

**Annex to the Prison Service  
YJB Service Level Agreement  
April 2002 – March 2003**

# **YOUTH JUSTICE BOARD for England and Wales**

## **The National Specification for Learning and Skills**

**For Young People on a Detention and Training Order  
in Prison Service Accommodation**

September 2002

This Specification underpins YJB Key elements of Effective Practice:  
Education, Training and Employment

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## **FOREWORD TO NATIONAL SPECIFICATION FOR LEARNING AND SKILLS**

It is with great pleasure that I introduce the new Youth Justice Board National Specification for Learning and Skills. This particular document, evolved over several months of research and inter-departmental consultation, represents the template against which the Prison Service can direct the development of its education and training provision towards the vision of the secure learning centre.

But this is not just a vision document. This is backed by hard cash and a joined up commitment to deliver. Money is not everything and the Board's investment must be supported by structural and cultural change. This poses realistic challenges to the Prison Service and the education providers. On the split sites where juveniles and young offenders are accommodated on the same campus, we accept that challenges are greater. Over the next two years everybody ought to be able to raise their game substantially and the early signs seem to bear this out.

Although this specification relates purely to Prison Service provision, the Board will be setting similar standards for education and training in the other custodial sectors and for those working in the community. This will ensure that all young people in the youth justice system have their education and training entitlements clearly set out and that there is no confusion about what is expected from the services that should be delivering those entitlements.

Norman Warner  
Chairman Youth Justice Board

# 1.0 Introduction

This specification sets out the expectations of the Youth Justice Board (YJB) for the delivery of learning and skills to young people on Detention and Training Orders (DTOs) held in young offender institutions (YOIs). It is a key tool for Governors in devising and evaluating their Education Development Plans.

## The Secure Learning Centre Vision

The YJB intends to alter the current approach to running secure institutions that provide education. Its vision is to establish high quality centres of learning where the young people are held in secure conditions – ‘Secure Learning Centres’. The core principle underpinning this approach is that the education and training that are provided at all stages of the DTO should reach the standards provided for young people in mainstream schools and colleges. The education and training provided must operate as a coherent and integrated programme across the DTO and be targeted closely at the needs of the young person.

While the research base on the impact of different educational approaches on young people at risk of (re)offending needs to be improved, there are relevant findings. The most common finding of over 20 years of research is that young people who participate in custodial education programmes are more likely in later life to be employed and less likely to end up back in custody than non-participants. There is a growing body of evidence that disconnection from mainstream education and training is an extremely important risk factor for offending and reoffending. The necessary emphasis on creating custodial institutions that focus on learning as their highest priority and creating sentencing frameworks within which they can operate, will require major cultural change for managers and practitioners working both in custody and the community. This Specification is designed to underpin this process.

## Status

This document establishes the service requirements of the YJB for education and training for all young people on DTOs. The standards set out are therefore mandatory for YOIs and replace, where necessary, the relevant section or Prison Service Order (PSO) 4950 from July 2002. This timing is intended to allow institutions time to align their development planning and current structures and procedures with the demands of the new requirements and yet to improve the quality of the provision for the young people as fast as is possible. The requirements will be incorporated into the Service Level Agreement between the YJB and the Prison Service.

The full implementation of the National Specification will be set out in the three-year Educational Development Plans now prepared by each YOI for the years 2001–2004. The Specification will be reviewed by the YJB in the light of experience and consultation.

Where the custodial element of the DTO is concerned this version of the National Specification applies only to YOIs. The YJB intends to extend its remit to Local Authority Secure Units and Secure Training Centres following appropriate consultation and adaptation.

### **The Youth Justice Board's Objectives and Targets**

The implementation of the National Specification will contribute to the YJB's overall aim of preventing offending. It will also contribute to two of the Board's key objectives namely:

- To ensure that young people who do offend are identified and dealt with appropriately;
- To promote interventions with young offenders that reduce reoffending and meet the needs of victims and communities.

It will be particularly relevant also to achieving the targets:

- To ensure that at least 90 per cent of young offenders are in suitable, full-time education, training and employment during, and at the end of, sentence by March 2004;
- To reduce reoffending by young people by 5% by March 2004.

### **Sources**

The National Specification is derived from a variety of sources including the present guidance issued by HM Prison Service, such as Prison Service Order 4950; Government guidance on the National Curriculum; inspection guidelines such as 'The Common Inspection Framework' produced by the Adult Learning Inspectorate and OfSTED, the latest OfSTED Handbook on the inspection of schools; inspection reports on individual institutions as well as the collected views of the Inspectorates on the education provided in prisons. In addition, the document draws upon the growing range of research evidence on the performance of the secure estates in America and the United Kingdom.

The Specification also builds upon the evidence and the recommendations set out in the ECOTEC reports to the YJB published in November 2001 as 'An Audit of Education Provision within the Juvenile Secure Estate' and 'A Review of the Education and Training Experiences of Young People Pre and Post Custody'. The findings and recommendations of HM Inspectorate of Prisons (HMIP) report on inspections carried out jointly with OfSTED ('A Second Chance: A Review Of Education And Supporting Arrangements Within Units For Juveniles Managed By HM Prison', November 2001) contributed significantly to the shape and content of the Specification as have those contained in the Summative Report Of The Quality Audits Of

Education In Juvenile Establishments, 2001 by The Education Services Unit of the Prison Service. It incorporates the approach and development work of the YJB's literacy and numeracy initiative (The PLUS Programme). It is also aligned with the Government's social policy approach to education for young people 'looked after' under the Quality Protects umbrella.

The principles and specific requirements contained within this Specification are an amalgam of best practice in education and evidence-based practice in the youth justice system. They are also consistent with the principles that should underpin work with children and young people recently set out by the Children and Young People's Unit.

In addition, early drafts of the National Specification have benefited from the comments of those working in the Prison Service and the education departments of the YOIs.

### **Learning and Skills at the Heart of the Regime**

It is axiomatic that each YOI's vision for its work must embrace the philosophy that learning is the most important component of the rehabilitative process and must be the centrepiece of each young person's institutional experience. This Specification is therefore designed to expand learning from the classroom into the entire fabric of the institution and to provide the framework for training and enabling all institutional staff to support learning and influence behaviour positively.

The two most important functions of the YOIs, after welfare issues are dealt with, are therefore:

1. **The promotion of learning;**
2. **Managing the successful transition of young people into mainstream education and training.**

### **Literacy and Numeracy**

The notions of 'literacy' and 'numeracy' embedded in the National Specification are much more than the simple acquisition of basic skills, which is sometimes, implied by these terms. 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 by the National Specification 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 by a young person. Without these skills a young person is excluded from essential learning opportunities and, significantly, the opportunity to address his or her offending behaviour. The skills involved in writing a letter of reparation, for instance, are complex and sophisticated. Over 50% of the DTO population may effectively be excluded from Offending Behaviour Programmes because they do not have appropriate literacy skills and cannot make the most of the learning opportunities offered as a consequence.

Accordingly, there is a requirement that a daily literacy and numeracy session will be introduced. This will be necessary but not sufficient alone to increase significantly the literacy and numeracy skills of many of these young people. In order to make these sessions fully effective, it will be necessary for there to be high quality teaching supported by really good teaching and learning materials, using where appropriate the latest Information Communication Technology (ICT). The approach will need to take full account of the important lessons learned during the introduction of the National Literacy and Numeracy Strategies at Key Stages 1 and 2, the Frameworks for teaching English and Mathematics in Years 7, 8 and 9, and the recommendations of the Adult Basic Skills Strategy Unit (ABSSU). These sessions will be challenging to many practitioners and, in recognition of this, the Youth Justice Board has funded the PLUS Programme to develop materials and training programmes. It is intended that the new ICT equipment and approaches, teaching and learning materials, and a national training programme, all underpinned by major staffing changes, will ensure the effectiveness of this part of the YJB's literacy and numeracy strategy.

Teachers and tutors teaching the literacy and numeracy sessions have a lead role to play in providing young people with the knowledge, skills and understanding they need in these areas, although it is strongly emphasised that all practitioners working with young people on DTOs, including prison officers and arts and other project specific practitioners, have an important part to play in improving these skills. To this end, the approach to be adopted is both intensive and comprehensive, allowing for:

- The direct teaching of literacy and numeracy through daily sessions;
- Individual support for those below Level 1 (the attainment level expected of an 11 year old);
- Teaching within other areas of education and training, such as vocational training;
- Further support through Enrichment Activities.

The direct teaching of literacy and numeracy will be highly structured. Lessons will be characterised by:

- Careful planning linked to clear, ambitious, challenging and progressive objectives drawn from the Adult Core Curriculum for Literacy and Numeracy and the National Literacy and Numeracy Strategies;
- Teaching to objectives that are shared with the young people;
- A sequence of linked but different activities, differentiated where necessary, delivered at an appropriate pace to engage and motivate all learners;
- A high level of interaction between teachers and young people and oral work;
- A sense of early gains, measurable progress and identified achievement;
- A clear and purposeful introduction to the session;
- Opportunities for whole class, small group, paired and individual tasks, including presentation and performance;
- The use of stimulus resources that are fully appropriate to the age and the attainment of the young people;
- A plenary conclusion to the session which summarises what has been covered and that enables young people to reflect on/ acknowledge their personal learning gains;
- Inclusivity and ambition.

The approach to teaching literacy and numeracy, whilst led by clearly defined objectives, stresses the importance of developing skills in contexts that are meaningful to the learners and that are immediately engaging and motivating. Young people in the youth justice system bring previous knowledge and experience that must be drawn upon to develop new skills and understanding. Practitioners should provide opportunities for making connections between different areas of learning through identifying linked skills and theoretical concepts, and placing these in the context of functional tasks.

Further opportunities will be provided primarily for young people below Level 1 to reinforce the skills learned in the classroom through focused, one-to-one support. The learning in these sessions will be related directly to objectives, will build on strengths and focus on particular areas of difficulty



as identified through the assessment process. Learning Support Assistants (LSAs) will be among the key deliverers of such support and will be trained in how to do this effectively.

The critical test of what has been learned in the literacy and numeracy sessions is the extent to which new knowledge and skills are transferred to and applied in other areas of learning. Literacy and numeracy skills should be part of the explicit teaching agenda in all learning contexts. By ensuring that literacy and numeracy objectives are taught through all learning opportunities, e.g. vocational education, Offending Behaviour Programmes and Enrichment Activities, a young person is provided with opportunities to:

- Apply skills learned in a wide range of settings;
- Repeat and reinforce essential learning and skills;
- Demonstrate success to themselves and others.

The Literacy and Numeracy co-ordinators (to be introduced in 2002) will be critical in helping all areas of the curriculum to plan systematically the ways that they will support the literacy and numeracy programmes. LSAs will be central to implementing these plans on a day-to-day basis.

Young people in custody will be provided with the opportunities to extend their learning through Enrichment Programmes that will also focus on linking back to the community and extending learning there. These programmes will be broadly educational as well as supporting the objectives at the heart of the PLUS Programmes Frameworks for Literacy and Numeracy and will give young people the chance to apply and practice the skills they have learned in diverse settings and with a range of different people.

### **The Curriculum**

The Curriculum Framework of YOIs will be determined by the National Specification. The Framework takes account of the learning levels of the young people in custody, their disconnection from mainstream education and training and their offending behaviour. While this approach is grounded in important educational and criminogenic principles, it must not inhibit innovation. The apparently prescriptive approach will, in practice, be based upon varied, individualised learning plans derived from a detailed assessment of individual need undertaken in conjunction with the young person and involving their parents/carers through planning and review meetings.

