Integrated Youth Support Services?
Referred to LSC for response

NE63 What impact will the reduction in the mainstream budget have upon this area, given the increased numbers in this section of the population?
Offenders are and will remain a priority for LSC funding. Many offenders have Skills for Life needs, are NEET and or do not have a first full level 2. They are likely therefore to “qualify” on numerous counts for priority provision.

NE64 Does there need to be an increased focus on access external funding to support this area? Who will provide this support? Should the skills be expected from mainstream providers or should we be engaging with specialist agencies?
The OSCARs will identify the levels of funding needed to support our proposals – The LSC and other Stakeholders will actively seek other sources of funds to support need. Mainstream providers and specialist agencies will have a part to play in providing that support.

NE65 Short term prisoners- what means do you have of monitoring the effectiveness of intended intervention, poor data share, no statutory contact?
Referred to HMPS for response
NE66  Physical disabilities in custody remain on the too hard to do pile. Will this reduce mainstream funding for such specialist provision?
DDA response required
Referred to LSC for response

NE67  Will there be an emphasis on offenders in the LSC list of priorities?
Offenders are already identified as a priority group for the LSC.

NE68  Will the objectives address the issues around ICT and electronic data transfer?
The ICT refresh programme and data access project will run parallel to the proposals.
Questions to the LSC raised at the Yorkshire and the Humber event, 3 10 07

YH1 Is it considered acceptable to work with alternative providers for provision which is unable to be provided by our current provider?
Any additional provision offered must be by agreement with the LSC regional lead. To secure provision without that engagement could seriously compromise good order regimes in establishments.

YH2 How will the problems of competing priorities from different agencies be addressed
All changes will be made in a planned way agreed with those stakeholders concerned.

YH3 Where will OLASS for young people sit when the budget for 14-19 is passed to LAs?
Referred to DCSF for response

YH4 What about remand and unsentenced prisoners? They have short sentence and won’t manage to not pass milestone before being moved on.
Interventions/Plans will be agreed which are appropriate to an individual offenders’ circumstances.

YH5 What will be the process to align targets across providers, prisons and community supervision?
Future targets will be agreed across provision

YH6 Will the CJARs in prisons be directed through the Heads of Learning and Skills who have the whole prison overview or through the OLASS provider?
OSCARs will involve HoLS and providers.

YH7 Why is there need for further research into the link between learning and skills, sustainable employment and reduction in offending?
There is a lack of detailed, up to date research to determine which particular learning and skills interventions are most effective.
YH8  How can information about what happens to learners who leaves a college to go into custody be provided to the college and vice versa to inform the ILP
The unique leaner number (ULN) will facilitate this process going forward. The LSR will be linked to the ULN and MIAP work.

YH9  What are we doing about immediate support for released prisoners (67% released to York’s and Humberside) due to the high incidence of them returning to custody within this period?
Referred to NOMS for response

YH10  How will LSC make sure everyone is measuring and benchmarking in the same way for MLP’s
Guidance on MLPs will be issued and MLPs will be monitored carefully.

YH11  How can we assure that the Test Beds don’t have too many initiatives to deal with at once?
Test bed regions have agreed their workplans with DIUS and DCSF.

YH12  How stringently will MLP’s be regulated or monitored. To what extent will they take into account the fact that providers have little effective control over prison regime factors when setting MLPs
Guidance on MLPs will be issued and MLPs will be monitored carefully.

YH13  Will any redistribution of funding for prison provision be ringfenced to the prison service or will it be available to support and enhance community provision?
OLASS custodial budgets will not be used for community provision. Our proposals allow enhancement of both custody and community provision.

YH14  Will the lead provider become an umbrella organization for steering funding between custody and community in each region?
Will a single model be adopted
Procurement units for August 2009 onwards have not yet been agreed. OLASS regional boards will agree the appropriate model for their region.
YH15  Will offenders be moved to a prison where the individual’s best need (as identified by their ILP) is served by the learning resources?  
Referred to HMPS for response

YH16  What are the future plans for Industries and Workshops?  
Referred to HMPS for response

YH17  How is the LSC going to cope with the capital issues related to the prison estate where this doesn’t support learning adequately?  
The LSC will work with partners to try to address this issue.  
Referred to LSC for response

YH18  What level of support will there be for learners in the community to complete their courses - e.g. mentoring?  
Provision for offenders in the community is equivalent to that offered in the mainstream. This is often supplemented by discretionary funds, e.g. ESF

YH19  What are the plans post 2010?  
OLASS contracts will be let for a 5 years period. August 2009 – July 2014.

YH20  Where is the funding going to come from to support offenders in the community?  
Provision for offenders in the community is equivalent to that offered in the mainstream. This is often supplemented by discretionary funds, e.g. ESF

YH21  How open will LSC be to all providers in the next tender regarding current performance, will current performance affect tendering?  
Track record in work with disadvantaged groups will be taken into account.  
Referred to LSC for response
YH22 What is the link between the proposals in the prospectus and the current consultation on credit-based qualifications
QCF developments will enable offenders to build qualifications from units of accreditation. This will be very helpful in terms of establishing a flexible curriculum offer.

YH23 Is there a tension between awarding soft outcomes while your principal aim is to move offenders to mainstream provision
No, the LSC has always recognised the value of engagement provision

YH24 Is add. Learning support extra personnel, funding or for the provider?
Click [here](#) for FE Funding Guidance

YH25 Money available to support learners into mainstream...equipment, bus fares, support staff, lunch money etc...
Click [here](#) for FE Funding Guidance

YH26 Need support for the individual learner before meeting learner needs. Can they learn if they can'/won't get to the place of learning or won't have support there to enable it.
Click [here](#) for FE Funding Guidance

YH27 How would EDIM assessment report back on this prospectus? We need to be compliant with government legislation on this matter.
A full Equality Impact Assessment will be carried out on our proposals

YH28 Is there research that helps us to identify what is most appropriate support? Travel or support issues in community around additional support need to also be considered. Need to formally define ALS?
Click [here](#) for FE Funding Guidance

YH29 What will happen to longer term prisoners - target group seems to be those with 2 years to serve. How will this gap be filled - what provision will long term prisoners receive.
Offenders will be able to access learning and skills provision, sequenced with other interventions according to their needs.
YH30  What about those serving under 12 months - what support will they get?
Offenders will be able to access learning and skills provision, sequenced with other interventions according to their needs.

