

Funding Rules and Guidance 2012/13 for the Offenders' Learning and Skills Service (Version 2)

March 2013

Of interest to: OLASS Providers

Funding Rules and Guidance 2012/13 for the Offenders' Learning and Skills Service

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Purpose

1. This document sets out the way in which the Offenders' Learning and Skills Service Phase 4 (OLASS 4) funding system will work in the funding year 2012/13, from 1 August 2012 to 31 July 2013.
2. The document contains the funding rules which apply to learning and skills provision for those detained in English prisons. The document also has information on broader policy and guidance for the delivery of OLASS 4.

Background and Context

3. Since 2006 the Skills Funding Agency (the Agency)/Learning and Skills Council (LSC) has held a budget for OLASS in England. A joint Department for Business, Information and Skills (BIS)/Ministry of Justice Review of Offender Learning [Making Prisons Work: Skills for Rehabilitation](#), published in May 2011, recommended a number of changes aimed at reducing re-offending. These included:
 - a greater focus on skills development and routes to employment, especially in the twelve months prior to release
 - a revision of funding to bring allocations for each prison into line with new priorities including funding based on outcomes (enrolments, achievements/success rates, progression)
 - a greater role for Lead Governors in planning curriculum, being able to meet local needs and understand the labour market into which offenders are released
 - re-procurement for a new service delivery specification.
4. The changes to be introduced in 2012/13 begin this process, particularly with a move from measuring activity and reconciliation based on inputs (tutor hours) to one based on outcomes for Learners and funded through rates for learning aims and achievement. The 2012/13 adult OLASS funding process will reflect the 2013/14 streamlined funding system, but it is not intended that this is simply a trial run or an automatic transfer of the process. Learning and skills for offenders is an important priority for the Agency and many of the specific features of OLASS funding and curriculum offer will continue, in order to recognise the needs of this sector.

Note: OLASS contracts are delivered in settings in which the provider does not have full control over the location, or over access to learners. Therefore, the requirements set out in this document may need to take into account certain exceptional circumstances. Any proposed changes resulting from these must be agreed by the appropriate Lead Governor and Agency relationship manager with the provider.

OLASS Funding Rules 2012/13

OLASS funding rules apply to learning and skills provision for those detained in adult English prisons. They form part of the terms and conditions of the funding agreements between the Chief Executive of Skills Funding and Providers of education and training in receipt of funding from the Chief Executive of Skills Funding.

OLASS funding follows similar principles, rules and evidence requirements to those stated in the Agency's document [Funding Rules 2012/13 Version 3](#) (published in July 2012).

Where other factors apply, due to the nature of OLASS, these are set out in this document. If providers have specific queries they should contact the Agency.

Eligibility for Funding

Learner eligibility rules concerning residency do not apply to OLASS funding. To assist in delivering this priority and reduce bureaucracy, any providers delivering agreed Agency funded programmes to offenders in English prisons may treat them as individuals eligible for Agency funding without the usual evidence required. For foreign nationals, it is recognised that some level of English for Speakers of Other Languages (ESOL) or other training may be needed to keep them safe and purposefully occupied within the prison.

This concession only applies to OLASS funding and to those detained in adult prisons. It does not apply to individuals serving community sentences, those under supervision in the community or those held in Immigration Detention Centres or Immigration Removal Centres, where the rules on eligibility are fully applicable.

5. All offenders in adult prisons in England are eligible to be funded for learning where they are aged 18 years or more.
6. In exceptional circumstances, some individuals may be below the age of 18 on entering custody. Where this is the case, providers must discuss the particular circumstances with their Agency relationship manager.

Learning Programmes for Adults in Custody

7. Data is reported to the Agency through the Individualised Learner Record (ILR) and must be identified as relating to OLASS provision in accordance with the ILR Specification (ILR Funding Model 81 and Learning Delivery Monitoring code 034).
8. For further details please refer to *the information authority's* [ILR specification for 2012/13](#).

Priority Learning Aims

Lead Governors and partner organisations will align the learning and skills offer for learners in custody with the local, regional or national employment priorities for each cluster or group of prisons.

9. Providers must provide a core offer made up from three elements:
 - 9.1. Basic Skills English and Maths and ESOL
 - 9.2. Vocational qualifications, including Information and Communications Technology (ICT), on the Qualifications and Curriculum Framework (QCF)
 - 9.3. Employability skills (these may include a wide range of team working, personal, social and other skills).

Basic Skills English and Maths and ESOL

Adult Basic Skills certificates and units in English and maths at entry level, Functional Skills qualifications at all levels in English and maths, and GCSE English and maths offer learning that helps individuals to work confidently, effectively and independently in life. In addition, for learners with learning difficulties and/or disabilities (LLDD), non-regulated English and maths provision can be undertaken as part of a personalised learning programme.

New English and maths QCF qualifications are currently being developed by awarding organisations and are intended, subject to the necessary approval, to be available during 2012/13.

These elements form part of the core offer which must be delivered in every prison.

For ESOL provision, Adult Basic Skills certificates and individual units are eligible to be funded at all levels. In addition, for offenders with LLDD, non-regulated ESOL provision can be undertaken as part of a personalised learning programme.