It has to be accepted, however, that the period of detention means that the acquisition of learning and skills will need to proceed in tandem with a pro-

social modelling approach. This means that in order to ensure that there is accelerated learning and that unacceptable behaviour is changed, there will be an intensity of learning that, whilst allowing the exercise of some choice, will have a necessary emphasis on maintaining discipline and security.

All young people should be offered a broad and balanced curriculum. In line with the framework for the National Curriculum for mainstream schools, the curriculum should:

- Promote the spiritual, moral, cultural, mental and physical development of young people and of society;
- Prepare young people for the opportunities, responsibilities and experiences of adult life.

These are particularly important principles given that these young people have been dislocated from their communities through their experience of custody and given the need to ensure successful transitions to the community that should be the locus of all activity in the YOIs. The challenge in planning the curriculum is on ensuring that core skills, such as literacy and numeracy, are developed, and learning accelerated in these areas, whilst ensuring that there is variety and breadth of learning opportunity that is linked to the interests of young people and their needs when they return to their communities.

The curriculum defined here encompasses all the learning opportunities available to a young person and attempts to break down the current divide between academic and vocational learning. It includes:

- Areas more traditionally associated with education e.g. literacy, numeracy, Art, Information Communications Technology (ICT), Personal, Social and Health Education (PSHE), etc;
- Vocational Training, e.g. Food Technology, Bricklaying, Car maintenance, etc;
- Physical Education (PE) and games;
- Weekend Enrichment Activities and ‘after hours’ learning which will include access to arts learning and arts experiences, environmental studies and sport;
- Private and personal study;
- Offending Behaviour Programmes.

The emphasis in planning this broad curriculum should be on matching provision effectively to all learners’ needs. To this end the following model is

promoted as one that will enable secure establishments to meet the diverse needs of all learners and also to cover the following three key strands:

1. Enabling access to mainstream learning through the focused development of the essential skills of literacy, numeracy and independent study skills;
2. Enhancing the opportunities for full **participation and progression** in education, training and employment;
3. Fostering **personal development** and the ability to relate to others effectively, in particular focusing on building self-confidence, the ability to work with others effectively and developing planning and decision-making skills.

The curriculum matrix displayed below illustrates simply the major features of the curriculum proposed and how these are related to the different assessed learning levels on entry to custody, the areas of learning and skills in which young people might participate, and the courses they might undertake.

It must be emphasised that there is considerable overlap between the paths. Young people should be encouraged to make links across the different curriculum areas in order to accelerate learning and move more rapidly to independent decision making and planning in relation to the education, training and employment choices available to them. The matrix is not intended as a device to pigeonhole young people according to their attainment levels: as far as possible, the curriculum provided for young people should contain elements of choice and reflect their interests while also being presented at their present level of attainment. Where a young person has been engaged in particular courses or programmes of study prior to custody, it is essential that continuity of learning be maintained

## Curriculum Matrix

	Access	Participation and Progression	Personal Development
Young people at Entry Levels 1, 2 and 3	<p>Intensive support to deal with barriers to learning faced by a young person, particularly difficulties with literacy and numeracy.</p> <p>Fostering the skills of independent learning.</p>	<p>Practical activities, taster courses, pre-vocational courses linked to intensive careers guidance.</p> <p>ICT.</p>	<p>Offending Behaviour Programmes, Personal, Social and Health Education (PSHE), Citizenship and Careers Education, Physical Education (PE), the arts, science and games.</p>
Young people with attainment levels 1 and working towards Level 2	<p>Continued, additional support to deal with barriers to learning faced by a young person, emphasising importance of literacy and numeracy skills.</p> <p>Increased emphasis on independent learning and developing study skills.</p>	<p>Focus on work related learning linked to appropriate careers guidance.</p> <p>ICT.</p>	<p>Offending Behaviour Programmes, PSHE, Citizenship and Careers Education, PE, the arts, science and games.</p>
Young people at Level 2 and above	<p>Higher level communication skills, GCSE English/mathematics.</p> <p>Development of study skills appropriate to Further and Higher education.</p>	<p>GCSE, A Level and Advanced GNVQ linked to appropriate careers guidance.</p> <p>ICT.</p>	<p>Offending Behaviour Programmes, PSHE, Citizenship and Careers Education, PE, the arts, science and games.</p>

Progression

## Enrichment Activities

In addition to the formal, timetabled 30 hours a week of learning, skills and development work, there will be a significant emphasis on the development of programmes of Enrichment Activities for young people. Most importantly, these activities will be available at the weekends and also in the evenings. These programmes will provide an exciting opportunity to involve prison officers, art and other specialist practitioners, volunteers and mentors in addition to teaching staff and youth workers. The PLUS Programme has developed learning materials to provide a model of how literacy and numeracy can be embedded within the Enrichment Activities.

Enrichment Activities can provide valuable opportunities for young people to enjoy active learning, improve their attainment levels, learn new skills and increase self-confidence. All activities on offer should be linked to learning objectives and to the establishment's overall vision of its purpose. Good practice in Enrichment Activities is achieved when:

- Activities are seen as central to the ethos and effectiveness of the institution and fundamental to realising the potential of every young person;
- Sustained support for Enrichment Activities comes from senior management;
- Young people of all ages and attainment levels can find something extra, over and above classroom teaching and learning, to suit their personal needs and interests;
- The programme of activities is chosen to allow the participation of young people of all attainment levels;
- Activities have a different character from those of the main learning day, even when what is offered is some form of curriculum extension;
- Young people, as well as staff, are involved in deciding what is offered and how it is offered;
- Practitioners are consulted and involved in designing and implementing the activities;
- The activity is organised and managed by a designated co-ordinator;
- Parents/carers are consulted and as involved as possible;
- The establishment draws upon professional advice and commitment from wider support and information services,

including non-traditional partners such as the arts sector, from the local community; including local clubs, societies and individuals, and from the communities to which young people will return;

- The efforts and achievements of young people taking part are recognised, valued and recorded and celebrated;
- Activities are linked to the curriculum and focus on improving performance, developing confidence and self-esteem in all areas of learning;
- Activities are monitored and evaluated;
- There is a full recognition of diversity, in particular of cultural and ethnic diversity.

Arts based programmes encompassing the visual, performing and new media arts, including such art forms as dance, drama, music, art, craft, design, moving image and creative writing, etc., are likely to be particularly effective in providing extended learning opportunities and experiences for young people, who may or may not have previously accessed such learning in the community. Utilising the full range of new and emerging technologies that are the drivers of so much recent innovation in the arts is likely to be a key motivator for this particular group of young people. Benefits include:

- Enabling young people to make sense of difficult and complex situations safely and at a distance through media suited to their particular learning styles and needs;
- Increasing motivation;
- Challenging preconceptions;
- Developing insight;
- Enhancing cognitive skills;
- Developing concentration;
- Developing a sense of connection to others, fostering positive social relationships and encouraging creative thinking and collaborative problem solving approaches;
- Developing arts specific knowledge and skills;
- Teaching specific skills through the arts such as social analysis, problem solving, decision making and communication skills;

- Supporting other educational interventions, such as Citizenship and health;
- Developing or strengthening abilities offering routes to further education, training and/or employment;
- Enabling young people to access the arts, develop interests that will continue beyond the DTO and gain the confidence to engage in creative and cultural activities, whether as audience members or participants assisting reintegration with their community;
- Providing opportunities for self-expression and the release of tension;
- Lifting confidence and self-esteem through the production of creative work;
- Providing opportunities for individuals to ‘stretch’ themselves and perhaps exceed their own expectations.

Environmental programmes would also be a valuable source of learning for young people who would be given the opportunity to be actively engaged in projects that foster responsible attitudes to the environment and other people and provide chances to develop a range of skills relevant to life in the community.

### **The Organisation of the Learning Day**

The requirements regarding the organisation of the ways in which learning and skills are to be delivered during the weekday and in the evenings and weekends has very significant operational implications for institutions. These requirements are, however, rooted in sound educational principles and the learning needs of young people. It is expected that the operational changes will be phased in over a three-year period.

According learning and skills such a high priority will create some tensions. Minimising disruptions to lessons is an important principle, which will need careful interpretation. For example, while it would be inappropriate for family visits to be made more inconvenient, it is essential that professional visits fit around the educational timetable rather than vice-versa.

Attendance at planning and review meetings, now that education practitioners are to be fully involved, will need to take full account of the educational timetable but will count as part of the 30 hours learning and skills that are required each week.

In addition to non-attendance and punctuality the movements of young people between establishments severely disrupts the formation of stable

learning groups and inhibits individual progress. It will be a high priority for Heads of Learning and Skills to monitor such movements in order that the YJB and prison service may minimise them.

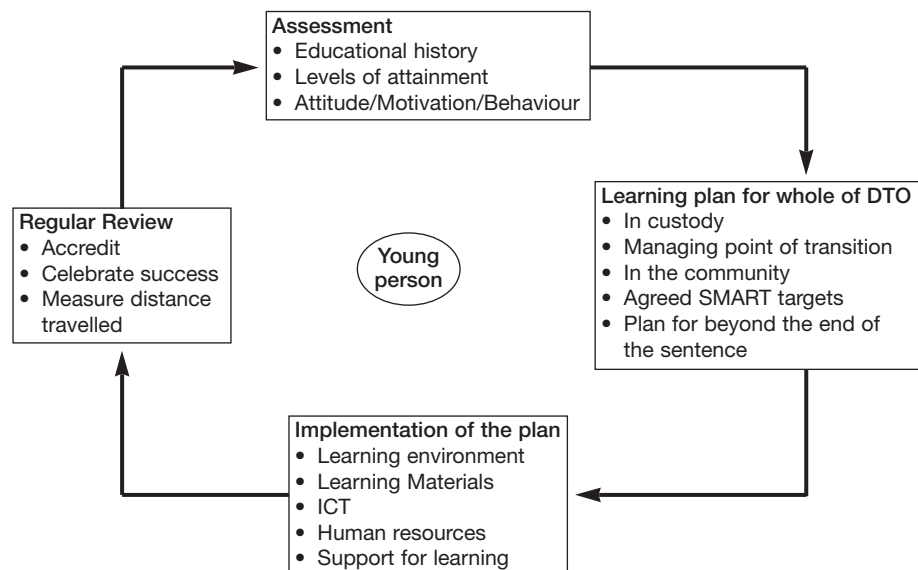
### The Transition from Custody to the Community

If suitable, full-time education training or employment placements are not available to young people on leaving custody then the likelihood of re-offending will be increased significantly and much of the work undertaken in custody will be wasted. It is essential, therefore, that every effort is made while young people are in custody to prepare them for being able to access, participate in and make sustained progress in a suitable education, training or employment. It is also essential that there is continuity of subjects, coursework, learning materials and accreditation between the learning and skills experiences in the YOI and what is provided in the community. Both these objectives will require YOIs to develop much stronger links, via the Youth Offending Teams (Yots), with education providers and support services. The YJB is examining options of how to provide the resources for these out-reach functions. Notwithstanding this, the Connexions Service both nationally and through the Connexions Partnerships local to each YOI, must play a significant role.

The National Specification establishes the promotion of learning and the development of skills as a secure establishment's core task. Its primary function is to ensure that young people are fully able to re-engage with the learning process back in their communities. The process of Assessment, Planning and Review that underpins it is iterative and places the young person at the centre of all activities.