YH31  Point 3 - What are the important priorities? Who 'owns' the offender especially where a number of agencies are engaged?
Offenders will be able to access learning and skills provision, sequenced with other interventions according to their needs.

YH32  How will prisoners compete for jobs if they cannot obtain higher level qualifications
“Proritising” provision does not mean “limited to”. Provision will be made available to meet the identified need of the learner both pre and post level 2

YH33  How will we stop offenders disengaging? How can we encourage further progression?
“Proritising” provision does not mean “limited to”. Provision will be made available to meet the identified need of the learner both pre and post level 2

YH34  Women’s needs should be dealt with separately as a stand alone specification. Women’s needs are different and may not be suitable for the mainstream offer
The prospectus proposals take account of the different needs of female offenders. Offenders will be able to access learning and skills provision, sequenced with other interventions according to their needs. OSCARs will also consider the specific needs of women offenders

YH35  What is this for?
Click here for FE Funding Guidance

YH36  Yes - but where does it come from? Need to know exactly what can be funded
Click here for FE Funding Guidance

YH37  But if elements are dropped by the LSC will they be picked up by anyone else?
Offenders will be able to access learning and skills provision, sequenced with other interventions according to their needs.
YH38 Is there a possibility of exploring E2e to better support young offenders? E2e is a key vehicle for the 16 to 19 years age group
Referred to LSC for response

YH39 Should colleges who have a duty of care for 16 year olds be taking ex offenders
Referred to NOMS for response

YH40 Is there scope to map and remove any duplications between stakeholders?
OSCARs will perform that function

YH41 What about disclosure? Will ex-offenders disclose this info? Will tracking be therefore bitty?
Referred to NOMS for response

YH42 How will we measure the softer skills?
It will be possible to measure softer skills acquisition through a “distance travelled/value added” methodology.
Questions to the LSC raised at the West Midlands event, 26 09 07

WM1 Will the YJB placement team really ponder over the education provision of an institution when placing a yp in custody at the end of the day
Referred to YJB for response

WM2 How will the LSC reconcile their proposals with the demands of the prison regime?
The proposals in the prospectus have been agreed with Senior Prison Service Managers. Implementation and agreed plans will be agreed with Prison Service Area teams.

WM3 Is there a contradiction between being targeted and tougher and the promise about being long armed and supportive to providers
We do not believe that there is a contradiction here, we have said that once we are satisfied with the OLASS provision we will take a step back.

WM4 How will the provision of ICT be consistent throughout the estate and satisfy the requirements of security?
The LSC has invested over £5m in ICT equipment for the custodial estate during the financial year April 2007 – March 2008. Arrangements have been put in place to ensure compliance with security regulations in establishments.

WM5 How do remands fit in
Prisoners on remand are funded under OLASS.

WM6 How will young people going through long sentences have the continuity of provision when lasu/yoi’s and adult prisons cannot guarantee long term education provision
Part of the rationale for the transfer of responsibility for OLASS to the LSC was to facilitate the continuity of provision between establishments covered by OLASS (this does not include LASU, which are out of scope of OLASS)
WM7 Can the draft prospectus include meeting the needs of prolific offenders as they are currently a priority group for learning, due to being identified by local communities as causing most damage? They need to continue to have all issues relating to reoffending addressed whilst in custody. The proposals outlined in the prospectus do not exclude meeting the needs of prolific offenders.

WM8 With the short term / high turn-over nature of inmates in some establishments some participants may not have the opportunity to reach milestones, is there provision to pay some contribution for these people who will continue to need education? All offenders will receive learning and skills provision according to their individual need.

WM9 Is it accepted by the panel that the system for the electronic transfer of data will need to be in place by August 2009 to support the change of funding to outcome based? Will be the live date for the electronic ILP. The planned ‘live date for the electronic access system is August 2008.

WM10 With new split of departmental responsibilities, how will youth and adults policy and delivery join up? Referred to DCSF for response.

WM11 Who will access the ILP - JCP, community providers? OLASS providers will access the LSR access system.

WM12 What are your plans to link E asset to the LSC? The LSR will be linked to E-asset developments.

WM13 With advent of output related funding, how will they ensure that targets in ILPs are robust? LSR’s will be subject to inspections by Ofsted.

WM14 Is there a timescale for the system to implement transfer of ILP's? The planned ‘live date for the electronic access system is August 2008.

WM15 What is the time frame for the CJARs?
WM16 **Prison courses take longer than the same course in college. A vocational course will need more embedded numeracy and literacy and learners take time out for prison courses, visits etc. Will this be taken into account in the funding?**
Learning will be planned based on the individual needs of the offender. OSCARs will establish the levels of supply and demand necessary to meet the needs of learners.

WM17 **Funding needs to reflect the cost of courses. Decent vocational courses have high materials costs. Will the new funding method reflect this?**
The OSCARs and funding research will determine the appropriate funding levels for provision.

WM18 **What are the timescales?**
Scoping and commissioning of OSCARs in Test Bed regions - November 2008
Results of OSCAR process in Test Bed Regions - February 2008
OSCARs across establishments, National Probation Service areas and Youth Offender Team areas in remaining seven regions - March 2008

WM19 **How will we ensure continuity of plans and attention to detail of delivery?**
The LSC will monitor the quality of the learning experience supported by Ofsted.

WM20 **Can we have early and more information on the cjars?**
Scoping and commissioning of OSCARs in Test Bed regions - November 2008
Results of OSCAR process in Test Bed Regions - February 2008
OSCARs across establishments, National Probation Service areas and Youth Offender Team areas in remaining seven regions - March 2008
WM21 Will community provision reflect the custodial estate, roll on roll off courses, continuation of learning and skills
Offenders serving their sentences in the community will be able to access mainstream funded provision.

WM22 Can you define employability
Referred to LSC for response

WM23 Community provision tends to align to college terms and years. There are 52 week training organisations in areas like construction offering flexible course. Can they be brought into a solution?
Any provider which meets the LSC’s requirements may submit a PQQ and if successful, a tender for the service from August 2009.

