

1) Executive Summary

1.1 Scope of the Project

In January 2021, we were engaged as Strategic Advisors to the Vice-Chancellor and the Head of School of Humanities and Social Sciences (the "Head of School"). Our task was to develop recommendations on the future of Learning Together and report back to the Vice-Chancellor and the Head of School by the end of March 2021.

As per our role description, we have sought to analyse Learning Together separately as both a programme that has hitherto focused on supporting University of Cambridge students and staff to work with local prisons (the "Programme") and as a network that has hitherto focused on supporting partnerships between other HEIs and prisons based on the same model (the "Network"). In practice, there has been significant overlap between the Programme and the Network in terms of activities, funding and personnel.

Our brief was to focus on developing recommendations in the following areas:

- The strategic direction of the Programme and the Network
- The Programme's future host institution within the university
- Appropriate legal and governance structures for the Programme and the Network

Another area was: "The implementation of recommendations from the Advisory Board which relate to the oversight of risk, safety and well-being." However, the Advisory Board had not made its recommendations when this report was drafted, so we did not prioritise this work.

We have understood the project to have two main purposes: 1) Making recommendations as above to the Vice-Chancellor and the Head of School, and ii) Supporting the Directors of Learning Together (the "Directors") to begin identifying and assessing key strategic questions that pertain to the future of the initiative.

1.2 Process

Using the report compiled by the Reflections Group as our starting point, we have sought to work openly and collaboratively with the Directors and internal and external stakeholders. This work has included: background reading; case studies of other programmes; interviews with 23 stakeholders; weekly meetings with the Directors; and regular meetings with the Chair of the Advisory Board and the Registry.

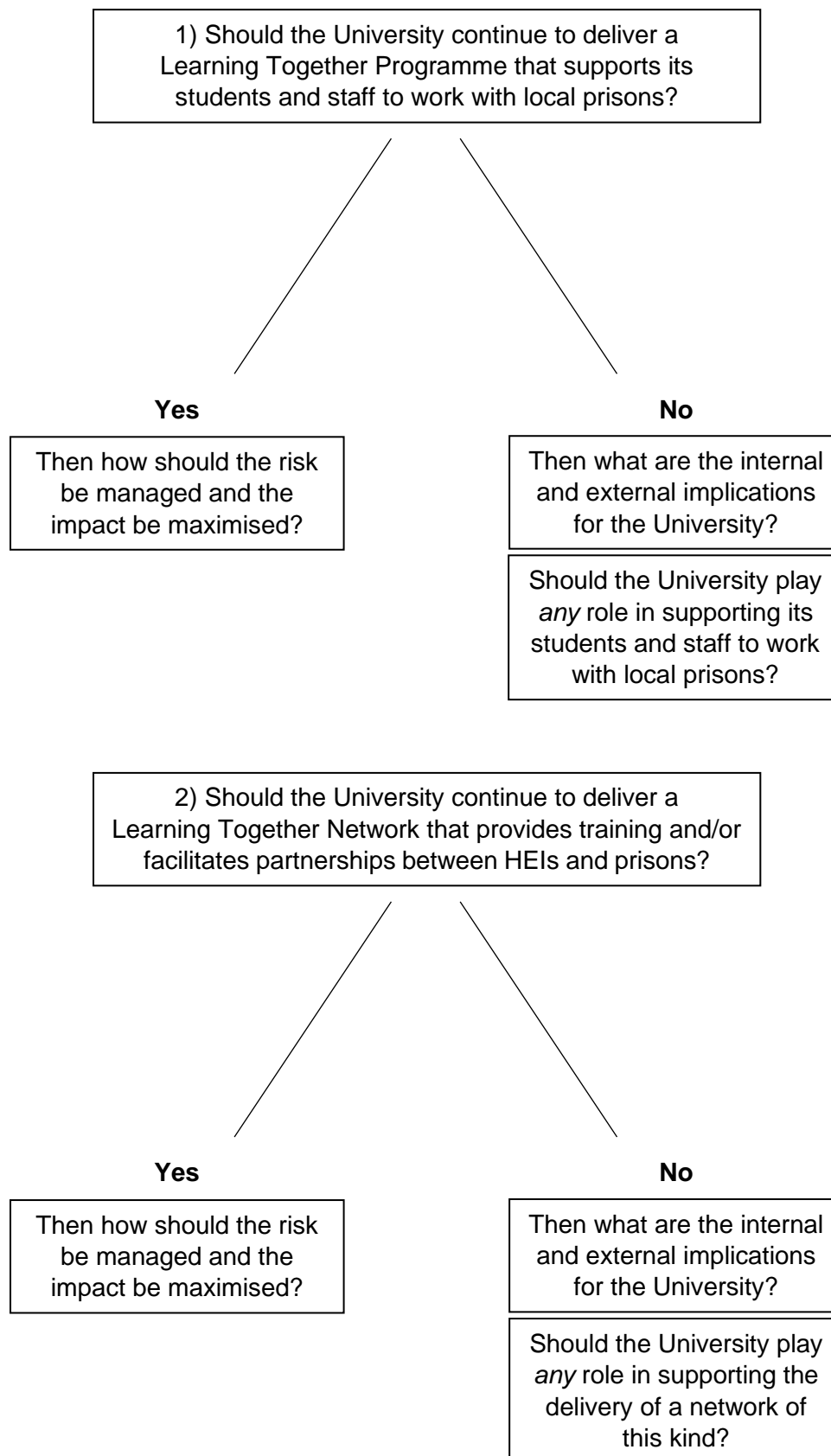
We included a range of perspectives in our analysis, including the Directors, colleagues within the University of Cambridge (the "University"), partners across HEIs and HMPPS, as well as the wider education and criminal justice sectors.

We have assessed a range of strategic options that may be available to the University and Learning Together, focusing on different models for delivery, funding and governance.

Our conclusion is that there are two key questions for the University:

- Whether and how to continue delivery of a Learning Together Programme that supports its students and staff to work with local prisons.
- Whether and how to continue delivery of a Learning Together Network that provides training and/or facilitates partnerships between HEIs and prisons.

1.3 Key Questions



1.4 Conclusions and Recommendations

We have made two conclusions and three recommendations on the future of Learning Together. These are summarised below and detailed in Appendix 1.

- C1)** Overall, our consultations with internal and external stakeholders have led us to conclude that the Programme is a powerful force for good and that it can feasibly be delivered in a way that minimises and appropriately manages risks.
- C2)** Overall, our consultations with internal and external stakeholders have led us to conclude that an independent Network would have the potential to support positive outcomes across the education and criminal justice systems.
- R1)** The University should decide now whether it believes it is viable for the Programme to remain part of the University.

