

**THE SECRETARY OF STATE FOR JUSTICE**

**AND**

**[SUPPLIER]**

**PRISON EDUCATION FRAMEWORK**

**PRISON EDUCATION SERVICES**

**FRAMEWORK REFERENCE: [ ]**

**SCHEDULE F1**  
**SPECIFICATION**

**1. Definitions**

- 1.1 In this Schedule, the following words shall have the following meanings and they shall supplement Schedule J1 (Definitions):

**"Entry Level"** means basic qualifications that can help learners to develop knowledge and skills, and increase confidence. They are commonly taken by learners for whom GCSEs and Vocational Awards are not immediately suitable. They can be taken at three levels (Entry 1, Entry 2 and Entry 3);

**"Functional Skills"** are the fundamental applied skills in English, mathematics, and information and communication technology (ICT) which help people to gain the most from life, learning and work;

**"LDD"** means learning difficulties and/or learning disabilities;

**"National Occupational Standards" (NOS)** are documents that describe the knowledge, skills and understanding an individual needs to be competent at a job. All of the completed and approved NOS are kept on a UK Standards database;

**"Offender Behaviour Programmes"** are a series of accredited activities aimed at working with offenders to reduce reoffending. In order to achieve accreditation each programme will have demonstrated that they are based on sound evidence on what techniques and interventions help offenders to change.

**2. Background and Introduction**

- 2.1 The Apprenticeships, Skills, Children and Learning Act 2009 places a duty on the Secretary of State to secure the provision of reasonable facilities for education, suitable to the requirements of person(s) who are subject to adult detention.
- 2.2 The purpose of education in prisons is to give individuals the skills they need to unlock their potential, gain employment and become assets to their communities. It should also build social capital and improve the well-being of prisoners during their sentences and once released.
- 2.3 The purpose of this Schedule F1 (Specification) is to:
- 2.3.1 set out the scope of the Services that the Supplier shall make available under this Framework;
  - 2.3.2 provide a description of the Services; and
  - 2.3.3 set out specific Standards and requirements applicable to the provision of Services by the Supplier.

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- 2.4 This Schedule sets out the characteristics of the Services that the Potential Supplier will be required to make available to all Buyer under the Contract.
- 2.5 The Buyers authorised to use this Framework are listed in Schedule F6 Call Off Procedure and Award Criteria.
- 2.6 The Framework Contract will be managed centrally by the Authority. The Call Off Contracts will be managed at Lot level by the Buyer.
- 2.7 This Framework Specification will form the basis of each of the Call Off Specifications in each Call Off Contract. This Framework Specification shall be deemed to be repeated in each Call Off Specification subject to any changes that may be made in each Order Form. The Buyer may make such changes to reflect its more detailed services requirements for entering a particular Call Off Contract.

### **3. Scope of the Requirement**

- 3.1 The Authority requires Suppliers with expertise and a capable resource to provide the Services.
- 3.2 This Framework covers Core Common Curriculum Requirements and Wider Curriculum Requirements, which together, are the Services to be made available to the Authority by the Supplier.
- 3.3 For all Lots and/or Services, the Supplier must help the Buyer comply with any specific applicable Standards of the Buyer.
- 3.4 The Supplier shall support the Authority by providing resource and expertise to assess and address the Establishment education requirements set out herein. A flexible, responsive approach from the Supplier is therefore essential to delivery of the Services.

### **Out of Scope**

- 3.5 The scope of Services covered by this Framework Contract excludes:
  - 3.5.1 education services being delivered via the Prison Education DPS;
  - 3.5.2 Information, Advice and Guidance (IAG) services - except where it is delivered as an incidental element of the Core Common Curriculum Requirements and the Wider Curriculum Requirements; and
  - 3.5.3 prison education services in Scotland and/or Wales.

### **4. Supplier commitment to the Framework**

- 4.1 The Supplier shall maintain the ability to provide the whole range of Services during the Contract Period including the availability of Key Personnel as further defined in Schedule C6 (Key Personnel).