WM24 We have experienced difficulties with providers discriminating against yp who have had a final warning on the crb and have therefore declined to take them on a fe college course as a result yp are being denied a future based on one occasion a non violent offence they committed aged 12. Therefore providers need to be educated as part of the funding agreement in the rehab of offenders act. This applies to lea and schools as well
A concern has been raised with the national office about providers who are wary of accepting onto E2E programmes young people on bail, who may subsequently receive a custodial sentence. Providers are concerned that this could affect success rates and funding. Whilst E2E is not subject currently to Minimum Levels of Performance, progression and achievement rates rightly form part of the discussion between the LSC and E2E providers. This is an issue for local intelligence, knowing which providers are offering such provision, the scale and volume and reasons for leaving. Regional office staff will factor this intelligence into their considerations to assure such providers that they will not be penalised either financially or in terms of performance if they accept onto E2E courses young people who are subsequently given custodial sentences.

WM25 Agree that ALS is helpful. Can other funding sources be levered in to supplement this - such as funding for learning difficulties?
This is what is being proposed
WM26 Will need to be prioritised - will it be the same as that applied to general public?
Yes

WM27 What does significant levels mean - is this cash or levels of provision?
Levels of provision

WM28 Are young people going to be treated holistically rather than sitting within a specific priority group?
Yes

WM29 Should those on remand be identified as a priority group so that they are given some support and structure?
Those on remand are included in OLASS and in our proposals going forward.

WM30 Should PPO's be considered as a priority group?
PPOs are included in OLASS and in our proposals going forward.

WM31 How will this prospectus be communicated to prison governors?
Our communications strategy includes communication with governors and other stakeholders.

WM32 What consideration has been given to remand prisoners?
Those on remand are included in OLASS and in our proposals going forward.

WM33 Consideration for foreign nations.
Foreign nationals are included in OLASS and in our proposals going forward.

WM34 Are offenders on short sentences excluded from vocational courses?
No

WM35 Is the LSC aware of its finite resources if Government policy continues at present to propel more young people into the CJs?
Yes, we are working with colleagues in NOMS where expansions are taking place to seek additional resources.

WM36 How much of through the gate support will be funded by the LSC, so that individuals can move forwards to achieve gainful and meaningful employment and not return to re-offending?
Information, Advice and Guidance is part of the learning and skills offer to offenders under OLASS. Offenders in the community can access mainstream LSC funded activity (including Train to Gain) in the area in which they are resettled. LSC discretionary funds e.g. EQUAL and co-financed ESF can be used to support the ETE pathway activity. It is not appropriate to use those LSC funds to support activities other than learning and skills related activity for other pathways.

WM37 What specific links are being made with employers?
The LSC works with employers at all levels, nationally through the National Employer Service, regionally through Skills Directorates and locally through Partnership Teams.

WM38 If elements are dropped by the LSC will they be picked up elsewhere?
All agencies will need to consider their contribution to the reducing re-offending target. The LSC contributions are only part of the overall picture.

WM39 If the focus changes will there be more money available to the community?
The OLASS budget for custody is ringfenced and will not be transferred to the community. Offenders serving their sentence in the community will have access to LSC mainstream funded activity (including Train to Gain) as any other citizen.

WM40 How can the distinction be made between juveniles and adults?
Referred to LSC for response

WM41 Balance between general and specific provision in the community to meet the needs of the individual. What to address first?
Motivational/behavioural issues?
Sequencing of offender management interventions is the responsibility of the designated offender manager.
WM42 Are offenders on short sentences excluded from vocational courses?
   Our proposals set out to increase our OLASS investment in those who are closer to release and to enhance all provision from LSC mainstream funding.

WM43 What do we mean by historical arrangement?
   Arrangements that were in place pre-OLASS

WM44 We need to build on existing good practice, not develop new and unchartered delivery, can this be confirmed?
   We intend to build upon good practice which exists in offender learning.
Questions to the LSC raised at the East Midlands event, 21 09 07

EM1 What is the future role of HoLS?
Referred to HMPS for response

EM2 What funding will be available to change the content/focus of prison workshops including redevelopment/training of current staff?
Technical proposals due to be published in early 2008 will make this clear.

EM3 How will the new prospectus priorities fit with the inspection process, which values personal and social; development as well as skills for life and employability?
The proposals in the prospectus do not exclude PSD where a need is identified.

EM4 Are there any plans to work with PMU with regard to the movement of prisoners during their sentence?
Referred to HMPS for response

EM5 How will the interface between learning and skills in custody and in the community be more efficient, effective and economic?
Part of the rationale for transferring responsibility for offender learning to the LSC was to enable that interface to become more efficient by integrating the offer.

EM6 What is the future role of HoLS?
Referred to HMPS for response

EM7 Security departments inhibit activities – how will this be addressed?
Referred to HMPS for response

EM8 What contact will be made between ROMs, offending behaviour, LSC and current providers in relation to OSCAR?
All stakeholders will be involved in the OSCAR process.

EM9 Are there plans to involve skills councils more closely in line with mainstream provision?
The LSC has good contacts with SSC’s and will work closely with them to improve provision for offenders

EM10 What about the lifers?
Prisoners serving long term sentences will not be excluded from OLASS.
EM11 You talked re more provision for specific learning difficulties, what about the growing need for ESOL provision and the difficulty of recruiting ESOL tutors? The Technical Documents due to be published in early 2008 will cover this.

EM12 Will there be funding available for one to one peer support/mentoring in the custodial environment? The LSC and other Stakeholders will seek additional sources of funding to meet identified need.

EM13 What can be offered to lifers at the start of their sentence, if they are a low-priority? Sequenced interventions agreed with the prison and the LSC.

EM14 Where is the focus for under 16 prevention? Referred to LSC for response

EM15 Will there be funding for research into employment gaps/opportunities for foreign nationals? There are no current proposals to undertake research into the specific needs of foreign nationals. However the process for developing Establishment Learning Plans through the area-based review process described in the Prospectus will take account of the particular needs of foreign national populations held in custody.

EM16 How do we ensure continuity between providers when inmates move around the system? The proposals in the prospectus around a ‘core curriculum’ for offenders would help to address this issue the QCF would also play an important part.

EM17 Will there be additional funding for work based learning in the community? LSC funded WBL programmes are already available to offenders in the community.