Vocational Training

10. The Agency is looking to procure vocational provision that, from the start of the new contract on 1 August 2012, is drawn as far as possible from the QCF.
11. Providers must work with the Lead Governor in each cluster and with the wider partnership, for example Jobcentre Plus, Work Programme contractor, and local employers in the areas to which prisoners will be resettled, to identify and develop other learning and skills accreditation opportunities. These may be in areas of work not directly in scope of OLASS, for example, cleaning, work in the kitchens and laundries.

Employability Skills

12. This component recognises the importance of the personal and social skills which employers rate highly in employees, and must take account of the distance many offenders will have to travel in developing these softer employability skills in order to be considered 'job ready'.

Units of Qualifications

A unit-based curriculum offers flexibility since it enables short episodes of learning to be offered to offenders, which may well suit sentence requirements. As credit can be awarded for successful achievement on a unit, this can be accumulated towards target qualifications at a later date.

13. Providers can offer QCF units where they appear on the [Learning Aims Reference Application \(LARA\)](#).
14. In offering QCF units, providers must identify and deliver an appropriate and coherent programme of units, geared to the individual learner's needs, ensuring that the units themselves are within the Rules of Combination of a QCF qualification already approved for funding by the Agency. A section covering unit delivery in more depth is available to view on the Agency's [website](#).
15. Although, in general, any unit within a QCF qualification approved for funding as part of OLASS 4 can be delivered as part of a coherent programme of units, there are some exceptions. The information published on the Agency's [website](#) covers this in more depth.

Other Qualifications

16. Some offenders are unable to access certain regime activities, such as kitchen and cleaning duties, and prison industries, unless they have certification such as food hygiene or health and safety. Under these exceptional circumstances, the Agency may allow this type of qualification to be delivered under OLASS 4 to ensure that offenders have the proper qualifications to meet internal employment requirements, where it is clear that this will help them to prepare for or to secure employment on release.
17. Where OLASS providers wish to deliver units or qualifications which have not been made available and therefore will not be shown as funded on LARA, they should use the [exceptions process](#) to inform the Agency of this.
18. Providers must be able to assure the Agency of the quality of these programmes and that the qualifications achieved are relevant, necessary and will be recognised by and meet the needs of employers in the area of resettlement.

Learning for Personal and Social Development (PSD)

19. For the purposes of OLASS4, PSD activity is **non-accredited** episodes of learning. Both the learning experience and the skills gained should help a learner to build confidence and self-esteem and contribute to further learning and employability.
20. For 2012/2013 your contract specifies an amount of the contracted funding that has been ring fenced for PSD activity. This ring fence is applied at Unit of Procurement Level in recognition that the needs of individual establishments will vary, and therefore how this funding is utilised must be part of the discussion between the appropriate Lead Governors and providers at unit of procurement level.
21. Where possible the learning taking place must be accredited from regulated qualifications or units that exist. A very large number of accredited units and learning aims are now available for OLASS delivery across all activity and subject areas (accredited activity will not count towards PSD funding allocations). For this reason we will not expect PSD (non accredited) activity to increase in 2013/2014.

Alignment with LARA (QCF & NQF)

22. The ability to deliver informal non accredited learning allows you the flexibility to deliver additional learning to that included within the QCF (and NQF) learning aims and qualifications list.
23. This provision will be listed along with wider accredited learning aims on LARA for funding under the OLASS4 programme.
24. There are QCF units/learning aims that are available for funding through OLASS4 that deliver PSD learning. As these are accredited learning opportunities, they are not included in the budget for PSD within the OLASS4 offer.

Outcomes

25. Through each informal PSD intervention, you must encourage progression to further learning and employment with appropriate systems in place to signpost further learning as appropriate. However, there is no formal requirement that Learners must progress to other learning or achieve accredited outcomes.

Flexibility

26. The needs of establishments will vary greatly, and the volume of PSD delivery must be part of the discussion at local level including via each Local Offender Partnership Group.¹

¹ The OLASS4 Governance Framework is available on the Skills Funding Agency website. The Framework sets out the roles and responsibilities of key stakeholders in delivering the OLASS4 programme.

Recording delivery

27. We recognise the need to ensure that within the funding system there is the functionality to identify, record and allocate a value for appropriate PSD activity. Using appropriate learning aim references the Agency will give providers the capability to identify the scale and level of differentiation for PSD activity provided to the establishment.
28. The funding rates to be used for OLASS PSD activity for 2012/13 are aligned with the mainstream Agency funding rates to be introduced in 2013/14. The OLASS PSD funding rates matrix 2012/13 is provided in **Annex B**.

The Innovation Code

In the Agency's document [Funding Rules 2012/13 Version 3](#) (published in July 2012), paragraphs 34-39 set out the use of the Innovation Code in relation to the Adult Skills Budget. It is not anticipated that this will readily apply in the OLASS context, but if providers think that it might be relevant they should discuss this with their Agency relationship manager in the first instance.

29. A provider wishing to use the Innovation Code for OLASS 4 provision must follow exactly the same national requirements as those set out in the document above. Further information on the Code is available on the Agency's [website](#).

Supporting Learners in Custody Undertaking Higher Education

Providers must, in co-operation with the prison establishment, support Learners who wish to study with the Open University and other institutions that provide degree-level courses on a distance-learning basis. Further information can be found in the relevant [Prison Service Instruction \(PSI\)](#).

