

The Offender's Learning Journey

Learning and Skills provision for adult offenders in England



department for
education and skills



Throughout the document, the term “the Offender Manager” is used in anticipation of the integrated arrangements that the new National Offender Management Service (NOMS) will introduce in due course. Using such a term avoids the clumsy and repetitive phrase “Heads of Learning and Skills and Probation Service Officers”. Until the NOMS arrangements are rolled out fully, Heads of Learning and Skills and Probation Service Case Managers should read the phrase “the Offender Manager” as meaning them.

Similarly, the term “offenders” is used throughout the document to refer to those held in custody, serving part of their sentence in the community or whilst under supervision in the community. Remand prisoners are not, of course, offenders. Nevertheless, the offer outlined in this Offenders’ Learning Journey applies equally to those - unconvicted prisoners - held on remand.

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Introduction

1.1 The National Offender Management Service aims to reduce reoffending and protect the public. This involves the provision of secure, safe and decent custody; the implementation and enforcement of custodial and community sentences; and the delivery of interventions in custody and the community which reduce offending.

1.2 Improving offenders' learning and skills can help achieve these aims. The delivery of learning and skills for offenders is one of the Government's key priorities. In the introduction to OLSU's Delivery Plan *Improving Offenders' Learning and Skills*, Ministers state that:

“Education is an important factor in reducing re-offending. The work we are doing in our prisons to rehabilitate, educate and prepare offenders for their return to society is critical in providing them with an alternative to crime.”

and in the foreword to the Adult Learning Inspectorate's thematic review *Basic Skills for Offenders in the Community*, they add:

“[We] also believe that offenders should have access to good quality education and training in the community to enable them to gain skills and qualifications which can open up alternatives to crime and help offenders obtain and keep appropriate employment and play a positive role within the community.”

1.3 Whilst an offender is in custody, learning activities contribute to the delivery of a humane and constructive prison regime. And for offenders in the community, learning is a core intervention towards rehabilitation. The right learning and skills can make it more likely that offenders will get a job and help them improve their general prospects when they leave custody, during the course of that part of their sentence served in the community and whilst under supervision in the community following release. Sustained employment is closely associated with reduced re-offending; therefore improving learning and skills provision for offenders is a priority for the Government, reflected in a manifesto commitment.

A partnership for improving learning and skills services

1.4 **The Offenders' Learning and Skills Unit (OLSU)** represents an important partnership between the **Department for Education and Skills** and the **Home Office**. They are responsible, with the Prison Service, the Probation Service, the Youth Justice Board and the Learning and Skills Council (LSC), for taking forward the Government's commitment to improve dramatically the quality and quantity of learning and skills in prisons and for offenders supervised in the community.

1.5 Our vision is:

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- a) that offenders, in prisons and supervised in the community, according to need, should have access to learning and skills which enables them to gain the skills and qualifications they need to hold down a job and have a positive role in society,
 - b) that the content and quality of learning programmes and qualifications for offenders in custody and in the community are comparable to those in mainstream provision. As well as working with the Prison Service, the National Probation Service and the Youth Justice Board and the LSC, we are working to achieve this vision through other key partners including the DfES Adult Basic Skills Strategy Unit, Ufi/learnirect and voluntary and community-based organisations,
 - c) to widen participation rates so that at least 50 per cent of offenders are engaging in learning and skills provision.

Purpose of this offender's learning journey document

- 1.6 The purpose of this offender's learning journey document is to:
 - set out the requirements and expectations that the Offenders' Learning and Skills Unit, the Learning and Skills Council (LSC) the Prison Service, the Probation Service (together, in future, the National Offender Management Service, NOMS) have of learning and skills provision for offenders. That is, what the provision will look like;
 - describe the policy environment in which offenders' learning and skills provision is being developed; and
 - describe the role that offenders' learning and skills provision is expected to play in achieving the Government's policy objectives for criminal justice.
- 1.7 It describes the components of a high quality learning and skills service at all stages of a learner's journey including during his or her sentence (served in custody or community) and whilst under supervision in the community following release.
- 1.8 This document should be considered alongside the delivery framework for the offenders' learning and skills service. This Offender's Learning Journey document describes **what** the service is intended to achieve. The delivery framework describes **how** the service is to be implemented. Together, these documents provide a blueprint for the new offenders' learning and skills service.
- 1.9 This new service enshrines the principles set out in *The Journey of Reform* section in *Success for All*. It will be delivered by learning providers who can demonstrate their commitment to the five elements of the *Success for All* strategy: meeting needs; improving choice; putting teaching, training and learning at the heart of what we do; developing the leaders, teachers, lecturers, trainers and support staff of the future and developing a framework for quality and success. We

need to see a transformational change in teaching practices that takes account of the individual needs of offenders, and offers a wide range of methods to stimulate and encourage participation.

Service background

- 1.10 During 2004 there were 74,770 people in prison in England and Wales serving either a custodial sentence, or on remand awaiting trial or sentence. Overall, the prison population has risen by over 50 per cent in the last decade (Social Exclusion Unit, 2002). Men comprise around 95 per cent of those in prison. While the number of women prisoners is relatively small, 4,308 in October 2004, this figure has nearly doubled since 1996. Black and minority ethnic men make up around 22 per cent of the male prison population, between two and three times the proportion in the general population. Black and minority ethnic women make up 29 per cent of the female prison population, three times the proportion in the general population.¹ In 2003, 85,070 individuals were discharged from prison.
- 1.11 In 2002, the NPS prepared 235,000 court reports, supervised 127,500 new community sentences and 21,857 offenders on post-release licenses. The probation caseload has continued to grow with a 4% increase between 2001 and 2002. The number of women supervised by the National Probation Service varies by court order, but some 21% of new Community Rehabilitation Orders are for women and 12% of Community Punishment Orders.
- 1.12 Learning and skills services for offenders in **custody** in England and Wales are currently delivered by 28 providers under contract to the Prison Service; some vocational training in prison is delivered by Instructional Officers employed by the Prison Service; they are supported by funding from **the Offenders' Learning and Skills Unit**. Despite some substantial developments in offender learning and skills, an analysis of the provision highlighted problems with the service, and identified the need for significant change.
- 1.13 The problems included:
- unsatisfactory contracts without specified outputs leading to any real measure of educational value;
 - no encouragement for innovation;
 - funding not related to raising standards;
 - lack of stakeholder contribution and commitment.
- 1.14 While good progress has been made subsequently to embed the delivery of literacy, language and numeracy in all prisons, more needs to be done to build on this, providing a year-on-year increase in the numbers of people achieving qualifications. In addition, four separate publications under the title *Delivering Skills for Life: Raising Standards - A contextual guide to support success in*

Literacy, Numeracy and ESOL provision will offer practical information to providers to achieve excellence in provision in prison and probation settings in line with the Common Inspection Framework. Learning providers will be expected to take these recommendations on board and embed effective practices throughout their services.

- 1.15 There is a particular opportunity to make an impact on the quality of service and on the outcomes achieved in work-related learning. As well as ensuring that staff are appropriately qualified and have access to continuing professional development, it is expected that programmes will focus on the current needs of both employers and learners.
- 1.16 Recognising diversity and supporting equal opportunities are issues at the heart of both prison culture and in raising standards in learning and skills at all levels. It is not enough to offer discrete provision and treat diversity and equal opportunities as subject matter; they must be embedded in every learning and skills-related activity that takes place. Learning providers must value diversity, and offer and promote equal opportunities for all through an inclusive learning service; they must integrate that ethos through all the processes and products that form their learning and skills service to prisons.
- 1.17 New arrangements were introduced to support improvements in offenders' learning and skills provision in the **community** in April 2004. The Social Exclusion Unit's (SEU) report on Reducing Re-offending in 2002 highlighted the role of education and training as a means of providing offenders with alternatives to crime. As part of a strategy to improve the quality and quantity of education and training available to offenders, Ministers sought to encourage a closer working relationship between the National Probation Service (NPS), the Offenders' Learning and Skills Unit (OLSU) and the Learning and Skills Council (LSC) at local and national level.
- 1.18 The LSC assumed responsibility for the planning and funding of education (Skills for Life) for offenders in the community in England from April 2004. The arrangements cover offenders supervised by the Probation Service under community sentences or on release from prison on licence.
- 1.19 Partnership arrangements have therefore been established between the LSC and the NPS in order to enhance the number of offender learners and to improve the quality and quantity of available basic skills provision. A recent review of all English partnerships has shown that there is an impressive level of commitment to the partnerships but as many are at different starting points the partnerships are in different stages of development.

New developments in the policy framework

- 1.20 Important new elements in the policy and strategic framework for reducing re-offending have emerged over the past year. Reforms in sentencing arrangements arising from the Criminal Justice Act 2003 and the creation of the National Offender Management Service (NOMS) are designed to help deliver a reduction in re-offending through:

¹ Home Office, [The prison population in 2002: a statistical review](#) (November 2003)

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- a more effective targeting of custody and fuller use of effective community sentences, through the introduction of the generic community sentence, Custody Minus, Custody Plus, Intermittent Custody and increasing supervision of offenders in the community. In future, all offenders in prison serving a sentence will be subject to supervision after their release
 - case management of offenders throughout the sentence, whether served in custody or community.