EM18 How does the prospectus relate to the offender learning journey? The OLJ is the specification for the service offered. The prospectus sets out how the different elements of that service will be offered according to need.

EM19 Will there be a dedicated CJAR for the contracted estate? Referred to HMPS for response
EM20 How far have you developed the details of how the additional learning support would work?  
The technical document will provide the details when it is published in early 2008.

EM21 Can we offer level 3?  
The learning and skills offer made to offenders should be in accordance with their individual learning needs.

EM22 If the focus changes will there be more money made available to the community?  
We do not intend to move budgets from custody to the community. Custodial and community provision will be enhanced by more effective use of LSC mainstream budget e.g. Train to Gain, Work Based Learning, Personal and Community Development Learning where appropriate.

EM23 Will the mainstream engage? Will provision be flexible enough and to the correct quality?  
The LSC will exert its considerable influence on its mainstream providers to encourage and support their ability to meet the needs of offenders.

EM24 Will Skills for Life still be available?  
Skills for Life provision will continue to be available where an offender needs that provision.

EM25 Is it a finite resource, what if it is all spent on earlier learners none left?  
OSCARs will determine the levels of funding required.

EM26 Are the criteria comparable to those in mainstream provision e.g. E2E? What happens when transfer?  
OLASS funded learners will be able to continue their learning on transfer supported by the QCF.

EM27 Who makes an assessment/judgement who pays e.g. dyslexia assessment v expensive? If assessed build expectations to fund?  
OSCARs will determine the funding levels required.

EM28 The priority groups understate the potential for achievement up to level 1, where do level 1 qualifications sit?  
Level one provision will be made available where that is most appropriate to meet the needs of the learner.
Questions to the LSC raised at the East of England event, 24 09 07

EE1 How will we ensure that the Prison service and OLASS continue in the same direction toward the same ends?  
The prospectus has been agreed at a high level between the DIUS, LSC and partners in the Criminal Justice system.

EE2 What’s in it for those that do not come from the skills arena?  
The prospectus allows for the needs of all offenders in custody and so that appropriate learning is offered at the right time. Progression is a major element of the provision planned.

EE3 How will the ROM use any future budgets to influence probation areas priorities  
Referred to NOMS for response

EE4 Can prisons and providers cope with significant change in provider hours?  
OSCARs will give a fuller picture of the provision that is required.

EE5 How will the spread of the niche to mainstream be handled  
It is intended that the benefits of LSC mainstream will be offered through the enhanced service not that individuals are shoehorned into the existing mainstream offer.

EE6 Discussed better links how far are prison establishments going to be involved in those links?  
The effective future delivery of OLASS will need to be supported by effective partnerships it is incumbent on all partners to be proactive members of that arrangement.

EE7 How will the LSC direct funding for Pre 16 learning  
Funding has now transferred to DCSF  
Referred to DCSF for response

EE8 Women offenders in Custody when will we have further feedback on the 4 phase approach  
The Prospectus acknowledges that female offenders may need specific areas of provision, this will be further developed following the OSCARs.
EE9  Electronic records- how do you plan to link to E-asset in the Youth Justice Estate?
The LSC is currently working with YJB to ensure alignment between LSC Learning Summary Record and E asset.

EE10  How are we going to ensure buy-in?
The prospectus has been agreed at a high level between the DIUS, LSC and partners in the Criminal Justice system.

EE11  Who is going to prioritise need
OSCARs determine levels of need.

EE12  How will the 80/20 split be implemented
OSCARs determine levels of supply and demand.

EE13  How will LSC incorporate FLT (Foundation Learning Tier) provision into OLASS delivery - it should
The new service will to be account of developments in QCF and FLT

EE14  What are the timescales for CJARS
Scoping and commissioning of OSCARs in Test Bed regions - November 2008
Results of OSCAR process in Test Bed Regions - February 2008
OSCARs across establishments, National Probation Service areas and Youth Offender Team areas in remaining seven regions - March 2008

EE15  Is money going to move from Establishment to meet priorities across the Estate?
OSCARs will provide the evidence to place resources where need is shown

EE16  Will LSC align WBL funding with FE funding 07/08 which gives an uplift for delivery to offenders
The FE uplift for offenders is being piloted during the academic year 07/08. Any decision regarding the future of ILR uplift will be made after the pilot is completed.

EE17  Local Area Agreements - will these dovetail with OLASS in custody - what work is going on here?
Work is already ongoing by LSC to support partnership working and Local Area agreements.

EE18 Will it allow for innovation.
Yes

EE19 Will CJARS realign the balance between provision in custody and the community
OSCARs will look how current provision meets the needs of individuals

EE20 What will be the expectations of local LSC area teams in terms of the CJARS
OSCARs will be commissioned independently and results fed through local LSC teams.

EE21 Will OLASS still insist on full level two quals in vocational areas
OLASS does not currently insist on full level two qualifications in vocational areas. Although there is no reason why offenders learners should not aim for this goal if it’s appropriate.

EE22 How will LSC link the proposal for the electronic ILP to learner achievement records
The Leaner Summary Record is not being developed as a full ILP, rather a summary of goals and learning achieved to support access to a learners progress.

EE23 Interesting to know how we will assess the link between improved learning and skills and re-offending in light of the suggested change
Longitudinal Home Office study to assess which interventions are most effective in reducing re-offending.

EE24 Interested to know how a national functional process will sit in the CJAR
The Dispersal estate as a whole will be carried out within the OSCAR process

EE25 How can OLASS influence the other seven pathways?
OLASS delivers learning and skills development to offenders. Offender managers will need to ensure links with other pathways.
EE26 How can the curriculum be developed to offer more tangible outcomes around the family issues and other pathway?
OLASS delivers learning and skills development to offenders. Offender managers will need to ensure links with other pathways.