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- 4.2 The Core Common Curriculum Requirements and the Wider Curriculum Requirements are high level descriptions of the Services which the Supplier is required to offer under this Framework Contract and which the Authorised Buyers are entitled to purchase.
- 4.3 The Supplier acknowledges and agrees that the descriptions of the Core Common Curriculum Requirements and Wider Curriculum Requirements set out in Part A and Part B of the Annex to this Schedule respectively are illustrative only and not exhaustive. The exact Service requirements for a Call Off Contract will be specified in the Call Off Specification as set out in Schedule C4 (Call Off Specification) of that Call Off Contract.

### **Call Off Contract Process**

- 4.4 This Framework will apply to Lots which have been formed from groups of Establishments which, for the large part, reflect HMPPS management structures. The educational need of Establishments on each Lot will determine the Services to be commissioned by Governors under the Framework. The Services delivered by the Supplier will be tailored to the specific needs of the Lot(s) they are responsible for.
- 4.5 Governors of the Establishments on the Lots will take the role of Buyer and will agree Delivery Plans for the Services called-off under this Framework, oversee delivery of the Service, receive reports, data and management information on supplier performance, and liaise with the Supplier on practical delivery arrangements for the respective Call Off Contract.
- 4.6 Governors have control of their Establishment's education and library budget.
- 4.7 Governors will be able to secure Services from suppliers through this Framework and separately through the Prison Education DPS. It is likely that most Governors will call off a significant proportion of their establishment's education and library Services from this Framework, but many will reserve a proportion of the budget for purchasing services via the Prison Education DPS. The Authority will not know the proportion of budget at establishment level that is intended to be split between the Framework Contract and the Prison Education DPS until Call Off Contract stage. In any event the Authority and the Buyer give no commitment or warranty as to any minimum volume of Services that will be purchased nor any split or percentage of such purchases compared to their overall purchases.
- 4.8 Every Establishment will need to offer maths, English, ESOL and ICT as part of its education offering. The ability of the Supplier to deliver the four Core Common Curriculum Requirements will be of critical importance to the Authority and Buyer.
- 4.9 Governors will decide the volume of the Services they need, depending on the role of their individual Establishments and the needs of its Establishment Learner population.
- 4.10 Governors will decide the volume and value of their individual Establishment's requirement for Services to be called off from the Framework. The requirements of each individual Establishment will then be collated at Lot level to form a specification for the Establishments in that Lot (the Call Off Specification).

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- 4.11 The Core Common Requirements and any Wider Curriculum Requirements will be called-off from the Framework Contract in accordance with Schedule F6 (Call Off Procedure and Award Criteria).
- 4.12 The Services will be described in the resulting Call Off Contracts for each Lot by reference to each Establishment's required Services as more fully described and set out in the Call Off Specification for that particular Lot.

### **Delivery of Services**

- 4.13 The Supplier shall have in place, and shall maintain throughout the Contract Period, Standards which accord with Good Industry Practice, the relevant Prison Service Orders (PSOs) and Prison Service Instructions (PSIs) or any such successor standards as are in place from time to time (set out on the GOV.UK website) and shall, in consultation with the Authority, develop a security system in accordance with PSOs, PSIs, National Security Framework, Data Protection Act 1998 (as amended by the forthcoming GDPR), Safe Systems of Work (SSOW) or any similar standards each as in force from time to time.
- 4.14 The Supplier shall comply with the requirements of Schedule C11 (Contract Management) in accordance with Good Industry Practice.
- 4.15 The Supplier shall ensure that:
  - 4.15.1 the Services provided engage and support the progression of Learners with different protected characteristics in accordance with the requirements of the Equality Act 2010;
  - 4.15.2 where the provision of the Services produces new information that requires modification of a Learner's assessed needs, or results in updates to a Learner's information (such as completed learning aims), that information is accurately uploaded within ten (10) Working Days to a live digital platform or such system as the Authority will specify to the Supplier from time to time; and
  - 4.15.3 it works with the Buyer to put in place a physical environment at each establishment that is conducive to learning, for example, using study areas, workshops, gymnasias and classrooms as appropriate.
- 4.16 The Supplier shall work with the Buyer to carry out a risk assessment of the establishments where it is to provide the Services.
- 4.17 Upon the award of a Call Off Contract (in accordance with Schedule F6 (Call Off Procedure and Award Criteria)) the Supplier shall work with the Buyer to plan the delivery of the Services through compliance with Schedule C9 (Implementation Plan). The Supplier shall document:
  - 4.17.1 the general management of the Services;
  - 4.17.2 details of Key Personnel (and Sub-Contractors where applicable) delivering the Services; and