1.21 The National Offender Management Service (NOMS) will have a key role to play in ensuring that all sentences are managed in a coherent and effective manner. NOMS will, in time, commission the interventions required for each offender in a planned and coherent way on the basis of a common approach to assessment and planning. It will also ensure the smooth and effective transition of offenders from the parts of sentences served in custody to the parts served in the community. Interventions commissioned by NOMS will be provided in the context of a case management framework which will operate in custody and in the community.

In response to the findings of the Social Exclusion Unit's report 'Reducing Re-offending by Ex-prisoners', the national *Reducing Re-Offending Action Plan* (published July 2004) identifies the policy and delivery components of the different Government departments that can make a contribution to the effective resettlement of offenders. These include Health (health, mental health and family issues), Office of the Deputy Prime Minister (Housing), Work and Pensions (employment and benefits) and Department for Education and Skills (learning and skills). Commitments made by these Departments will be cascaded to regions for implementation and each Government Office for the Regions will take the lead in producing and publishing an action plan setting out proposed actions specific to the needs of their region.

Implications of the policy context for the shape and nature of the service

1.22 These important developments will shape the arrangements for the delivery of offenders' learning and skills and will also increase expectations and requirements of the service. A new focus on outcomes from learning and skills will be introduced, with a revised target regime reinforcing that and aligning service outputs and outcomes much more closely with those set out in *Skills for Life* and the *Skills Strategy*.

1.23 The delivery model for offender learning and skills brings together the LSC, the Prison Service and the Probation Service, together with other key partners such as Jobcentre Plus and Connexions to deliver a more flexible, individually-focused offender learning and skills service. This reflects the developing National Offender Management Service's focus on integration. Existing learning and skills contracts will be replaced by new LSC-let contracts. The LSC's new regional infrastructure will have a key role in overseeing the new contracts. The LSC is a single body planning, commissioning, funding and overseeing the delivery of post-16 learning. The recently established partnership between the LSC and the National Probation Service has been a significant step towards integrating courses for these offenders with mainstream provision.

1.24 In this context, the Department for Education and Skills and the Home Office want a service that provides offenders with the learning and skills they need as individuals. Key features include:

- the early production of individual learning plans, which together with and as part of overall custody and community sentence plans, inform decisions on the interventions and learning provision throughout the sentence;
- more effective approaches to screening and assessment, in which gateways to the system, for example pre-sentence assessment, focus early and hard on assessment of offenders' needs with learning and employment centre stage;
- access to information, advice and guidance on the learning and employment opportunities and provision available to them;
- learning and development activities which are of the same high standard as those available for other learners;
- continuity of learning, including during transitions between establishments and from custody to community settings and from there to mainstream learning and skills provision, to keep learners engaged and more likely to secure positive outcomes, including continuity and coherence in sharing information and transferring records to enable the whole system to focus on the offender;
- flexibility to meet individual needs, within the terms of the sentence, including the best possible provision for e-learning and use of information and communication technologies, consistent - particularly whilst in custody but also in the community - with security and the protection of the public;
- measures to improve the skills of offenders and improve performance in placing offenders in sustainable employment. This will require a focus on both basic and key skills as well as vocational skills;
- to have employment, learning and skills interventions that can be used as an Activity Requirement in the Criminal Justice Act 2003;
- accountabilities, targets and rewards, inspection and performance management which emphasise the importance of learning and employment outcomes for offenders;
- support for offenders at all stages of their sentence, and once it has ended, so that more of them can complete learning programmes, achieve a qualification and are encouraged to start or continue their learning journey.

Key Outcomes

1.25 A number of indicators have been developed by which success in developing offenders' learning and skills provision which fully achieves the Government's objectives will be measured. We aim to:

- increase participation by offenders in learning and skills activity within prisons, by offenders in the community and beyond
- increase levels of achievement by offenders measured in terms of basic skills attainment, vocational training qualifications achieved and other demonstrable progression (measurement to be defined in the offender's learning journey document)
- improve levels of employability measured by the number of offenders obtaining sustainable employment
- create a fully integrated service of learning and skills provision operating for all prisons and in the community by August 2006.

1.26 OLSU's work must also help the Prison Service and the National Probation Service achieve a range of targets for learning and skills. In 2004-05, these are:

- for offenders in custody, the Prison Service aims to achieve 56,000 awards for basic skills and 120,000 awards in work-related skills. It also aims to achieve 38,000 employment, training or education outcomes on release;
- for offenders under supervision in the community, the Probation Service aims to achieve 32,000 starts in basic skills programmes and 8,000 qualifications in basic skills.

1.27 Targets for 2005-06 will be established and agreed in early 2005.

Logic and layout of this document

1.28 The document describes the elements of the new service in the sequence an offender will experience them on their 'journey' to improve their personal learning and skills:

- information, advice and guidance, in a form appropriate to the individual, to support the choice of learning programme and provide continuous guidance throughout their learning to maintain commitment;
- an individual diagnostic assessment to inform the content and delivery of their learning programme;
- an individual learning plan that identifies the skill development required and increases employability;

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- a programme which is designed to enable each person to realise their potential, to provide opportunities for personal development and a chance to change behaviour and make a more positive contribution to society;
 - guidance throughout an offender's learning programme to ensure relevant progression routes are pursued in custody and the community.

1.29 Each area of the learner's journey is prefaced by an introduction describing the background to, and objectives for, that part of the learning and skills service.

1.30 Within each section, there are references to key policy documents and guidance documents, details of which can be found through the OLSU website at www.dfes.gov.uk/offenderlearning.

01 Information, Advice and Guidance

Introduction

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

Information, Advice and Guidance services provided and supported by a multi agency approach will play an increasingly important role under the new sentencing arrangements, such as Custody Plus. The custodial part of a Custody Plus sentence will become a time for assessing learning needs, planning offenders' learning programmes and offering advice on options for learning and work throughout the duration of their sentence.

In line with the National Policy Framework on Information, Advice and Guidance and the recommendations in *21st Century Skills*, we want to promote understanding of the value of lifelong learning and skills development and make IAG services available to offenders in custody and in the community, to enable them to plan their careers and make informed choices about learning and work throughout their lives.

The National Policy Framework and Action Plan for IAG sets out a statement of the quality and range of services that should be available in all areas for adults aged 20 or over to enable them to access comprehensive and up-to-date information about learning and work free of charge. The Learning and Skills Council will deliver information and Advice services through an integrated IAG service which brings together the work of the learndirect national advice service with the work of local information and advice services. The integrated service will provide users with a clear point of access to information and advice services appropriate to their need. The local Learning and Skills Council areas will consider whether to offer additional or enhanced services beyond the core information and advice services. Any provider of any information and advice service supported by LSC core funding must be accredited to the matrix Standard. Learning providers can find out more about the standards set out in the National Policy Framework on IAG at www.lifelonglearning.co.uk/IAG.

We want information, advice and guidance on learning and work to be offered to all offenders at induction, during learning, when planning progression and preparing for release and resettlement and during any community-based part of their sentence. For offenders in custody approaching release, IAG should encompass housing and benefits advice as well as advice on learning options and work.

The LSC, OLSU, Prison and Probation Service published, in November 2004, a research project into the role of IAG services in supporting offenders (see <http://www.lsc.gov.uk>: Main Report Reference is 1198 and Case Studies Reference is 1272). The report highlighted the fragmented national picture, both in the custodial and community settings, but also beacons of good practice. The report is entitled *The Role of Information and Guidance in Supporting Offenders*; a companion document containing Case Studies is also available. A national strategy is currently under development in partnership by the LSC, National Probation Service, Prison Service and Jobcentre Plus which will be issued in Spring 2005. Offenders will have access to information, advice and guidance services that are appropriate to their individual situation and this service may be delivered by the learning provider or by arrangement with other external quality assured organisations.

Learning providers will be expected to provide support to offenders to identify and address barriers to entry, completion, achievement and progression in

learning and work. We want to make sure that individual learners are encouraged to accept responsibility for their personal learning development by discussing their learning and skills needs with staff and by participating in programmes tailored to their need. Learning advisers will need to have a clear understanding of disability and learning difficulty and the effect that particular disabilities, such as mental health difficulties, can have on learning.

Progression can mean moving to a higher level of study, studying other subjects to build a learning and skills portfolio or moving to another provider either during or after custody. Learning providers will help learners to use the Progress File process and their individual learning plan (ILP) to develop their own learning and skills. Progress file materials, available free of charge to the Offender Manager, support all learners to manage their learning and development by promoting ongoing reviews, planning and development. They provide a means for learners to record their achievement by taking stock of their past achievements and current skills, developing career plans and goals for the future. It will be important that individual learning plans travel with the learner, between prisons and from prison into the community so that learners can continue to build on what they have already achieved. The transmission and communication of such information and records will be key to ensuring continuity and coherence of learning by offenders. This is important for all learners, but particularly those with learning difficulties and/or disabilities where particular types of learning support may be needed.

As far as possible, offenders should receive continuity and support from the same adviser, both within and between prisons and between custody and the community. For offenders in custody approaching release, the IAG adviser should contact the integrated information and advice service through the national helpline number or by direct contact with the local Probation Services, on behalf of the client to arrange an appointment as soon as possible after release. For those being supervised on release most Probation Areas will provide an Information and advice and guidance service either through in-house provision or partnership arrangements with a local provider.