EE27 The Offender Manager has a great part to play as the number of Offender Managers working with prisoners outside the areas of prison releases? Need to try to house local prisoners with in their areas,
Referred to NOMS and HMPS for response

EE28 What is the role of the HOLS in the strategic planning?
Referred to HMPS for response

EE29 Being able to bring New deal paperwork into prisons will speed up the links between custody and community
Referred to Jobcentre Plus for response

EE30 Proposal 3- ALS definition- what will ALS support?
Click here for FE Funding Guidance
ALS needs will be supported according to individual need

EE31 Where do learners with mental health issues fit?
Offenders with mental health issues are the responsibility of the appropriate PCT. Learning difficulties and disabilities will be supported through the new Offenders' Learning and Skills Service.
Questions to the LSC raised at the South West event, 27 09 07

SW1  If intention is to prioritise groups with greatest need - what will happen to those who are not prioritised?
Those who fall into lower priority groups will not receive as much OLASS funded activity as those in higher priority groups. Other (non OLASS) activities some of which may be funded by the LSC will need to be provided to occupy prisoners time e.g. increased workshop/including activity etc. All such decisions will be made in agreement with the stakeholders concerned.

SW2  What are the implications of the Brennan report for this change?
Referred to LSC for response

SW3  Funding to continue for the soft skills - like the motivation required recruiting learners and retaining them?
“Soft” skills will be funded if that is most appropriate for the individual learner.

SW4  When a learner transfers from custody into the community who still on a programme of learning - will the funding follow the learner?
When a learner transfers to the community they have still access to LSC mainstream funded activity like any other citizen. The funding will not be removed from custody to fund community provision.

SW5  Minimum level of performance - what’s this based on?
Minimum levels of performance will be agreed post OSCARs and test bed evaluation.

SW6  Will each offender in the community receive the same level of funding per head as those in custody?
Offender learning in custody is currently funded on a teaching hour rate not “per head”. Learning in the community is funded according to the type of length of course an individual is engaged in.

SW7  What are the LSC’s criteria for a ‘good provider’?
The LSC’s requirements of a provider are available on the LSC website.
SW8 Why do remand prisoners, who may figure as a high percentage of prisoners in local prisons, appear not to be a priority group of any sort in annexe b, which presupposes that all prisoners are sentenced?

The LSC has always ensured that prisoners on remand are considered to be in scope of OLASS. The provision made available to those on remand will reflect the needs set out in their individual learning plan.

SW9 How do we break the cycle of regime-led demand-led provision?

All stakeholders at senior level have signed up to the direction of travel set out in the prospectus. Changes agreed at operational level will alleviate these issues. OLASS is driven by the needs of the individual learner within the constraints of the overall budget. OLASS is not driven by the needs of the regime but clearly needs to take those issues into account when planning learning.

SW10 At what point will there be a female annexe b?

The technical document due to be published (post consultation) in early 2008 will set out the offer for women offenders.

SW11 What monitoring arrangements will be in place to assure quality and ensure accountability of provision?

All OLASS providers are required to operate to industry standards as part of their contractual obligations. Contracts are monitored by the LSC and quality of provision is independently inspected by OFSTED.

SW12 If ETE is to move to the heart of all interventions, how will this be integrated in NOMS?

The LSC will continue to work with NOMS and other commissioners to ensure that sequencing of interventions is appropriately managed.

SW13 Can we have honesty in these dealings as opposed to previous actions? Where is the money going to come from to change the curriculum to meet employer needs? Is capital funding available to meet the changing needs?

Referred to LSC for response

SW14 Has OFSTED been fully briefed and aligned to the prospectus objectives, possible outcomes and impact on the establishments?
Yes, OFSTED have been and will continue to be involved in the development of our proposals for the reform of offender learning.

**SW15 + SW16**

**Can we have a brief outline of the process for the CJAR’s**

The purpose of OSCAR is to:
- the basis for better informed, needs-based and planned learning and skills provision for offenders in custody and in the community, and
- therefore the specification for future commissioning and procurement decisions.

In essence, these reviews are an extension of the LSC’s general approach to securing priority provision to meet the assessed needs of its client group.

It is our intention that these reviews to take place against four main themes:

| 1. | Provision in custody – at establishment level; |
| 2. | Provision for young people under supervision in the community at YOT area level; |
| 3. | Provision for adults under supervision in the community – at NPS area level, and |
| 4. | Transitional/continuity in learning arrangements within custody, and between custodial and community (and vice versa) |

**SW17 Sequencing - who will be in charge i.e. om, or ete officers**

Appropriate sequencing of interventions will be agreed between the LSC and other commissioners.

**SW18 How do you translate the investment made in custody to post-release**

The proposed development of a core curriculum for offender learning will help to smooth transition as will the development of the Qualifications and Credit Framework.

**SW19 Will funding in local prisons be funded on achievement and if so how will achievement be measured in the light of high turnover?**

Part of the purpose of the OSCAR exercise is to establish how achievement might best be funded going forward.

**SW20 What happens to learner when order finished?**
The responsibility for offenders learning and skills service transferred to the LSC nationally in 2006. Part of the rationale for that move was to ensure that learning undertaken whilst under sentence was capable of being continued or built upon once the sentence is finished.

SW21 If the LSC are requiring establishments to target achievement much more rigorously, how do colleagues align this brief and strategy, with the issues surrounding prisoner activity out of cells?
The LSC, its providers and the prison will need to work along with other commissioners to maintain the appropriate levels of out of cell activity for an offender.

SW22 How can we increase the involvement of JCP?
Jobcentre plus is involved at National and Regional levels……
Referred to Jobcentre Plus for response

SW23 If we are to see provision that is comparable with that in the post 16 sector how will the capital investment to ensure comparable facilities be assured
Referred to LSC for response

SW24 How much thought has been given to the fact that learners who are already disaffected will not use further education institutions?
Many learners access FE who have been previously disaffected. Access to further education is not limited to college premises. Most LSC providers of FE or Personal and Community Development Learning offer engagement provision in a variety of settings. (Community centres, libraries, on Voluntary and Community Sector organisation premises)
This type of provision has proved very successful in engaging learners who may not be comfortable in a large FE colleges in the first instance.

SW25 Prioritisation aside - what level of funding will be required to fully implement the proposals and is it available?
The OSCARs will determine the level of funding required to meet need. Once the evidence has been gathered a case will be made to seek additional funds where necessary.

**SW26 Different areas have different provisions i.e. an ETE unit or OM driving the learning need.**
Learner need is determined by a learning and skills assessment carried out by an education or IAG specialist. Other specialists will determine need in terms of offending behaviour etc.

**SW27 ESF funding?**
ESF funding has already been used in most/all regions for work with offenders. The new round of ESF will provide a potential further source of funding.