The diagram below outlines the process, highlighting the notion of it being cyclical, spanning the whole of the DTO and focusing on the knowledge, skills and attitudes necessary for successful transition to community settings.

### The Detention and Training Order Learning Plan Matrix





Achieving a fully integrated DTO within the context of the YJB's strategic target of suitable, full-time education, training or employment for 90 per cent of young offenders will be very challenging to most Yots. This target will only be achieved if YOIs and Yots work in concert. The National Standards and the YJB's guidance on effective practice in education training and employment will establish the YJB's requirements for the performance of Yots regarding the transition of young people into and out of the custodial element of their sentence. In order for YOIs to meet the requirements of the National Specification, Governors and other staff should expect the Yot to:

- Ensure that a fully completed ASSET Profile accompanies a young person into custody and that there is full evidence about their previous learning and skills, particularly where special educational needs (SEN) are concerned;
- Recognise that the young person's learning and skills will drive the Sentence Planning process and that this will be reflected in the practice of Yot supervising officers;
- Adopt a robust approach towards those responsible for providing education and training placements. In particular, National Standards must be complied with in terms of notifying the Chief Officers' Steering Group immediately when full-time programmes are not available for those of compulsory school-age;
- Monitor attendance and learning gains and give this information in a timely and complete fashion to YOIs.

Pre-release visits to educational establishments are an essential part of the transition process. They will require a different approach to that adopted for those to be Released on Temporary Licence (ROTL).

### **Learning and Development**

The YJB intends to create a professional, high status service focused on the learning and skills of its staff with its own flexible, career structure and nationally recognised qualifications linked to mainstream qualifications. In 2002, the YJB will publish a detailed Learning and Development Framework for continuous professional development for the full range of practitioners within the juvenile secure estate. The creation of effective Secure Learning Centres will be central to this strategy.

Creating Secure Learning Centres implies considerable professional development, both for the existing practitioners working in the secure estate and for new members of staff. This strategy will provide opportunities for those already working in the system to progress in a structured, yet flexible way and which attracts new staff to work in it.

While there will be an emphasis on increasing the numbers and proportions of staff who hold Qualified Teacher Status (QTS), it is equally important that the initial training and continuous professional development of all who work in the secure estate are addressed by the strategy. It will also have to take account of the needs of those who provide leadership, vocational training, security and care duties and volunteers.

To ensure that a learning culture permeates the whole of the secure estate and leads to the development of an effective learning and development programme, prison officers/personal officers need to have opportunities to train as learning mentors and personal learning advisers. Prison officers will have the opportunity to undertake training so that they can act as personal advisers within the secure setting and should have the opportunity to have this training accredited and recognised financially.

The skills of Prison Officers can then be deployed to create a position where the secure estate can provide an enrichment programme at weekends, with staff who understand the importance of seven-day a week learning, particularly for those with relatively fragile learning skills. This has the potential to create a work force that understands the significance of:

- Young people doing private and personal study;
- Enjoying the opportunities for incidental learning;
- Engaging in accelerated learning programmes of literacy and numeracy.

Within such an approach it will be possible to draw upon a pool of talented, committed staff within the secure estate that will be able to follow more flexible career progression routes, including the achievement of Qualified Teacher Status.

Much stronger links will have to be developed between Secure Learning Centres and mainstream education and training providers so that there can be cross-fertilisation of practice. This will need to include plans for joint training, secondments and sabbaticals to mainstream settings and vice-versa. Additionally staff may wish to develop further specialist art specific and other skills to aid the facilitation and delivery of high quality Enrichment Activities. This, in turn, may be explored through relevant placements and further training.

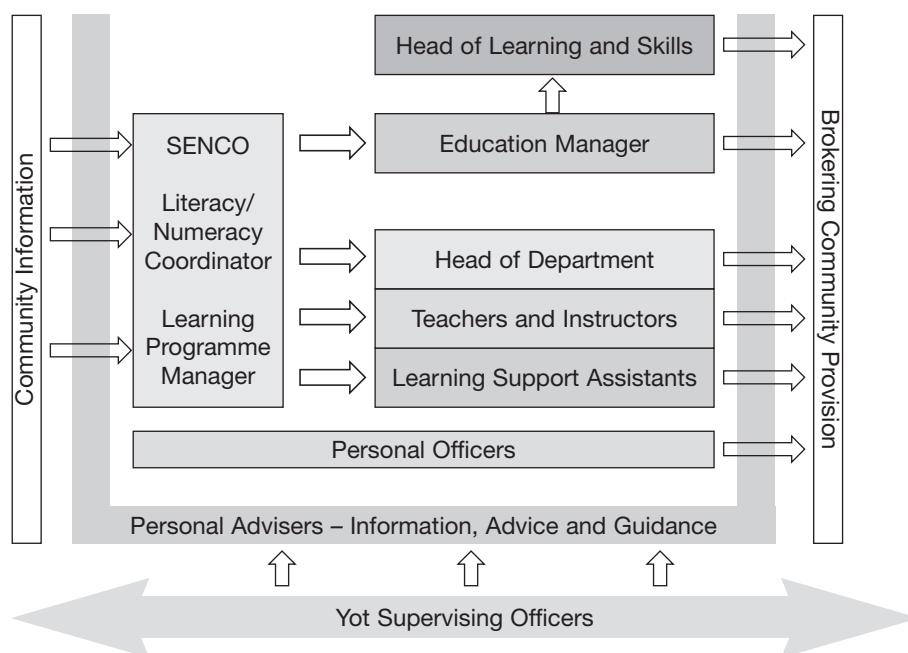
In order to provide the appropriate amount of expertise and knowledge regarding learning and skills during this period of significant change, a new post of Head of Learning and Skills working directly to the Governor has been introduced. The main functions of this role are to:

- Lead the strategic and operational planning process for learning

and skills activities throughout the secure establishment in order to promote the vision of the “Secure Learning Centre”;

- Promote, plan and co-ordinate all learning and skills activity, (including the education, vocational training, physical education, careers, personal development, library provision and any other providers within the establishment;) in order to provide a comprehensive and coherent learning and skills programme for all young people;
- Manage the contracts of all education and training providers operating within the establishment to ensure that quality standards are achieved;
- Implement a comprehensive human-resources strategy for learning and skills for all staff within the establishment so that there is a consistent and integrated approach across the regime;
- Manage and monitor budgets for education and training provision to ensure effective and efficient use of resources;
- Ensure management information systems are in place to record accurately all required data relating to learning and skills provision for young people so that outcomes can be assessed;
- Ensure that learning and skills are central to the sentence planning process in order to achieve an effective transition from custody into the community;
- Liaise with Youth Offending Teams, resettlement agencies, the Prisoners’ Learning and Skills Unit, the Prison Service Juvenile Operational Management Group and the Youth Justice Board so that there is effective communication.

## Secure Learning Centre: proposed staffing model



### Innovations

While this specification is by definition prescriptive, a sensible balance must be struck so that innovation and creativity are not stifled. Where new ideas and practices are clearly in accordance with the principles expounded in the National Specification, then managers and practitioners should not feel that they couldn't experiment with new ways of doing things. The National Specification lays the foundations for the Secure Learning Centres. The leadership provided by Governors will enable staff to develop their learning and skills provision still further. The Youth Justice Board's Monitors and the Prisoners Learning and Skills Unit's (PLSU) advisers will be available to give advice, as will HMIP, HMI Schools and the Adult Learning Inspectorate (ALI) on good practice and the interpretation and the evolution of new policies and practice.

### Quality Assurance

The YJB has a statutory duty to monitor the operation and performance of the youth justice system. Assessing the compliance of YOIs with this National Specification will fall within the remit of this statutory duty. The YJB's Monitors will assess the performance of each institution against their approved Education Development Plans monthly. This monitoring will be an integrated process and extend across the community component of the DTO as well.

Self-evaluation guidance and pro-formas will be provided by the YJB to enable managers and practitioners to assess their own performance and develop plans to improve their practice against the Education, Training and

Employment Effective Practice Guidance that will be issued in November 2002. The young people will also contribute to this evaluation process.

The Head of Learning and Skills will prepare an annual report that will review progress in the previous year in implementing the National Specification and amend their Education Development Plans accordingly.

The formal inspections undertaken by HMIP, OfSTED and ALI will take account of both the requirements of the National Specification and the evidence of performance generated by the YOIs' self-evaluation processes.

### **Diversity**

While the Prison Service and the YJB have policies and initiatives relating to diversity, it is essential that they permeate all learning and skills activities. This is particularly important given that the proportion of young black men in custody is three times greater than the proportion of young black men in the general population. Staffing and recruitment practices, approaches to teaching and learning, materials and other resources must take full account of ethnic, religious, and cultural diversity.

For example, within the curriculum history should include African and Asian history. Consideration should be given to establishing support groups for both black and minority ethnic staff and young people in these establishments, specifically linked to learning and skills activities. The Learning Resource Centre must contain an appropriate range of books and periodicals that encompass diversity and also represent a range of languages.

Given that there is no current prison service facility for young people serving DTOs in Wales, then establishments must take full account of the needs of Welsh language speakers.

It is a requirement of the National Specification that the Head of Learning and Skills in each establishment produce an Annual Review and this must include a section on diversity.

### **Yots**

While this National Specification focuses on YOIs, it cannot ignore the fact that the DTO spans both custodial and community interventions and the crucial role of the Yot supervising officer in integrating the two halves that comprise the sentence. The role of Yots is defined through National Standards, the forthcoming Effective Practice Guidance on education training and employment and the requirement through conditions of grant that effective protocols are in place with both the local Learning and Skills Council and the Local Education Authority.

There are, however, specific requirements in the National Specification for

Yots if they are to meet the target of 90% of young people whom they supervise in suitable, full-time education training or employment by March 2004. These are:

- Monitoring the arrangement of education, training and employment placements;
- Monitoring the attendance of the young person at the arranged placement;
- Ensuring that the PLUS assessment occurs at the end of the DTO;
- Ensuring that magistrates are kept informed on the progress of the plan for the community part of the DTO, with particular emphasis on education training and employment.

Management information systems within Yots are not yet sufficiently developed to enable tracking of individuals or groups of individuals, such as those on DTOs, to examine progress towards achieving the 90% of young people in suitable, full-time education, training and employment target. The National Implementers to be appointed will work closely with both the secure estate and the Yots to ensure that robust tracking systems are developed. Initially, it is proposed that returns will be made on placement, attendance and achievement to the discharging YOI's Information Officer.

### **Effective Practice Guidance**

The YJB's effective practice and quality assurance strategy will apply equally to the juvenile secure estate and to community interventions. 10 sets of Effective Practice Guidance will be issued in November 2002. One set of Guidance will relate to education training and employment and will be closely linked to this National Specification. A National Implementer who will be appointed later in 2002 will provide training and consultancy support for managers and practitioners in the juvenile secure estate.

### **Funding**

The YJB has provided a very significant increase in funding to underpin the implementation of this National Specification. This includes the introduction of:

- New posts on mainstream salaries (Head of Learning and Skills, Information Officer, SENCOs, Psychologists, LSAs, Literacy and Numeracy Co-ordinators, and Advanced Skills Teachers);
- A capital programme to expand learning and skills provision and enhance its quality;
- Increased salaries for teachers and education managers;

- An electronic registration and monitoring system;
- The PLUS Programme (high quality teaching and learning materials, a new assessment tool, a training programme, ICT equipment);
- A comprehensive, accredited training programme for all involved with Learning and Skills;
- Consultancy support through National Implementers.