We want to improve the quality, consistency and visibility of IAG on learning and work during custodial and community-based parts of offenders' sentences and after release by promoting the work of the Connexions Service for young people, Job Centre Plus, local information and advice services, LSCs, the learndirect national advice service and Worktrain. Any providers offering information and advice services must be accredited to the matrix Standard. Further details about Worktrain and matrix are in the glossary.

LSC will monitor the impact of the IAG service to ensure that it is contributing effectively to the overall aims for the new offenders' learning and skills service. Key measures in effectiveness will be: entry into learning after reception into custody; progression in learning during the course of an offender's sentence and continuity of learning and entry into work post release.

Service requirements:

0101	Learning providers will offer full access to induction opportunities. All receptions should take part in an induction course. All offenders who have a pre-sentence report undertaken will undergo a basic skills screening and an assessment of their criminogenic needs through OASys. Once sentenced they will be offered more detailed assessments if they were triggered by the screening and OASys.
0102	There should be full access to on-going advice and guidance. All offenders should have access to advice and guidance at an early stage (in a personal interview) and throughout their sentence. All requests for advice and guidance should be met within seven

	working days, though contact with offenders subject to statutory supervision in the community must be set within the context of Probation Service National Standards.
0103	Learning providers' IAG processes should identify clearly the goals or progression pathways for all programmes. All programmes providing skills and qualifications should identify progression routes in course publicity. All Individual Learning Plans should identify possible progression routes by the end of the first half of the learning programme. Individual Learning Plans should be completed and reviewed every month by the learning provider and the offender. The Offender Manager should be informed of this review process.
0104	All learners should have at least two hours of advice and guidance during their sentence, particularly at the beginning and towards the end. This may include external specialist support. Outcomes from the IAG process will be recorded in their ILP. Where the results of screening are not available it should be done at the first IAG interview.
0105	Learning providers will, where appropriate, make Progress File available to learners, customising the materials to suit learners with different abilities. Learning providers will integrate the Progress File process and Individual Learning Plans (ILPs) throughout the learning and skills service to add value to teaching and learning, personal and career development.
0106	Learning providers will work to widen participation in learning and skills provision. All offenders should have an agreed learning plan following a diagnostic assessment by the learning provider.
0107	There should be a partnership working between learning providers, local information and advice and other outside agencies to help ensure the delivery of a continuous and coherent IAG service in custody and in the community.
0108	Learning providers delivering in a custodial setting will provide an IAG service, which is accessible and visible; recognised and trusted by learners; and available at times and in places which are accessible. Learners in the community will be able to access IAG services as defined in the National Policy Framework and Action - Information, Advice and Guidance for Adults.
0109	Learning providers will give learners details of the IAG services in their home area and make referrals where appropriate to emphasise the ongoing nature of the service post-release.
0110	Learning providers will provide an information, advice and guidance service for learning and skills, accredited to matrix or be working towards matrix – the quality standard for information, advice and guidance services – and consistent with the National Policy Framework for IAG.
0111	Learning Providers will work with Probation Areas to ensure that IAG services can be included within the Activity Requirements of the new sentences in the Criminal Justice Act 2003.

02 Assessing the Learner's Needs

Introduction

Assessment marks the start of the learning journey. It is a developmental process, with the assessment becoming progressively more detailed at each stage.

Assessing Skills for Life

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

There are three stages in the *Skills for Life* assessment process.

Screening is a 'light touch' process used to identify learners who may benefit from in-depth assessment because they have literacy, language or numeracy (ESOL), development needs. It also identifies those who do not have needs in these areas and enables the assessor to point them towards other learning options. One example of screening materials for literacy and numeracy is *Fast Track*, produced by the Basic Skills Agency. Materials for screening the listening and speaking skills of speakers of other languages (ESOL) are available from DfES. Many offenders will have been screened at the pre-sentence stage and the results should be received, recorded and taken into account by the Offender Manager. If the results of screening are not available it should be done at the first IAG interview. It will be important that records of assessment are taken into account at each stage of the learners' journey and that they travel with the learner as they move through the system (e.g. from prison to prison offender's learning journey). This is particularly important for learners with learning difficulties and/or disabilities, who may need learning support.

Initial Assessment provides a more detailed assessment of the individual's literacy, language and numeracy skills in line with the levels in *The National Standards For Adult Literacy And Numeracy*. The outcomes of initial assessment are used to place learners in appropriate learning programmes. For most offenders, an appropriate learning programme - which includes consideration of the need to improve their employability - will be the outcome, although the initial assessment could indicate there was no learning need. A range of literacy and numeracy initial assessment materials referenced to *the National Standards* and national curriculum documents is available, including the *Initial Assessment: an assessment of literacy and numeracy level* (BSA), *Target Skills* (Cambridge Training and Development) and *Basic and Key Skills Builder* (West Notts. College). Materials for ESOL initial assessment are available from **DfES**.

Diagnostic Assessment is an in-depth assessment process, referenced to the National Standards and carried out by trained teachers in negotiation with learners. The diagnostic assessment process takes the results of initial assessment as its starting point. The materials are comprehensive and are generally used selectively according to the learner's interests and goals rather than in a block. The outcomes of diagnostic assessment are used to inform and structure the individual's learning plan and learning programme. Examples of diagnostic assessment materials referenced to the national standards and curriculum documents include *The Skills for Life Diagnostic Materials for Literacy, Numeracy and ESOL*, including materials which give an indication of possible dyslexia (**DfES**).

The learning provider's staff must have available a trained specialist dyslexia assessor. Assessment of dyslexia must be provided as cost effectively as

possible.

The performance measures below refer to assessment of dyslexia via:

- a) dyslexia screening (for example by using *Dyspel* and the Skills for Life Phonological Skills module which should take about half an hour)
- b) in-depth assessment (for example by using the range of *Skills for Life* dyslexia assessment materials (which takes about 1-1.5 hrs depending on level))
- c) formal, specialist dyslexia assessment by a trained person for offenders who have severe dyslexia indicators (for example those who have a score of 1-3 in the *Skills for Life* phonological skills module, or only 'emerging' skills in the *Skills for Life* in-depth dyslexia assessment).

We expect all those involved in delivering learning to keep abreast of developments in assessment and incorporate them to ensure good practice.

Assessment for Work-related Learning

Probation Areas either through in-house or through partnership arrangement with Jobcentre Plus or with partner agencies are able to offer an employment based assessment that highlights key employment related needs that an offender has as well access to employment focussed interventions, specialist work related learning and assistance in finding a job.

At present, few prisons conduct routine assessment of learners' suitability for work-related learning (which must, of course, include offending history, risk management, prior learning and an offender's suitability for learning programmes and vocational training). In some prisons, however, learners are given opportunities to visit workshops and discuss courses with instructors prior to starting a programme. Some prisons provide 'taster' sessions as part of induction, to evaluate learner's skills and attitudes. The Standards Unit at DfES has developed vocational assessment materials. Learning providers should keep abreast of developments and their potential use in prisons. Useful information is given in *Improving Initial Assessment in Work-based Learning* (<http://www.lsd.org.uk/pubs/>).

Service requirements:

0201	Effective initial assessment should be in place. All sentenced receptions should have an initial assessment within five working days where the results of screening indicate a particular need. (NB: Increasingly, assessments may come from previous prison or probation). Assessments should be conducted by the learning provider and linked with the case management framework.
0202	Effective diagnostic assessment should be in place for literacy, language and numeracy both in prison and in the community. All offenders on learning and skills programmes should be diagnostically assessed by the learning provider within the first quarter of a programme.
0203	Potential dyslexia indicators should be identified and formal dyslexia assessment should be carried out if required. An effective system for identifying potential dyslexia should be in place and in use. All offenders on learning programmes should be assessed for

	potential dyslexia by the learning provider if a need has been highlighted during initial assessment. All offenders identified as having severe dyslexia indicators (e.g. assessed as having only 'emerging' skills in the Skills for Life dyslexia assessment) should receive a formal dyslexia assessment. Learning providers will ensure that a trained specialist dyslexia assessor is available. At least one member of the literacy teaching team should be qualified to enable formal dyslexic assessment to take place 'in-house'.
0204	Learning providers will work in partnership to minimise repetition of assessment.
0205	Learning providers will, where appropriate, work in partnership with other agencies to exchange information about the learner's educational achievement.
0206	For offenders in custody, learning providers will assess learners' aptitude for work-related learning and evaluate the suitability of courses in meeting learners' abilities and aspirations.
0207	There should be clear links between assessment outcomes and learning programmes. Learning providers should ensure that all teachers' course files contain outcomes of initial and diagnostic assessment.
0208	Learning providers will ensure that staff who conduct initial or diagnostic assessment have the appropriate qualifications e.g. as set out in the <i>Skills for Life Teaching Qualifications Framework: a users guide (DfES)</i> .
0209	Learning providers will keep abreast of new developments in this area and incorporate new initiatives to ensure good quality and maintain parity with mainstream provision.
0210	Learning providers or designated agency will carry out screening work on all offenders who are subject to a 3-week pre-sentence report remand.
0211	The outcomes of both the diagnostic assessment and learning interventions must be communicated to the offender manager to ensure that the supervision plan for the offender is up to date.
0212	Learning providers will participate in supervision plan reviews organised by the offender manager.
0213	Learning interventions must be compliant with the risk management plan for the offender. This is vitally important for offenders subject to Multi-Agency Public Protection Arrangements.