Mentoring

30. There are roles for adult learners in custody acting as mentors, including 'peer to peer' teaching to improve outcomes. This activity must be accredited, where regulated qualifications are available, so that it can be used as a contributory factor on the route to employment.

Provision Delivered in Custody with Adult Skills Budget Funding

31. Providers in receipt of Adult Skills Budget funding may also use this to deliver to learners in custody. The use of this budget must be complementary and not duplicate or compete with OLASS-funded provision.
32. Where such provision is delivered by a provider other than the OLASS provider, it must be agreed with the OLASS provider.

33. Providers using their Adult Skills Budget with offenders in custody must comply with all Adult Skills Budget eligibility and fee requirements and code activity appropriately in the ILR (using code LDM119 in the Learning delivery funding and monitoring fields). As the OLASS budget is ring-fenced and can only be used with adults in custody, it makes sense for providers to ensure this budget is maximised before other budgets are used.
34. Offenders who wish to continue a learning aim after leaving prison will continue to be fully funded for that aim through the Adult Skills Budget where there is suitable equivalent provision, using credit accumulated towards the full qualification.
35. When a learner is released on temporary licence to take part in learning and skills activity, they must be accessing provision funded through the Adult Skills Budget and must meet the eligibility requirements associated with that provision.

Achievement Recording

36. Achievement must only be recorded in the ILR if it can be validated with auditable evidence. The receipt of a certificate is not required where an awarding organisation supplies other auditable information of learner success; for example, a pass list. Where certificates are able to be awarded by approved assessors, achievement can be recorded from the assessor pass list.
37. When recording achievements, providers must make sure that the Delivery Location postcode field is correct and showing the establishment where the Learner achieved their learning aim. (An approved list of postcodes is available at Annex A).

Out-of-scope activity

38. If the learning aim is not funded by the Skills Funding Agency it is considered to be an 'out-of-scope' activity. These aims must not be recorded in the ILR.

Apprenticeships

The Review of Offender Learning in May 2011 recommended that offender learning should develop more links to Apprenticeships in order to help offenders gain employment.

There are two broad options to support the delivery of Apprenticeships within prisons:

- Access to Apprenticeship Pathway
- Apprenticeships for those Released on Temporary Licence (ROTL) into paid employment.

39. Currently it is not possible for offenders to undertake a nationally recognised Apprenticeship whilst serving their sentence in the closed estate, because they are unable to comply with the terms of the Apprenticeships, Skills, Children and Learning Act 2009. This applies, for example, in relation to earning the minimum Apprenticeship wage, working under an Apprenticeship Agreement and meeting the requirements of the Specification of Apprenticeship Standards for England (SASE) sufficiency of work to meet assessment requirements.
40. However, subject to compliance with the Apprenticeships, Skills, Children and Learning Act 2009, offenders released on temporary licence into paid employment (providing they earn at least the minimum Apprenticeship wage) are now able to commence an Apprenticeship, supported by the Adult Skills Budget.
41. The tender specification for OLASS 4 includes a section on the Access to Apprenticeship Pathway. This brings an opportunity for offenders to undertake approved elements of the Apprenticeship framework pre-release, in preparation for application for an Apprenticeship opportunity through the National Apprenticeship Service Apprenticeship vacancies system.
42. Providers must offer learners nearing the end of their sentence in custody an opportunity to pursue the Access to Apprenticeship pathway or Apprenticeships for those released on temporary licence into paid employment, if that is a viable option for the individual and the prison.
43. Enhanced funding for 19 to 24 Apprentices is available for ex-offenders. The **Funding Rules 2012/13 Version 3 paragraphs 119-120** state that:
- “Eligible individuals who have not been able to enter learning prior to their 19th birthday due to a reason beyond their control will be funded at the fully funded 19 – 24 rate as long as they start an Apprenticeship before their 25th birthday.”
- Examples of reasons include “a custodial sentence” and “remand in custody”.
44. A number of policy and operational issues have been identified in relation to offenders and Apprenticeships and these are currently being explored by BIS with the Agency, National Apprenticeship Service (NAS) and National Offender Management Service. The Agency and NAS will produce further guidance on Apprenticeships for offenders, including the role of the prison, employer, approved training provider, and the offender. There will also be guidance on offender earnings, and how offenders are expected to contribute a proportion of their earnings to the Victim Compensation Fund.

Learners in Custody with Learning Difficulties and/or Disabilities

The Review of Offender Learning May 2011 called for a new focus on assessing, and then addressing, the needs of those with learning difficulties and/or disabilities.

45. Providers must assume that this cohort of learners is likely to need significant levels of learning support beyond that already included in the funding rate.
46. Additional support against assessed need will be delivered through personalised programmes, and through the use of specialist staff, adaptations and resources, where appropriate. This support is expected throughout the length of the programme and should be continuously reviewed.

Additional Learning Support (ALS)

From August 2012 OLASS Providers will have a separate Additional Learning Support budget for learners in custody. This is intended to enable them to provide support for the learning needs of their individual Learners to achieve their learning goals in each establishment. The funding is intended to be flexible and is there to support learners who have a wide range of learning difficulties and/or disabilities.

Under the Equality Act 2010 all service providers are subject to the duty to make reasonable adjustments which ensure that disabled people are not put at substantial disadvantage compared to other learners.