However, the YJB recognises that further resources will be necessary for the full implementation of this National Specification over the next three years and will work with the Prison Service and PLSU to secure these resources. The priorities are:

- Upgrade teaching salaries to parity with mainstream colleagues (through a Qualification and Performance Threshold mechanism);
- Further increase in numbers of teachers and vocational instructors;
- Introduction of a Learning Programme Manager, supported by a team of Education Training and Employment Personal Advisers.

### **Volume of Learning and Skills Activities**

It is of fundamental importance that the DTO provides a volume of learning and skills activities that will enable young people to make rapid gains in their literacy and numeracy, improve their decision-making skills, tackle their offending behaviour and enhance their employability.

Learning is here defined as: “a relatively permanent change in a person’s behaviour, thinking, reasoning or any other aspect of the way that they deal with or interact with the world, as a result of experience”.

It is essential, therefore, that learning and skills activities are clearly defined, both in terms of their relationship to the curriculum, but also in terms of demonstrable outcomes, including accreditation.

The National Specification lays down requirements for:

- 30 hours timetabled activities during the week-days;
- A minimum of one hour’s private study per day;
- 12 hours Enrichment Activities (largely at weekends).

This gives a minimum of 49 hours over the week. The timetabled activities must conform to the proportions allocated according to the curriculum framework within the National Specification. PE, for example, should comprise no more than 10 per cent of the timetabled weekday hours.

While formal, academic and vocational training sessions count towards the specified hours of learning and skills, so too do Offending Behaviour Programmes, personal tutorial sessions that focus on education, training and employment (including attendance at Assessment, Planning and Review meetings) and Enrichment Activities, as defined within the National Specification.

The requirements on the volume of learning and skills activities available must apply to **all** young people in an establishment. Clearly this will not be practicable for the great majority of young people currently, but it is expected that the Education Development Plans will clearly chart a route towards achieving this over three years.

However, it is clear from all the evidence that no matter how many hours of learning and skills activities are made available, there are serious and pervasive problems with both attendance and punctuality. Without a very significant improvement in both these areas, it will be impossible to establish stable learning groups and to ensure that individual young people have received the amount of learning and skills activities required by the YJB.

The YJB Monitors will be issuing counting rules regarding the National Specification. These will be based not on the average number of hours available within an establishment, but rather on the actual access to and participation in education and training of all young people within the establishment. It is intended that an electronic registration system will be introduced. In the meantime there will need for higher levels of scrutiny and recording of attendance and punctuality.



## 2.0 Assessment, Planning and Review

### Principles

- Education is at the heart of all Assessment, Planning and Review (APR) activity and drives the Sentence Planning process.
- All those working with the young person throughout the DTO need professional, up-to-date and regular information and data on the young person's attainment, difficulties in learning and also on their behaviour. Reliable diagnosis of the young person's learning needs and assessment of the progress made are crucial to establishing an appropriate Personal Education Plan (PEP) and in providing feedback to the young people.
- Initial, and other assessments, should provide an accurate basis on which to plan appropriate education, training or Offending Behaviour Programmes or to revise them.
- Assessment data should be used to track progress and to inform learners of how they can develop further and to keep those with a legitimate interest clearly and regularly informed of the young person's achievements and progress.
- Assessment information should be used to guide course development and to monitor the quality of the teaching and learning across the institution.
- The young person's achievements and qualifications should be recorded and accredited.
- The overarching APR process comprises the completion of:
  - An ASSET Profile;
  - Other assessments as part of the induction process;
  - A training plan;
  - Review forms.
  - Information from the community side of the DTO.
- This is a continuous process that spans both the custodial and community elements of the (DTO). It is closely linked to and supported by a formal educational assessment process which has a particular emphasis on literacy and numeracy that commences on entry to custody, is monitored throughout the custodial and community parts of the sentence and is completed at the end of the DTO.

### Service Requirements

It is intended that there will be an integrated and computerised system which should be used to record and transfer essential assessment, planning and review information across the secure estate and the community.

Yots must ensure that all relevant educational information will be available immediately on the young person's entry into custody. This will include previous assessment information, schools and/or colleges attended, attendance record prior to custody, courses followed, any statement of special educational needs (SEN) and any psychologist's report on previous learning difficulties.

Where a young person has a Connexions Service personal adviser, the Partnership must ensure that all crucial educational information is passed to the Yot, particularly that relating to SEN.

Standardised, summative educational assessments should be given to all young people on entry to custody, immediately prior to release and at the end of the sentence. These assessments must cover the following dimensions:

- Literacy and numeracy;
- Learning styles preferred and learning needs;

### Success Criteria

The fully completed, revised ASSET form and other relevant information should be with the secure establishment receiving the young person immediately following the decision of the courts to impose a DTO.

Information and data should be sent to the Yot immediately the young person leaves the YOI.

80% of courses mounted by the YOI lead to some form of external certification.

Over 80% of young people complete National Records of Achievement to an approved standard.

A range of assessment data and information is used to monitor and evaluate the work of teachers and departments.

Standardised, summative assessments should be given within 4 days of a young person entering the institution.

Within five days of the initial assessment, each young person will be given a Personal Education Plan with targets and a personal timetable of the programme best suited to their individual needs, abilities and aptitudes.

Service Requirements	Success Criteria
<ul style="list-style-type: none"> <li>• Attitudes/motivation/behaviour.</li> </ul> <p>Assessment sessions for literacy and numeracy should be no longer than 45mins. Literacy and numeracy will be assessed in two separate sessions.</p> <p>Progress on all courses, programmes and activities will be monitored and recorded weekly</p> <p>The learning gains of young people will be formally measured and recorded at:</p> <ul style="list-style-type: none"> <li>• Mid-point of sentence (on transition from custody to the community);</li> <li>• The end of the sentence.</li> </ul> <p>Young people and their parents/carers will receive a copy of these assessments in a readily accessible but high quality format.</p> <p>Education Departments must be represented at all:</p> <ul style="list-style-type: none"> <li>• Induction processes;</li> <li>• Planning meetings to prepare Training Plans;</li> <li>• Reviews;</li> </ul>	<p>Teachers' session planning shows that they have taken full account of the assessment data available to them.</p> <p>Teachers' records show clear evidence of formative assessment and progress being made.</p> <p>No young person will wait more than five week days before commencing the appropriate courses as identified by their assessment.</p>

### Service Requirements

- Case conferences.

Within the Training Plan there will be a Personal Education Plan (PEP) that ensures access to services and support; contributes to the stability of young person, minimises disruption and broken schooling; signals particular and special needs; establishes clear goals and acts as a record of progress and achievement. The PEP should be sensitive to the diverse needs of young persons and should focus on the action that is required for them to fulfil their potential. Plans should set clear objectives or targets for the young person which relate to academic achievement as well as other personal and, if appropriate, behavioural targets, and details of who will review the plan with timescales for action and review. It will cover the following four areas: **an achievement record** (academic or otherwise); **identification of developmental and educational needs** (short and long term, development of skills, knowledge or subject areas and experiences); **short-term targets** including progress monitoring; and **long term plans and aspirations** (targets including progress, career plans and aspirations). The latter might be broken into goals achievable in the shorter-term. Where a young person who is looked after by the Local Authority already has a PEP, the initial assessment process should modify, if necessary, the existing document.

All individual assessment and target setting meetings must take place in appropriate surroundings that ensure privacy and are outside the classroom or other association areas.

### Success Criteria

The best use of ICT will be made to:

- Record essential information about a young person;
- Transfer essential information quickly and efficiently;
- Deliver elements of the assessment process.

The information must be safely and securely transferred.

## 3.0 The Curriculum

### 3.1 The Curriculum Framework

#### Principles

- A key factor in the rehabilitation of young offenders is their increased prospects of benefiting from continuing education and of gaining and sustaining employment.
- A curriculum is needed which supports each individual's personal development, tackles the causes of their offending behaviour and reduces the risks of re-offending. Such a curriculum also needs to take full account of the very low levels of literacy and numeracy many of these young people experience, of the fact that many have been outside full-time education and training for a considerable period of time and of the short periods of time they are in custody.
- An appropriate curriculum should be available which gives young people at all attainment levels the chance to benefit from continuing education and build their confidence to seek employment.
- Courses and programmes should match learners' identified needs and support their personal development.
- Learning should occupy the major part of the day and formal learning should be enriched by private study and extra curricular Enrichment Activities.
- There should be support for each individual's personal development.
- Tackling the causes of offending behaviour and reducing the risks of re-offending should be an integral part of the curriculum.
- Young people should be given the opportunity to improve their levels of literacy and numeracy in contexts that are meaningful to their lives and to their personal and social development.
- Young people must be reintroduced to participating in full-time education while in custody so that they are more likely in the community to continue in full time education and training.

**Service Requirements**

The curriculum must focus on the key educational areas that are likely to prevent re-offending:

- Improving literacy and numeracy;
- Ensuring continuity of mainstream educational placements;
- Reintegration into full time education, training or employment;
- Increasing employability through practical and vocational activities;
- Addressing offending behaviour;
- Learning how to learn.

All young people will have access to qualifications within the full National Qualifications Framework (see Appendix 1).

This Curriculum Framework integrates all learning opportunities, including:

- Education;
- Vocational Training;

**Success Criteria**

An appropriate curriculum within the determined time limits is available for every young person in the establishment.

The clear, comprehensive development plans to be produced for every secure establishment demonstrate how all young people are receiving the coherent and consistent education and training that they require.

The curriculum provides all young people with the education and training that they require, notwithstanding their different cultures, religions, ethnicity or levels of attainment on entry.

There is evidence that the formal curriculum is enriched by personal and independent work and extra curricular activities, including structured weekend Enrichment Activities.

Service Requirements	Success Criteria
<ul style="list-style-type: none"> <li>• Offending Behaviour Programmes;</li> <li>• Physical Education;</li> <li>• Resettlement Programmes.</li> </ul>	<p>Surveys show that the young people have valued and derived benefit from the programmes of study that they have received throughout the DTO.</p> <p>85% of young people say that the work they have done has been challenging and stimulating.</p>
<p>Those young people assessed at Entry Levels 1,2,3 and below Entry Level are to receive a curriculum with the highest priority given to improving the essential skills of literacy (including oracy), numeracy and life skills. Regular and discrete periods of literacy and numeracy should be timetabled. Additional support is to be given on numeracy and literacy through individual tuition and through directed support in other subjects in the curriculum. In addition, the young people should be given access to Offending Behaviour Programmes, ICT, PSHE, Citizenship and Careers Education, PE, practical, pre-vocational or taster courses and opportunities for engaging in the arts, science and games.</p> <p>Those young people with attainment level 1 and working towards Level 2 should receive a similar curriculum but with greater emphasis on work related learning and on the development of independent learning and study skills. This will include one (or more than one if appropriate) vocational</p>	

### Service Requirements

course together with Offending Behaviour Programmes, literacy, numeracy, ICT, PSHE, careers education, Citizenship, PE and opportunities for engaging in the arts, science and games. Where there is a need, these young people will be entitled to additional support in addressing specific learning needs, particularly in relation to literacy, and numeracy.

Those young people already entered for, or studying for, examination courses at GCSE, A Level and Advanced GNVQ, etc. will have full access to those courses and continuity of syllabuses, exam entries, materials, and coursework. In addition, they will have an entitlement to Offending Behaviour Programmes, PSHE, Citizenship, Careers Education, the arts, PE and games.