03 Individual Learning Plans

Introduction

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

Some offenders will be subject to Activity Requirement or supervision requirement of a community order, suspended sentence or licence condition that will involve work towards the ILP. The learning provider needs to ensure that they inform the case manager of attendance and progress so the court order or licence can be administered in line with NPS National Standards.

For some offenders on Unpaid Work/Community Orders an ILP will be prepared as part of Guided Skills Learning programmes.

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

The ILP helps learners know what they are aiming to achieve and by when. Individual negotiation of the plan with teachers or trainers increases the involvement of learners, their investment in their own learning and consequently their motivation. To ensure involvement, providers need to behave in a pro-social and motivational manner. The offender needs to know who is the key person responsible for their ILP. That worker needs to work in a pro-social and motivational manner with the offender. Breaking down learning goals into targets makes the steps towards the goals clearer and the process of learning more manageable and less mystifying. Targets also allow learners to recognise and measure progress as each step is taken. Recognising their progress increases learners' motivation to continue. For these reasons, learners need to keep a copy of their plan and refer to it frequently throughout their programmes. (The Adult Basic Skills Strategy Unit at the DfES is commissioning the development of a CD ROM-based template to enable organisations to customise Individual Learning Plans more easily.)

It will be important that learning providers and the Offender Manager keep the learner's ILP up to date (including its congruence with the offender's supervision plan) and ensure that it travels with learners between prisons and between the custodial and community-based aspects of their sentences. This will enable learners to build on what they have already achieved and help ensure that learning is continuous and coherent. The new offender management service will help ensure the transfer of individual learning plan records during the course of an offender's sentence.

Service requirements:

0301	The learning provider, the prison and the probation service will ensure that Individual Learning Plans (ILPs) and the Progress File process are in active use for all learners. All offenders on learning programmes will have an ILP within 7 days of joining a programme.
0302	The Offender Manager and the learning provider will ensure that ILPs and the Progress File process actively supports progression. All ILPs should identify possible progression routes by the end of the first half of the learning programme.
0303	The learning providers will establish and maintain good links with the custody/sentence planning process for custody and community-based aspects of sentences, working with the offender managers of the National Offender Management Service.
0304	The learning providers will need to familiarise themselves, and comply with the emerging requirements for, resettlement, Prison Service Plus and Custody Plus . These emerging requirements will place a particular premium on the learning provider's ability to ensure continuity and coherence between custodial and community-based aspects of sentences.
0305	ILPs should be transferred efficiently to other organisations – both during custody and upon release into the community. All learners should receive their ILP upon transfer or release onto any community-based element of their sentence. The organisation receiving the transferred offender should receive a copy of the ILP within seven working days.
0306	The Learning Provider will assist the Offender Manager with supervision reviews by providing progress reports on the offender's work. The case manager will up date the learning provider progress and changes in the offender's supervision plan arrangements.
0307	Each offender will have a 'key worker' provided by the learning provider responsible for their ILP. The key worker will be expected to work in a pro-social and motivational manner.
0308	The Learning provider will have processes in place to assist the NPS in the administration of offenders whose ILP is part of a court order.
0309	The Learning provider and Probation Areas will have an agreed process for assessing and moving forward ILPs for offenders subject to Unpaid Work/Community Punishment

04 Literacy, Language and Numeracy Skills

Introduction

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

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

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

The learning provider will be responsible for delivering literacy, language and numeracy provision at all levels in a variety of locations and modes. Learning providers are encouraged to be innovative in their approaches and should draw on a range of teaching and learning approaches designed to motivate and reach all learners, encouraging them to work towards nationally recognised qualifications including the National Tests at levels 1 and 2. Learning providers will ensure there is an appropriately qualified co-ordinator and high quality teaching staff responsible for delivering this area of work. All staff must be qualified or working towards a qualification as set out in the *Skills for Life Teaching Qualifications Users Guide* (DfES 2003).

There are a number of key publications in the area of quality assurance for literacy, language and numeracy in prisons:

- the Common Inspection Framework (CIF)
- The Ofsted Chief Inspector’s Annual Report and the ALI Chief Inspector’s Annual Report
- *Raising Standards: a contextual guide to support success in Literacy, Numeracy and ESOL provision* (Prisons);
- *Raising Standards: a contextual guide to support success in Literacy, Numeracy and ESOL provision* (The juvenile secure estate for young people aged 15-18)
- *Raising Standards: a contextual guide to support success in Literacy, Numeracy and ESOL provision* (Offenders supervised in the community by the Probation Service)
- *Raising Standards: a contextual guide to support success in Literacy, Numeracy and ESOL provision* (Young Offender Institutions for Young people aged 18-21).

The Peer Support Programme offers offenders and other volunteers the opportunity to train as learning mentors. These programmes increase the range of

accreditation available to more able learners and widen participation in prisons by reaching learners in workshops, on wings and in other parts of the prison. The Library Service in prisons plays a vital part in motivating learners and supporting the development of reading and other skills. *Family Learning and Family Literacy, Language and Numeracy* has provided a useful stimulus in encouraging parents to develop skills which enable them to communicate with their children and is an essential part of provision.

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

Service requirements:

0401	Learning providers should ensure that the <i>Skills for Life</i> learning infrastructure underpins all literacy, language and numeracy learning. All discrete literacy, language and numeracy programmes, including Family Literacy, Language and Numeracy programmes, should use the national standards and relevant national curriculum documents. Staff in other areas, where skills for life are embedded, should be in possession of relevant curricula. Schemes of work should show evidence that Skills for Life are integrated into relevant parts of the syllabus.
0402	Learning providers should deliver high quality literacy, language and numeracy teaching and learning.
0403	The learning provider will assess learners' needs for additional support.
0404	The learning provider will work with the Library Service to actively encourage reader development activities throughout the prison.
0405	The learning provider will employ effective methods to widen access to all learners.
0406	Learning providers should ensure that appropriately qualified literacy, numeracy, ESOL and support staff are in place. All existing and new staff should be appropriately qualified or should be working towards a relevant specialist qualification (for full details of requirements, see Skills for Life Teaching Qualifications Framework Users Guide.)
0409	Continuing professional development programmes meeting the needs of the staff both in the prison and the community should be in place.
0410	Adequate arrangements should be made for ensuring health and safety of learners.
0411	The Learning Provider should ensure their work is informed by analysis of evidence-based effective practice in offender learning.

	They must ensure their staff work in both a pro-social and motivational way.
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05 ICT

The 2003 White Paper *21st Century Skills, Realising Our Potential* made a firm commitment to help adults gain ICT skills as a basic skill alongside literacy, language and numeracy. As with literacy, language and numeracy, the basis has been the introduction of new Standards for ICT skills developed from the ICT user skills National Occupation Standards. Recognised qualifications, including those within the broader IT Key Skills qualifications, will be referenced to these standards. The Standards can be viewed at www.qca.org.uk/qualifications/types/2791.html. The Department for Education and Skills (DfES) have been working closely with key partners to take forward this strategy.

The National Institute of Continuing Education (NIACE) are currently undertaking Action Research on behalf of DfES, looking at the issues and implications of implementing the new Standards for adult ICT skills. Following this research, the plan is to have basic ICT skills established within *Skills for Life* and gradually rolled out, with an appropriate supporting curriculum from September 2005.

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

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

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

Service requirements:

0501	Learning providers should deliver the curriculum for ICT user skills based on the emerging national standards. Offenders should achieve ICT awards at an appropriate level.
0502	Learning providers will keep up-to-date with the development of ICT as a third basic skill for life and introduce new standards and qualifications as they become available.
0503	Working with the Offender Manager, local LSC and Sector Skills Councils, learning providers should ensure that programmes meet the needs of individuals, employers and the labour market. All programmes should provide appropriate progression routes to employment or further training.

0504	Learning providers will deliver ICT user skills at a number of levels, according to the assessed needs of the learners. The qualifications for this area of the curriculum should be mapped to the emerging standards for ICT user skills.
0506	Learning providers should ensure that appropriately qualified and experienced teaching staff are in place Staff should hold or be working towards appropriate FE teaching qualifications.
0507	Learning providers should ensure that continuing professional development programmes meeting the needs of teaching staff should be in place.
0508	Learning providers should ensure that assessment and verification arrangements meet the requirements of the awarding bodies. There should be at least one external verifier's report for each course per year. ALI/Ofsted reports should indicate good or satisfactory assessing and verifying.

06 Work-related learning

Introduction

Work-related learning is being developed in line with the national Skills Strategy: *21st Century Skills Realising Our Potential*, ‘...to ensure that employers have the right skills to support the success of their businesses, and individuals have the skills they need to be both employable and personally fulfilled.’ Work-related learning should contribute towards the ability of offenders and offenders supervised or serving their sentences in the community to achieve sustained employment upon their release from custody or at the end of a community service.