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- 4.17.3 which of the Buyer's personnel can provide instructions, authorise and approve Services commencement and completion.
- 4.18 The Supplier shall utilise digital education systems and/or tools as appropriate in the delivery of the Services. The Supplier shall provide such digital education systems and/or tools and content as part of its operations and delivery of the Services as well as interacting with and utilising any ICT systems made available at either a local or national level as requested by the Buyer and/or the Authority.
- 4.19 The Supplier's primary remit will be to deliver education services in Establishments. There is, however, benefit in education Suppliers working with other providers delivering services for prisoners once released back into the community and services designed to help prisoners through the gate (that is, the transition from custody to community). Some Buyers may, therefore, require the Supplier to develop relationships and services with those other providers and the Authority anticipates these arrangements to be requested/defined by Buyers in the Call Off Contract. More information on collaboration is detailed in Schedule C15 (Collaboration).

### **Supplier Personnel**

- 4.20 The Supplier shall implement and operate a range of human resource and Supplier Personnel development arrangements that focus on putting in place and maintaining a cadre of high quality Supplier Personnel capable of delivering an outstanding Service. In particular, those arrangements shall:
  - 4.21 ensure that relevant Supplier Personnel who deliver the Services are appropriately trained and qualified to develop Learners and meet the additional support needs of Learners with learning difficulties and/or disabilities;
    - 4.21.1 include Supplier Personnel appraisal and performance management arrangements that identifies poor performance and addresses any identified poor performance of Supplier Personnel in a timely (in the reasonable opinion of the Authority) manner, and good practice and excellence is acknowledged and shared;
    - 4.21.2 ensure the continuing professional development of Supplier Personnel, supplying an annual Teacher Quality Management Plan (as referred to in the Annex to Schedule F4 (Framework Management)) to the Authority detailing the arrangements to maintain and improve teacher quality in line with the requirements of this specification and including the Observation of Teaching and Learning (OTL) profile of all the teaching staff, including zero hours and sessional contractors and providing a quarterly report detailing the actions (CPD), training, recruitment, observation etc) completed and the progress made against any targets agreed as part of the annual plan (as referred to in the Annex to Schedule F4 (Framework Management)).
    - 4.21.3 ensure that Supplier Personnel are released in order to attend any induction courses provided by the Establishment, as well as any mandatory learning and

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development requirements associated with working in a custodial environment as required by the Buyer thereafter;

- 4.21.4 ensure the continuing professional development of Supplier Personnel;
- 4.21.5 include arrangements that guarantee qualified, competent and skilled supply staff can cover Services where regular Supplier Personnel are unavailable;
- 4.21.6 include working with the Buyer to develop Learners into roles that support the delivery of learning such as peer mentors, learning support peers, assessors and trainers, and potentially as teachers;
- 4.21.7 include succession arrangements so that when/if Supplier Personnel leave, there is no gap in the provision of education services; and
- 4.21.8 consider other routes for recruiting high quality teachers including from other sectors and through in-service training routeways.

### 5. Quality and effectiveness of the Services

- 5.1 The Authority wishes to ensure that the Services are of the highest quality and meet the Standards including any standards set by the Authority, Ofsted's standards for 'good' or 'outstanding' provision in the 'evaluation schedule' of their 'Further education and skills handbook' and by Her Majesty's Inspectorate of Prisons. The Supplier shall make sure that it has a system in place for monitoring quality and effectiveness of its provision of the Services.
- 5.2 The Supplier shall:
  - 5.2.1 undertake an annual self-assessment of the quality of the Services they deliver in each Establishment, including reporting of the Learner voice (that is, feedback from prisoners on the education services supplied), producing a self-assessment report and quality development plan and complying with the requirements set out by Ofsted;
  - 5.2.2 submit the self-assessment report and quality development plan to the Authority on a date to be agreed;
  - 5.2.3 report on progress against actions identified in the quality development plan at least three times a year, with the outcomes of the review documented. This documentation, together with supporting evidence of actions taken, must be made available to the Authority and Ofsted on request;
  - 5.2.4 engage actively with inspection of the Services by Ofsted, whether as part of inspections by Her Majesty's Inspectorate of Prisons or otherwise; and
  - 5.2.5 document any shortcomings identified through either inspection by Ofsted, or the Authority's performance monitoring, in a detailed action plan with specific objectives and targets to address them. The action plan shall be approved and monitored by the Authority or the Authority's Representatives.