All courses and programmes, including vocational trainings, Enrichment Activities, Offending Behaviour Programmes and PE must have policies, syllabuses and written schemes of work with clear learning objectives. All documentation should be available for reference, monitoring and inspection and be regularly revised.

Each education course and training programme must promote, where appropriate, the following:

- Problem solving skills;

### Success Criteria

All departments have good written plans that identify what is to be taught and learned over a whole programme of work, on a weekly basis and in individual sessions.

Inspection findings demonstrate that 85% of learning programme plans or schemes of work are satisfactory or better.

Inspection findings demonstrate that 85% of individual session plans are satisfactory or better



Service Requirements	Success Criteria
<ul style="list-style-type: none"> <li>• Creative thinking skills;</li> <li>• Team working ability;</li> <li>• Behaviour and social skills;</li> <li>• Taking responsibility;</li> <li>• Citizenship;</li> <li>• Decision making;</li> <li>• Planning.</li> </ul> <p>Learners should be provided with more interesting and challenging tasks than are often offered to them. These tasks should therefore give opportunities that enable them to use higher order thinking skills, applied learning, group activities and problem solving.</p> <p>Sessions should be objectives led and have clear targets for progression that are regularly reviewed as part of the learning process.</p> <p>All programmes will be available and staffed for 50 weeks of the year, including vocational training, PE, games and Offending Behaviour Programmes.</p>	

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### Service Requirements

The best use of ICT will be made to:

- Support and enhance the learning experience in all curriculum areas;
- Enable young people to develop skills in using ICT as both a tool and a medium in its own right;
- Develop essential knowledge and skills relating to the use of ICT in those curriculum areas;
- Provide a range of high quality resources to support the learning process;
- Plan and manage the curriculum.

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### Success Criteria

## 3.2 The Organisation of the Learning Day

### Principles

- Learning is the most important part of the rehabilitative process and must be the centrepiece of each young person's institutional and community experience across the DTO. There will be access to education and training for all.
- The volume and intensity of learning takes account of the fact that the majority of the young people have had no or only part-time provision prior to custody.
- No young person will be excluded from a learning opportunity as a sanction or for any other reason without the agreement of the Head of Learning and Skills.
- It is essential that all adults in the establishment:
  - Are aware of the significance of education as a protective factor in preventing reoffending;
  - Understand the impact of having poorly developed essential skills on a young person's ability to learn;
  - Clearly understand the contribution that they can make to a young person's learning;
  - Can plan for, deliver and justify that contribution.
- Education and training are priorities not competitors with other programmes or activities.
- All experiences and activities should provide opportunities for the development of the essential skills that promote active participation in the community.
- Learning continues beyond the formal, timetabled day and all young people must have an opportunity to decide for themselves what tasks and learning they will undertake.
- Disruptions to the continuity of learning must be avoided except under conditions of operational emergency.

### Service Requirements

The education week must be devised by the Head of Learning and Skills and must reflect the intended outcomes of the curriculum.

There is a daily requirement for self-assessment and learning review, target setting, completion of the National Record of Achievement (NRA) and other activities concerned with sentence completion management and preparation for release. This will take place with the young person's Personal Tutor on either a group or individual basis. Normally this will take place as the final session of the learning day.

Out of the 30 hours week-day taught curriculum:

- One third will be for discrete delivery of basis skills, divided equally between English/Literacy and Mathematics/Numeracy using approved resources.
- One third will be for academic/practical/technical/vocational courses at an appropriate level, dependent on need and aspiration, with literacy, numeracy and ICT applied in context.
- Of the remaining curriculum time, 5–10% (maximum) will be given to each of the following: PE, the arts, ICT, Citizenship, Offending Behaviour Programmes and PSHE.

### Success Criteria

There will be a minimum of 30 hours of timetabled sessions, Monday to Friday.

In addition to the 30 hours of education during weekdays, there will be personal and private study for a minimum of 1 hour a day, i.e. 7 hours a week, of which there will be a minimum of 1 hour a week of literacy and 1 hour a week numeracy. This will include homework, paired reading and peer mentoring.

Self-assessment and learning reviews take place each day led by the Personal Tutor.

85% of young people record their satisfaction of the reviews of their performance.

The performance of establishments against the 30hrs a week requirement will be measured on 'take-up' as well as provision.

Twelve hours of planned Enrichment Activities are available each weekend and include the promotion of literacy and numeracy.

### Service Requirements

The weekends will include a minimum of 12 hours planned Enrichment Activities such as games, arts and environmental programmes. Literacy and numeracy will be themed within these programmes.

### Session Length:

The timetable of education and training must be structured, reliably delivered and reflect the characteristics of many of these young people, such as short concentration spans and high impulsivity.

The length of each session must be suited to the nature of the subject and to the ability of the group to benefit from it. For practical subjects only (art, Design and Technology, catering, vocational courses, PE) sessions may be extended to a maximum of three.

All breaks must be of appropriate length and used positively, ensuring, for example, that young people have a drink and prepare to move to new learning. There is an expectation that the inevitable movement between sessions is managed in a calm, orderly and efficient way.

The lunch break will be used as a pro-social modelling opportunity.

### Success Criteria

Sessions should be structured in multiples of no more than 45 minutes.

The lunch break to be a maximum of one hour including movement of the young people to and from any facilities.

Lateness for sessions is defined as more than 15 minutes after the timetabled start of the session. The minimum standard for punctuality is 95 per cent.

Inspection evidence should state that the session length is appropriate for the particular areas of the curriculum.

### Service Requirements

Home visits and review meetings will be scheduled at times that will cause least disruption to the continuity of learning.

#### Literacy and numeracy:

The YJB is placing a high priority on achieving significant gains in the literacy and numeracy performance of all young people. Literacy and numeracy will be developed through:

- A daily literacy session each day for 5 days a week;
- A daily numeracy session each day for 5 days a week;
- A cross-curricular, integrated approach to literacy and numeracy across all learning opportunities provided as part of the mandatory 30 hours of education offered;
- The weekends will include Enrichment Activities for 12 hours each week which will help promote achievement in literacy, numeracy and ICT;
- One hour of mathematics and one hour of English Private Study each week.

All courses will have clear, written objectives for the development of literacy, numeracy and ICT skills as applied in the context of the session.

### Success Criteria

Inspection evidence demonstrates that an appropriate amount of time is given to the teaching and promotion of literacy and numeracy.

The YJB (or YJB appointed) Monitors will approve the timetable for each YOI. These plans will be included in the annual self-evaluation papers that the YJB will require from each establishment. The YJB intends to introduce an electronic monitoring system that will enable the detailed performance of each YOI to be assessed against the requirements set out above.

### 3.3 Literacy and Numeracy

#### Principles

- Satisfactory literacy and numeracy skills are essential to allow young people to benefit fully from education and training, and to increase their employability.
- Satisfactory literacy and numeracy skills are essential for full Citizenship with all its associated rights and responsibilities.
- There are a number of high profile mainstream initiatives designed to improve the literacy and numeracy levels of society and to promote lifelong learning, which young people in the criminal justice system are, entitled to benefit from.
- Satisfactory literacy and numeracy (and ICT) skills are needed to allow young people to benefit fully from the teaching of the curriculum and from other interventions designed to prevent offending, such as Offending Behaviour Programmes.

**Service Requirements**

All YOIs will implement the YJB’s PLUS Programme for Literacy and, Numeracy, subject to resources being made available (further information can be gained from the PLUS Programme Policy Guide).

There is an emphasis in the curriculum on the discrete development of literacy and numeracy.

All young people will be assessed for literacy and numeracy at the start, mid point and end of the DTO using the YJB’s approved assessment tool.

Literacy and numeracy will be placed at the heart of all learning experiences. YOIs must also map these opportunities across all aspects of a young person’s custodial experience, including vocational training, Offending Behaviour Programmes, independent study and Enrichment Activities.

Oracy (speaking and listening) is seen as a fundamental element of literacy and opportunities are to be provided through all activities for young people to practice and apply the skills that they have developed.

All curriculum, vocational and Enrichment Activities are seen as opportunities to develop and apply essential literacy and numeracy skills.

**Success Criteria**

85% of young people achieve the literacy and numeracy targets set for them through the review process.

Assessment scores are accurately recorded for all young people.

All staff receive appropriate, accredited training relevant to their role in facilitating and/or supporting the improvement in a young person’s levels of attainment.

No more than 10 per cent of literacy or numeracy sessions to be judged less than satisfactory by Inspectors.

85% of programme and session plans to be found to contain objectives in line with the PLUS Frameworks for literacy and numeracy.



**Service Requirements**

All staff will need to understand the implication of a young person’s attainment levels in literacy and numeracy; know how their contribution can help him/her to develop these skills; and the importance of mapping the progress made by a young person

Those young people whose attainment levels are below Level 1 will have access to additional, one-to-one support through:

- Trained Learning Support Assistants;
- Adults and peers providing mentoring roles with a specific focus on literacy and numeracy.

A range of formal accreditation for literacy and numeracy will be available when a young person needs them, whether in custody or in the community.

**Success Criteria**

All young people assessed as being below level 1 will have 5 hours a week support from a Learning Support Assistant.

### 3.4 Special Educational Needs

#### Principles

- All young people have the legal right to have their Special Educational Needs (SEN), as defined in the Codes of Practice in England and Wales, identified and fully assessed.
- Young people with SEN require of additional support in order to access the learning opportunities available to them.
- Continuity of support for Special Educational Needs is vital to enabling and empowering young people to learn.
- Timely assessment is critical in identifying the nature of any need and the resources needed to meet that need.

### Service Requirements

The Code of Practice for Pupils with Special Educational Needs will be fully implemented in all YOIs.

The Special Educational Needs Co-ordinator (SENCO) will oversee the implementation of the Code although all other staff in the institution and in the community will need to know and fulfil their roles in ensuring that the entitlements of young people are met. The SENCO will be responsible for ensuring that the additional support and resources as laid out in an existing Statement of SEN are made available while a young person is in custody.

Where they exist, all other educational plans relating to SEN, e.g. Individual Education Plans, Transition Plans, will continue to be implemented and reviewed in the custodial and community parts of the sentence.

In line with the Code of Practice, attempts will be made to involve parents/carers in the process.

Every effort will be made to secure information from the community about whether or not a young person has had a Special Educational Need identified and what stage of the Code of Practice they are on currently or were on when they last attended school/college.

### Success Criteria

All young people thought to have SEN should have their needs ascertained within 5 days.

There is documented evidence of meaningful attempts to contact and involve parents/carers.

Additional support and resources should be provided for the young people with Statements of Special Educational Need.

The Yot supervising officer will ensure that the Special Educational Needs of a young person are continued to be met in the community and must ensure that coherent plans for this are in place when a young person leaves the YOI, planning for this no later than three weeks before a young person is released.

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### Service Requirements

All institutions will have a robust screening and referral process for SEN, including ways in which young people, parents/carers and any practitioner can contact the SENCO.

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### Success Criteria

## 4.0 Teaching and Learning

### Principles

- Good quality teaching and learning experiences will be characterised by high expectations of performance and behaviour.
- Teaching of the highest standards is needed throughout to meet the diverse needs of the numerous young people with learning difficulties.
- Knowing a young person's learning style can help practitioners understand critical factors such as the young person's auditory, visual, manual strengths and preferences and whether or not s/he likes to work alone, with a partner or in a group. Young people's learning styles and learning needs should be taken into account in determining the strategies used in the classroom.
- In planning activities, it is important to bare in mind that it is not only the content of courses that is important; the way in which sessions are delivered also has a powerful impact on learning.
- Teachers set targets for young people that are achievable but challenging.
- Teaching makes demands on young people to think and to solve problems as well as to develop their skills.
- Teachers use methods that develop personal and learning skills.