**SW28 Can the LSC ring fence funding for 19 plus vocational programmes to ensure provision is available for those on probation?**
No, mainstream funds cannot be ring fenced for sub-sectors of the community. However, offenders are a priority group for the LSC and the LSC will encourage all of its providers to work to meet the needs of this group.

Referred to LSC for response

**SW29 More info on the 3rd uplift for colleges**
Worked example:
A (non offender) adult learner studies and successfully completes a course leading to an approved qualification in Literacy at level 1. The course has a duration of 24 guided learning hours.
National funding rate in 2007/08
(Including programme weighting) = £230
Disadvantage factor = 1.12
Funding for the learner = £258

**SW30 There are concerns with regard to the number of level 2 and above, cohort of learners and how these individuals are supported in their selected vocational area of learning**
Individual offenders will have access to provision according to their learning needs. Provision is not restricted to level 2 and below.

Referred to LSC for response

SW31 Short term offenders serving as little as 4 weeks - with the highest reconviction rates - how does this affect them? Where will their support come from?
Information Advice and Guidance and assessment of need will be the most important part of the OLASS offer for this group.

Referred to LSC for response

SW32 Improved communication and partnership working, plus systems to support this? What are the implications for capital investment?

Referred to LSC for response

SW33 If a prison or group of prisons could meet the criteria for a 'good provider' would they be prevented from entering the bidding process?
No, provision will be procured through a competitive tendering process and prisons/groups of prisons may tender if they meet the requirements of the Pre Qualification Questionnaire (PQQ).

SW34 How can e-learning be accommodated within the prison regime?
The LSC has already made a considerable investment in e-learning in prisons £2.18 million through NIACE projects (06/07 & 07/08).
The LSC will also invest £5.7m in the 2007/08 financial year in ICT equipment in prisons.
The Polaris (NOMS) project in the London prisons is demonstrating the potential for e-learning activity in custodial establishments and lessons from that project will be incorporated in plans for the future.
Learndirect (LSC funded) has been operating successfully in some prisons for quite some time. The LSC has encouraged Learndirect to extend its provision in custody using LSC mainstream funds.

SW35 Has HMPS senior management committed itself officially to accepting that these proposals will involve a radical cultural change within prisons, in accepting the centrality of education and training to the sentence management process?
The senior management of the prison service agree with the overall direction of travel in relation to these proposals and view them as a positive step forward.  
Referred to HMPS for response

**SW36 What are the YJB doing to ensure engagement of high risk young people in ETE pre-court?**  
Referred to LSC for response

**SW37 How can they meet targets when offenders are moved from prison to prison? Through NOMS we need to ensure effective management of the individual learner, not sole emphasis on offender movement**  
Referred to NOMS for response

**SW38 At my prison education provides absorbing activities for many prisoners which keeps them successfully occupied. If LSC provision is withdrawn can I be assured that funding will still be provided to provide alternative activities for my prisoners?**  
Decisions relating to any reduction in OLASS provision will be taken in conjunction with the prison service and other commissioners.

**SW39 Improve the resourcing of offender training units within probation to match that of prison HoLS, needs improved dedication of staff resources**  
Referred to NOMS for response

**SW40 Currently, personal and social development programmes are funded by LSC for those in custody. It is time to expand this to community provision by use of short course where 'credit' is accumulated. (i.e. not currently in schedule 96/97) is this part of the new proposals?**
Offenders in the community are able to access mainstream LSC funded provision just like any other citizen. The QCF developments will address the issue of credit accumulation.

Referred to LSC for response

**SW41** Would you stop other learners from learning if more funds were required for this group?
Currently only an average of 34.11% of offenders in custody are in learning. Our proposals to more closely link work in prison industries to learning and skills activity potentially provides more rather than less learning opportunities.

**SW42** What about Foreign nationals - how will these be supported
Foreign nationals in custody are eligible for OLASS provision and will be supported in the same way as other offender learners.

**SW43** Will the rate be the same across the country?
OSCARs will determine the level of additional support which is needed.

**SW44** What’s got to give to prioritise this if no additional resource is coming in?
OSCARs will determine the level of additional support which is needed.

**SW45 + SW66**
Is LSC aware of risk to its finite resources if Government policy continues at present to propel more young people into the CJS?
Yes, we are working with colleagues in NOMS where expansions are taking place to seek additional resources.

**SW46** How do the needs of foreign nationals prisoners stand within the existing priority structure?
Foreign nationals in custody are eligible for OLASS provision will be supported in the same way as other offender learners.

**SW47** How will the community sector access LSC funding? Charities offer more to ex-offenders than colleges but can't access mainstream funding
VCS organizations are already accessing LSC funds both discretionary of mainstream. Click [here](#) for the VCS webpage
Referred to LSC for response

SW48 Should there also be specific provision for foreign nationals?
Foreign nationals in custody are eligible for OLASS provision and will be supported in the same way as other offender learners.

SW49 A Short term - how will this priority be maintained with the uncoordinated mobility of offenders?
The LSC will continue to work with the Prison Service and other stakeholders…..
Referred to HMPS for response

SW50 What are the prisons going to do with prisoners who are not involved in learning and skills through the restricted sentence issue, how will they be occupied?
Referred to NOMS and HMPS for response

SW51 How are the needs of very low levels of ability going to be met - lots of offenders are entry level 1 and 2
The assessment of individual learner need will determine the individual learning plan which will be agreed with the offender and the prison.

SW52 What % of those in the medium priority bracket would also fall within the high bracket?
OSCARs will assess the supply and demand “balance sheet”

SW53 Do Sector Skills Councils have influence on the learning offer?
The LSC is working closely with SSC’s to ensure their input to our proposals.

SW54 + SW57
How much of through the gate support will be funded by the LSC, so that individuals can move forwards to achieve gainful and meaningful employment and not return to re-offending?
Information, Advice and Guidance is part of the learning and skills offer to offenders under OLASS. Offenders in the community can access mainstream LSC funded activity (including Train to Gain) in the area in which they are resettled. LSC discretionary funds e.g. EQUAL and co-financed ESF can be used to support the ETE pathway activity. It is not appropriate to use those LSC funds to support activities other than learning and skills related activity for other pathways.