At a minimum, we believe that this would require the University to:

- i) Ensure that the activities align with the University's charitable objects
- ii) Implement the recommendations of the Advisory Board
- iii) Provide effective oversight of the Programme's leadership and its activities
- iv) Offer appropriate challenge and support to the Programme's leadership
- v) Control the risks arising from the activities effectively
- vi) Manage all operational matters, including finance and HR

Based on the evidence we have observed, our hypothesis is that it should be possible for the Programme to remain part of the University, subject to identifying an appropriate host institution and/or accountability framework.

NB – In our initial consultations with the directors of the Institute of Criminology, Institute of Continuing Education and Faculty of Education, none ruled out the option of being a future host institution for the Programme.

- R1a)** If the University decides now that it believes it may be viable for the Programme to remain part of the University, we recommend that the University should:
 - i) Begin a process of re-establishing the Programme by 2022, in alignment with the recommendations of the Advisory Board;
 - ii) Extend the pause in delivery of the Programme in order to carry out a review of potential host institutions and put in place the necessary arrangements;
 - iii) As part of the above, consider whether the Programme could be delivered by academics working independently in adherence to a centrally approved framework, rather than being directly overseen by a host institution;
 - iv) As well as the above, consider any additional or alternative mechanisms that might be needed to support its students and staff to work with local prisons.
- R1b)** If the University decides now that it believes it is not viable for the Programme to remain part of the University, we recommend that the University should:
 - i) Consider any additional or alternative mechanisms that might be needed to support its students and staff to work with local prisons.

- R2)** The University should decide now whether it believes it is viable for the Network to remain part of the University.

At a minimum, we believe that this would require the University to:

- i) Ensure that the activities align with the University's charitable objects
- ii) Provide effective oversight of the Network's leadership and its activities
- iii) Offer appropriate challenge and support to the Network's leadership
- iv) Control the risks arising from the activities effectively
- v) Manage all operational matters, including finance and HR

Based on the evidence we have observed, our hypothesis is that it is unlikely that it will be viable the Network to remain part of the university. Principally, this is because of the challenges associated with i), iii) and iv) above.

However, this is not a conclusion we would feel comfortable stating definitively after only three months of work. We also note that the Directors have expressed an interest in having a defined period to explore this further with the University.

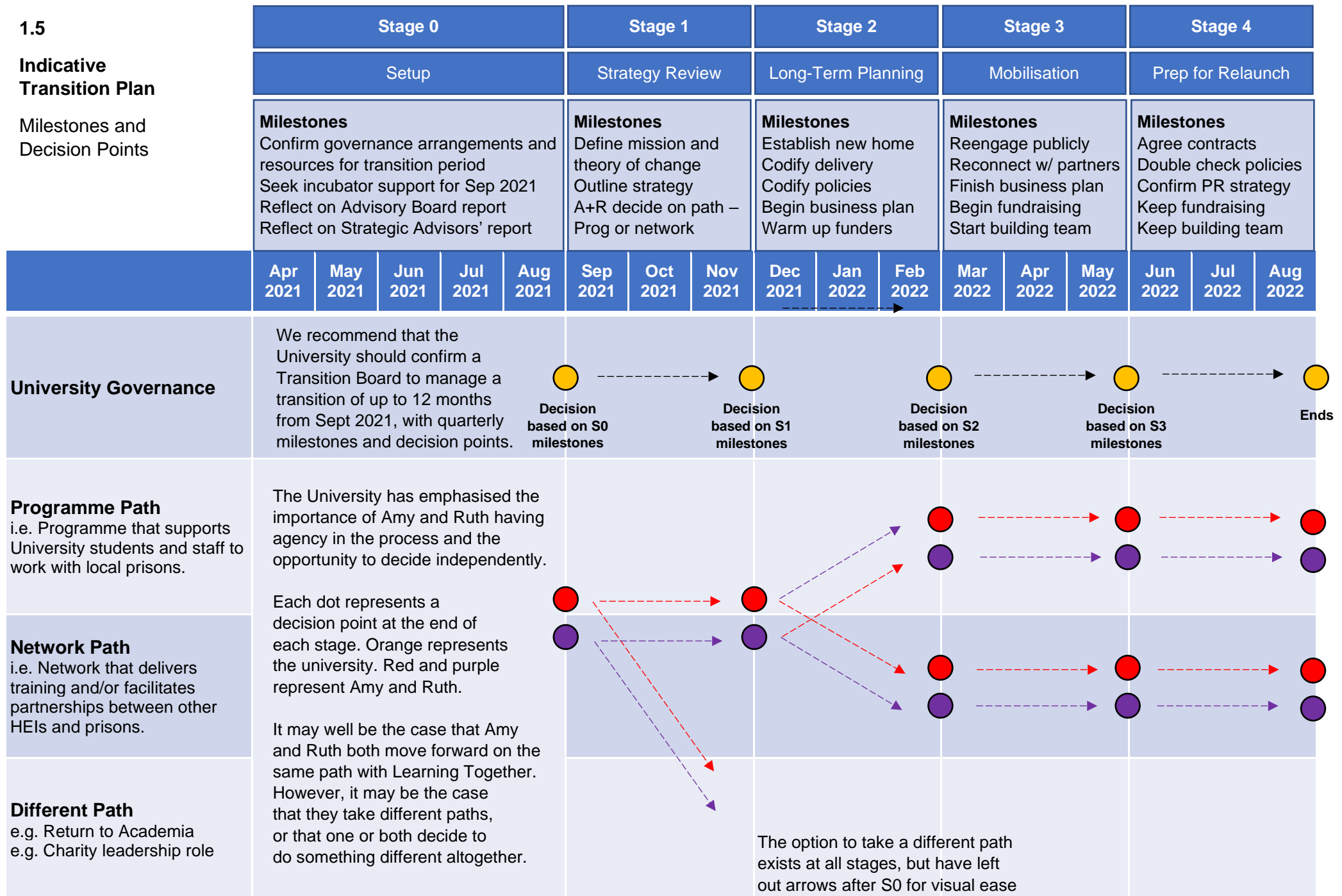
- R3)** Whatever it decides regarding the viability of the Programme and the Network, we recommend that the University puts in place a transition plan to support the establishment of these new arrangements.

Even if the University decides that it is viable for neither the Programme nor the Network to remain part of the University, a transition plan is still recommended.