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### **6. Mandatory Requirements**

- 6.1 A critically important factor in Establishment education reform is ensuring a level of consistency for Learners. To help achieve consistency, requirements for consistency are placed upon Buyers, who will seek to deliver them through their Supplier.
- 6.2 Buyers will set out their detailed requirements in the Call Off Specification when calling-off Services through the process in F6 (Call Off Procedure and Award Criteria) at Lot level. These requirements will always include:
- 6.2.1 recording learning delivered against the aims and objectives stated in the personal learning plan, this will involve updating an electronic system that is used to record and track learning plans depending on local working arrangements with the IAG service providers. Exact requirements will be detailed in each Call Off Specification;
  - 6.2.2 when delivering qualification bearing provision in the following subject areas, use only qualifications offered by the specified Common Awarding Organisations as follows and as set out in more detail in Schedule C17 (Accessed Contracts):
    - 6.2.2.1 Maths – City and Guilds of London Institute;
    - 6.2.2.2 English – City and Guilds of London Institute;
    - 6.2.2.3 English for Speakers of Other Languages (ESOL) – Gateway Qualifications;
    - 6.2.2.4 Information and Communication Technology – Oxford, Cambridge and RSA Examinations;
    - 6.2.2.5 Catering and Hospitality – City and Guilds of London Institute;
    - 6.2.2.6 Construction, planning and the built environment – City and Guilds of London Institute;
    - 6.2.2.7 Cleaning and facilities management – WAMITAB.
  - 6.2.3 submitting regular data on the education and related services delivered; and
  - 6.2.4 ensuring delivery arrangements and the learning environment are designed with suitable adaptations to support those with Learning Difficulties and/or Learning Disabilities.

### **7. Management Information**

- 7.1 The Supplier shall engage with the governance process and provide timely and accurate Management Information and data reporting to the Authority and to the Buyer, in accordance with Schedule F4 (Framework Management) and Schedule C11 (Contract Management).



**ANNEX (Curriculum Requirements)**

This Annex sets out the curriculum requirements that are applicable to this Framework Contract. It includes Part A (Core Curriculum Requirements) and Part B (Wider Curriculum Requirements). In addition, it includes the following overarching requirements and/or Services that the Supplier will be required to provide. In providing those things listed in Part A (Core Curriculum Requirements) and Part B (Wider Curriculum Requirements) the Supplier shall also comply with the following general requirements:

**1. Learning difficulties and disabilities ("LDD")**

- 1.1 In delivering all of the Services, Suppliers shall as a matter of course provide appropriate additional Learner support where LDD screening and/or a Learner's personal learning plan indicates that it is necessary. This may involve the Supplier undertaking a more detailed assessment of need and referring Learners for full diagnostic assessment and/or securing specialist professional support. More detail on LDD requirements is provided in Schedule C16 (LDD).
- 1.2 **Welsh language** - Some Buyers may require the Supplier to deliver provision through the medium of Welsh language. The Supplier will need to be able to meet any such requirement.

**2. Information sharing**

- 2.1 While delivering requirements under the Framework and Call Off Agreements, the Supplier will create data (through various assessments of Learners, tracking of progress etc.) that will be of wider interest in Establishments e.g. a Learner's level of literacy may impact their ability to perform in other educational pursuits or the wider Offender Behaviour Programmes.
- 2.2 Buyers may therefore require, via a Call Off Specification, that the Supplier uses local data recording systems to collate and share information across the Establishment and Supplier Personnel.

**Part A (Core Curriculum Requirements)**

**1. The Core Common Curriculum Requirements**

- 1.1 The Supplier shall offer maths, English, ESOL and ICT at every Establishment that is the subject of a Call Off Contract.