47. The same principles apply to the use of ALS funding in custody as in the Adult Skills Budget, formerly Adult Learner Responsive (ALR). ALS must not be used to deal with the everyday difficulties experienced by learners on their programmes or for supporting the English, maths or language (ESOL) needs of those enrolled on Basic Skills learning aims where Basic Skills is the primary learning aim.

Subcontracting

48. OLASS providers may wish to work in conjunction with other organisations to offer local or specialist delivery. Providers that enter into subcontracting arrangements to deliver OLASS funded provision must ensure that they comply with all the requirements set out in the document [Funding Rules 2012/13 Version 3 \(published in July 2012\) paragraphs 233-264](#).

Transfer or Withdrawal of Learners

49. Where a learner withdraws from learning, the Withdrawal Reason field of the ILR must be completed with an appropriate code for each learning aim. This may include a number of different scenarios, as below:

Learner Withdrawn due to Circumstances within the Provider's Control – Code 27

53. The following are appropriate definitions of “withdrawn due to circumstances within the provider's control”:
- Provider specified exclusions or refused to teach Learner
 - Learner chooses to withdraw from provision (due to lack of interest or other reasons).

Learner Withdrawn due to Circumstances Outside the Provider's Control – Code 28

54. The following are appropriate definitions of “withdrawn outside the provider's control”:

- released from prison
- allocated to a new non-OLASS activity within the prison
- un-notified absence due to ill health (over a period of four weeks)
- moved to another prison outside the cluster and unable to continue their learning aim
- failed to return from court
- early release/deported
- removed by prison due to security reasons
- death.

55. Where a learner moves from one establishment to another outside the cluster, every effort must be made to support the continuity of their learning but it is recognised that this cannot be guaranteed. If a Learner who has had to leave an establishment to move to another before completing their learning activities is unable to continue that aim, the uncompleted learning aim(s) must be recorded as withdrawn, using code 3 in the Completion Status field, and code 28 in the Withdrawal Reason field to indicate the learner has withdrawn due to circumstances outside of the provider's control.

Transfer – Code 40

56. Learners that start on a course that is then found not to be suitable for the learner and move to another course to continue their learning must now be recorded as a withdrawal using code 3 in the Completion Status field and code 40 in the Withdrawal Reason field. Typically this happens, for example, where a learner enrolls at entry level communication, and the teacher quickly finds they should really be at Level 1 communication and the learner is transferred. For a transfer to be valid, there has to be an existing enrolment: 'A' and a transfer to a new enrolment: 'B'. The dates for the transfer from 'A' to 'B' should be clearly consecutive.

57. The learner must have a new Individualised Learner Record (ILR) entry when they start their learning in another establishment with a different provider, but use the same Unique Learner Number (ULN).

58. If the learner's achievement records are received after the learner has moved on to another establishment or he/she has been released, it is the responsibility of the provider where the learner has achieved their learning aim to record the achievement on the ILR. OLASS providers have a duty to complete the full cycle of ILR returns for an academic year, even if they cease to deliver OLASS provision mid-year.

59. Providers must not delete the learner records of those who are no longer in learning with them, since this information will be used to measure the effect that learner travel has on achievement.

Specific ILR OLASS Issues

60. Providers must report ILR data for each learner in accordance with the ILR guidance for 2012/13. The following should be noted:

Date of Birth

61. In exceptional circumstances, where a date of birth genuinely cannot be provided due to security issues specified by the Governor or Head of Learning and Skills, providers must ensure that they retain evidence of the security concerns. The date of birth must be entered in all other cases. The date of birth is needed to register a Learner for a ULN. It is also used to identify delivery to young offenders separately from delivery to adults in split-site establishments. Providers must not estimate the date of birth.

62. The Learner Information Suite (LIS) validation report will identify those learners who are aged 17 or younger in Agency-funded provision as a warning. Providers must make sure that LIS warnings are reviewed and only applied in special circumstances where legitimate reasons can be given and where agreement has been obtained from the provider's Agency relationship manager.

Learner Name

63. It is the provider's responsibility to maintain accurate records of learner progress and where particular security issues prevent the recording of names, a system or process that minimises the risk of duplicating learning activities and learner records must be introduced.

Learner Contact Preference

64. All learners in custody must have a Contact Preference record returned to indicate restrictions on the use of the learner record. The Contact Preference Type field should be recorded as Restricted Use Indicator (RUI) and Contact Preference Code field must be set to code 3 to indicate that the learner must not be contacted.

Postcode Prior to Enrolment

65. This postcode should record the permanent or home postcode of the learner prior to enrolment as their last known non-custodial postcode. This field is marked as optional in the ILR guidance to allow for particular circumstances where a Learner's non-custodial postcode genuinely cannot be provided, due to security issues specified by the Governor or Head of Learning and Skills. Providers must ensure that they retain evidence of security concerns where a learner's non-custodial postcode cannot be entered. Non-custodial postcodes must be entered in all other cases.

Delivery Location Postcode

66. For offenders in custody the delivery location postcode should always record the prison postcode at which the learner resides and is engaged in learning. A list of prison postcodes is available at Annex A.

Prior Attainment

67. The information provided by learners themselves should be regarded as acceptable. There is no requirement for OLASS learning that evidence of attainment must be provided. The qualification should have been completed and passed for recording.