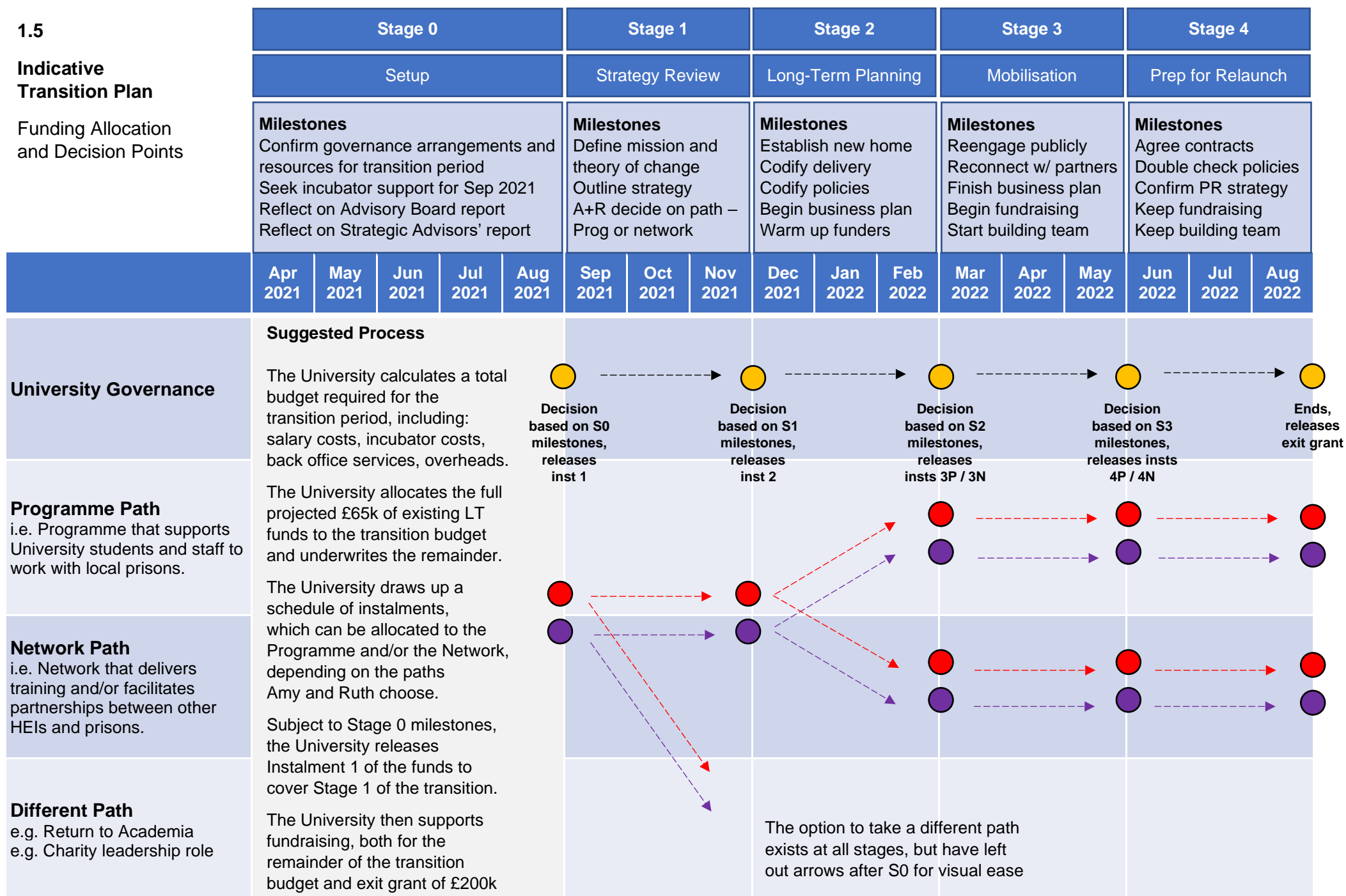
We recommend that this plan should last for up to 12 months and should include:

- i) A clear governance structure and workplan for the duration of the transition, including responsibilities, milestones and decision points. A key focus of this work should be the creation of a three-year plan for Learning Together.
- ii) A commitment by the University to provide incubation support during the transition, provided by the University or externally. This should prioritise challenge and support on: strategy development, business planning, operating model and back-office functions.
- iii) A commitment by the University to guarantee a total of £200k in funding at the transition end, in order to support the future of Learning Together in any form(s) it may exist for an initial two years. This could be secured via external donors or underwritten through internal funds.
- iv) A commitment by the University to offer a package of in-kind support to any new legal entity established as a result of the transition for an initial two years. This might include: legal advice to incorporate the new entity, office space within the university, research fellow status for the Director(s).
- v) A commitment by the University to draw up a deed of transfer or perpetual licence to use intellectual property created by Learning Together, to be offered to any new legal entity established as a result of the transition.
- vi) A formal partnership agreement giving effect to the above.

1.5

**Indicative
Transition Plan**Milestones and
Decision Points

1.5

**Indicative
Transition Plan**Funding Allocation
and Decision Points

1.6 Other Considerations

As noted above, our brief was to focus on developing recommendations in the following areas:

- The strategic direction of the Programme and the Network
- The Programme's future host institution within the university
- Appropriate legal and governance structures for the Programme and the Network

Our key conclusions and recommendations are summarised in 1.4 and explained in further detail in Appendix 1. This work has focused on the immediate decisions for the University and the indicative outline of a proposed transition plan. Generally speaking, we have not given detailed recommendations for particular paths; for example if Learning Together continues as a Network outside the University.

Another important theme that emerged from our work is that Learning Together is likely to be one of multiple programmes that involves University staff and students working with offenders, ex-offenders and other at-risk or vulnerable groups. As such, we are keen to highlight that the issues addressed in this report may be micro examples of macro challenges around governance and risk management for the University.

1.7 Final Remarks

We would like to thank you for the opportunity to work with you on this project.

We have very much enjoyed working with the Directors, who have engaged positively throughout the project and have challenged us to think creatively. Likewise, stakeholders across the university have been direct, open and positive in their engagement with us, which has been greatly appreciated.

We have been touched by the empathy, support and pride for Learning Together, which shines through the institutional challenges and tragic circumstances. We are grateful for everyone's time and candour, and hope that this report outlines a positive way forward.