Core Common Curriculum area	Framework Scope
<p>Maths</p> <p>Common Awarding Organisation to be used to purchase qualifications from (as set out in Schedule C17 (Accessed Contracts)):</p> <p>City and Guilds of London Institute</p>	<p>All aspects of maths delivery, including but not limited to:</p> <p>a) Undertaking initial assessment of Learners, using a diagnostic tool, to assess their skills and ability in maths literacy. Any such assessments and diagnostic tool utilised must be agreed with the Buyer prior to commencement and must provide results which define the Learner's ability under the following outcomes:</p> <ul style="list-style-type: none"> <li>• Pre-entry level</li> <li>• Entry level 1</li> <li>• Entry level 2</li> <li>• Entry level 3</li> <li>• Level 1</li> <li>• Level 2 or higher</li> </ul> <p>Results must be recorded by the Supplier and made available to the Authority and the Buyer upon request and in line with any pre-agreed regular data submissions. The results must be used to inform the learning pathway of each individual Learner.</p> <p>b) Provision of qualifications for maths, from Entry Level through to Level 3, that shall include Functional Skills (and their reformed successor qualifications) and (but not limited to) nationally recognised qualifications such as GCSEs and A Levels.</p> <p>The provision of qualifications for mathematics could include all numeracy skills based qualifications encompassing the core skills of:</p> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Fractions</li> <li>• Decimals/percentages</li> <li>• Money</li> <li>• Measurement, shape and space</li> <li>• 2D and 3D shapes</li> <li>• Time</li> <li>• Working with/sorting/extracting information</li> </ul>

Core Curriculum area	Common Framework Scope
	<ul style="list-style-type: none"> <li>• Mathematical skills/calculations</li> <li>• Handling data</li> <li>• Statistics</li> <li>• Probability</li> <li>• Algebra</li> <li>• Geometry and all combinations or variations.</li> </ul> <p>c) Learning must be delivered in a variety of styles such as: roll-on roll off; cohort based classroom; and embedded learning provisions. Suppliers must adopt a flexible approach to suit the demands and requirements of the Commissioner.</p> <p>d) Ensuring that Learners are enrolled on appropriate courses and work towards a recognisable qualification in accordance with their individual learning plans.</p>
<p>English</p> <p>Common Awarding Organisation to be used to purchase qualifications from (as set out in Schedule C17 (Accessed Contracts)):</p> <p>City and Guilds of London Institute</p>	<p>All Aspects of English delivery, including but not limited to:</p> <p>a) Undertaking initial assessment of Learners, using a diagnostic tool, to assess their skills and ability in English literacy. Any such assessments and diagnostic tool utilised must be agreed with the Buyer prior to commencement and must provide results which define the Learner's ability under the following outcomes:</p> <ul style="list-style-type: none"> <li>• Pre-entry level</li> <li>• Entry level 1</li> <li>• Entry level 2</li> <li>• Entry level 3</li> <li>• Level 1</li> <li>• Level 2 or higher</li> </ul> <p>Results must be recorded by the Supplier and made available to the Authority and the Buyer upon request and in line with any pre-agreed regular data submissions. The results must be used to inform the learning pathway of each individual Learner.</p> <p>b) Provision of qualifications for English, from Entry Level through to Level 3, that shall include Functional Skills (and their reformed successor qualifications) and (but not limited to) nationally recognised qualifications such as GCSEs and A Levels.</p> <p>The provision for of qualifications for English must include all literacy skills based qualifications encompassing the core skills of:</p>

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Core Curriculum area	Common Framework Scope
	<ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• speaking</li> <li>• listening</li> <li>• spelling</li> <li>• punctuation</li> <li>• grammar</li> </ul> <p>and all combinations or variations.</p> <p>c) Learning must be delivered in a variety of styles such as: roll-on roll off; cohort based classroom; and embedded learning provisions. Suppliers must adopt a flexible approach to suit the demands and requirements of the Buyer.</p> <p>d) Ensuring that Learners are enrolled on appropriate courses and work towards a recognisable qualification in accordance with their individual learning plans.</p>
<p>English for Speakers of Other Languages (ESOL)</p> <p>Common Awarding Organisation to be used to purchase qualifications from (as set out in Schedule C17 (Accessed Contracts)):</p> <p>Gateway Qualifications</p>	<p>All Aspects of ESOL education, including but not limited to:</p> <p>a) Undertaking initial assessment of Learners, using a diagnostic tool, to assess their skills and ability. Any such assessments and diagnostic tool utilised must be agreed with the Buyer prior to commencement and must provide results which define the Learner's ability under the following outcomes:</p> <ul style="list-style-type: none"> <li>• Pre-entry level</li> <li>• Entry level 1</li> <li>• Entry level 2</li> <li>• Entry level 3</li> <li>• Level 1</li> <li>• Level 2 or higher</li> </ul> <p>Results must be recorded by the Supplier and made available to the Authority and the Buyer upon request and in line with any pre-agreed regular data submissions. The results must be used to inform the learning pathway of each individual Learner.</p> <p>b) Provision of qualifications for ESOL that shall include Entry Level through to Level 2 inclusive. Any ESOL qualifications must be based on the Adult Core Curriculum for ESOL covering the core skills of reading, writing, speaking and listening.</p> <p>c) Learning must be delivered in a variety of styles such as: roll-on roll</p>