68. Information on prior attainment will be used to report on the distance travelled by an individual learner. Information on the prior qualification completed is typically collected with little formal evidence and where it becomes obvious during learning that the information was wrong this should be corrected.

Provider Withdrawal

69. Where a provider ceases to deliver OLASS, they have a duty to complete the full cycle of ILR returns for a funding year in which they ceased to deliver. They are required to make arrangements for the full transfer of information on active learners to a new provider. They must also make all reasonable arrangements to capture achievement for the cohort of completed Learners.

70. If a provider withdraws their service from any establishment, they must complete the ILR data as fully as possible. The withdrawing provider must pass information on the active learners to the new provider to enable them to enrol the active learners with a reason for transfer.

Funding and Earnings Methodology

71. Providers will be paid monthly on a flat profile, that is, one twelfth of the total funding allocation each month. The allocation should cover all costs of learning delivery, including registration, accreditation and learning materials.

Funding formula

72. The OLASS funding formula for 2012/13 is as follows:

Funding = rate (£) x [area cost uplift].

73. All learners under OLASS 4 must be newly enrolled on to 2012/13 ILRs and this will generate funding values.

74. OLASS 4 providers will not be required to return data on tutor hours and funding will be reconciled against earnings based on enrolment, retention and

achievement. A proportion of funding will be generated when the learner achieves the learning aim (20 per cent), with the remaining funding (80 per cent) being split into monthly payments based on the number of months between the learning start date and the planned end date.

- 75. Area Uplift will be based on the delivery location postcode as reported in the ILR. This will be the prison postcode. Postcodes for each prison can be found at Annex A.
- 76. Following consultation with the sector, it has been agreed that for 2012/13 a common disadvantage uplift of three per cent will be applied to each learning aim. This uplift will be added to the base rates in LARA.
- 77. Providers must continue to collect and record postcode data for individual learners.

Funding Rates for Learning Aims

- 78. The OLASS funding methodology will support regulated QCF qualifications, some regulated National Qualifications Framework (NQF) qualifications (mainly GCSE, AS, A2 and A Levels, Access to HE, Adult Basic Skills, Functional Skills) and a large number of QCF units and Awards at Level 2 and 3 and Certificates at Level 3 specific to OLASS.
- 79. Funding for all learning aims will be based on a new simplified matrix of rates. This information will be made available to Providers and Lead Governors in the [Learning Aim Reference Application \(LARA\) from August 2012](#). If providers cannot find a rate for a learning aim they wish to deliver, they should contact the Agency.
- 80. OLASS learning aims will be defined in LARA separately from the Adult Skills Budget.

Minimum Learning Thresholds

- 81. In order for a learner to be funded they must pass a threshold where they are still in learning after their Start Date. The threshold is based on the expected time in learning between the Start Date and the planned End Date and has three bands, as below.

Expected Time in Learning	Minimum Learning Threshold
Fewer than 2 weeks	1 learning episode
Between 2 and 24 weeks	14 days
24 weeks and over	42 days

- 82. If the learner achieves the aim then these thresholds are not applied in calculating the funding. Short learning aims of less than one month's duration will be paid based on the learner meeting the threshold.

83. If a learner achieves before the planned end date then any remaining funding from the monthly payments is paid as a balancing payment.

84. If the learner withdraws from learning before the planned end date and does not achieve the learning aim, then no further payments are made for the learning aim.

Funding Cap

85. A funding cap of £4,400 for each learner each funding year will apply to all learners. This value is calculated using unweighted rates.

Job Outcomes

86. There will be no payments for job outcomes in 2012/13 but practical implementation of this policy is likely to be reviewed for 2013/14 and developed in line with the Agency's proposals for the Adult Skills Budget.

24+ Advanced Learning Loans 2013/14

87. From August 2013, 24+ Advanced Learning Loans will be applicable to offenders in custody who fulfil the criteria. A guidance document on this will be available in autumn 2012.

Other OLASS Issues 2012/13

Performance Management for 2012/13

88. Work has taken place between BIS, NOMS and the Agency to specify roles and responsibilities for performance management and to provide a framework:

- at unit of procurement/contract level
- at cluster/establishment level in the form of partnership agreements which can be tailored locally.

89. A quarterly review process for each unit of procurement, led by Lead Governors with the provider, will focus on the delivery at prison and cluster level, looking at volumes of learning activity, achievements and how delivery plans are being implemented. A separate Delivery Guidance Note is available on our [website](#) that sets out the proposed arrangements.

90. If, following a quarterly review, there is a recommendation to vary the funding values between prisons this will need to be ratified with the Agency. If agreed, a contract notification will be sent to the provider confirming the changes. This process must not result in a change to the overall Maximum Contract Value for the unit of procurement.

91. After the end of the academic year, the Agency will review the value of funding delivered by each unit of procurement to identify any under- and overspends. Where these are identified the Agency, working with the National Offender Management Service, will agree the position for providers regarding repayment of funding not delivered and, subject to availability of budget, consider any additional payments.

Data Reports

92. A suite of funding and performance reports derived from ILR returns will be made available to Lead Governors and clusters by the Agency, based on each unit of procurement, down to cluster and establishment level. A set of reports is being specified by the Agency for 2012/13 in discussion with NOMS, to show key performance areas, for example:

- learners (age, ethnicity, LLDD)
- title and level of learning aim
- success rates
- funding earned.