Michael Clark

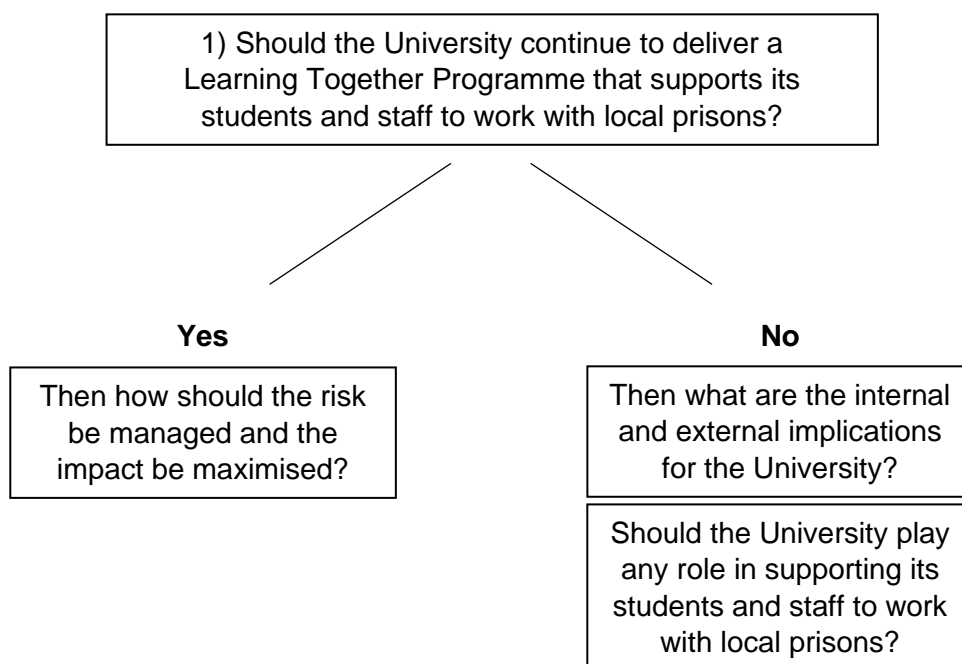


Simon Coyle



Appendix 1) Detailed Conclusions and Recommendations

C1) Assessment of The Learning Together Programme



Conclusion 1: Overall, our consultations with internal and external stakeholders have led us to conclude that the Learning Together Programme is a powerful force for good and that it can feasibly be delivered in a way that minimises and appropriately manages risks.

Commentary

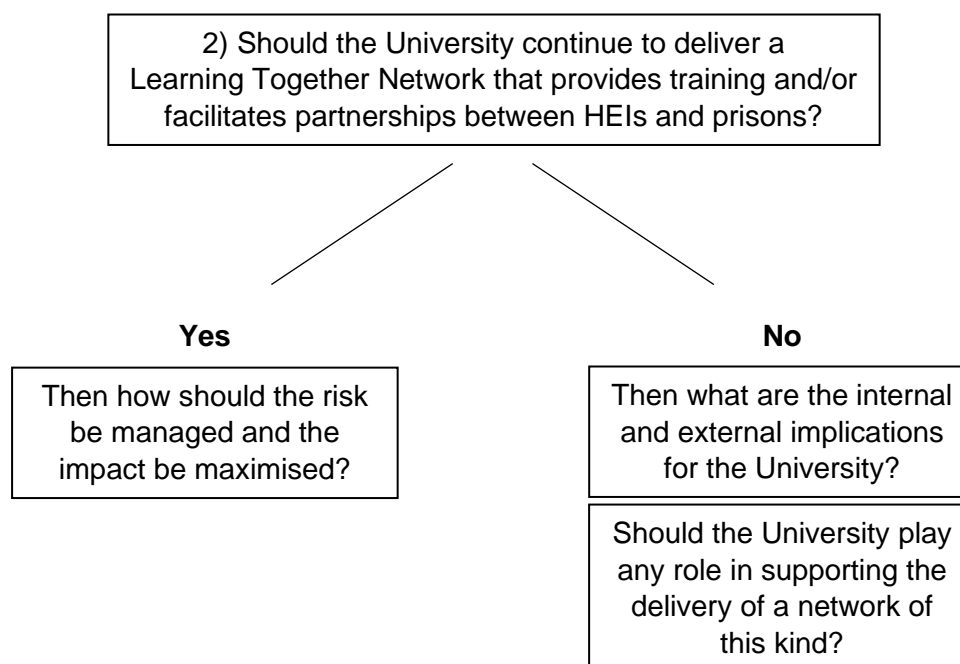
There is a strong positive case for the University to continuing delivering the Programme. Stakeholder feedback shows that the Programme is highly valued, internally and externally. University students and staff who have participated in the Programme spoke passionately about its benefits. The Governor of HMP Whitemoor and former Governor of HMP Grendon were clear about the transformative impact that the Programme has had in their prison.

Various stakeholders highlighted ways in which the Programme already does, and could do more, to add value to the University's core activities. For example: attracting and engaging students; providing professional development for researchers and lecturers; contributing towards impact case studies for the REF; contributing to APP targets.

As well as the positive case for continuing to deliver the Programme, there is a negative case for not doing so. There may be a reputational risk for the University if it is perceived to have 'abandoned' the Learning Together after Fishmongers' Hall. That said, a similar risk may apply if the University is perceived to 'carry on regardless'.

Our view is that this kind of activity is unlikely to go away, whether for research, outreach or other purposes. If the University does decide to discontinue the Programme, there is a risk that its students and staff would continue to engage with local prisons in ways that are unsanctioned or unsupervised by the University. In this case, we would advise that it identifies an alternative mechanism for its students and staff to work with local prisons.

C2) Assessment of The Learning Together Network



Conclusion 2: Overall, our consultations with internal and external stakeholders have led us to conclude that an independent Network would have the potential to support positive outcomes across the education and criminal justice systems.

Commentary

Stakeholder feedback makes it clear that the Network brings together a diverse range of actors, opinions and programmes. There is a strong sense of mission and shared values amongst the Network, and an appreciation of its convening and campaigning activities. However, there is not yet a definitive model for the delivery of activities, nor are there meaningful control mechanisms for some forms of risk.

The nature of the risks will of course depend on the agreed remit of the Network's activities, which in our view were still in a nascent stage when Learning Together was paused in 2019. For example, if the Network evolves to focus primarily on providing training for practitioners, this may carry a lower risk profile than if it were to franchising a defined programme model.

However, even if the programme model is codified and greater control mechanisms are introduced, other HEIs and prisons may still take action – and thus take risks – bearing the name of Learning Together, and so the name of any governing body.

Given this, our view is that it is hard to envisage a model in which a Network governed within the University can adequately manage risks to the University. This is a key reason for our hypothesis that it is unlikely it will be viable for the Network to remain part of the University.

As with the Programme, if the University does decide to discontinue the Network, there may be a reputational risk if it is perceived to have 'abandoned' Learning Together after Fishmongers' Hall. One way of mitigating this might be for the University to support the Directors to establish an independent Network, should they wish to do so.