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Core Curriculum area	Framework Scope
	off; cohort based classroom; and embedded learning provisions. Suppliers must adopt a flexible approach to suit the demands and requirements of the Buyer.
<p>Information and Communications Technology (ICT)</p> <p>Common Awarding Organisation to be used to purchase qualifications from (as set out in Schedule C17 (Accessed Contracts)):</p> <p>Oxford Cambridge and RSA Examinations</p>	<p>All aspects of ICT, including but not limited to (and subject to changes brought about by the Digital Economy Act 2017):</p> <p>a) Undertaking initial assessment of Learners, using a diagnostic tool, to assess their skills and ability in ICT literacy. Any such assessments and diagnostic tool utilised must be agreed with the Buyer prior to commencement and must provide results which define the Learner's ability under the following outcomes:</p> <ul style="list-style-type: none"> <li>• Pre-entry level</li> <li>• Entry level 1</li> <li>• Entry level 2</li> <li>• Entry level 3</li> <li>• Level 1</li> <li>• Level 2 or higher</li> </ul> <p>Results must be recorded by the Supplier and made available to the Authority and the Buyer upon request and in line with any pre-agreed regular data submissions. The results must be used to inform the learning pathway of each individual Learner.</p> <p>b) Provision of qualifications for Information and Communications Technology (ICT) from Entry Level through to Level 3, that shall include Functional Skills (and their reformed successor qualifications) and (but not limited to) nationally recognised qualifications such as GCSEs and A Levels. In addition, information technology qualifications must include user and software awards/certificates alongside those for computer science/computing.</p> <p>c) Learning must be delivered in a variety of styles such as: roll-on roll off; cohort based classroom; and embedded learning provisions. Suppliers must adopt a flexible approach to suit the demands and requirements of the Buyer.</p>

**Part B (Wider Curriculum Requirements)**

**1. Scope**

- 1.1 Buyers shall be entitled to Call Off all and any of the following Wider Curriculum Requirements and such other education services as may be relevant to Establishments from time to time by completing the Call Off Specifications for each such requirement that they have.

**2. Qualification-bearing provision**

- 2.1 Buyers may want to purchase qualification-bearing provision at Entry Levels and Level 1, Level 2 and Level 3, together with associated licences and other specific certificates, awards and qualifications (including GCSEs and A Levels) and shall indicate whether qualification-bearing provision is required in the Call Off Specification. We anticipate the subjects detailed below being the areas that Buyers may wish to procure (both academic and vocational education, to be defined by the Buyers in Call Off Specifications).

- 2.2 The following three curriculum areas are subject to the Common Awarding Organisation requirements (see paragraph 6.2.2 of this Schedule). This is due to their wide and common use in the prison system, making them sensible choices for the Common Awarding Organisation consistency requirement. However, they are not mandatory subject areas and it is up to Buyers to specify the Services they require in the Call Off Specification.

- 2.3 **Catering and hospitality:** Only qualifications awarded by City and Guilds of London Institute may be used when delivering qualification-bearing provision at Entry Levels and Level 1, Level 2 and Level 3 in the following National Occupational Standards:

- 2.3.1 Chef;
- 2.3.2 Cook;
- 2.3.3 Kitchen assistant;
- 2.3.4 Waiter/waitress;
- 2.3.5 Bar staff;
- 2.3.6 Bar supervisor;
- 2.3.7 Drinks dispense technician;
- 2.3.8 Barista;
- 2.3.9 Hospitality and catering team members;
- 2.3.10 Hospitality and catering supervisors;
- 2.3.11 The qualifications provided must include awards, certificates and diplomas relevant to the vocational area studied. Catering and hospitality qualifications

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falling outside these National Occupational Standards occupations do not form part of the Common Awarding Organisation requirement.