**SW55 Are foreign national offenders able to access learning and skills funding to support their ILP and programme offer?**

Foreign nationals in custody are eligible for OLASS provision and will be supported in the same way as other offender learners.
Questions to the LSC raised at the South East event, 2 10 07

SE1 Many offenders capable of working don’t because of the benefits system. Will this situation be addressed?
Referred to Jobcentre Plus for response

SE2 David Perrins mentioned we won’t be micro-managing providers going forward -what does this mean in practice for Prisons, especially HoLS?
Given the newness of OLASS arrangements, micro-management was necessary to start with. The move away from micro-managing providers is in line with wider LSC policy, is based upon trust in providers and is based upon the notion that appropriately planned and funded provision is in place. We expect this to be the case following implementation of Prospectus proposals.

SE3 What is going to happen in the community between July 2008 and August 2009?
Continuation of current arrangements including growth

SE4 What provision will be made for offenders who are too high a risk to enter mainstream community provision?
Referred to NOMS for response

SE5 Is there not a human rights issue around depriving long term prisoners of education?
The prospectus does not propose depriving long term prisoners of education.

SE6 Whilst the arrangements discussed this morning are vital, for many female offenders their priorities concern re building relationships with their children, and learning to model pro social, responsible behaviour rather than employment and employable skills. Is this going to be catered for?
As highlighted in the prospectus, we intend to implement the recommendations as set out in the Corston Report in respect of female offenders.

SE7 How will we meet employability needs of those outside cities - i.e. rural areas?
Referred to Jobcentre Plus for response

SE8  David Wiley made mention of progression to higher level skills which are clearly important according to Leitch in terms of future employability. Given LSCs funding remit, where is HEFCE’s role in funding L4 & L5 learning?

HEFCE is responsible for funding higher level learning. The results of OSCARs will identify current supply and demand for various types of provision and this will help where there are gaps in provision

The document ‘Reducing Re-offending Through Skills and Employment: Next Steps’ set out proposals to reform higher education for offenders. Action is in hand on that commitment, and we shall be considering what changes should be made to the current delivery arrangements for higher education through a mixture of direct funding by the Offender Learning and Skills Unit in DIUS, the Prisoners Education Trust and OLASS providers.

SE9  Reallocating resource is clearly necessary. Can inter-regional reallocation happen (if, say, the CJAR identifies that the South East has not enough resource and another region too much)?

Yes

SE10  What is the plan for high risk and pre entry level learners?

OSCARs will scope the current supply of and demand for provision by particular groups of learners.

SE11  How do the CJARs feed into the technical delivery given that the document is due for publication in early 2008?

The technical document is planned to be released following OSCARs in the Test Bed regions and high security dispersals which are due to report by April 2008.

SE12  In terms of CJARs, a) what is timescale for bidders and b) who will be involved in letting tenders?

a) Planned for end of January 2008

b) The LSC is commissioning this work

SE13  How do we move from skills and employability to recruitment?

Referred to Jobcentre Plus for response
SE14 If the prison estate is to mirror mainstream LSCs provision, facilities will need serious updating i.e. construction workshops, ICT, access to the internet
Referred to NOMS for response

SE15 Will MLP be based on inspection outcomes? If so, will providers be penalized for under performing prisons?
MLP’s must apply for all LSC funded provision in the future. It is an intention that MLP’s will be differentiated to take account of the different settings/delivery.

SE16 If resources are going to be moved around in custody to meet need?
The results of OSCARs will enable a clearer view of current supply and demand and the scope of potential changes. Once these have been accumulated, further plans will need to be developed.

SE20 David Perrins quoted that we intend to take the not appropriate for all in terms of employability into account - how will this be done?
OSCARs will scope the current supply and demand of provision at establishment/area level. The resulting work for example, in custody, will arrive at an establishment learning profile (ELP) which will set out the planned mix and prioritisation of provision.

SE21 Will employment offered by an employment agency - which is initially temporary - but potentially sustainable count as an employment outcome?
Referred to Jobcentre Plus for response

SE22 It was mentioned that we still only support S4L for offenders in the community. Where is the method that will increase funds for offenders for other quals such as vocational
Through the commissioning of mainstream funded LSC provision

SE23 How will one to one provision be supported - as a transition phase before an offender joins mainstream funding?
Possibly, but mainstream provision will also allow for one to one support, should there be an identified need.

**SE24** How will recruitment and retention of suitably QUALIFIED teachers and instructors be ensured given recruitment difficulties in the South East?

Referred to LSC for response

**SE24** There appears to be no specific reference for offenders on remand. What will be the impact of the prospectus on this type of prisoner?

Foreign nationals and Remand prisoners are included in OLASS and so are covered by the proposals in the prospectus

**SE25** There appears to be no specific reference to foreign nationals and provision for these learners

Foreign nationals and Remand prisoners are included in OLASS and so are covered by the proposals in the prospectus

**SE26** Will there be a Race Equality impact assessment attached to the prospectus and could the prospectus be explicit about cultural and diversity of issues as an expectation of provision?

The proposals will be subject to a full Equality Impact Assessment (Race, Disability, Gender and Age)

**SE27** To what extent will the LSC review the eligibility of offenders in custody to access mainstream funding?

Offenders in custody may access LSC mainstream funds if agreed with the LSC Regional OLASS lead.

**SE28** What provision or activity will be offered to foreign nationals and those on long term sentences if other parts of the cohort are taking up more of the provision?

Learning and skills interventions will be sequenced with other activities according to the individual needs of the offender.

**SE29** Is there a human rights/discrimination issue against long term access to learning?
A full Equality Impact Assessment will be carried out on the proposals.

SE30 Do people in secure mental health units fall under custody or community provision?
People in secure units have been declared to be out of scope of OLASS

SE31 Will high risk prisoners in custody and on probation be considered within the prospectus? For 1-1 support of transition into mainstream programmes?
Yes

SE32 Will there be opportunities for prison sites to go for COVE status?
We will explore the potential for prisons to work towards COVE status

SE33 What is the DIUS Strategy for tackling HE for Offenders?
The document ‘Reducing Re-offending Through Skills and Employment: Next Steps’ set out proposals to reform higher education for offenders. Action is in hand on that commitment, and we shall be considering what changes should be made to the current delivery arrangements for higher education through a mixture of direct funding by the Offender Learning and Skills Unit in DIUS, the Prisoners Education Trust and OLASS providers.