Strategic Advisors' Recommendations on the Future of Learning Together vF 8th April 2021

Whether or not the university decides to continue delivering the Network, we do believe that an independent Network would have the potential for impact. There have been expressions of support for developing the Network from practitioners as well as from HMPPS.

The general thrust of the feedback from stakeholders is that the Network should focus on: catalysing new Learning Together partnerships; improving the quality and range of education programmes for prisoners; and contributing to best practice and policy development. This would appear to align with the Directors' current thinking about a Network focused on the delivery of training and support for practitioners.

- R1)** The University should decide now whether it believes it is viable for the Programme to remain part of the University.

At a minimum, we believe that this would require the University to:

- i) Ensure that the activities align with the University's charitable objects
- ii) Implement the recommendations of the Advisory Board
- iii) Provide effective oversight of the Programme's leadership and its activities
- iv) Offer appropriate challenge and support to the Programme's leadership
- v) Control the risks arising from the activities effectively
- vi) Manage all operational matters, including finance and HR

Based on the evidence we have observed, our hypothesis is that it should be possible for the Programme to remain part of the University, subject to identifying an appropriate host institution and/or accountability framework.

NB – In our initial consultations with the directors of the Institute of Criminology, Institute of Continuing Education and Faculty of Education, none ruled out the option of being a future host institution for the Programme.

- R1a)** If the University decides now that it believes it may be viable for the Programme to remain part of the University, we recommend that the University should:

- i) Begin a process of re-establishing the Programme by 2022, in alignment with the recommendations of the Advisory Board;
- ii) Extend the pause in delivery of the Programme in order to carry out a review of potential host institutions and put in place the necessary arrangements;
- iii) As part of the above, consider whether the Programme could be delivered by academics working independently in adherence to a centrally approved framework, rather than being directly overseen by a host institution;
- iv) As well as the above, consider any additional or alternative mechanisms that might be needed to support its students and staff to work with local prisons.

- R1b)** If the University decides now that it believes it is not viable for the Programme to remain part of the University, we recommend that the University should:

- ii) Consider any additional or alternative mechanisms that might be needed to support its students and staff to work with local prisons.

Commentary

- One thing that struck us as consultants with backgrounds in charities and schools was that the management culture in higher education was broadly depicted as being one of independent enquiry among academic peers. In charities and schools, our view is that a 'high challenge, high support' approach from managers tends to be more typical.
 - Given the risks inherent in Learning Together's activities, we would encourage the University to consider whether and how a more pro-active management approach might be implemented if the Programme does remain as part of the University. This seems especially relevant given the recommendations of the Advisory Board.
 - As above, we felt it noteworthy that the directors of the Institute of Criminology, Institute of Continuing Education and the Faculty of Education all expressed an openness to hosting Learning Together in the future. That said, each of the three also raised potential challenges and adaptations that they thought may be necessary.
 - As noted previously, our view is that the interest from University students and staff in prison-university partnerships is unlikely to go away, whether for research, outreach or other purposes. To reiterate what we outlined at the start, the feedback from students and staff on their experience of participating in the Programme has been highly positive.
 - Without the Programme or some alternative mechanism in place to facilitate this activity, there is a risk that students and staff will continue to engage with local prisons in ways that are unsanctioned or unsupervised by the University. As part of the transition plan, it may be worthwhile considering a full range of mechanisms for this work, which might sit alongside or replace the Programme. There are various prison-university partnership models being delivered in the UK, a list of which can be found on the PET [website](#).
 - One suggestion that arose late in the project is that any prison-university partnerships could be delivered by academics working independently in adherence to a centrally approved framework, rather than being directly overseen by a host institution. We did not have time to consider this suggestion in detail, but we believe that it may be worth exploring this idea further during the transition plan.
-

- R2)** The University should decide now whether it believes it is viable for the Network to remain part of the University.

At a minimum, we believe that this would require the University to:

- i) Ensure that the activities align with the University's charitable objects
- ii) Provide effective oversight of the Network's leadership and its activities
- iii) Offer appropriate challenge and support to the Network's leadership
- iv) Control the risks arising from the activities effectively
- v) Manage all operational matters, including finance and HR

Based on the evidence we have observed, our hypothesis is that it is unlikely that it will be viable the Network to remain part of the university. Principally, this is because of the challenges associated with i), iii) and iv) above.

However, this is not a conclusion we would feel comfortable stating definitively after only three months of work. We also note that the Directors have expressed an interest in having a defined period to explore this further with the University.

Commentary

- As with R1, we would contrast higher education's management culture with the 'high challenge, high support' model more typical in schools and charities, and encourage the University to consider whether and how a more pro-active approach might be implemented if the Network remains part of the university. In particular
 - As noted previously, the nature of the risks associated with delivering the Network will of course depend on the agreed remit of its activities, which in our view were still in a nascent stage when Learning Together was paused in 2019. As such, we would caution against assuming that it was on a set track to develop in one particular way, for example with a focus on advocacy or policy influencing. Therefore, we would note the limitations of assuming that a future iteration of the Network would share the same characteristics and risk profile as its 2019 iteration.
 - It is possible that the University decides to continue delivering its Programme and that the Directors decide to establish an independent Network. In this instance, we would advise establishing an arms-length relationship between the two, especially in terms of governance and personnel. Nevertheless, if this were the case, we would highlight that there may be opportunities for an independent Network to support the University's Programme, including providing training and support.
-

- R3)** Whatever it decides regarding the viability of the Programme and the Network, we recommend that the University puts in place a transition plan to support the establishment of these new arrangements.

Even if the University decides that it is viable for neither the Programme nor the Network to remain part of the University, a transition plan is still recommended.

We recommend that this plan should last for up to 12 months and should include:

- i) A clear governance structure and workplan for the duration of the transition, including responsibilities, milestones and decision points. A key focus of this work should be the creation of a three-year plan for Learning Together.
- ii) A commitment by the University to provide incubation support during the transition, provided by the University or externally. This should prioritise challenge and support on: strategy development, business planning, operating model and back-office functions.
- iii) A commitment by the University to guarantee a total of £200k in funding at the transition end, in order to support the future of Learning Together in any form(s) it may exist for an initial two years. This could be secured via external donors or underwritten through internal funds.
- iv) A commitment by the University to offer a package of in-kind support to any new legal entity established as a result of the transition for an initial two years. This might include: legal advice to incorporate the new entity, office space within the university, research fellow status for the Director(s).
- v) A commitment by the University to draw up a deed of transfer or perpetual licence to use intellectual property created by Learning Together, to be offered to any new legal entity established as a result of the transition.
- vi) A formal partnership agreement giving effect to the above.