- 2.4 **Construction, planning and the built environment:** Only qualifications awarded by City and Guilds of London Institute may be used when delivering qualification-bearing provision at Entry Levels and Level 1, Level 2 and Level 3 in the following National Occupational Standards:

- 2.4.1 Bricklayer and mason;
- 2.4.2 Plasterer;
- 2.4.3 Carpenter and joiner;
- 2.4.4 Shopfitter;
- 2.4.5 Construction and building trade supervisors;
- 2.4.6 Painter and decorator;
- 2.4.7 Floor and wall tiler;
- 2.4.8 Construction/maintenance operatives;
- 2.4.9 Roof tilers and slaters;
- 2.4.10 Scaffolders, staggers and riggers;
- 2.4.11 Plumber;
- 2.4.12 The qualifications provided must include awards, certificates and diplomas relevant to the vocational area studied. Qualifications falling outside these National Occupational Standards occupations do not form part of the Common Awarding Organisation requirement.

- 2.5 **Cleaning and facilities management:** Only qualifications awarded by WAMITAB may be used when delivering qualification-bearing provision at Entry Levels and Level 1, Level 2 and Level 3 in the following National Occupational Standards:

- 2.5.1 Cleaning support operative;
- 2.5.2 Specialist cleaning operative;
- 2.5.3 Service enterprise operative;
- 2.5.4 Combined facilities support activities/operative;
- 2.5.5 Elementary cleaning operative;
- 2.5.6 Cleaning supervisor;

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- 2.5.7 Waste management operative; and
- 2.6 The qualifications provided must include awards, certificates and diplomas relevant to the vocational area studied. Qualifications falling outside these National Occupational Standards occupations do not form part of the Common Awarding Organisation requirement. The following areas are not subject to Common Awarding Organisation requirements:
  - 2.6.1 Engineering and manufacturing technologies;
  - 2.6.2 Retail and commercial enterprise;
  - 2.6.3 Health, public services and care;
  - 2.6.4 Business, administration and law;
  - 2.6.5 Arts, media and publishing;
  - 2.6.6 Agriculture, horticulture and animal care;
  - 2.6.7 Leisure, travel and tourism;
  - 2.6.8 Languages, literature and culture;
  - 2.6.9 Science (including social sciences);
  - 2.6.10 History, philosophy and theology.
- 2.7 Within the subject areas listed at paragraphs 2.7.1 to 2.7.14, the Authority is aware that Governors have previously had particular interests in the following vocational/occupational areas (these are provided as examples, not as firm requirements – it is up to Establishments to define at Call-Off stage the education they want):
  - 2.7.1 Logistics;
  - 2.7.2 Customer Service;
  - 2.7.3 Media;
  - 2.7.4 Motor Vehicle trades;
  - 2.7.5 Manufacturing;
  - 2.7.6 Teaching and Lecturing;
  - 2.7.7 Horticulture;
  - 2.7.8 Rail Engineering;
  - 2.7.9 General Civil Engineering;
  - 2.7.10 Sports and Fitness;



- 2.7.11 Hair and Beauty;
- 2.7.12 Waste Management;
- 2.7.13 IT Skills and Maintenance; and
- 2.7.14 Bookkeeping.

