

Submission to the Scrutiny Panel

Date: 13th January 2026

Executive Summary

Core message

Vocational lifelong learning in prison is not just education it is crime prevention and community investment. Done well, it reduces reoffending, addresses Jersey's skills shortages, and builds a safer, more prosperous island. States of Jersey Prison La Moye can be a cornerstone of Jersey's lifelong learning strategy

What's working

- Highly motivated learners and committed instructors.
- Growing employer engagement in practical trades: carpentry, horticulture, hospitality, bike mechanics, barbering, barista skills.
- Peer-led learning in digital skills, Business start-up and financial literacy

What's not

- Weak progression into mainstream FE and apprenticeships after release.
- Limited recognition of in-prison achievements.
- Gaps at Level 2–3 and restricted secure digital access.
- Rigid funding and fragmented data tracking post-release

What's needed. A One Jersey Skills Pathway that integrates prison education with Skills Jersey, Highlands College, Back to Work, and employers recognising the prison as a lifelong learning hub.

Key enablers:

- Secure Digital Access: e-portfolios, blended, remote assessment with robust safeguards.
- Modular, Portable Accreditation: aligned to awarding bodies.
- Pre-Apprenticeship Bridges & Release On Temporary Licence (ROTL)
Tasters: converting workshop competence into employment.
- Employer Charter for Fair-Chance Hiring: Ban the Box and guaranteed interview commitments.

- Unified Outcomes Framework: tracking employment, apprenticeships, and reoffending for 24 months post-release

ToR 1 – Current Opportunities for Lifelong Vocational Learning in Jersey

1(a) Further Education (FE): Provision & Accessibility (In Prison)

Current provision

- Functional Skills: English, Maths, ESOL - classroom and key-work support.
- Peer-led learning: Digital literacy, business start-up basics, financial literacy.
- Vocational workshops:
 - Carpentry/Joinery: Bench joinery, site basics, tool competence, JSAT
 - Horticulture/Land-based: Propagation, grounds, organic growing, seasonal planning, safe equipment use, landscaping.
 - Bike Mechanics: Maintenance, safety checks, customer service basics.
 - Barista & Hospitality Fundamentals: Food hygiene, service etiquette, cash handling.
 - Barbering (Creative Trades): Hygiene, styling fundamentals, client interaction.
 - British Institute of Cleaning: Cleaning standards, fundamental and equipment along with Health Safety and COSHH awareness
- Employability: CVs, application support, Interviews regular input from Back to work
- Accreditation: Functional skills, Bics, Jsat (e.g., tool safety, manual handling, COSHH awareness) and progression toward Level 1–2 vocational certificates.

Access arrangements. Needs-based induction; on-wing engagement; behaviour-linked access; small classes ; reasonable adjustments.

Accessibility constraints. Regime and staffing limits; short sentences/high churn; restricted secure digital access; inconsistent Accredited /Recognised prior learning; limited Level 2–3 progression in Prison.

Connecting with community FE (current). Highlands College/Skills Jersey links exist but remain ad-hoc; curriculum mapping is underway yet not seamless; records sharing improving but not systematised.

Opportunity - Co-design modular curriculum with shared awarding bodies so prison credits match directly into those available in community and apprenticeships, with e-portfolios that follow learners on release.

1(b) Apprenticeships: Structure, Uptake, Outcomes

Prison reality. Traditional apprenticeships require employment and on-the-job hours generally not feasible during prison but not impossible.

What works.

- Pre-apprenticeship 'readiness' passports: attendance, safety, tool competence, core technical units.
- ROTL tasters (where suitable): trial shifts/work experience aligned to employer demand.
- Employer engagement: Employer talks, mock interviews, project briefs, tool tests; co-signed competence checklists.

Release barriers Employer sponsorship timing; misalignment with intake windows; stigma and disclosure; variable recognition of in-prison units/experience.

Solution. Standardised pre-apprenticeship framework, rolling starts where feasible, guaranteed first appointment with Back to Work / Skills Jersey within 5 working days, and Employer commitments to interview fair-chance candidates.

1(c) Adult Education: Career Change & Upskilling

In prison Adult returners benefit from short, stackable modules that accumulate credit even in short sentences; wraparound support (7 pathways to reducing reoffending) is essential.

Through-the-gate. Warm handovers to community tutors, mentors, job coaches; micro-credentials and Approved/Recognised Prior Learning to convert prison learning into recognised currency with employers and FE; Prison to pivot into demand areas (construction, land-based, hospitality, logistics, care, utilities) to provide sustainable employment talent pipeline.

ToR 2 – Effectiveness, Accessibility, Inclusivity & Best Practice

2.1 Effectiveness

What good looks like.