Commentary

- We recommend that the University should confirm a Transition Board to manage a transition period of up to 12 months from Sept 2021, with quarterly milestones and decision points. We would advise that membership of the Transition Board includes a mix of University and non-University representatives. Ideally, the Transition Board would be ready to evolve into a formal Board of Trustees, should the outcome of the transition period be the creation of an independent legal entity.
- We have included a draft overview of a transition plan in Section 1 of this report, which is further outlined in Appendix 2. While we encourage challenges and revisions to this, we recommend that some form of workplan is formally agreed and includes clear milestones and decision-points. For reference, the draft overview that we have outlined includes five distinct stages with milestones and four key decision-points between now and September 2022.

Strategic Advisors' Recommendations on the Future of Learning Together

vF 8th April 2021

- When we refer to incubation support in iii), we broadly understand this as a package of advice, guidance and support to help an early-stage venture become sustainable as an independent entity. There are various providers of incubation support, which normally include physical home and often a legal home too. On rare occasions, incubators may offer cash funding as well as the in-kind support noted above.
 - Through our initial research, we did not identify an existing incubator that felt like a perfect fit for Learning Together, though we believe that internal options such as the Judge Business School and Ark Ventures are worth exploring further. It may be the case that Learning Together might be best served by a 'mix and match' approach of in-house support within the University and external services such as consultancy, legal advice etc. Whatever incubator support is ultimately identified, we believe that it should include challenge and support on strategy development, business planning, operating model and back-office functions.
 - In terms of the funding need identified in iv), our starting point was that the University should aim to give Learning Together a reasonable chance of success in its first two years after activities resume. A one-off exit grant of £200k could be used to support the salary costs for each of the Directors for two years, giving them the security make a firm commitment to whatever entity or entities take the work forward.
 - We propose that an effective solution would be for the University to guarantee the exit grant of £200k, which could be secured via external donations during the transition period or underwritten in internal budgets. Our understanding from conversations with the Directors is that Learning Together has a pool of existing and potential donors that could be approached for funding in the next 12 months, as well as the capacity to attract additional funds through CUDAR.
 - We assume that the transition would be financed by existing Learning Together funds in the first instance. The projected balance brought forward in the JLNQ budget on 1st September 2021 is £65k. We estimate that this would fund approximately four months of the transition (£45k salary costs, £20k incubation support and overheads). We propose that the additional funds would be guaranteed by the University, which would again have the option to secure this via external donations during the transition period or underwrite it in internal budgets.
-

Appendix 2)

Transition Plan Stages, Milestones and Decision Points

Stage 0	Stage 1	Stage 2	Stage 3	Stage 4
Setup	Strategy Review	Long-Term Planning	Mobilisation	Prep for Relaunch
Milestones Confirm commitments, resources and governance for transition period Confirm incubator support for Stage 1 Reflect on Advisory Board report Reflect on Strategic Advisors' report	Milestones Define mission and theory of change Outline strategy A+R decide on path – Prog or network	Milestones Establish new home Codify delivery Codify policies Begin business plan Warm up funders	Milestones Reengage publicly Reconnect w/ partners Finish business plan Begin fundraising Start building team	Milestones Agree contracts Double check policies Confirm PR strategy Keep fundraising Keep building team

	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Jul 2022	Aug 2022
--	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------

Stage 0 – Setup

Milestones to be achieved by 31st August 2021

- For the University to have confirmed employment arrangements with the Directors.
- For the University to have confirmed the commitments and resources for the transition period, in line with Recommendation 3.
- For the University to have confirmed the governance arrangements for the transition period, in line with Recommendation 3.
- For the University and the Directors to have reflected on the Advisory Board and Strategic Advisors' reports, ready to identify priorities, opportunities and challenges for Stage One.
- For the Directors of to have reflected on their personal and professional aspirations.

Decisions to be made by 31st August 2021

- For each of the Directors to decide whether to proceed to Stage 1.
- For the University decide whether the above milestones have been achieved.
- For the University to decide whether to proceed to Stage 1, including allocating the resources identified in the Funding Allocation.

Stage 0	Stage 1	Stage 2	Stage 3	Stage 4
Setup	Strategy Review	Long-Term Planning	Mobilisation	Prep for Relaunch
Milestones Confirm commitments, resources and governance for transition period Confirm incubator support for Stage 1 Reflect on Advisory Board report Reflect on Strategic Advisors' report	Milestones Define mission and theory of change Outline strategy A+R decide on path – Prog or network	Milestones Establish new home Codify delivery Codify policies Begin business plan Warm up funders	Milestones Reengage publicly Reconnect w/ partners Finish business plan Begin fundraising Start building team	Milestones Agree contracts Double check policies Confirm PR strategy Keep fundraising Keep building team

Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Jul 2022	Aug 2022
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------

Stage 1 – Strategy Review

Milestones to be achieved by 30th November 2021

- To have defined a new mission statement for Learning Together, including key beneficiaries, activities and outcomes.*
- To have defined a new theory of change for Learning Together, including how inputs and outputs lead to the above outcomes.*
- To have outlined a core strategy to take Learning Together forward, including delivery model, funding model and governance.*
- To have assessed the viability of Learning Together as a Programme within the University.
- To have assessed the viability of Learning Together as a Network outside the University.

* If the Directors decide to proceed down different paths, these milestones will need to be completed for both the Programme and the Network.

Decisions to be made by 30th November 2021

- For each of the Directors to decide whether to proceed to Stage 2 and – if so – whether they would prefer (or require) to proceed down the Programme Path or the Network Path.
- For the University to decide whether the above milestones have been achieved.
- For the University to decide whether it is happy to proceed down the Programme Path and/or the Network Path, depending on the Directors.
- For the University to decide whether to proceed to Stage 2, including allocating the resources identified in the Funding Allocation.

Stage 0						Stage 1			Stage 2			Stage 3			Stage 4		
Setup						Strategy Review			Long-Term Planning			Mobilisation			Prep for Relaunch		
Milestones Confirm commitments, resources and governance for transition period Confirm incubator support for Stage 1 Reflect on Advisory Board report Reflect on Strategic Advisors' report						Milestones Define mission and theory of change Outline strategy A+R decide on path – Prog or network			Milestones Establish new home Codify delivery Codify policies Begin business plan Warm up funders			Milestones Reengage publicly Reconnect w/ partners Finish business plan Begin fundraising Start building team			Milestones Agree contracts Double check policies Confirm PR strategy Keep fundraising Keep building team		
	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Jul 2022	Aug 2022

Stage 2 – Long-Term Planning

Programme Path

Milestones to be achieved by 28th February 2022

- Establish home within the University, incl. governance arrangements (eg Governing Board) and an operational base (eg ICE).
- Define partners (HMPs, UoC depts), learners (prison-based, UoC based) and teachers (UoC academics, UoC PhDs)
- Codify step-by-step how the new programme will be delivered, incl. how it will meet the recommendations of Advisory Board report.
- Codify new policies, incl. risk, safeguarding, communications within the University, relations between prison- and UoC-based learners.
- Once the above milestones are achieved, begin scoping out three-year operating plan with incubator support (See Stage 3).
- If confident, begin warming up existing and new funders.