**3. Other possible education and training services required**

- 3.1 This category of provision is vital in complementing and adding value to other education provision. It will help to effectively engage prisoners in learning, enable their progression to higher levels, develop their human and social capital and improve life skills, employability and wellbeing. These activities will promote desistance and help Learners to become assets to society.
- 3.2 Suppliers will not usually be asked to accredit provision in this category via the award of qualifications but may need to in some cases.
- 3.3 It does not include Offender Behaviour Programmes, even though some of the issues addressed (anger management, for example) may be similar.
- 3.4 Learning in this category can include:
  - 3.4.1 provision which seeks to engage reluctant Learners and help them progress including activity to support relationships, sports-based learning, artistic and cultural activities, including music production and peer-supported activities;
  - 3.4.2 providing Services which aim to enable Learners to participate including Special Educational Need Coordination activity, support for Learners accessing virtual learning environments etc.;
  - 3.4.3 provision of Services aimed at encouraging and supporting progression to learning at higher levels. In each case, support in this context is principally practical (help with accessing and submitting material) and supportive (general advice). There is no expectation of delivery of teaching or tutorial support. This can include:
    - 3.4.3.1 support for Learners undertaking distance learning which they are funding themselves or is being funded by external stakeholders;
    - 3.4.3.2 support Learners engaging with other learning delivery that is intended to encourage or enable progression to Higher Education, including, for example, Establishment and university partnerships, education fairs, study skills, distance learning, support with college applications and Release on Temporary Licence placements; and
    - 3.4.3.3 support for Learners undertaking Higher Education study.

- 3.4.4 self-employment and enterprise courses can support Learners in preparing for start-up on release, including business plan development, market research, supporting applications for finance, permits and other start-up requirements, and practical support both pre- and post-release;
- 3.4.5 employability and other softer skills courses are designed to support the development of those softer, less tangible skills that support employability, self-employability, the work ethic or further study. This might include:
  - 3.4.5.1 CV writing and job applications;
  - 3.4.5.2 interview skills;
  - 3.4.5.3 peer mentoring;
  - 3.4.5.4 work practice; and
  - 3.4.5.5 development of personal and interpersonal skills including for example: team work, taking initiative, problem solving, creativity, critical thinking, taking responsibility, meeting deadlines, planning and organisation, public speaking, communication skills, presentation skills and networking.
- 3.4.6 provision of Services designed to develop the individual, addressing other factors that may impact on the likelihood of Learner's re-offending. This might include improving life skills, family relationships, and parenting skills, as well as building self-esteem, confidence, resilience, motivation and wellbeing.
- 3.4.7 provision of Services which develop financial literacy, enabling Learners to make decisions about basic spending, larger purchases and savings, and strengthen their financial well-being.
- 3.4.8 other education and learning provision that will give Learners the skills they need to unlock their potential, gain employment and become assets to their communities, or will build social capital and improve the well-being of prisoners during their sentences and once released.

#### **4. Delivery Styles**

- 4.1 Buyers will require learning to be delivered in a variety of styles, including roll-on, roll-off provision, cohort-based classroom provision, embedded or blended learning. This might also include using spaces such as the gymnasium, on the wings or in workshops. Details of requirements will be specified by Buyers in Call Off Specifications.
- 4.2 Buyers may also request that Suppliers offer in-cell education initiatives (both digitally and physically resourced) to support existing Learners and accelerate learning and help harder to reach or vulnerable prisoners who may not be able to access the establishment's dedicated education facilities for example, due to being located on specialist units such as detox, healthcare and older prisoner units.

**5. Libraries**

- 5.1 Buyers may specify a requirement for library provision as part of their Wider Curriculum Requirement, fulfilling a legal duty placed upon Governors to provide a library in Establishments.
- 5.2 Suppliers who are subject to such requirements from Buyers would inherit existing library stock from the previous library supplier, save for that element of stock held through an inter- libraries loan arrangement which would be returned to its owner.
- 5.3 Suppliers who are required to provide library services will be required to replace library stock which is lost, refresh library stock in addition to replacing any library stock losses (including the inherited library stock), and maintain any library subscriptions.
- 5.4 Library resource should actively support the Buyer's learning strategy and agenda. There will be close working such that the Core Common Curriculum Requirements and Wider Curriculum Requirements encourages the use of libraries as places of calm and reflection, where study can be undertaken in a supportive environment without interruption.
- 5.5 Libraries should offer a place where Learners can access a wide range of hard-copy and virtual material which can be used there, in the classroom or, over time, back in the Learner's cell.
- 5.6 Buyers may also request that Suppliers offer library initiatives (both digitally and physically resourced), such as a library outreach trolley, which are put in place to help harder to reach or vulnerable prisoners who may not be able to access the Establishment's dedicated library facilities, for example, due to being located on specialist units such as detox, healthcare and older prisoner units.
- 5.7 Supplier Personnel fulfilling the role of library staff will be expected to signpost library users who would benefit from support schemes, such as peer mentoring, to such services where they exist, including through the gate (that is, the transition from custody to community).