This area of work in prisons is currently known as vocational training and is delivered largely by Prison Service Instructional Officers; work-based learning in the community is generally mainstream provision. To emphasise the inclusive nature of future learning and skills provision in prisons, and taking into account that some vocational training is not work-based, we have called this area work-related learning. It includes transferable work skills and Key Skills.

The Prison Service’s Custody to Work Unit and the Enterprise and Supplies Services Division are dedicated to increasing opportunities for offenders to engage in training leading to skills and qualifications needed by employers - and Prisons’ work areas, such as the kitchens, laundries, industrial workshops, industrial cleaning and horticultural areas provide work-related learning leading to qualifications. Offenders also achieve vocational qualifications in physical education. Although such learning opportunities will remain outside the scope of this document, learning providers must work in partnership with prison staff, including the Head of Learning & Skills and the Quality Improvement Group, to integrate work-related learning in all areas of the prison and to consider opportunities for learning opportunities from day release as a feature of learning programmes for individuals eligible for *Release on Temporary Licence (ROTL)*.

The National Probation Service and Prison Employer-engagement strategy gives a clear direction to the work that is needed with offenders to ensure they receive the right work-related learning appropriate to the local labour market where they will be rehabilitated.

The learning provider will work to raise standards in work-related learning by developing new approaches to meet the needs of offenders. Such approaches shall include tailoring programmes to suit the needs and interests of learners, including the needs of the labour market into which ex-offenders will be supervised, levels of prior attainment and the length and type of sentence being served by an offender; for example, whether the sentence is being served in custody or in the community. Some prisons offer enterprise and business start-up training to prepare offenders for self-employment as a viable alternative to employment. This is discussed below. The learning provider will also raise standards by ensuring the professional development of its staff. The effective provision of work-related learning enables learners to display the level of skills required by employers. Such provision will be responsive to employers and meet national and local skill needs, defined in collaboration with the Learning and Skills Council.

In line with the Skills Strategy, a key priority is increasing the number of individuals with a level 2 qualification. It is important that there are appropriate programmes in work-related learning at level 2 and programmes that enable people to progress towards level 2. We look to learning providers to implement a development plan as part of its quality assurance arrangements to ensure continuous improvement in the quality of this provision. In common with all learning and skills provision, work-related learning will be included in the overall prison quality assurance process for learning and skills. The quality of provision will reflect that found generally in the further education sector. The qualifications of teaching staff will reflect the new professional standards indicated in *Success For All*.

The learning provider will work with the Offender Manager to maximise continuity of learning, both where offenders are transferred between prisons, in the community and on release. Often offenders are transferred or released before completion of courses. The use of modular courses and unit accreditation, the development of area-wide strategies for resettlement and training provision and the effective transfer of records of progress and achievement in ILPs all support a strategy to improve retention and achievement rates of offenders.

Some offenders will be subject to Activity Requirement or supervision requirement of a community order, suspended sentence or licence condition that will involve work towards employment. The Learning Provider needs to ensure that they inform the Offender Manager of attendance and progress so the court order or licence can be administered in line with NPS standards.

Enterprise activities

Research has shown that employment can reduce the risk of re-offending by between a third and a half. However, two-thirds of prisoners arrive in prison from unemployment and three-quarters leave prison with no job to go to. For some offenders, self-employment may present the most practical way of re-entering the labour market (Social Exclusion Unit, 2004). It may also help to circumvent the discrimination faced by offenders applying for jobs.

The Small Business Service has been developing ways of helping offenders and ex-offenders enter self-employment. The Phoenix Fund is designed to encourage entrepreneurship in disadvantaged areas and amongst disadvantaged groups of people. Entrepreneurs in disadvantaged groups experience greater difficulties in launching their ideas than someone starting a new enterprise generally faces. A number of projects funded through the Phoenix Fund have been extended until 2006 to build on the best of what they have achieved so far and to address the needs of particular groups of people, such as serving and ex-offenders. These projects include Dukeries Training Agency, based in the East and West Midlands and Enterprising Communities, based in Stevenage.

The Business in Prisons initiative is also funded as part of the Phoenix Initiative. Over the next two years, Business in Prisons plans to hold 500 awareness sessions involving 7,600 offenders, with an expectation that around 425 will follow through to start businesses on release.

Through this initiative, the Business in Prisons initiative aims to expand its work to cover eleven out of nineteen prisons in the East Midlands, seven out of nine in the West Midlands and all thirteen women's prisons nationally. Further information on the Phoenix Fund and the Business in Prisons initiative can be found at www.sbs.gov.uk/phoenix.

Reducing Re-offending: The Enterprise Option, a report commissioned by the Small Business Service, notes that it is difficult to map current provision within prisons for skills in entrepreneurship. For example, it found that:

- provision appeared to be programme-led rather than demand-led, frequently dependent upon the skills and interest of local staff, rather than the needs of inmates
- there appears to be little integration with other vocational courses. Such vocational training can often provide the foundation for self-employment.

Providers interested in delivering enterprise education may wish to read the *Reducing Re-offending* report, which may be found at www.sbs.gov.uk and

discuss means of developing appropriate provision with their local LSC.

Service requirements:

0601	Learning providers, working with the Head of Learning and Skills, National Probation Service ETE managers and the Local LSC and sector skills councils will ensure that programmes are developed in line with the National Skills Strategy, National Probation Service/Prison Service Employer Engagement Strategy and meet the needs of employers and the labour market into which the offender will be released. All programmes should provide progression routes to employment or further training.
0602	Learning providers should deliver high quality teaching and learning.
0603	Enrolment processes will fully support equality of opportunity for all learners to enrol on courses appropriate to their needs and preferences.
0604	Learning providers will provide training in transferable work skills, including the wider Key Skills.
0605	LSC will plan provision with the Head of Learning and Skills, local National Probation Service managers and the Regional Offender Manager to maximise opportunities for learners to complete training during their period of supervision. They will provide courses appropriate to the age and gender of learners and the length of the custodial and community-based parts of the sentence.
0606	Learning providers will contribute to the co-ordination of courses at regional and/or national level to facilitate continuity of training for learners transferring between prisons and from prison into the community. This will support area and national resettlement strategies.
0609	Learning providers will ensure that there are appropriately qualified and experienced vocational instructors in place. All instructors should have at least three years' relevant experience and meet awarding body requirements. Instructors should hold, or be working towards, appropriate FE teaching qualifications. There should be an appropriate strategy for continuing professional development.
0610	Learning providers should ensure that continuing professional development programmes meeting the needs of the prison establishment and/or Probation Service area are in place.
0611	Learning providers should ensure that assessment and verification arrangements meet the requirements of awarding bodies.
0612	The prison should ensure that adequate arrangements for health and safety are in place across the prison.
0613	The Learning Provider will need to have arrangements in place to work effectively with National Probation Service in dealing with offenders subject to an activity requirement of a court order or licence.

07 Higher Education

Introduction

Participation in higher education in a prison environment is in line with DfES's aim to increase higher education participation towards 50% of those aged 18-30 and make significant progress towards fair access (DfES PSA Objective V and Higher Education White Paper). It promotes lifelong learning, encourages progression into higher levels of learning and encourages a wide-ranging and balanced learning and skills curriculum for those who are able to benefit from learning at higher level.

Some offenders coming into the prison system may already be studying in higher education and will need support to continue their learning; others will start or progress to higher education during their sentence. Offenders should be provided with information, advice and guidance on higher education opportunities, including access, undergraduate courses - including foundation degrees - and post-graduate courses. Access courses include *Openings (OU)*, *NOCN* access courses and the Ruskin College course, *Preparation for Higher Education by Distance Learning*. Learning providers should develop effective partnerships with local Higher Education institutions with the aim of introducing learning opportunities, which would be HEFCE funded, within the custody and community context. Distance learning facilities will be required, including individual open learning packages, as well as access to ICT. Many libraries in prisons are being developed as distance learning centres, resources to support learning programmes and study areas. These will be important in supporting self-directed study. Where such resources are not available, additional study areas may be required.

Learning providers, in co-operation with the Head of Learning and Skills, will facilitate and support the relatively small number of suitable learners who wish to undertake higher level studies with the Open University and other institutions that provide degree-level courses, in keeping with the overall aim of providing a broad and balanced curriculum and progression opportunities which meet the needs of as many individuals as possible. There are presently some 650 offenders studying with the OU, with an expected increase to around 1,000 over the next three years.

Most OU learners have the opportunity to study for a minimum of ten hours per week during working hours. The task of supporting OU learners is shared between learning and skills staff in the prison, the OU Regional Centre and the Associate Lecturer allocated to support the individual learner. There is guidance available, relating to Open University courses, on the courses generally considered suitable for study in Prison Service prisons, although the Governor will need to be consulted in respect of the suitability of courses for specific individuals. Programmes of learning are provided ultimately at the Governor's discretion and other courses may also be acceptable. A series of handbooks from the **OLSU** gives guidance on administering the scheme.

Higher education programmes tend to be of a longer duration than other programmes and, therefore, it will be important to ensure that arrangements are in place to help offenders continue with their higher education programme once they have left custody. The education provider should make particular efforts to ensure effective transition from custody to community settings, providing guidance to the offender on arrangements for continuing study and, if appropriate, arranging contact with a higher education institution, or other provider of higher education, in the individual's release area. These arrangements need to be undertaken in consultation with the National Probation Service case manager to ensure that public protection issues have been considered. This is particularly important for offenders subject to Multi Agency Public Protection Arrangements (MAPPA). The library service will also be able to offer advice and guidance on arrangements for continuing and supporting study in the community.