SE34 Are HOLS going to have an input?
Yes, HoLS will be involved in OSCAR’s

SE35 With hands off approach from LSC that was mentioned this morning - how will quality be measured/improved in relation to MPL?
The provision will ultimately be managed as it is in the mainstream “light touch” with intervention where necessary.

SE36 What will happen in terms of driving the proposals if NOMS and LSC disappear?
The Prospectus proposals rely on a collaborative commissioning arrangement between an appropriate person within the criminal justice system and an expert learning and skills commissioner. So long as there is an organisation to fulfil those roles, the Prospectus proposals can be taken forward.

There is clear and significant political commitment to delivering the proposals set out in the Prospectus, and that direction of travel is likely to remain even if different partners become engaged in co-commissioning and learning delivery.

**SE37** Colleges are unwilling to take ex-offenders into their provision. How can they be incentivised?
The LSC is trialing a financial incentive for Skills for Life Provision in colleges from August 2007.

**SE38** There is insufficient consultation with establishments before hours are allocated. They take no account of prison movement & developments
The LSC has preserved the volume of hours requested by governors/HoLS

**SE39** Although labour market is discussed prisoners do not necessarily locate in same area. Should LSC be commissioning LMI on a local basis say quarterly. SSC info can often be not timely
The LSC already has access to LM1- national, regional and local as do Jobcentre Plus

**SE40** Does learning difficulties include ESOL?
ESOL need is not a learning difficulty or disability it is simply a learning need. ESOL will be provided under Skills for Life provision
Referred to LSC for response

**SE41** Issue raised over paragraph 83 what will be put in place of education, you cant just start education after 8 years of nothing.
The prospectus does not propose that offenders would have no provision simply that it would be prioritised

**SE42** Can learning be promoted without the use of expensive qualification?
The LSC believes that ‘engagement’ provision is important but that an offenders should have the opportunity to take a qualification if its appropriate

SE43 What are the future of prison workshops? How will the process of TUPE be handled if all workshops come under LSC control?  
The prospectus does not suggest that all workshops come under LSC control  
Referred to HMPS for response
Questions to the LSC raised at the London event, 25 09 07

GL1  Is uplift for offenders doing SFL on top of 1.4 for all adults doing SFL target bearing provision?
Yes

GL2  Is 1.4 uplift enough to encourage college interest?
This is a trial, we will evaluate its success.

GL3  Could you expand on the statement that FE Colleges are being paid 1/3rd more to work with ex-offenders? Does that extend to schools and any provider?
We are testing this model in FE colleges for Skills for Life provision if successful we may extend it to encourage other providers.

GL4  What priority is currently given to delivering Enterprise Skills to prepare ex-offenders for self-employment?
Enterprise Skills delivery is a legitimate part of the offer to offenders if their individual learning plan identifies it as appropriate

GL5  How will it be possible for providers/FE Colleges to meet year round start dates and lengths of courses within constraints dictated by funding and achievement methodology
The proposals will take these into account when plans are published for the new service.

GL6  In terms of moving money between regions, is there going to be any cushioning?
OSCARs will determine whether this is necessary

GL7  How can IAG contribute to offender learning - where does IAG fit into the prospectus?
IAG is part of the offenders learning journey.

GL8  How do you intend to improve educational facilities in custody?
The best provision needs adequate physical resources
The LSC has invested over £5m in ICT equipment in custodial establishments in this financial year.
GL9  When will the IT system be available
The planned date is August 2008

GL10 Who is going to fund all the research that has been mentioned
The LSC will fund the necessary research

GL11 What are your intentions around e-learning?
Referred to LSC for response

GL12 Can we assume there will be no movement of funding before contracts run out? Will there be a steady state to meet existing contracts?
Yes – unless otherwise agreed with providers/prisons

GL13 Who has contributed from HMPS at senior level to the prospectus?
Phil Wheatley Director General of the Prison Service and his team have been very helpful in contributing to the proposals.

GL14 What is the definition of a offender in the community
Referred to NOMS for response

GL15 Are these shared objectives amongst the partners or are they owned by the LSC?
The objectives in the prospectus have been agreed with the National Executive Group (NEG) upon which all stakeholders are represented at senior level.

GL16 Are we going to take stock of where we are now before we move on?
OSCARs will perform this function

GL17 How does this all link to the Offenders Learning Journey?
The OLJ is the specification for OLASS

GL18 What work has been done to ensure that these proposals are deliverable?
The objectives in the prospectus have been agreed with the National Executive Group (NEG) upon which all stakeholders are represented at senior level.

GL19 Are skills for life and the first full level 2 only a high priority because they are LSC Targets?
Research demonstrates that first level 2 and skills for life completed are an important element of the employability threshold demanded by many employers.

GL20 Does finite resource relate to the OLASS funding or to the wider LSC pot for mainstream delivery. Will offenders have access to the LSC mainstream monies for ALS?
Finite resources refers particularly to OLASS funds.

GL21 Will we have the opportunity to comment on the technical document when it comes out in 2008?
The technical document will be produced in consultation with senior colleagues in stakeholder organizations. OSCAR results will be most influential in this regard.

GL22 How do we measure success? How do we know if any employment outcomes attained are sustained?
Referred to NOMS for response

GL23 How will widening the scope, range and availability be implemented due to lack of funding within the community sector?
LSC mainstream funding will be utilized in line with the LSC’s published statement of priorities.

GL24 Should the provision for remand be different or separate from sentenced provision?
Prisoners on remand are treated the same as any other prisoner under OLASS. This avoids any unnecessary disruption to regimes which would be caused by separation of remand from sentenced prisoners.

GL25 Are all categories of HMP covered in the Prospectus and test bed proposals?
Yes, with the exception of private sector prisons.

GL26  Could this additional funding stream come from outside of current OLAS budget e.g. DWP?
Yes, we hope to increase the budget by making use of other sources of funding in addition to OLASS.
Referred to Jobcentre Plus for response

GL27  Lessons need to be learned from the London ALS pilot. Will the evaluation of this pilot be disseminated?
Referred to LSC for response

GL28  In custody, will personal social development programmes continue to be funded as purposeful activity?
Yes provided that those programmes are identified as appropriate learning and skills interventions for the individual