Network Path

Milestones to be achieved by 28th February 2022

- Incorporate as an independent legal entity or adapt existing CIC, incl. appointing new Board of Trustees, creating governance policies etc.
- Finish three-year business plan with incubator support, incl:
 - Products and/or services (eg training, resources, advisory)
 - Systems and processes (eg risk, safeguarding)
 - Target market (eg HMPPS, HMPs, universities, practitioners)
 - Route to market (eg organic growth, pro-active marketing)
 - Financial model (eg grants, member fees, traded income)
 - Growth plan (eg provision targets, scenario planning)
 - Organisational structure (ie roles, responsibilities, capabilities)
 - Three-year budget (inc funding gap to break-even)
- If confident, begin warming up existing and new funders.

Decisions to be made by 28th February 2022

- For each of the Directors to decide whether to proceed to Stage 3.
- For the University to decide whether the above milestones have been achieved.
- For the University to decide whether to proceed to Stage 3, including allocating the resources identified in the Funding Allocation.

Stage 0	Stage 1	Stage 2	Stage 3	Stage 4
Setup	Strategy Review	Long-Term Planning	Mobilisation	Prep for Relaunch
Milestones Confirm commitments, resources and governance for transition period Confirm incubator support for Stage 1 Reflect on Advisory Board report Reflect on Strategic Advisors' report	Milestones Define mission and theory of change Outline strategy A+R decide on path – Prog or network	Milestones Establish new home Codify delivery Codify policies Begin business plan Warm up funders	Milestones Reengage publicly Reconnect w/ partners Finish business plan Begin fundraising Start building team	Milestones Agree contracts Double check policies Confirm PR strategy Keep fundraising Keep building team

	Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Jul 2022	Aug 2022
--	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------

Stage 3 – Mobilisation

Programme Path

Milestones to be achieved by 31st May 2022

- If ready, reengage publicly (announce changes, relaunch website).
- Reconnect with partners to co-develop new programme.
- Finish three-year operating plan with incubator support, incl:
 - Products and/or services (eg outreach, qualifications, TTG)
 - Systems and processes (eg risk, safeguarding)
 - Financial model (eg grants, partner fees, research funds)
 - Growth plan (eg provision targets, scenario planning)
 - Organisational structure (ie roles, responsibilities, capabilities)
 - Three-year budget (inc funding gap to break-even)
- Begin major fundraising push, supported by CUDAR.
- Start recruiting for new positions (as needed).

Network Path

Milestones to be achieved by 31st May 2022

- If ready, reengage publicly (announce changes, relaunch website).
- Reconnect with partners to co-develop new programme.
- Begin major fundraising push, supported by CUDAR (as needed).
- Start recruiting for new positions (as needed).

Decisions to be made by 31st May 2022

- For each of the Directors to decide whether to proceed to Stage 3
- For the University to decide whether the above milestones have been achieved
- For the University to decide whether to proceed to Stage 3, including allocating the resources identified in the Funding Allocation.

Stage 0	Stage 1	Stage 2	Stage 3	Stage 4
Setup	Strategy Review	Long-Term Planning	Mobilisation	Prep for Relaunch
Milestones Confirm commitments, resources and governance for transition period Confirm incubator support for Stage 1 Reflect on Advisory Board report Reflect on Strategic Advisors' report\	Milestones Define mission and theory of change Outline strategy A+R decide on path – Prog or network	Milestones Establish new home Codify delivery Codify policies Begin business plan Warm up funders	Milestones Reengage publicly Reconnect w/ partners Finish business plan Begin fundraising Start building team	Milestones Agree contracts Double check policies Confirm PR strategy Keep fundraising Keep building team

Apr 2021	May 2021	Jun 2021	Jul 2021	Aug 2021	Sep 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Apr 2022	May 2022	Jun 2022	Jul 2022	Aug 2022
----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------	----------

Stage 4 – Prep for Relaunch

Programme Path

Milestones to be achieved by 31st August 2022

- Agree contracts, incl. continuing employment within the University.
- Secure partnerships, incl. delivery partners, grants, donors.
- Check and reconfirm policies with the University, HMPPS and HMPs, especially regarding risk and safeguarding.
- Develop comms and PR strategy (as needed) to support relaunch.
- Continue fundraising, focusing on securing necessary reserves and pipeline of income as defined in three-year operating plan.
- Continue building and developing the team.

Network Path

Milestones to be achieved by 31st August 2022

- Agree contracts, incl. transfer deed from the University, employment within new entity, suppliers to the new entity etc.
- Secure partnerships, inc delivery partners, members, grants, donors.
- Check and reconfirm policies with HEIs, HMPPS and HMPs, especially those regarding risk and safeguarding.
- Develop comms and PR strategy (as needed) to support relaunch.
- Continue fundraising, focusing on securing necessary reserves and pipeline of income as defined in three-year business plan.
- Continue building and developing the team.

Decisions to be made by 31st August 2022

- For each of the Directors to decide on how to proceed, particularly if they have taken different paths during the process.
- If one or both Director(s) have taken the Programme Path, for the University to confirm it is happy to proceed with the operating plan.
- If one or both Director(s) have taken the Network Path, for the University to confirm it is happy to agree the transfer deed.