- Inputs: Qualified instructors, equipped workshops, secure digital access, employer co-design, learner support. Scaled down version of the New Future Network in UK employment a training brokerage run through government into prison
- Outputs: Enrolments, attendance, retention, unit completions, safety tickets, Level 1–2 passes.
- Outcomes: Employment at 6 months; sustained employment at 12–24 months; wage progression; reduced reoffending at 12–24 months; apprenticeship starts/completions; employer satisfaction.

Strengths. Strong learner motivation; tangible outputs (carpentry products, grounds projects); committed staff; early employer ties in construction/land-based/hospitality.

Gaps. Limited prison progression to Level 2–3; insufficient digital capability; fragmented data tracking post-release; variable employer recognition of in-prison units.

Recommendations.

1. Single Outcomes Framework (Prison–community) with shared SPMs:
 - a. Employment: % at 6/12/24 months.
 - b. Apprenticeships: % starts/completions within 12/24 months.
 - c. Reoffending: % at 12/24 months (prison and community cohorts).
 - d. Employer satisfaction: % reporting ‘job-ready’ and productivity gains.
2. Secure Digital Learning: locked-down devices, whitelisted content, offline caches, air gapped e-portfolios, invigilated e-assessment where permitted.
3. Modular, Stackable Accreditation: align prison units to the same awarding bodies and standards used by Highlands College.
4. Pre-Apprenticeship Pathway: readiness passport, employer-authored checklists, recognition of simulated hours by FE.
5. Through-the-Gate Brokerage: warm handovers to Skills Jersey/Highlands/Back to Work; first appointment within 5 working days post-release; scheduled around apprenticeship intake windows.
6. Employer Charter (Fair-Chance Hiring/Ban the Box): starting with Government of Jersey as founding signatory; trial placements; named employer champions in priority sectors.
7. Funding Flex: support short-sentence learners to start/complete modules; ring-fence small tools/PPE bursaries at release.

2.2 Accessibility

Barriers. Regime/space constraints; short sentences; dyslexia/ADHD; language; digital exclusion; childcare/housing instability; stigma.

Enablers.

- Protected timetabling; additional workshop ; evening/short-burst classes.
- Universal screening (literacy, numeracy, ESOL, neurodiversity) and assistive tech.
- Digital inclusion: offline content, e-portfolio evidence, controlled research access for Level 2–3 units.
- Incentives: milestone rewards; graduation events with employers.
- Travel & fees mitigation post-release: transport vouchers, fee waivers, kit grants.

2.3 Inclusivity (with Targeted Routes)

Current approach. small groups; flexible assessment; ESOL support; peer mentors.

Targeted routes and rationale.

- Women in prison:
 - Horticulture enterprise (micro-enterprise, seasonal production, grounds contracts).
 - Hospitality & barista (customer service, food hygiene, event operations).
 - Digital administration (MS Office, data entry, scheduling, remote work readiness).
 - Creative trades (barbering, design/crafts) with self-employment pathways.
- Young people in prison:
 - Horticulture enterprise (team projects, community gardens, sustainability).
 - Hospitality (rapid accreditation, seasonal work, progression to supervisory roles).
 - Digital admin/tech support (service desk fundamentals, digital literacy, e-portfolio building).

- Creative trades (bike mechanics, barbering, graphic design lite).
Design features: project-based learning, visual assessment, coaching, youth mentors, pathways to apprenticeships.

Neurodiversity-aware delivery; reasonable adjustments where identified no approved screening tools to identify need or inform provision

Cultural/Linguistic inclusion. Multilingual induction through translation services; ; peer support networks.

Suggested SPMs (Inclusivity).

- Participation and completion rates for women and young people;
- % learners receiving reasonable adjustments;
- % ESOL learners progressing into Functional skills.

2.4 Benchmarking Against Best Practice

Best practice themes

- Pathway integration: prison learning mapped to FE/apprenticeships with transferable credits and shared awarding bodies.
- Employer co-design: curriculum joint-written with employers; assessments mirror workplace tests; employer presence in classes.
- Digital-by-design: secure devices, e-portfolios, blended Level 2–3 learning.
- Evidence & improvement: linked administrative data tracking employment and reoffending; publish annual outcomes dashboards.
- Fair-chance employment: Ban the Box; ROTL tasters; 6–12 months of job coaching post-release.

Jersey quick wins.

- Sector compacts (construction, land-based, hospitality, logistics).
- Small Island enabling close triage and warm handovers.
- Fully funded partnership working with Skills Jersey, Highlands College and employers offering apprenticeships.
- Government of Jersey lead the way in fair chance recruitment

Ask of the Scrutiny Panel

1. Endorse a whole-system approach linking prison education to Jersey's lifelong learning strategy.
2. Support investment in secure digital learning and workshop capacity at La Moye.
3. Champion an Employer Charter and fair-chance recruitment, starting with Government of Jersey.
4. Back funding to deliver flexibility to employer/labour markets training needs.