Learning Records Service (LRS) and Unique Learner Number (ULN)

93. OLASS providers are required to record the Unique Learner Number (ULN) of Learners on the ILR. However, there will be certain categories of prisoner who may not be registered on the Learner Register held by the Learning Records Service (LRS) and may not have any associated Learner Plan information maintained in the LRS system at a particular time during their sentence.

These categories of prisoner include:

- high profile prisoners
- prisoners who have been (or are) subject to continuing media interest
- prisoners who have been convicted under the Terrorism Act (TACT)
- prisoners who are subject to the witness protection programme.

94. Prisoners that fall into any of the above criteria should not have their details entered onto the LRS system under any circumstances. It is the responsibility of the Governor to notify the OLASS providers of the prisoner(s) in these categories and to formalise these arrangements in the local operating agreement. In the event that a learner is registered in error the LRS helpdesk should be contacted as quickly as possible in order to resolve the situation.

95. All OLASS-funded learners must have a valid ILR record including those who do not have a ULN. Aims on which these learners without a ULN are enrolled will be identified through the learner reference number.

96. Before any initial basic skills assessment is carried out, providers must, by working closely with the National Careers Service, assure themselves that no Unique Learner Number (ULN) or initial basic skills score exists. If no ULN or basic skills assessment scores can be found, an assessment must be carried out.

97. Providers must administer the system to meet the contractual requirements of updating the Learner Plan, and will issue ULNs. Issuing a ULN is a shared responsibility between the Learning and Skills Provider and the National Careers Service. The ULN should be issued by whichever party engages the prisoner first.
98. Providers must adhere to the business processes that govern the use of the Learner Plan and must also sign and adhere to the LRS Organisational Agreement and Super User Agreement (specific to OLASS provision in custody).
99. The Learner Plan enables the sharing of information about the initial basic skills assessment scores, goals and participation in both learning activity that is funded by the Agency and other regime activities (classed as work experience). Providers must continue these arrangements until the expiry of the OLASS 4 contracts.

National Careers Service

100. The National Careers Service was launched on 5 April 2012. From August 2012 the National Careers Service is available to all adults in custody. This will ensure that there is a seamless careers advice service for offenders in custody, offenders in the community and ex-offenders.
101. The focus of the National Careers Service activity in prisons will be:
 - to set medium and long-term career goals at the beginning of a prisoner's sentence
 - to identify learning and work needs in the prisoner's area of resettlement at the end of a prisoner's time in custody, up to 12 months prior to release.
102. To achieve this, National Careers Service contractors will work closely with key partners such as the Prison Service, Jobcentre Plus, Work Programme Providers, NOMS European Social Fund (ESF) Providers, Local Enterprise Partnerships (LEPs), employers and OLASS providers.
103. The National Careers Service will deliver the right advice at the right time. Very short stay and very long stay prisoners will not be key target groups for the National Careers Service in-custody offer.
104. If, for example, a prisoner is only detained in custody for six weeks it is more appropriate that they receive guidance on their immediate learning choices from the OLASS Provider with **matrix** Standard accreditation and then undertake short unitised employability-focused provision in the prison. The prisoner would see a National Careers Service adviser shortly before their release to ensure they link up with the National Careers Service in the community.
105. Equally, a prisoner starting, for example, a twelve-year sentence would gain little value from a National Careers Service appointment that focussed on employment and learning opportunities available at that time in the community to which they would eventually be released. Instead, the prisoner requires information on the learning opportunities available in the prison and this can be provided by the OLASS provider and/or the Prison Service, not just the National Careers Service.

106. It is important to highlight that, although not a key focus for the National Careers Service, very short stay and very long stay prisoners can still see a National Careers Service Adviser at the beginning of their time in custody. This will be in circumstances where the prisoner's offender manager recommends that an early intervention is appropriate for the prisoner's sentence plan.

107. Prisoners will be eligible for up to three funded National Careers Service sessions in custody during a twelve month period. Upon release into the community they will be entitled to another three funded sessions (over a twelve-month period).

108. The National Careers Service will work very closely with OLASS providers.

109. The provision of advice regarding minor mid-sentence changes to prisoner learning provision (for example, on completion of a specific qualification/unit) is the responsibility of the **matrix** Standard accredited OLASS provider.

Security of Learning Information

110. Providers should refer to the Prison Service Instruction PSI 2012-10 [Conveyance and Possession of Prohibited Items and Other Related Offences](#).

111. The Offender Management Act makes it a criminal offence for individuals not directly employed by, or (in certain circumstances) contracted to the Crown, to convey out of the prison information relating to prisoners, in any format and through any means. In all circumstances, any conveyance of information must be for legitimate work purposes.