Appendix 3) Collated Stakeholder Feedback

Learning Together Stakeholder Consultations

Process, Themes, Conclusions and Questions to Take Forward

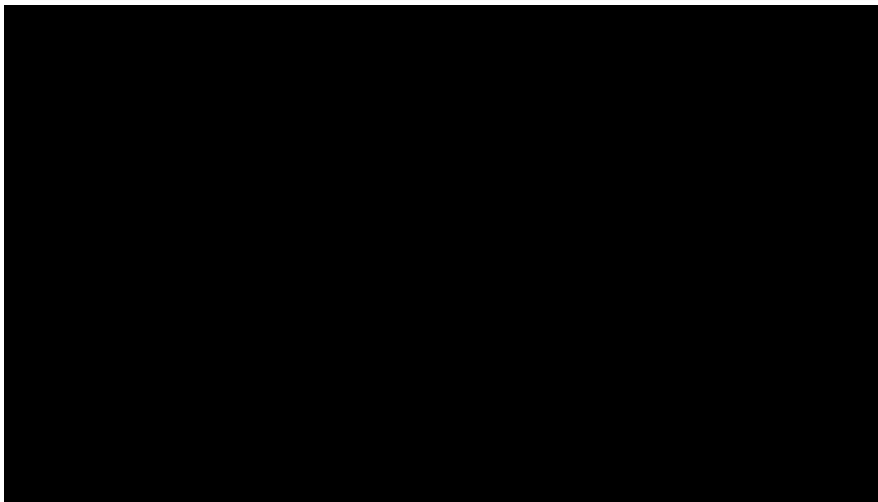
Process – Overall Approach

- The consultation period ran from 10th February 2021 to 5th March 2021.
- Over this period, Simon Coyle held 23 consultations with Learning Together stakeholders.
- Consultations were 30 minutes in duration and held via Zoom.
- The consultations were held on an off-the-record basis, with no quotes being attributable.
- In most cases, Simon asked 6-8 questions from a standard list (see next slide).
- In some other cases, Simon asked more focused questions specific to the individual.
- During the calls, Simon took detailed notes, which were then summarised to inform this report.
- The purpose of the report is not to 'play back' key quotes from stakeholders.
- Rather, the purpose is to collate the data, then draw out the key themes and conclusions.
- As well as this, the report includes some key questions for Amy and Ruth to consider going forward.

Process – Standard Questions Asked

- In what capacity have you worked with LT? If you have a formal partnership, please could you it?
- How has working with LT benefitted your work and/or your organisation?
- Other than resuming “business as usual”, how might LT benefit your work and/or your organisation in future?
- What kind of funding might be available to pay for this?
- How might LT need to change in order to maximise its impact in future?
- What questions do you think we should be asking in this strategy review?
- Anything I’ve missed or any wider points to add?

Process – List of Stakeholders Consulted



Themes

- The key themes to emerge from the stakeholder consultations were as follows:
 - The impact of Learning Together programmes
 - The role of the Learning Together network
 - The relationship between Learning Together and the University of Cambridge
 - Wider governance and operational considerations
 - Potential sources of funding for Learning Together
 - Potential opportunities for Learning Together to influence policy

Conclusions

The impact of Learning Together programmes

- Many stakeholders spoke about the powerful impact that LT can have for university students and prisoners – “You can see the value, transformation and pride.”
- Some but not all HMPPS stakeholders talked explicitly about the uniqueness of LT’s offer, both as an opportunity for higher-level learning and for a more ‘whole person’ approach.
- CJ sector organisations also talked explicitly about the role of LT in challenging norms within prisons – “If you don’t change the culture, you can’t change the system.”
- Practitioners in universities tended to focus on the educational impact and pathways to HE, and were less focused on the prison system itself or maintaining relationships outside prison.
- Indeed, some felt that this felt like ‘mission drift’ and was less of a good fit with their personal and institutional priorities.

Conclusions

The role of the Learning Together Network

- Many practitioners spoke highly about the inspiration, moral support and practical help that they received from Amy and Ruth – “It wouldn’t have happened without them”.
- Some but not all practitioners felt that the network was too reliant on Amy and Ruth, and that it became overburdened and inefficient, lacking effective operations or appropriate delegation.
- There was a mixture of views as to whether the network provided the right level of oversight. Some felt positive that LT was given more freedom than Inside-Out – “like a Subway franchise.” Others felt that LT impinged on their autonomy, e.g. sense of ownership, data requests.
- It appears to be the case that there is a wide variety of delivery models within the network (eg enrolment, accreditation, staffing, philosophy). Not all LT guidance is followed.
- Some stakeholders with experience of membership / network organisations highlighted a fairly common set of general challenges eg monetisation, quality assurance, internal politics.

Conclusions

The relationship between Learning Together and the University of Cambridge

- There is much empathy, support and pride for Amy, Ruth and Learning Together more widely. There is also some agreement on the benefits that LT brings to the university.
- There have clearly been challenges, including administrative and operational issues, but also around alignment and oversight when it comes to the scope of Learning Together.
- Nonetheless, there is a strong sense that the university wants to work supportively with Learning Together to make a purposeful and positive decision about its future – “We just want this to work and in as friction-free a way as we can devise.”
- There is some potential openness to LT finding a new base within the university, although none of the options discussed so far (Education, ICE) would be without their challenges.
- In general, the university does not appear to have a proprietary interest in LT or its IP.

Conclusions

Wider governance and operational considerations

- Stakeholders from within the university and outside of it have highlighted various unknowns around risk management, both for LT and the university. It is quite possible that the inquest will not clarify all of these, which may have an influence on decision-making.
- Stakeholders from within the university and outside of it have reflected that LT may need to take – and be seen to take – a very pro-active approach to risk management in future.
- Numerous stakeholders felt that Amy and Ruth would benefit from operational resources and support, eg Head of Operations, Head of Philanthropy. “If Amy and Ruth are tied down it might lose the magic, they need an engine room doing the admin, governance etc.”
- Some stakeholders expressed this more curtly, ie Amy and Ruth avoid being over-stretched if they want to maintain programme quality and partnerships.
- One very supportive stakeholder said: “LT needs to consolidate its learning and have quality frameworks when setting up new programmes.”

Conclusions

Potential sources of funding for Learning Together

- Most university practitioners highlighted that budgets are very tight and that there is not much funding easily available – “I don’t think even £1k for membership is realistic right now.”
- At the same time, most HE stakeholders were able to point to various potential sources of value for HEIs, inc: APPs, REF impact case studies, practitioner training, degree enrolments etc.
- Most HMP practitioners highlighted that funds are available, but even with DPS the process is challenging – “We stay clear of DPS, everyone in my network thinks it’s a nightmare.”
- However, within HMPPS and MOJ there was a sense that funding is there / can be made available, but that LT needs to be creative, and its offer needs to be clearer and align with national oversight.
- Philanthropists tended to feel that the process of making grants would be easier in terms of decision-making and admin if LT was an independent charity, although not if it was a CIC.
- Philanthropists also felt that LT could and should do more to widen its donor base.

Conclusions

Potential opportunities for Learning Together to influence policy

- Stakeholders in the policy influencing space felt that a key role LT can play is to amplify the voice of prisoners and provide case studies, best practices that can help to influence policy.
- One stakeholder reflected on the importance of access in order to lobby effectively, and highlighted that there was potentially more LT could do here as opposed to campaigning.
- Various stakeholders noted that there may be policy opportunities around workforce development within HMPs / HMPPS, in part as a way to change the culture and system.