Service requirements:

0701	Learning providers will provide information and guidance, including promotional material to offenders on the nature of higher level study, higher education opportunities, including access to higher education, under-graduate and post-graduate courses.
0702	Learning providers and the Head of Learning and Skills should make a range of accessible opportunities available for learners in custody to engage in HE programmes as appropriate.
0703	Learning providers will use Individual Learning Plans to support the prison selection/sift processes and advise on the aptitude, ability and motivation of offenders to complete their chosen courses.
0704	Learning providers will give general support to learners in respect of their studies at access, undergraduate and post-graduate levels.
0705	Learning providers will be responsible for ensuring that support and guidance arrangements meet the recommendations of awarding bodies. All learners should feel supported.
0706	Learning providers will work with the Library Service to enhance its use as a learning resource.
0707	Learning providers, working with the Head of Learning & Skills and the local LSCs and Sector Skills Councils, should work to ensure that programmes meet the needs of individuals, employers and the labour market. All programmes should provide progression routes to employment or further training.
0708	Learning providers will assist with registration and administrative matters and the processing of assignments, including the setting up of tutorials, counselling and summer schools with university staff.
0709	Learning providers will facilitate continuing study where offenders are transferred or released by maintaining and transferring records and by making contact, where appropriate with a local HEI within the individual's release area. Arrangements must comply with the National Probation Service case manager's risk management plan for the offender. Special attention needs to be given to those offenders subject to Multi Agency Public Protection Arrangements (MAPPA).

08 The Arts Curriculum

Introduction

Whilst the improvement of offenders' literacy, language, numeracy, ICT skills and employability is at the heart of learning and skills provision, there is an important role for the arts in learning provision for offenders, in custody and in the community. The arts curriculum complements other parts of learning and skills provision and gives opportunities for learners to develop a fuller understanding of the arts and their contribution to culture and society; increase their self-esteem and confidence; develop increased creative, personal and work-related competencies to enable the possibility of a career in an arts-based discipline; and to achieve national qualifications.

Over the past few years, the arts curriculum has been developed in prisons to enable offenders to develop their understanding of the visual and performing arts and their skills as arts practitioners. The OLSU has worked with the National Open College Network (NOCN) to produce an arts programme, originally developed for use in prisons but now generally available in the community. This programme provides modular courses accredited at Entry Level, Levels One, Two and Three which are referenced to the national standards for literacy, language and numeracy. There are units which complement and apply the ICT curriculum. NOCN is also developing unit-based courses, which are achievable in a short timescale, may be accumulated by learners within the developing National Credit and Qualifications Framework, and which are transferable between prisons and from custody to community.

Access to services in the community is under-developed and consideration needs to be given to developing specific and relevant services for offenders supervised in the community.

A modular and unit-based structure enables offenders to build a portfolio and continue their studies if they are transferred to another prison and/or on release to community supervision, and to progress to GNVQ, GCSE, A Level or other arts programmes accredited at a suitable level. Some progress to study for Open University credits or other diplomas or certificates. There are units in the programme which have special relevance to those wishing to pursue a career in the arts and there are units which develop transferable work skills.

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

In custody in particular, the arts contributes to the cultural and creative life of the prison, giving opportunities for informal interaction between staff and offenders. They provide an opportunity for self expression and can thereby assist in maintaining good order. The involvement of voluntary and community arts organisations is well established in many prisons; the learning provider should work with the Head of Learning and Skills and the Voluntary Sector Co-ordinator. The Unit for the Arts and Offenders publishes a directory of arts organisations and their activities in prisons and the Koestler Trust organises an annual exhibition of offenders' art.

Service requirements:

0801	Learning providers will demonstrate responsiveness to the cultural diversity of the population, bearing in mind that this can change at short notice.
0802	The Head of Learning and Skills and learning providers should conduct needs analyses and implement policies to ensure equality of opportunity in arts programmes. Programmes should be socially inclusive and open to all offenders in custody.
0803	Learning providers will use the Progress File materials to enable learners to manage their learning and development by acquiring thinking and planning skills.
0804	Working with Head of Learning & Skills and local LSC and Sector Skills Councils, learning providers should ensure that programmes meet the needs of the individual, employers and the labour market. Providers should aim to meet individual needs addressed within constraints of the environment.
0805	All programmes should provide progression routes to employment or further training.
0806	Learning providers will work in partnership with the library and information service to create opportunities for offenders to develop independent learning.
0807	Learning providers will work in partnership with other departments, e.g. Healthcare, Chaplaincy, Offending Behaviour Programmes and Resettlement and voluntary and community-based organisations to enhance the cultural life of the prison.
0808	Learning providers and Head of Learning and Skills should seek to achieve a percentage of their KPT for basic skills through this curriculum area.
0809	Learning providers and the Head of Learning and Skills should ensure that challenging delivery targets are set and achieved.
0810	Learning providers should have appropriately qualified and experienced teaching staff in place Staff should hold or be working towards appropriate FE teaching qualifications.
0811	Continuing professional development programmes meeting the needs of the staff and the prison should be in place.
0812	Learning providers should ensure that assessment, moderation and verification arrangements should meet the requirements of awarding bodies.
0813	Adequate arrangements for health and safety should be in place across the prison.
0814	Learning providers will need to be proactive in working with the LSC and National Probation Service to develop an appropriate Arts Curriculum to meet the needs of offenders in the community.

09 Personal and Social Development

Introduction

The development of personal and social skills is a key function of the learning and skills service. Many offenders lead complicated lives without having the personal skills needed to deal with them. It is expected that this curriculum will offer offenders the opportunity to develop a wide range of practical, cognitive and social skills relevant to their needs. The activities here should be used to support other learning and skills development, particularly basic skills. The personal and social skills curriculum can be a forerunner to offence-related work and other regime interventions and supports the attainment of wider key skills to improve chances of employment. In some prisons there is imaginative and innovative work linking to reader development activities in the Library and Visits Centre and reading development through peer support schemes. In co-operation with other prison departments, including the P.E. department, Healthcare and the Chaplaincy, it can help to improve the physical and mental well-being of offenders, encouraging reflection and increasing self-confidence.

Learning providers should be aware of the relevance of this curriculum area to the *Prison Service Resettlement Strategy* and Key Performance Indicators, including the Custody to Work initiative.

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

The curriculum may include:

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

Many National Probation Service Areas offer all or some of the above provision. Learning Providers will need to contact the relevant National Probation Service Area Office in considering their personal and social skills offering in order to take into account the current provision.

Service requirements:

0901	Learning providers will demonstrate responsiveness to the cultural diversity of the population, bearing in mind that this can change.
0902	Learning providers will reference work in this area to the national standards in literacy, language and numeracy. Programmes

	should assist the development of embedded basic skills.
0903	Learning providers should ensure that programmes are socially inclusive.
0904	Learning providers will use the Progress File process, to enable learners to manage their learning and development by acquiring thinking and planning skills.
0905	Programmes should meet the needs of individuals, employers and the labour market.
0906	Learning providers will work in partnership with the library and information service to create opportunities for offenders to develop independent learning.
0907	Learning providers will link this work to sentence planning and the prison's resettlement strategy.
0908	Learning providers should have appropriately qualified and experienced staff in place.
0909	Continuing professional development programmes meeting the needs of the staff and the prison should be in place.
0910	Learning providers and Heads of Learning and Skills should set and achieve challenging delivery targets.
0911	Learning providers should ensure that assessment, moderation and verification arrangements meet the requirements of awarding bodies.
0912	There should be adequate arrangements for maintaining health and safety.
0913	The Learning Provider will need to contact the relevant National Probation Service Area Office in considering their personal and social skills offering.

10 Distance Learning, Resource-based Learning and e-Learning

Introduction

Many offenders would welcome increased opportunities for independent study and e-learning which they could continue on transfer to another prison or on release into the community. E-learning and distance learning arrangements can help ensure continuity of learning between different parts of their sentence and after release from custody into the community, so helping achieve the aims of the National Offender Management Service to create a seamless and coherent service. We aim to adopt practices which empower offenders by helping them play a more active part in pursuing their learning goals, foster creativity and innovation, offer flexible learning, achieve better value for money through maximising the availability of resources, and encourage people to continually improve their knowledge and skills. This will include providing information, advice and guidance about distance learning courses and sources of financial support, e.g. the Prisoner Education Trust and Women in Prison.

While the development of e-learning is limited by the security requirements of the Prison Service, we expect the e-learning agenda within prisons to alter and expand in the coming years in support of these wider objectives of learning and skills. E-learning has already been successful in engaging offenders who are not willing to take part in traditional learning. Consequently learning providers should be prepared to implement changes to our requirements as they develop. While learning providers will be unable to change the security requirements of the Prison Service, we are keen that providers engage in dialogue with learndirect and other providers so that offenders receive the necessary information, advice and guidance – whether face to face or virtually - to develop independent e-learning both during the custodial or community-based part of their sentence and after they complete their sentence.