Annex A: Prison Postcodes

Unit of Procurement	Prison Name	DelLocPostCode
East of England	BEDFORD	MK40 1HG
	BELMARSH	SE28 0EB
	BLUNDESTON	NR32 5BG
	BULLWOOD HALL	SS5 4TE
	BURE	NR10 5GB
	CHELMSFORD	CM2 6LQ
	HIGHPOINT	CB8 9YG
	HOLLESLEY BAY	IP12 3JW
	LITTLEHEY 1 & 2	PE28 0SR
	NORWICH	NR1 4LU
	THE MOUNT	HP3 0NZ
	WAYLAND	IP25 6RL
	WHITEMOOR	PE15 0PR
	East Midlands	GARTREE
GLEN PARVA		LE18 4TN
LEICESTER		LE2 7AJ
LINCOLN		LN2 4BD
NORTH SEA CAMP		PE22 0QX
NOTTINGHAM		NG5 3AG
ONLEY		CV23 8AP
RANBY		DN22 8EU
WOOD HILL		MK4 4DA
STOCKEN		LE15 7RD
SUDBURY		DE6 5HW
WELLINGBOROUGH		NN8 2NH
WHATTON		NG13 9FQ
Kent and Sussex		BLANTYRE HOUSE
	CANTERBURY	CT1 1PJ
	EAST SUTTON PARK	ME17 3DF
	ELMLEY	ME12 4DZ
	FORD	BN18 0BX
	LEWES	BN7 1EA
	MAIDSTONE	ME14 1UZ
	ROCHESTER	ME1 3QS
	STANDFORD HILL	ME12 4AA
	SWALESIDE	ME12 4AX
London	BRIXTON SLA	SW2 5XF
	FELTHAM	TW13 4ND
	HOLLOWAY	N7 0NU
	PENTONVILLE	N7 8TT
	WANDSWORTH	SW18 3HS
	WORMWOOD SCRUBS	W12 0AE
	COLDINGLEY	GU24 9EX
	DOWNVIEW	SM2 5PD
	HIGH DOWN	SM2 5PJ
	SEND	GU23 7LJ
	THAMESIDE	SE28 0FJ
	ISIS	SE28 0NZ
North East	ACKLINGTON	NE65 9XF
	CASTINGTON	NE65 9XG
	DEERBOLT	DL12 9BG
	DURHAM	DH1 3HU
	FRANKLAND	DH1 5YD
	HOLME HOUSE	TS18 2QU
	KIRKLEVINGTON GRANGE	TS15 9PA
	LOW NEWTON	DH1 5YA
North West	BUCKLEY HALL	OL12 9DP
	GARTH	PR26 8NE
	HAVERIGG	LA18 4NA
	KENNET	L31 1HX
	KIRKHAM	PR4 2RN
	LANCASTER FARMS	LA1 3QZ

	LIVERPOOL	L9 3DF
	MANCHESTER SLA	M60 9AH
	PRESTON	PR1 5AB
	RISLEY	WA3 6BP
	STOKE HEATH	TF9 2JL
	STYAL	SK9 4HR
	THORN CROSS	WA4 4RL
	WYMOTT	PR26 8LW
South Central	ALBANY	PO30 5RS
	AYLESBURY	HP20 1EH
	BULLINGDON	OX25 1PZ
	CAMPHILL	PO30 5PB
	GRENDON	HP18 0TL
	HUNTERCOMBE	RG9 5SB
	KINGSTON	PO3 6AS
	PARKHURST	PO30 5NX
	SPRING HILL	HP18 0TH
	WINCHESTER	SO22 5DF
	READING	RG1 3HY
South West	BRISTOL	BS7 8PS
	CHANNINGS WOOD	TQ12 6DW
	DARTMOOR	PL20 6RR
	DORCHESTER	DT1 1JD
	EASTWOOD PARK	GL12 8DB
	ERLESTOKE	SN10 5TU
	EXETER	EX4 4EX
	GLOUCESTER	GL1 2JN
	GUY'S MARSH	SP7 0AH
	LEYHILL	GL12 8BT
	PORTLAND	DT5 1DL
	SHEPTON MALLET	BA4 5LU
	THE VERNE	DT5 1EQ
West Midlands	BIRMINGHAM	B18 4AS
	BRINSFORD	WV10 7PY
	DRAKE HALL	ST21 6LQ
	FEATHERSTONE	WV10 7PU
	FOSTON HALL	DE65 5DN
	HEWELL	B97 6QS
	LONG LARTIN	WR11 8TZ
	OAKWOOD	WV10 7QD
	SHREWSBURY	SY1 2HR
	STAFFORD	ST16 3AW
	SWINFEN HALL	WS14 9QS
Yorkshire and the Humber	ASKHAM GRANGE	YO23 3FT
	DONCASTER	DN5 8UX
	EVERTHORPE	HU15 1RB
	FULL SUTTON	YO41 1PS
	HULL	HU9 5LS
	LEEDS	LS12 2TJ
	LINDHOLME	DN7 6EE
	HATFIELD	DN7 6EL
	MOORLAND OPEN	DN7 6BW
	NEW HALL	WF4 4XX
	NORTHALLERTON	DL6 1NW
	WAKEFIELD	WF2 9AG
	WEALSTUN	LS23 7AZ

Annex B: The OLASS PSD funding rates matrix 2012/13:

For the purposes of OLASS4, PSD activity is **non-accredited** episodes of learning. Both the learning experience and the skills gained should help a learner to build confidence and self-esteem and contribute to further learning and employability.

Where learning aims don't have any credit:

Where funding bands are determined by any form of direct contact hours, the following mapping applies:		
Note Direct Contact Hours are defined as all times when a member of provider staff is present to give specific guidance to the learner.		
Direct Contact Hours	Funding Band Equivalent	
Up to 36	Award (1-4)	
37 to 100	Award (5-12)	
101 to 196	Certificate (13-24)	
197 to 292	Certificate (25-36)	
293 to 388	Diploma (37-48)	
389 to 580	Diploma (49-72)	
581 to 1060	Diploma (73-132)	
1061 +	Diploma (133+)	

The funding rates will be apply to all types of non accredited PSD type activity
The rates will be effective from the 1 August 2012 (the start of OLASS 4 programme).

