

# **Delivery of the Offenders' Learning and Skills Service Phase 4 (OLASS 4) 2012/13**

September 2012

Of interest to OLASS providers



**Ministry of  
JUSTICE**

National Offender  
Management Service

## Purpose

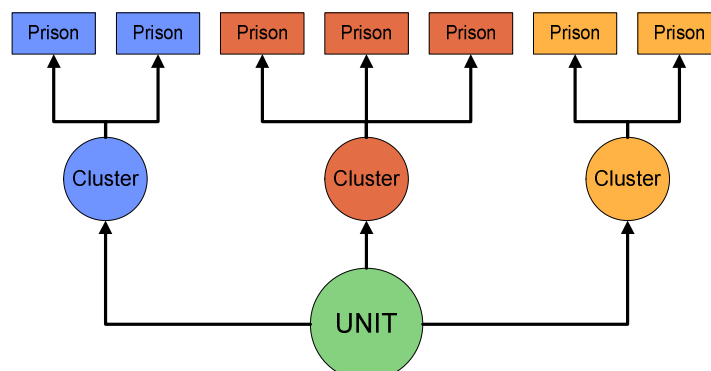
- 1 This document sets out the agreed arrangements for delivery of the Offenders' Learning and Skills Service Phase 4 (OLASS 4) from August 2012. This approach has been agreed between the Skills Funding Agency (the Agency) and the National Offender Management Service (NOMS) and with providers involved in the delivery of the OLASS programme.

## Background and Introduction

- 2 The recommendations of the joint Department for Business, Innovation and Skills (BIS)/Ministry of Justice (MoJ) Review of Offender Learning May 2011 (the Review) aimed to help reduce re-offending by:
  - a renewed focus on making prisons places of preparation for work
  - more vocational skills training taking place in the twelve months immediately before release
  - a greater role for Lead Governors and Heads of Learning and Skills in planning curriculum, being able to meet local needs more effectively and understanding the local labour market into which prisoners are released
  - the development of wider partnership arrangements to support employment
  - a joint re-procurement exercise between the Agency and NOMS against a new service specification, with contracts to start from August 2012.
- 3 Part of the Agency's response to implementing the recommendations of the Review has been to make the OLASS 4 programme more closely aligned to the Agency's core processes for funding and performance management, whilst recognising the particular complexities of delivery in prisons.
- 4 The focus of the new OLASS programme is on local arrangements between Lead Governors and providers, to establish priorities and monitor delivery. The Agency will intervene by exception, but retains responsibility for the proper use of the budget. There needs to be clarity of roles and an agreed framework for management of the programme within which the necessary discussions can take place.

## Delivery Arrangements

- 5 The OLASS programme operates at three levels, as shown in the diagram below, with contractual agreement being at the Unit of Procurement area (unit) level.



- 6 Delivery of the OLASS 4 programme started from August 2012 in 7 out of 10 areas, with the remaining three starting in November 2012.
- 7 Although OLASS is contracted at the unit level, the allocation for each unit is broken down to reflect an initial indicative budget for the prisons and clusters within each unit. This allows providers to plan appropriate provision reflecting the needs of prisons in their unit.
- 8 To help support the governance of OLASS 4 and the roles of different stakeholders involved, NOMS and the Agency have developed a Governance Framework model, which can be found on the Agency's website. This sets out suggested membership of an OLASS Board for each Unit of Procurement and operational groups at local level, along with a process for escalating concerns.
- 9 To ensure the new OLASS programme delivers the benefits that the Review identified, we want to introduce a performance management framework, led by Lead Governors at a local level.
- 10 This framework is underpinned by two objectives: the need for delivery of OLASS to support learners in line with the Review and to monitor the utilisation of the funding provided for this. It will provide a clear mechanism for Lead Governors to influence the provider delivery for their area.
- 11 Central to this process is the establishment of regular (quarterly) reviews where information about provider delivery can be discussed, and an assessment of progress made. These meetings will be led by a Lead Governor (as agreed between the clusters), and will include representatives from the Agency and the provider as well as any other stakeholders agreed locally.
- 12 At these reviews, Lead Governors can review information about the learning being delivered and gain assurance about how this is supporting learners to progress. Any issues identified should be notified to NOMS and the Agency to inform the ongoing management of the OLASS programme and to ensure the programme is addressing the needs of those who access it.
- 13 The Agency and NOMS have provided a summary of the aspects we would usually expect to be covered by these reviews at Annex One below. This list should be used as a guide to inform the agenda for local reviews; but the Lead Governor working with the other stakeholders will identify the priorities to be covered, based on local circumstances. Key indicators at level 1 are deemed to be those where local discussions are particularly relevant.
- 14 The process must include a review of the use of funding, so any required changes to the indicative allocations by prison and cluster within the Unit of Procurement can be agreed. Information about this should be forwarded to the Agency for ratification and to enable Agency records to be updated.
- 15 At the end of the academic year 2012/13 the Agency will lead a review of the use of funding across the OLASS programme, and working with NOMS will agree any changes to provider funding for 2012/13 and for future years.