**Service Requirements**

Young people must attend classes, training and individual tuition regularly and punctually.

The learning process must take place in stable teaching groups:

- Young people on remand should not be in groups with young people on DTOs;
  - Visits should not occur within the educational day;
  - Dispersals should not occur because of staff leave or absence or for any other reason except operational emergency;
  - Only in exceptional circumstances, approved by the Governor and Head of Learning and Skills, should a young person on a DTO be moved between YOIs.
- Practitioners supporting and facilitating the learning process at all stages of the order must be up to date and be technically competent. This will be exemplified by practitioners:

- Setting targets for young people to achieve and reviewing progress regularly;

**Success Criteria**

Attendance at lessons is consistently above 90% and effectively monitored.

Over 85% of the sessions are judged by Inspectors and/or the institution, working to the Inspectors’ criteria to be taught well or better.

Young people achieve their agreed targets and improve markedly upon their original and ongoing test scores, particularly in the development of basic skills.

Young people attend sessions and training regularly and punctually.

Attendance for all young people must be at least 95 per cent throughout the custodial part of the DTO.

Surveys show that a large majority of young people value the teaching that they have received and feel that they have made progress.

The young people’s work is marked/assessed regularly and the outcome fed back.

Service Requirements	Success Criteria
<ul style="list-style-type: none"> <li>• Planning their work effectively;</li> <li>• Using a range of appropriate strategies;</li> <li>• Preparing all relevant materials to a high standard;</li> <li>• Stimulating their learners;</li> <li>• Ensuring the timely marking/assessment of work;</li> <li>• Assessing progress regularly and thoroughly;</li> <li>• Promoting effective working relationships across the regime and between custody and the community.</li> </ul>	
<p>Teaching will consist of an appropriate mix of individual, group and whole class teaching.</p>	
<p>Approaches and strategies employed in the classroom will take full account of the learning styles of the young people as identified through the assessment process, which includes their prior learning and educational histories.</p>	<p>Lesson plans are available for regular scrutiny by the Head of Learning and Skills.</p>
<p>The best use of ICT will be made to:</p> <ul style="list-style-type: none"> <li>• Enthuse and motivate learners;</li> </ul>	<p>Test results show that young people make good progress during their time in the YOI and over the period of time on the DTO.</p>

Service Requirements	Success Criteria
<ul style="list-style-type: none"> <li>• Encourage communication;</li> <li>• Produce high quality teaching materials and resources;</li> <li>• Provide variety in teaching and learning styles;</li> <li>• Facilitate collaborative ways of working;</li> <li>• Provide reference and support materials for young people studying independently.</li> </ul>	
<p>All activities, including Offending Behaviour Programmes, PE, etc., should be supported by programmes of study, setting out clear objectives for each session or series of sessions, so that students understand the intentions and intended outcomes of the learning.</p>	<p>All teachers/trainers/leaders of Offending Behaviour Programmes have clear plans indicating the medium and short term aims and the approaches selected to achieve them.</p>
<p>Teaching plans for all training areas/ subjects should include detailed objectives about the ways in which literacy and numeracy skills are to be developed within the session(s).</p>	<p>All teaching plans include an appropriate reference to the teaching of literacy and numeracy.</p>
<p>Planning should ensure that the subject matter is relevant to young people and that it relates to what they have done before.</p>	



### Service Requirements

Teachers should adhere to the general policies of the Secure Learning Centre on matters such as reward, sanctions, Equal Opportunities, SEN and ICT.

Teachers should:

- Have up to date technical knowledge of their subject;
- Use time, support staff and other resources effectively;
- Insist on high standards of behaviour;
- Assess the young person's work thoroughly and give feedback through marking and other means;
- Set homework to reinforce and extend what is learned in sessions;
- Have an up to date knowledge of how ICT can be used to support the learning process in their subject and provide opportunities for young people to use appropriate technologies;
- Use materials and teaching methods that ensure equal access and opportunities.

### Success Criteria

## 5.0 Guidance and support for learning

### Principles

- All young people in custody need to be encouraged to develop a sense of responsibility and self-discipline in order to prepare them for the challenges they will meet when they rejoin the community. Guidance and help towards this should be provided through a coherent experience across the DTO with full inter-agency co-operation. Partnerships between all providers and relevant agencies are crucial in ensuring this coherence. Young people need:
  - Relevant and effective individual support on personal issues across the DTO;
  - Accessible information, advice and guidance about courses, programmes and future employment.
- The two key objectives of this support are to remove barriers to learning and to assist the young person in developing their capacity to participate and progress more effectively in mainstream education, training or employment.
- Individual support therefore will both face outwards in terms of ensuring continuity of processes and more effective communication across agencies and inwards in terms of providing a significant adult role model for young people.
- Within the classroom/workshop this will be provided by LSAs and mentors, more widely across the education programme this will be provided by personal tutors and across the regime as a whole by personal officers.
- Procedures should be in place to recognise and deal with poor attendance, punctuality and performance, both in custody and in the community part of the sentence.
- Guidance work should enhance the capacity of the young people to think more purposefully about the future, improve their decision-making skills, raise their awareness of legitimate opportunities, and develop their coping strategies.
- Vocational guidance will be provided by a combination of one-to-one work and the careers education programme within the curriculum.

### Service Requirements

Each young person will have access to a minimum of one-hour individual guidance work per month with an appropriately qualified Careers Adviser or Connexions Service personal adviser (England only). The YJB will negotiate with the Connexions Service National Unit (CSNU) to ensure that all Connexions Partnerships deliver at least this minimum requirement.

Each young person will, in conjunction with their Careers Adviser/Connexions personal adviser prepare a careers Individual Action Plan (IAP).

All young people are assessed in terms of their current degree of “employability”, and programmes and strategies are built into their Sentence Plans to enhance their employability. The Careers Adviser/Connexions personal adviser will ensure that the IAP is integrated into the Sentence Planning process.

The Careers Adviser/Connexions personal adviser should ensure that there are effective links with the Connexions Service in the young person’s home area. Contact must be made with a designated Careers Adviser/Connexions personal adviser no less than one month before the transition into the community. An appointment must be made with the local Careers Adviser/Connexions personal adviser within the first five days of entering into the community part of the sentence with adequate support to ensure attendance.

### Success Criteria

Young people receive the required minimum of individual guidance.

Effective incentive schemes have been set up to ensure attendance and punctuality at a 90% level, and good behaviour.

The transfer of information between the YOI and the associated Yots takes place as required by the National Specification.

Effective measures have been taken in the YOI to reduce to a minimum bullying and unacceptable behaviour. Each YOI will have an anti-bullying policy that is clearly communicated to all staff (including education staff) and young people.

The work of personal tutors and mentors ensures that all young people are fully assessed, are placed in suitable programmes and make satisfactory progress.

Effective systems for providing support and advice to all young people exist throughout the Order.

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### Service Requirements

The local Careers Adviser/ Connexions personal adviser must make contact with young person during the pre-release visit.

For young people over compulsory school age the Learning Gateway Personal Adviser must be involved and seen within five days of release from custody.

A personal tutorial system will be operated. Each young person will have a Personal Tutor who could be a teacher, LSA or appropriately trained prison officer. Tutor groups will be comprised of a maximum of 10 young people to 1 practitioner. Personal Tutors will ensure that individual plans are on track and that proper connections are being made between Sentence Planning and learning and skills activities.

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### Success Criteria

Evidence that an effective personal tutorial system is operating.

YOIs will appoint personal tutors for all the young people within 5 days of beginning custody.

85% of young people express satisfaction with their personal tutor.

## 6.0 Resources

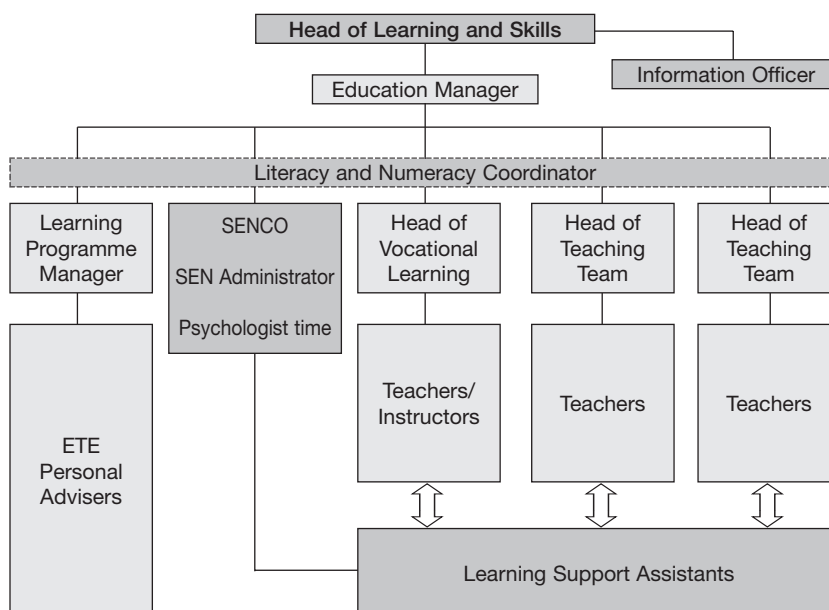
### 6.1 Human Resources

#### Principles

- The YJB within its Learning and Development Framework for the secure estate will specify the staffing structures, job descriptions, person specifications and a national programme of training and continuing professional development (CPD) for all staff involved in learning and skills activities.
- The YJB expects providers to move towards parity of pay for teachers in the secure estate with their mainstream colleagues.
- Staff should be very well qualified, with a balance of experience and expertise present across the team so as to be able to meet the needs of the young people and to support them back into the community.
- Teachers and other staff need to be offered the opportunities to develop skills and to work within an appropriate career structure with competitive salaries and opportunities for progression.
- The strengths, weaknesses and the training needs of staff should be regularly appraised.
- The staff should be encouraged to work together as a close and mutually supportive team.

The diagram below shows the staffing structure for the Secure Learning Centre outlined in the Learning and Development Framework that is part of the Service Level Agreement (SLA) between the Prison Service and the YJB. While new posts, salary increases and the development of qualifications and training have been funded (commencing April 2002), resourcing the complete model will be dependent on securing additional funds.

#### Secure Learning Centre: Proposed Staffing Structure



*The darker tint indicates new posts that will be funded from April 2002*

### Service Requirements

Each YOI will have a **Head of Learning and Skills** post on the establishment, working to the governor and responsible for all education and vocational training, integrated case management teams and any other staff related to learning and skills for the young people under 18 in the institution.

Additional responsibilities will include:

- Managing all education and training contracts to deliver the National Specification;
- Ensuring strategic and resource issues related to education and training are represented at Senior Management Team level;
- Ensuring that education and training is fully supported by the wider prison regime.

Every YOI will have a **Special Educational Needs Co-ordinator (SENCO)** with overall responsibility for the education of those young people who are judged to have SEN. Teams of LSAs and an appropriate amount of psychologist time will support them. The post holder must have relevant qualifications and suitable prior experience. Sufficient non-teaching time must be allowed to enable the post holder to fulfil the leadership and co-ordination role, to train and to work alongside other practitioners.