Funding Band (Credits)	Programme Weighting (PW)					
	A – Base (unweighted rate)	B – Low	C – Medium	D – High	E – Lower Specialist or G* – Higher Specialist	
Award (1-4)	£148	£166	£193	£237	£255	
Award (5-12)	£336	£376	£437	£537	£578	
Certificate (13-24)	£724	£811	£941	£1,159	£1,246	
Certificate (25-36)	£1,265	£1,417	£1,645	£2,025	£2,176	
Diploma (37-48)	£1,987	£2,225	£2,583	£3,179	£3,417	
Diploma (49-72)	£2,573	£2,882	£3,345	£4,117	£4,425	
Diploma	£4,170	£4,670	£5,421	£6,671	£7,172	

(73-132)						
Diploma (133+)	£6,602	£7,395	£8,583	£10,564	£11,356	
* Higher Specialist provision attracts an additional uplift where delivered by certain specialist providers						

The mappings between subject areas and programme weightings:

<p>Programme weightings are determined with reference to Sector Subject Area (SSA), according to the following table, with a limited number of exceptions applied by the Agency as detailed below. SSA Tier 1 (where the code does not have a '.' followed by another number) is only used where an aim does not have a Tier 2 SSA assigned.</p>		
SSA	SSA Tier 2 Description	Most Likely Programme Weighting
1	Health, Public Services and Care	B – Low
1.1	Medicine and Dentistry	B – Low
1.2	Nursing and Subjects and Vocations Allied to Medicine	B – Low
1.3	Health and Social Care	B – Low
1.4	Public Services	A – Base
1.5	Child Development and Well Being	B – Low
2	Science and Mathematics	A – Base
2.1	Science	B – Low
2.2	Mathematics and Statistics	A – Base
3	Agriculture, Horticulture and Animal Care	B – Low
3.1	Agriculture	E – Lower Specialist
3.2	Horticulture and Forestry	E – Lower Specialist
3.3	Animal Care and Veterinary Science	E – Lower Specialist
3.4	Environmental Conservation	B – Low
4	Engineering and Manufacturing Technologies	C – Medium
4.1	Engineering	C – Medium
4.2	Manufacturing Technologies	C – Medium
4.3	Transportation Operations and Maintenance	C – Medium
5	Construction, Planning and the Built Environment	C – Medium
5.1	Architecture	C – Medium
5.2	Building and Construction	C – Medium
5.3	Urban, Rural and Regional Planning	C – Medium
6	Information and Communication Technology	A – Base
6.1	ICT Practitioners	B – Low (up to Level 1) C – Medium (Level 2 +)
6.2	ICT for Users	A – Base (up to Level 1) B – Low (Level 2 +)

7	Retail and Commercial Enterprise	A – Base
7.1	Retailing and Wholesaling	A – Base
7.2	Warehousing and Distribution	A – Base
7.3	Service Enterprises	B – Low
7.4	Hospitality and Catering	C – Medium
8	Leisure, Travel and Tourism	A – Base
8.1	Sport, Leisure and Recreation	B – Low
8.2	Travel and Tourism	A – Base
9	Arts, Media and Publishing	A – Base
9.1	Performing Arts	B – Low
9.2	Crafts, Creative Arts and Design	C – Medium
9.3	Media and Communication	B – Low
9.4	Publishing and Information Services	A – Base
10	History, Philosophy and Theology	A – Base
10.1	History	A – Base
10.2	Archaeology and Archaeological Sciences	B – Low
10.3	Philosophy	A – Base
10.4	Theology and Religious Studies	A – Base
11	Social Sciences	A – Base
11.1	Geography	B – Low
11.2	Sociology and Social Policy	A – Base
11.3	Politics	A – Base
11.4	Economics	A – Base
11.5	Anthropology	A – Base
12	Languages, Literature and Culture	A – Base
12.1	Languages, Literature and Culture of the British Isles	A – Base
12.2	Other Languages, Literature and Culture	A – Base
12.3	Linguistics	A – Base
13	Education and Training	B – Low
13.1	Teaching and Lecturing	B – Low
13.2	Direct Learning Support	B – Low
14	Preparation for Life and Work	A – Base
14.1	Foundations for Learning and Life	A – Base
14.2	Preparation for Work	A – Base
15	Business, Administration and Law	A – Base
15.1	Accounting and Finance	A – Base
15.2	Administration	A – Base
15.3	Business Management	A – Base
15.4	Marketing and Sales	A – Base
15.5	Law and Legal Services	A – Base

There are a small number of systematic exceptions to the above table:

- Waste Management and recycling in SSA 1.4 is weighted at B - Low
- Agriculture requiring specialist resources (as determined annually by Lantra) in SSA 3 (and all Tier 2 of SSA 3) is weighted at G – Higher Specialist
- Hair and Beauty in SSA 7.3 is weighted at C – Medium
- Music Technology in SSA 9.1 is weighted at D – High
- Music Practitioners in SSA 9.1 is weighted at E – Lower Specialist

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