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

E-learning is equally important for offenders in the community and providers need to provide offenders with advice about, and access to, such services to ensure they can take advantage of them. National Probation Service and learning providers must have access to appropriate Distance Learning and e-Learning provision.

Many offenders are demotivated by traditional learning, and are unwilling to participate in traditional classroom environments where learning materials are paper-based and the use of ICT to support learning is limited. The quality of ICT equipment in prisons is variable and very few offenders have Internet access to support learning, usually only in Category D ('open') prisons. However, work with Ufi/learndirect has shown that interactive, engaging and relevant course material has been successful in promoting learning to this type of offender. Learning providers may wish to discuss their ideas for distance learning provision with Ufi/learndirect.

Development work is underway to promote the use of libraries as learning resource centres, as well as places to facilitate reader development, with a range of books and materials to support learning programmes.

Service requirements:

1001	Learning providers will supplement formal learning in the classroom or workshop with opportunities for distance or e-learning. Such opportunities will also exist during an offender's recreational time.
1002	Learning providers will develop a whole prison plan with the Head of Learning & Skills to support learning in cells and in other locations, including the library. Such support will require the provision of appropriate learning materials including text books, course manuals, CD-ROMs and access to appropriate ICT facilities.
1003	Learning providers will have monitoring systems to ensure effective use of distance learning time.
1004	Learning providers will provide advice, guidance, support and supplementary learning materials, including Progress File, for those engaging in distance learning.
1005	Learning providers will provide guidance in study skills to enable learners to manage their own learning.
1006	Learning providers will develop good working arrangements with the Library and Information Service. Library and ICT resources should be used by the learning provider to support distance or e-learning.
1007	Working with Head of Learning & Skills and local LSC and Sector Skills Councils, learning providers should ensure that programmes meet the needs of individuals, employers and the labour market. All programmes should offer progression routes to employment or further training.
1008	Learning providers and the Head of Learning & Skills should ensure that appropriately qualified and experienced teaching staff are in place. Teaching staff should hold, or be working towards, appropriate FE teaching qualifications.
1009	Learning providers and the Head of Learning & Skills should set and achieve challenging targets for learners to engage in e-learning or distance-learning.
1010	Learning providers will develop good working arrangements with probation, IAG partnerships and other community services to ensure continuity of learning for prisoners upon release.
1011	Learning providers should ensure that assessment and verification arrangements meet the requirements of awarding bodies for paper based and online test delivery.

11 Other Subjects

Introduction

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

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

Learning providers are encouraged to be innovative in their approach and will need to demonstrate that they can employ a range of teaching methods designed to reach all learners, taking into account the cultural diversity of the population. The range of subjects offered will depend on the results of a needs analysis as part of the self-assessment process.

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

Service requirements:

1101	The learning provider will work in partnership, especially with other providers and library and information services, to enable learners to progress and realise their personal goals.
1102	The learning provider will reflect the appropriate progression pathways in ILPs.
1104	The learning provider will work in partnership with prison staff and external providers to enable prisoners to have day release for learning and skills.
1105	The learning provider should ensure that provision enables progression to other learning and skills programmes.
1106	The Head of Learning and Skills, National Probation Service Area and learning providers should conduct needs analyses and implement policies to ensure equality of opportunity in arts programmes. Programmes should be socially inclusive and open to all offenders in custody.
1107	Working with Head of Learning and Skills and local LSC and Sector Skills Councils, the learning provider should deliver provision that

	meets the needs of individuals, employers and the receiving labour market. All programmes should provide progression routes to employment or learning and skills programmes. Options for progression should be incorporated into Individual Learning Plans.
1109	The learning provider should ensure that appropriately qualified and experience teaching staff are in place. Staff should hold or be working towards appropriate FE teaching qualifications.
1110	The learning provider should ensure that assessment, moderation and verification arrangements meet the requirements of awarding bodies.

12 Preparation for Release and Resettlement

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

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

In relation to rehabilitation and resettlement, learning providers should maintain an awareness of developments in this area. Learning provision should reflect the requirements of the Adult Offenders' Rehabilitation Strategy and other resettlement work including the Prison Service Custody to Work initiative. Learning providers should also be aware of the Department for Work and Pensions' hardest-to-help strategy and the importance of developing programmes which contribute to the achievement of sustained employment.

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

Our requirements

1201	Learning providers will provide information, exit advice and guidance related to learning, skills and employment to offenders preparing for release.
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1202	Learning providers will record activities and outcomes relating to continuing learning post-release in the ILP.
1203	Learning providers will use the Progress File process to support this work with offenders.
1204	Learning providers will include plans for learning opportunities on day release as a feature of learning programmes for individuals eligible for <i>Release on Temporary Licence (ROTL)</i> , encouraging and assisting the prison in the funding of such opportunities and in the use of day release for learning and other resettlement opportunities.
1205	Learning providers will attend meetings and boards relevant to the resettlement needs of offenders and the prison's resettlement strategy.
1206	Learning providers will contribute towards the prison's resettlement strategy and targets, including by developing a plan showing how links will be made with key agencies inside and outside the prison.
1207	ILP Information will be sent to supervising Probation Areas within 5 days of an offender's release from custody.
1208	Learning providers will contribute to Multi Agency Public Protection Arrangements (MAPPA) risk management plans of offenders subject to this form of oversight.
1209	Learning providers, the LSC and Probation Areas in consultation with Jobcentre Plus will develop provision that meets the identified needs of offenders seeking to return to the workplace. Local arrangements need to involve other key partners such as IAG partners, Skill Sector agencies and regional and local employer representatives.
1210	The Individual Learning Plan must be shared with the National Probation Service case manager and built into supervision plan reviews. Changes in supervision plans must be communicated back to the learning provider.

13 Quality Assurance and Quality Improvement

Introduction

OLSU is a key player in the delivery of the Government's rehabilitation strategy, integrating the delivery of learning and skills at national, regional and local level. The new integrated service covering custody and community will offer offenders support wherever they are in the correctional services system. The quality of learning and skills provision, whether it takes place inside or outside a custodial setting, will be critical to whether or not an offender can secure sustainable employment and contribute positively to society in future. This quality will also be central to achieving the Government's target of significantly reducing re-offending. To support the aims set out in this draft strategy, OLSU has put in place significant resources and support, including:

- Learning and Skills Advisers posts
- Heads of Learning and Skills posts
- A national Quality Improvement Group, mirrored by establishment quality improvement groups
- An OLSU-quality improvement strategy

Quality assurance of learning and skills for offenders, whether they are in custody or supervised in the community, is being developed in line with the Common Inspection Framework (CIF).

In many prisons quality assurance arrangements do not extend across the full range of provision for learning and skills nor do they focus on the quality of learning.

Staff in education departments are often experienced in quality assurance and self-assessment, but other staff may have less experience and awareness of quality processes other than the minimum requirements of awarding bodies. Workshop session observations are not carried out routinely and there is little evaluation of the quality of training. Procedures to ensure the sharing of good practice are often not in place.

In January 2002 each prison was required to set up a Quality Improvement Group (QIG) to oversee quality assurance in all areas of the prison where learning takes place. Membership of this group includes senior managers of the prison, current education managers, instructors and the OLSU Learning & Skills Adviser. It is expected that the group is chaired by the Head of Learning & Skills, meets at least quarterly, and reports directly to the Governor. One of its main functions is to ensure that self-assessment takes place in line with the principles set out in the Common Inspection Framework. The prison is required to produce an annual self-assessment report (SAR) for its learning and skills provision which sets out clear evidence of the establishment's strengths and weaknesses and strategies for improvement. The learning provider will contribute to the overall SAR of the prison and the action plan to consolidate good practice and to address areas for improvement. The learning provider will contribute to the prison's three-year strategic development plan.

The Governor is accountable for the quality improvement strategy for learning and skills in the prison. Responsibility is frequently delegated to the Head of Learning and Skills. The learning provider will be required to quality assure all aspects of the learning and skills service that it delivers for offenders. The learning provider will be expected to make a significant contribution to the prison's Quality Improvement Strategy for learning and skills. The learning provider will work closely with the Head of Learning and Skills to improve the quality of delivery, content and outcomes, taking into account the guiding principles set

out in the *Common Inspection Framework, Quality Assuring Learning and Skills Provision: a guidance document for staff working in prisons and young offenders institutions (OLSU 2003)* and the four separate publications on raising *Skills for Life* standards in the offender context under the generic title *Raising Standards: a contextual guide to support success in Literacy, Numeracy and ESOL provision (DfES)*. These help providers interpret the requirements of the CIF in the specific context of prisons, young offenders institutions, the juvenile estate and offenders supervised in the community.

OLSU is developing new partnership approaches to create more effective links between learning and skills in custody and the community. These approaches are being developed with the prison and probation services, the Learning and Skills Council, Job Centre Plus and providers and employers. The partnership arrangements between the National Probation Service and local LSCs already include specific objectives to:

- foster an increase in demand for learning and develop support strategies so that many more offenders complete learning;
- increase the quantity of learning provision;
- improve significantly quality standards; and
- put solid and effective partnerships in place as a basis for coherent and accountable planning and delivery.