## Annex One – Guide to Quarterly Reviews

1. Quarterly reviews will be led by a Lead Governor (or their nominated representative) and must involve representatives from the provider and the Agency. Other members will be invited as required, to meet locally agreed arrangements.
2. The purpose of the review is to discuss delivery across the Unit of Procurement, to consider the impact of this learning and address any improvements which are needed. Discussion will be informed by data on provider delivery supplied by the Agency, alongside other information stakeholders wish to include.
3. An important aspect of these discussions is the review of progress against the recommendations in the Review of Offender Learning. To support Lead Governors in implementing this, we have listed various key indicators that reflect the objectives of the OLASS 4 programme. A range of these should be considered at each review, to monitor progress and identify areas for improvement or best practice.
4. Each review must include a consideration of the use of funding across the unit. Within the year the initial indicative allocations may be moved between prisons (and between clusters, as appropriate) but the overall contract value for the Unit must remain unchanged. Proposed changes must be forwarded to the Agency for ratification and to enable records to be updated.
5. Following each review a summary of key outcomes and issues should be agreed, including details of any changes to prison level allocations. A copy of this summary should be forwarded to NOMS and the Agency and these will be used to inform discussions at national OLASS programme level.

### OLASS Delivery: Key Indicators

Priority Level	Key Indicator	Purpose
1	<b>Budget Management</b> (To review funding generated by learning delivery against payment profile) <ul style="list-style-type: none"> <li>– learning and skills</li> <li>– Personal and Social Development (PSD)</li> <li>– Additional Learning Support.</li> </ul>	To gain an understanding about how funding is being used across the prison network, to identify any requirement to move funding between prisons, and to assess whether overall expenditure is in line with the annual contract value.
1	<b>Numbers in learning</b> <ul style="list-style-type: none"> <li>– unit level</li> <li>– cluster level</li> <li>– prison level.</li> </ul>	To establish how enrolment is taking place across the unit, and to discuss any issues with the level of activity within prisons.
1	<b>Curriculum</b> <ul style="list-style-type: none"> <li>– learning aims being delivered</li> <li>– use of PSD.</li> </ul>	To review the curriculum being delivered and discuss how this meets the needs of learners, and requirement for further development.

<b>Priority Level</b>	<b>Key Indicator</b>	<b>Purpose</b>
<b>1</b>	<b>Quality of Delivery</b> <ul style="list-style-type: none"> <li>- learner success rates</li> <li>- Equality &amp; Diversity impact <ul style="list-style-type: none"> <li>- age</li> <li>- ethnicity</li> <li>- Learners with Learning Difficulties/Disabilities</li> </ul> </li> <li>- impact of Additional Learner Support (ALS).</li> </ul>	To review the overall quality of provision being delivered across the Unit, including an assessment about how inclusive learning activity is within the prison.
<b>1</b>	<b>Quality Assurance</b> <ul style="list-style-type: none"> <li>- Ofsted</li> <li>- quality assurance &amp; improvement.</li> </ul>	To ensure the processes for continual improvement are working effectively and to review any additional information including external feedback.
<b>1</b>	<b>Class Cancellations</b> <ul style="list-style-type: none"> <li>- provider</li> <li>- prison</li> </ul> cancelled places (where classes ran).	To consider information about class cancellations, including partial cancellations where the class has continued to run without full planned attendance. To discuss how this affects the provider's ability to resource classes.
<b>1</b>	<b>Careers Information</b> <ul style="list-style-type: none"> <li>- referrals.</li> </ul>	To review numbers of referrals and identify possible barriers where action is required.
<b>1</b>	<b>Reducing Re-offending</b> <ul style="list-style-type: none"> <li>- job outcomes</li> <li>- progression to training /education on release.</li> </ul>	To assess the impact of provision following release and how future activity can be developed to further improve outcomes.
<b>1</b>	<b>Staffing</b>	To discuss any staffing issues by the provider or prison that prevent learning being effectively delivered.
<b>2</b>	Use of Learner Record Service (LRS).	To ensure use is being made of LRS to support learner transfers within the prison system.
<b>2</b>	Individual Learning Plans (ILPs).	To review how learning plans are being used and the value attached to them.
<b>2</b>	Teaching and Learning methods.	To identify and share good practice, which could include strategies for encouraging participation, overcoming barriers, embedding Skills for Life English, maths and English for Speakers of Other Languages (ESOL) and e-learning.
<b>2</b>	Continuation of Learning.	To share examples of links with other prisons and with colleges in the community to ensure the continuation of learning on transfer or release.
<b>2</b>	Open University / Distance Learning.	To share examples of good practice and review the impact of provision.

<b>Priority Level</b>	<b>Key Indicator</b>	<b>Purpose</b>
2	Learner & other Stakeholder Feedback.	To review feedback received and areas for improvement or good practice.
2	Virtual Campus.	To review usage of the Virtual Campus, identify problems and share good practice.
2	Links with Jobcentre Plus / DWP Work Programme.	Review effectiveness of the referral system and improve possibility of positive job outcomes.
2	Other "Through the Gate" links.	Review effectiveness of referral systems to improve the possibility of positive job outcomes, including links to other resettlement pathway work such as accommodation support.
2	Labour Market Information (LMI).	Review how LMI is influencing curriculum development plans, how job vacancies are being promoted in prisons and the impact on learners
2	Employer Engagement.	Review the engagement of employers and their contribution to curriculum development, apprenticeship opportunities and job outcomes.
2	Working Prisons Initiative.	Identification of good practice linking Working Prisons with learning and skills.
2	Self Employment/ Enterprise.	Examples of good practice, including the introduction and usage of self employment and enterprise modules on Virtual Campus; and links to positive outcomes following release.
2	Offender Management.	Review how Offender Management is integrated into the Learning and Skills programmes.
2	Peer Mentoring.	Exchange of good practice.
2	Links with Social Enterprise and Voluntary and Community Sector.	Exchange of good practice.
2	Staff Training/ Continuing Professional Development (CPD).	Review and identification of any issues relating to staff training and CPD to ensure safety and continual improvement.
2	Liaison with Prison Libraries.	Exchange of good practice.

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