### Success Criteria

The staffing structure and the allocation of duties of the YOI and the education department fully matches the requirements of the YJB. Full job descriptions exist for all posts in the YOI.

The YOI's Education Department operates at the agreed staffing ratios.

85% of the teaching staff has full-time posts.

All have nationally recognised teaching qualifications or are working towards one.

Inspection evidence shows that the teaching staff is appropriately qualified to teach the YOI's curriculum.

The individual curriculum taken by the young people in the YOI is taught by appropriately qualified teachers and instructors.

The secure institutions and the Yots have up-to-date staff development plans that are being implemented in an organised way.

### Service Requirements

Every YOI will have sufficient, well-qualified teachers with a range of expertise that can properly teach the full curriculum set out in the National Specification.

Appropriately qualified **Learning Support Assistants** will be appointed to provide one-to-one support to particular young people who are experiencing significant difficulty or are displaying inappropriate behaviour. They will also help prepare materials, contribute to the organisation of sessions, provide targeted, purposeful, intermittent support to individual young people as well as work with pairs and small groups of young people throughout the learning day.

There will be a **Learning Programme Manager** in each YOI (subject to further funding being secured by YJB) whose responsibility it is to:

- Ensure a Personal Education Plan (PEP) is devised for both parts of the DTO;
- Secure comprehensive and rapid educational and related information for assessment purposes;
- Integrate education and training within Sentence Planning;
- Monitor the educational outcomes for the entire DTO.

### Success Criteria

All young people who are assessed as being below Level 1 in literacy and numeracy i.e. they have not attained the level of the average 11 year-old, which is classed as the threshold for functional literacy and numeracy, receive five hours one to one tuition and support per week from an LSA.

The induction programmes mounted by YOIs successfully introduces new teachers to working in the juvenile secure estate.

### Service Requirements

There will be an **Information Officer** in the YOI, reporting to the Head of Learning and Skills, whose role is to ensure that management information relating to the whole of the DTO is prepared accurately, comprehensively and in a timely manner for the YOI and the YJB or its appointed monitors.

There will be a **Literacy and Numeracy Co-ordinator** whose role it is to:

- Ensure the PLUS Programme is being appropriately implemented;
- Provide training and support on literacy/numeracy for all members of staff, including prison officers;
- Ensure that all learning opportunities have clear objectives for literacy and numeracy.

There will be an **Advanced Skills Teacher (AST)**, recruited from mainstream secondary schools, seconded to each YOI. They will undertake teaching for four days a week with one day being explicitly reserved to offer consultancy and training for colleagues, and disseminating effective practice. They will also act as a mentor to other teachers.

There will be a member of staff responsible for ICT within the YOI, overseeing the technical aspects of maintenance and

### Success Criteria



### Service Requirements

specification, and providing support to all other practitioners on how to use the equipment they need in support of learning and their own professional development.

A member of staff, possibly a Prison Officer, will be responsible for running and organising a Learning Resource Centre, which will be fully staffed so that it is open all day, in the evenings and at the weekends.

Teaching staff in Education Departments should be employed to maintain a staff to young offender ratio (SYR) of no more than 1:6 and a group size of no more than 8. This latter figure may need to be lower in some of the YOIs that are using out-of-date accommodation and small teaching rooms.

All teaching staff, including trainers/instructors, will have or be working towards Qualified Teacher Status through an accredited Initial Teacher Training course.

All teaching staff on appointment must have a nationally recognised teaching qualification or be working towards one. Those teachers already in post who have no suitable qualification must work towards one within a specified time. All those employed to teach basic skills must be appropriately trained as outlined in the YJB's Learning and Development Framework.

### Success Criteria

### Service Requirements

The teaching staff in YOIs must have between them the qualifications and experience to ensure that all aspects of the mandatory curriculum and the National Qualifications Framework are taught to the highest standards and that all the needs of the young people are met. The status of the profession and its terms and conditions must reflect this.

The composition of the teaching teams in YOIs and Yots should reflect the ethnicity of the young people in their care.

Education departments within YOIs must consist predominantly of full-time staff. The contracts of part-time staff must allow for them to attend all staff development meetings, staff meetings and all meetings associated with their own performance management, to the same extent as full-time staff.

The individual YOIs must give their teachers and LSAs on appointment a coherent induction programme and the support of a mentor to prepare and help them adjust to teaching and tutoring in a YOI.

There should be an up-to date plan for the professional development and training of all the staff, including managers and LSAs, which relates to their individual performance reports.

### Success Criteria

### Service Requirements

Teachers should be released as part of their agreed professional development to attend the National Programme of training and continuing professional development that will be organised by the YJB. This programme will integrate teaching and vocational instruction and offer professional and accredited certification to all who work in the secure estate i.e. teachers, LSAs, prison officers involved in educational activities, care staff and senior managers in education departments.

The increased emphasis on information requirements and information technology will require:

- Training for all educational (and education/administrative support) staff in ICT and the use of new software;
- Reviews of (and amendments to) existing information capture and recording processes.

### Success Criteria

## 6.2 Materials and equipment

### Principles

- To produce the high quality teaching needed for the young people, teachers need the right tools and equipment, and in sufficient quantity.
- Specialist equipment and materials should be similar to those used in equivalent work outside the secure estate.

Service Requirements	Success Criteria
<p>All equipment must be safely used at all times.</p> <p>Equipment used in practical and vocational courses must comply with the appropriate health and safety regulations in terms of installation and maintenance. Teachers and support staff who operate or maintain such equipment must be qualified to do so.</p> <p>Storage of equipment and materials must meet the health and safety requirements and the security regulations of the institution.</p> <p>Teachers and learners must have access to a sufficient and appropriate range and stock of up-to-date and quality resources.</p> <p>The young people should have access when required to books, calculators, writing materials, practical materials and specialist equipment to support and help develop their independent work and personal reading.</p> <p>The materials (books, material resources, specialist equipment, etc.) used in practical and vocational courses are up-to-date and relevant to current, mainstream education and/or industrial practice.</p>	<p>Test certificates are available with respect of practical/vocational equipment that requires external health and safety inspections.</p> <p>Certificates, where needed, are available, showing that teachers and support staff hold current certification in the use and/or maintenance of practical and vocational equipment.</p> <p>Self-evaluation reports show that staff and young people consider that they have access to appropriate resources when required.</p> <p>Inspection reports show that the right resources are available and are used to best effect in promoting learning.</p> <p>The ratio of computers to the full time teacher equivalent should be 5:1 or better.</p>

### Service Requirements

All materials used to support learning must reflect the cultural, ethnic, religious and gender composition of the establishment.

Computers must be available in specialist rooms and also in other rooms, where space allows, supporting work in the subjects of the curriculum and learning support activities.

The Careers Library Initiative must be introduced in each YOI. The materials specified by the DfES in *Better Choices: Careers information and schools and colleges—Guidelines* should be contained and kept up-to-date in the YOI's Learning Resource Centre.

### Success Criteria

## 6.3 Accommodation

### Principles

- The appropriateness and condition of accommodation have an important impact on both teaching and learning, and also on control and safety. The quality of the accommodation and its maintenance send out very powerful messages to staff and students about the priority given to education within an establishment.
- The use of the available space needs to be planned to maximise learning opportunities within the necessary constraints of security.

### Service Requirements

There needs to be sufficient accommodation to provide full educational programmes for all the young people in the YOI.

The accommodation should provide a suitable setting for a variety of approaches to good teaching/training and learning.

The accommodation used for education should be made secure at all times. It needs also to provide a safe, pleasant and stimulating environment that supports the young person's learning and the teaching of the staff.

An environment appropriate to self-directed study and homework must be provided, along with resources needed for young people to do such work effectively and to develop their independent learning skills.

### Classrooms/Vocational Areas

Classrooms and practical and vocational work areas should be suitable for their purpose and meet all the current health and safety standards set out in the building regulations for such premises in terms of size, lighting, access, ventilation, etc. The layout of the internal fixtures and fittings must ensure that the teacher can maintain effective supervision of the young people within the rooms and work areas.

### Success Criteria

The accommodation used for education is secure at all times.

Sufficient accommodation of the right quality is available to meet the educational needs of all the young persons in the YOI.

Inspection reports show that the accommodation available is used to best effect to promote learning and meets health and safety requirements.

Self-evaluation reports indicate that staff and young people consider that they have access to suitable, high quality accommodation at all times.



### Service Requirements

The classrooms will be dedicated to a particular purpose so the young people will move classroom between each subject.

Suitable and accessible areas for the display of young people's work, the certificates gained and the qualifications achieved should be provided to encourage high standards of achievement.

### The Learning Resource Centre

Each YOI must have a Learning Resource Centre that includes library facilities but also computers and a wide range of other resources such as periodicals, pictures, and reference material. They are a resource to support and promote learning as opposed to simply being places for the selection and exchange of books.

Learning Resource Centres are to be accessible to young people at all reasonable times, particularly weekends and evenings, in order to support independent study and learning.

### Success Criteria

Inspection reports show that pupils are able to visit the resource centres at all reasonable times and make the most of these opportunities.

All young people receive a proper induction in how to use the Learning Resource Centre.

Over half the young people make regular use of the Learning Resource Centre.

80% of young people record their satisfaction with the access to and provision within the Learning Resource Centre.

Each young person will have a minimum of 1 hour during the week in the Learning Resource Centre and 30 minutes at the weekend.

## 7.0 Leadership and Management

### Principles

- Staff working with challenging pupils in difficult circumstances need high quality leadership to provide vision, support and to maintain high morale.
- Effective management is needed to bring together all the parties involved in providing training and education activities in a coherent way.
- Leaders and managers need to provide a clear direction and set high expectations about the quality of education and training.
- Quality assurance and self-assessment need to be used effectively to secure improvement.
- Performance management, staff appraisal and review should help to promote effective teamwork and high quality provision.
- The chosen ways of working should promote equality of opportunity and avoid discrimination.
- Analyses should be undertaken to ensure that provision represents best value for money.

### Service Requirements

The Head of Learning and Skills is responsible for ensuring that statutory requirements are met, for example, those relating to equal opportunities, appeals and complaints procedures and the YJB's National Specification.

The Head of Learning and Skills is responsible for ensuring that there is a clear statement of purpose for the education of the young people, encapsulating the principles and aims that underpin the programmes. The Head of Learning and Skills should also ensure that there are written policies for promoting the health and safety of teachers and learners and that the policies are consistently implemented. Other policies will cover the young persons' protection, SEN, equal opportunities and behaviour and discipline. The concept of the 'safe worker' is to be promoted within all learning programmes and active steps must be taken to counteract bullying and oppressive behaviour.

The Head of Learning and Skills is responsible for promoting good communication between all providers of educational and training for the young people, including prison staff, Yots, YJB, schools, Further Education (FE) colleges and other relevant agencies. The information needs of Yot managers and the staff of the prison should be met. All education departments in the YOIs and Yots will be linked by intranet, so that all necessary transfer of information and effective practice can be shared confidentially, safely and easily.

### Success Criteria

Leadership at all levels ensures high standards of teaching and learning and improved performance by the young people.

All staff work to agreed objectives, which are reviewed, and are supported by staff development opportunities.

The Secure Learning Centre has published explicit aims and values, including those concerning equality of access and opportunity, which are reflected in its practice.

There is a rigorous programme of monitoring, evaluation and improvement planning. There are at least two formal classroom observations of each teacher each year.