Effective quality assurance which secures continuous improvement is demonstrated by how well leaders and managers set a clear direction in relation to the quality of learning and skills and, where relevant, the extent to which governors, probation managers or other supervisory boards meet their responsibilities. Providers of learning for offenders in custody and supervised in the community will need to monitor and evaluate performance through self-assessment, as well as promoting equality of opportunity and tackling discrimination so that all learners can achieve their potential. Providers will ensure that staff who work with offenders have the same opportunities as 'main site' colleagues to be part of the parent organisation's quality assurance and quality improvement processes. Learning providers will be expected to deploy resources effectively and efficiently to achieve value for money.

Our requirements

1301	Learning providers should ensure that an effective and comprehensive quality assurance framework is in place. There should be a quality assurance manager, with overall responsibility and accountability for quality both in custody and community provision.
1302	Learning providers will produce an annual self-assessment report to feed into the overall SAR, including an action plan covering both custody and community provision.
1303	There should be consistent processes for monitoring quality, with regular internal quality audits and moderation processes in place to inform self assessment reports (SARs), and action planning. The SAR should be accurate and comprehensive and teaching and support staff should be fully involved in its production. In prisons, there should be collaborative working across prison areas.
1304	Learning providers should produce relevant quality information, including base-line data and year-on-year comparisons covering both custody and community provision. Learning providers should prepare and regularly update their action plan with SMART targets,

	updated regularly and a three-year development plan with SMART targets, informed by the SAR and needs analysis and revised annually.
1305	Trends in performance over time should show either continuous improvement or maintenance of very high standards in the following areas: Increasing learner satisfaction year-on-year; retention levels improving year-on-year; progression data improving year-on-year.
1306	Learning providers will carry out a comprehensive annual needs analysis to ensure that the curriculum is responsive to the needs of the learners.
1307	Learning providers should provide high-quality teaching and learning support and demonstrate the fit between programmes and learners' goals/interests.
1308	Learning providers should implement consistent processes for monitoring the quality of teaching and learning, including regular teaching observation. A teaching improvement plan should be in place. The action plan should include targets on improving resources to ensure that they fully support the programme, are up-to-date, free of stereotyping etc. The action plan should also include targets on improving assessment and review of learner progress, e.g. quality and frequency of one-to-one review sessions; consistency of approaches to giving learners feedback, keeping records of agreed outcomes, using the Progress File approach.
1309	Learning providers will work collaboratively to drive up standards and share good practice in line with <i>Standards Fund Guidance</i> .
1310	An annual staff appraisal programme should be in place in which all staff are appraised annually. Learning providers and the prison, working with the Head of Learning and Skills, should ensure that continuing professional development programmes meeting the needs of the staff and the prison are in place. An annual planned programme for staff training should be in place, informed by findings of staff appraisal. All staff should receive annually a minimum of six days' training in response to needs identified during appraisal. (Part-time staff should receive training pro-rata to the fraction of full-time employment.)
1311	Adequate arrangements for health & safety should be in place across the prison and community. In prison, Health and Safety notices should meet national requirements and audit baselines. All learning environments and practices should meet statutory Health and Safety requirements. All offenders should be inducted in Health and Safety issues prior to start of training and awareness should be reinforced throughout the programme. While health & safety is primarily the responsibility of the prison, health and safety practices within the teaching environment are also the responsibility of the learning provider.
1312	Learning providers and Probation Areas must cooperate with ALI and HM Inspectorate of Probation work.

14 Inclusive Learning and Additional Learning Support

Introduction

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

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

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

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

Learning providers should deliver a service which conforms to the principles set out in key documents, including the *Disability Discrimination Act 2002*; the *Common Inspection Framework*; *Raising Standards: a contextual guide to support success in Literacy, Numeracy and ESOL provision: prisons (DfES)*; *Quality Assuring Learning and Skills provision: a guidance document for staff working in prisons and young offender institutions (OLSU)* and the publication *Reaching All (OLSU 2003)* and its associated training pack. These documents set out the need for learning providers to have an inclusive learning strategy across all offenders' learning and skills provision, including detailed individual assessment of need, well-qualified and experienced specialist and non-specialist teaching staff, a strong staff development programme, high quality delivery, robust assessment of progress/achievement and good data systems. Learning providers will need to work closely with the Offender Manager in order to design and implement this strategy. They will also work in cooperation with the specialist external agencies both during and after the offender's time in custody, making referrals as necessary.

The LSC has also published a number of equality and diversity guidance documents as part of its equality and diversity commitment. These may be found at www.lsc.gov.uk/national/documents/keyinitiatives/equalityanddiversity/equality/htm. Learning providers should make themselves familiar with the material available.

Our requirements

1401	Learning providers should ensure that an effective and comprehensive inclusive learning strategy is in place. Trends in performance over time should show either continuous improvement or maintenance of high standards.
1402	Learning providers should identify individual, additional learning needs and provide of support, as necessary. All learners needs should be identified and subsequent action recorded.
1403	Learning providers should make use of relevant resources to support learners with learning difficulties/disabilities. All teachers and trainers should have relevant curriculum documents and other resources. Staff in all curriculum areas should prepare schemes of work which show evidence that they have integrated relevant curriculum documents and other resources into relevant parts of the syllabus.
1404	Co-ordinated by the Offender Manager, learning providers should ensure that appropriately qualified specialist staff are in place (see also chapter on literacy, language numeracy, for details of dyslexia specialism required)
1405	Continuing professional development programmes for Learning Difficulties and Disabilities (LDD) should be in place. An annual programme for staff training should be in place.
1406	Learning providers should ensure that they have available at least one member of staff qualified or working towards a relevant specialist LDD qualification. A proportion of learning providers' staff should also be taking part in in-service training to update or improve their LDD knowledge, skills and/or qualifications.
1407	Learning providers should ensure that there is high quality support for learners with learning difficulties/disabilities. There should be evidence of: appropriate support to meet learners' needs and interests; effective support strategies embedded in all teaching and learning; quality of resources for support; effective assessment and review of additional learning support; and opportunities for learners to achieve qualifications.
1408	Learning providers will be innovative in their approaches, using a range of teaching and learning approaches and different modes of delivery to reach all learners, including those with learning difficulties/disabilities.
1409	Learning providers will ensure effective links between main course teachers and learning support staff.
1410	Support must be timetabled and have specific time-bound targets, revised and updated, with built-in reviews within the ILP.
1411	Learning providers will identify and use appropriate resources to meet individual needs and additional needs, including specialist curriculum documents, the library and ICT.

Annex 1: Glossary of Terms

ABSSU	Adult Basic Skills Strategy Unit (of DfES)
BSA	Basic Skills Agency
CIF	Common Inspection Framework of ALI/OFSTED
CMF	Capital modernisation fund, money allocated to prisons by OLSU , from April 2002 to March 2004, to modernise vocational training facilities and improve facilities for assessment, basic skills teaching and libraries.
COSHH	Control of Substances Hazardous to Health regulations 2002
ESOL	English for Speakers of Other Languages
ETE	Education, training and employment
Family Learning	Courses that provide offenders with the skills and information to help them develop and maintain family relationships
FENTO	Further Education National Training Organisation
Head of Learning and Skills	Senior manager in a prison, responsible for all learning and skills in a prison
HMPS	Her Majesty's Prison Service
IAG	Information, advice and guidance
ICT	Information and Communication Technology
ILP	Individual learning plan
IO	Instructional Officer
KPT	Key Performance Target
LDD	Learning difficulties and disabilities
LSA(1)	Learning and Skills Adviser, OLSU representative who advises an Area Manager and the governors within the area on learning and skills.
LSA(2)	Learning Support Assistant
LSC	Learning & Skills Council
MAPPA	Multi Agency Public Protection Arrangements
matrix	The quality standard for information, advice and guidance services
National Qualification	A qualification recognised by the Qualifications and Curriculum Authority
NOCN	National Open College Network
OLSU	Offenders' Learning and Skills Unit (of DfES)
Peer Support Programme	A scheme to enable offenders to help their peers with literacy, language and numeracy skills
PICTA	Prisons ICT Academy: an Invest to Save, Treasury-funded project
Progress File	A set of guides to help young people and adults identify their skills, manage their learning and development and record achievement
PSO	Prison Service Order (giving advice and instructions to governors on the policy covering the management of a particular aspect of the establishment)
QCA	Qualifications and Curriculum Authority

QIG	Quality Improvement Group
Quality Assurance Toolkit	Guidance on quality assurance and quality improvement issued by the OLSU , 2003
Reaching All	An inclusive Learning Handbook for Staff in Prisons and Young Offender Institutions
Reception	A offender who is newly arrived at a prison
Resettlement	The processes which enable an offender to settle in the community without resort to crime and so help reduce the reconviction rate.
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995
ROTL	Release on temporary licence
SAR	Self assessment report
Social Exclusion Unit	A unit in the Office of the Deputy Prime Minister that produced a report, 'Reducing re-offending by Offenders'
SPOC	Student Perception of Course
Standards Fund	Funds to support prisons in raising standards of delivery through building capacity
Ufi	University for Industry
Wider Key Skills	Improving Your Own Learning and Performance. Problem Solving, Working with Others
Worktrain	An interactive online help service for employment and training
YJB	Youth Justice Board
YJB NQF	Youth Justice Board's National Qualifications Framework
YOI	Young Offenders' Institution