There is a clear, full and realistic Action Plan following all inspections and self-evaluations with priorities and targets linked to the evaluation of outcomes.

Careful financial management supports educational priorities.

Effective use is made of ICT to record and to transfer information quickly and securely.

There are good links between a YOI and all its associated Yots.

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### Service Requirements

The Head of Learning and Skills is responsible for the monitoring and evaluation of the quality of teaching and learning and of all other educational activities in the YOI, through appropriate means, including observation of teaching. Outcomes will be reported in an annual self-evaluation report to the Governor and to the YJB, which will play a major part in determining the next year's Development Plan. Additional Action Plans will be prepared following all inspection and audits and will be incorporated in the development plan.

There should be a coherent system of performance management, incorporating self-review, target setting and appraisal and continuing professional development that supports staff in improving their professional practice.

Each YOI will have a three-year development plan for the improvement of the provision, with a detailed one-year plan specifying priorities, objectives and related targets/success criteria; costings, responsibilities, timing, and evaluation approaches, drawn up according to the annual review guidance set out by the YJB. This should be related to annual monitoring and self-evaluation of the provision, including staff development in the light of the YJB's national Specification.

### Success Criteria

All the requirements of the National Specification are met fully by the end of the first three-year plan in 2004.

85% of staff think that the performance management system is satisfactory or better.

### Service Requirements

The Head of Learning and Skills is responsible for seeing that effective and efficient use is made of resources and that the progress in learning represents best value for money. In YOIs providing for several age groups, costs for young offenders and juveniles should be separated when calculating the value for money provided by the educational provision made by the institution.

The Head of Learning and Skills is also responsible for keeping practitioners up to date on strategies and approaches to teaching and learning in mainstream settings.

The Head of Learning and Skills is responsible for producing an Annual Report to the YJB, the Prison Service and PLSU. This will be informed by the proformas and review guidelines to be issued by the YJB shortly.

Many of these responsibilities will be delegated partly, or entirely, to other members of staff.

### Success Criteria

## 8.0 Transition To The Community

This document focuses on the roles and responsibilities of Secure Establishment staff in ensuring the effective transition of young people into custody and back to their communities. The YJB will issue Effective Practice Guidance on Education, Training and Employment in addition to National Standards on what Youth Offending Teams are required to do in order to ensure transition into education, training or employment post custody and beyond the end of the DTO.

### Principles

- Transition refers to those activities intended to reintegrate young people into the community, regardless of when the activities occur during the first or second part of the DTO. The organisation of transitions has three distinct, yet overlapping parts:
  - Pre-release and preparatory planning that commences at the time of the point of sentence;
  - A structured transition that requires the participation of custodial and Yot staff, prior to and following re-entry to the community;
  - Long term, reintegration activities that ensure access, participation and progression in mainstream education, training and employment at the end of the DTO.
- Young people will be prepared for progressively increased responsibility and learning in the community.
- The custodial staff can help interaction and involvement between young people and the community.
- A key factor in easing the reintegration process is a pre-release visit to the receiving school/college/training provider.
- Young people can benefit from contact with staff in the secure establishment after they have been released into the community to complete their DTO.

### Service Requirements

Where young people were involved in education and training prior to custody, the YOI must try to provide as much continuity of learning as possible so that they might be able to return to that learning opportunity on release to the community without significant disadvantage.

Placement considerations and discussions with the receiving school/college/training provider must commence in the first two weeks of the sentence.

YOI staff should share information with the school/college/training provider about the support the young people will need, about their academic achievement and future educational needs and goals. In addition, YOI staff should inform the school/college/training provider about any relevant DTO conditions and also how the YOI might be able to assist the school/college/training provider in monitoring and enforcing attendance, and improving achievement and behavioural standards. This information must identify strategies for teaching and learning that match the young person's learning style and needs.

All young people will take their Personal Educational Plans to their educational or training placement in the community. This PEP will be devised by the Learning Programme Manager and transmitted to the Training and Employment

### Success Criteria

90% of young people to commence full time, suitable education, training or employment within one week of their transition from custody to the community.

Members of the YOI must make a phone call or visit young people during the first two weeks of their time in the community part of their sentence.

All young people will make a pre-release visit to their designated education or training placement.

75% of young people are involved in education/training/preparation for employment in local colleges, schools, training providers and employers through Release on Temporary Licence (ROTL).

### Service Requirements

Personal Adviser working with the young person and the receiving Yot supervising officer in the community.

Young people will collect a portfolio containing samples of their best work and worthwhile achievements while in custody. This will form part of a National Record of Achievement, which will include evidence of the qualifications gained, work experience undertaken, a CV, and evidence of extra-curricular and Enrichment Activities that have been undertaken.

Young people will be given the opportunity to visit the receiving school/college/training provider prior to release into the community.

A member of the education staff will attend all Sentence Planning and Review meetings to ensure that the appropriate decisions are made about education, training and employment and that the targets set reflect fully the young person's strengths, needs and interests.

Structured Opportunities for YOI staff to maintain contact with young people in the second part of the DTO will be made available, usually by letter or phone.

### Success Criteria



### Service Requirements

All learning in custody should prepare and motivate students for their return to school, college or employment and into the community. Courses should try to provide opportunities for young people to develop the awareness, knowledge, skills and attitudes needed to reintegrate effectively into these settings.

Learning programmes should give attention to the skills needed to function more widely in the community, in finding and keeping accommodation, for instance. In addition, staff should be helped to make their programmes of work as relevant as possible to the communities to which the young people will return.

Relevant staff must have adequate knowledge of the current and future labour market, its implications for the education and training of young people and advise all staff on how to change existing courses or develop new programmes to enhance the employability of young people.

All staff should help students relate the knowledge and skills learnt and developed in the secure establishment to their futures in education, training and employment in the community.

Young people are given opportunities to apply knowledge in real-life situations or simulation through activities such as

### Success Criteria

**Service Requirements**

work experience, community school/college placements or working with a community mentor.

Partnerships are developed between the education department and local employers to improve the courses that are provided and to provide potential post release support for young people.

**Success Criteria**

## 9.0 Management Information and Monitoring

### Principles

- The development of educational management information systems to monitor and evaluate educational service delivery against national and local objectives is of fundamental importance in both custodial and community settings. Information technology will play a central role in the development of the educational services described in the National Specification.
- The use of quantitative and qualitative evidence to assess learning needs and the effectiveness of interventions across the span of the DTO will be a pivotal part of the performance management system within the YOIs and the Yots.
- Demonstrating adherence to the National Specification and the effectiveness of interventions to promote learning, achievement and effective transitions must be embedded within the culture of the whole regime.
- As the effectiveness of the DTO must be judged in its entirety, the management information systems in the YOIs and the Yots must interface effectively.
- The YJB's Monitors will play an important role in both assessing the effectiveness of these systems and using the information within their regular reports to the Board. The reports produced by the management information system will be an integral part of the evaluation framework (currently being designed). This evaluation framework and the reports will be closely aligned with the needs of the Inspectorates.

### Service Requirements

The management information systems within the YOIs and the Yots must contain the following:

- Basic information on the young people;
- Previous and current educational information (placements, status, SEN, educational programmes, completed qualifications, attainments, etc.);
- Assessment data (including ASSET, records of Basic Skills and any newly commissioned Educational Assessments and Reviews);
- Young people's Personal Education Plans and reviews;
- Details of the educational programmes (attendance, punctuality, successful teaching and learning methods, outcomes and evaluations, and levels of individual support);
- Young people's movements within educational provision, between YOIs, and between YOIs and community organisations/ professionals;
- Information on continuity of full-time provision post custody and of curriculum, course materials and qualifications.

### Success Criteria

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**Service Requirements**

There will be a consistent behaviour monitoring and recording system for all learning and skills activities.

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**Success Criteria**

## 10.0 Accreditation and Celebrating Success

### Principles

- Recognised qualifications are fundamentally important to young people in securing education, training and employment opportunities.
- Recognising and celebrating success is central to fostering self-esteem and to encouraging further efforts to achieve.
- All learning and achievement should be rewarded and accredited in appropriate, nationally recognised ways where available.
- Learning is most effective where there is an expectation of success and recognition of the distance travelled.
- Young people are entitled to select programmes leading to qualifications within the full range of qualifications defined by the National Qualifications Framework (Appendix 1).
- Recording and sharing success, achievements and examples of good work can contribute significantly to ensuring a positive transition from custody to the community parts of the DTO.

### Service Requirements

Establishments will ensure that all courses are appropriately accredited in line with the National Qualifications Framework.

All certification will be recorded and passed to the young person promptly in ways that value their achievement.

All young people will be able to take examinations and other forms of formal assessment at times when it is appropriate for the young person.

Institutions will ensure that all assessment procedures are properly complied with and rigorously moderated.

All achievements and assessments made towards a qualification must be systematically recorded and passed onto the Yot and community provider to ensure continuity.

Young people will need to know what they have to do in order to complete qualifications begun while in custody when they return to their communities.

Institutions should hold regular, formal ceremonies to celebrate the successes of young people.

### Success Criteria

All young people to leave custody with a National Record of Achievement (NRA) and examples of their best work.

There will be weekly celebration/awards activities.

In the 12 months that commences with the DTO, 85% of young people should achieve nationally recognised qualification.

Service Requirements	Success Criteria
<p>High quality displays of the work young people do should be in evidence across the whole institution.</p>	
<p>All achievements will be recorded in a National Record of Achievement (NRA). A young person's Personal Tutor will provide support in updating the NRA to a high standard and ensure that the young person values it.</p>	
<p>Young people should select the best examples of their work to take back to the community in their NRA as evidence of their achievements.</p>	
<p>Parents/carers will be informed of the achievements of young people on a regular basis and be encouraged to respond to those achievements.</p>	
<p>The best use of ICT will be made to:</p>	
<ul style="list-style-type: none"> <li>• Record qualifications and certificates gained;</li> <li>• Record wider achievements;</li> <li>• Produce high quality certificates;</li> <li>• Record examples of student work in a digital portfolio.</li> </ul>	



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### Service Requirements

All certification will be of a high quality and reflect fully the efforts of the young people.

All feedback, whether written or spoken, will be couched in positive language that fully recognises what has been achieved.

### Success Criteria

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## Appendix 1

This table shows the qualifications on offer nationally. It shows the equivalence of those qualifications in terms of levels up to 5.

Level of Qualification	National Curriculum	National Standards for Adult Literacy and Numeracy	Key Skills	General Qualifications	Vocationally Related Qualifications	Occupational Qualifications
5			Key skills Level 5	Higher Level Qualifications		Level 5 NVQ
4			Key skills Level 4			Level 4 NVQ
3			Key skills Level 3	A Level	Vocational (Advanced GNVQ)	Level 3 NVQ
2	National Curriculum Levels 6 – 8	Literacy/Numeracy Level 2	Key skills Level 2	GCSE Grades A* – C	Intermediate GNVQ	Level 2 NVQ
1	National Curriculum Level 5					
	National Curriculum Level 4	Literacy/Numeracy Level 1	Key skills Level 1	GCSE Grades D – G	Foundation GNVQ	Level 1 NVQ
Entry Level	National Curriculum Level 3	Literacy/Numeracy Entry 3				
	National Curriculum Level 2	Literacy/Numeracy Entry 2				
	National Curriculum Level 1	Literacy/Numeracy Entry 1				
				Certification of Educational Achievement		

*Qualifications and Curriculum Authority (QCA)*