



HM Prison &
Probation Service

**EDUCATION & TRAINING
FOUNDATION**

A Guide for Learning and Skills Managers

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Foreword

The Adult Learning Improvement Network (ALIN) has been commissioned by HMPPS via the Education and Training Foundation to assist in the development of managers with responsibility for learning, skills and employment working in the Prison Service both private and public.

The introduction of the Education Reform Programme forms a background for this Guide, along with the findings of recent annuals reports of HM Chief Inspector of Education, Children's Services and Skills and HM Chief Inspector of Prisons for England and Wales.

The Adult Learning Improvement Network (ALIN) team have a wealth of knowledge and experience of this area of work. The ALIN team recognise the commitment, passion and drive of the Managers and staff who work in this sector, impacting on people's lives and creating a step change to reducing reoffending.

Kerry Boffey

Adult Learning Improvement Network (ALIN)

March 2019



Introduction and Background:

A guide for new managers of learning, skills and employment was first published in 2014. Subsequently there were several changes to requirements, expectations and inspection findings that led to 7 revisions of the document, the 7th and final version was published in February 2018.

This new guide is designed for managers who have responsibility for managing prison education under the new prison education reforms introduced in April 2019. At the forefront of these reforms is the empowered prison Governor, who has the freedom to set the strategic vision for their establishment's education programme, and to ensure this is delivered in the best way for their learners. The governor's senior team and wider prison staff play a key role in delivering the governor's vision for education, skills and employment.



Giving individuals the skills, they need to unlock their potential, gain employment and become assets to their communities.

THE NEW PRISON EDUCATION SYSTEM FOR ADULTS



Those directly responsible for managing prison education may have extensive prison experience but limited experience of managing educational contracts, or they may be experienced in education but lack experience of working within a prison environment. This guide cannot provide answers to all the questions or situations that managers will face during this period of change but is intended as a reference document that will help guide them in the right direction.

This guide should be read in conjunction with the [Prison Education support pages](#) now available on the HMPPS intranet, and further support will also be available on HMPPS MyLearning. There will also be ongoing support in the form a weekly education bulletin and weekly telephone tutorials. **Note: HMPPS links are only available via Quantum.**

The Prison Education Reform Programme.

The Prison Education Reform Programme was designed in 2018/19 to introduce a more flexible means of purchasing education services in a way that can more directly meet learner needs.

It should also build social capital and improve the well-being of learners during their sentences and after release.

Education is a proven route to tackling re-offending. A 2017 study published by the Ministry of Justice shows that learners who take any form of learning activity have a significantly lower re-offending rate of 34% on release from prison compared to their non-learning peers at 43%.

The reform agenda for the new prison education system was informed by the findings and recommendations by a number of reports and documents which can be seen below.

➤ **Go to New [Prison Education System](#) for Adults in England**

✦ Go to [The Annual Report of HM Chief Inspector of Education, Children's Services and Skills 2016/17](#)

✦ Go to [The Annual of HM Chief Inspectors of Prisons for England and Wales 2016-17](#)

✦ Go to [Unlocking Potential - The Coates Review 2016](#)

✦ Go to [Prison Safety and Reform 2016](#)

✦ Go to [Education and Employment Strategy 2018](#)

✦ Go to [Key recommendations of "Unlocking Potential"](#)

You should also view the HMPPS Guide to the [12 Mandations](#).

In brief the HM Chief Inspector of Prisons for England and Wales Annual Report 2016-17 (page 41) identified that:



- *Prison education is not as effective as it needs to be. Even though overall effectiveness was 16 percentage points higher than the previous year, this still leaves prisons comfortably the lowest performing sector.*

- *The proliferation of low-level qualifications, which Ofsted queries as a route towards securing employment upon release.*

- *The quality of teaching and learning had improved, but English and Maths provision continues to be weak, reflected in poor achievement of accredited qualifications.*
- *Governors do not give sufficient priority to education and training, around one third of prisons had too few activity places for the population - even those were often unfilled.*

Learner movement was often ineffective and poorly managed, with learners regularly failing to turn up to their allocated activity or arriving late, which was often unchallenged by prison staff.

However, in order to prepare managers for future changes and developments, this guide also includes key relevant recommendations from the [HM Chief Inspector of Prisons for England and Wales Annual Report 2017-18](#). It also takes account of the proposed introduction of a new Education Inspection Framework, due to be implemented by Ofsted in autumn 2019.

HM Chief Inspector of Education, Children's Services and Skills 2017-18 (page 39) reported, typically when a prison is underperforming, inspectors find that:



- *learners' access to learning activities are limited, as staff shortages cause units to be locked down and education classes to be cancelled*

- *there are not enough full-time education, skills and work activity places to meet the needs of the prison population, particularly in overcrowded prisons*

- *senior managers fail to develop and put in place reliable and effective measures*


to monitor and improve the quality of lessons and activities

- *the range of education, work and vocational training is not broad enough to prepare learners well for life after prison*
- *learners engaged in work activities do not have a clear understanding of what they had achieved, including personal and social skills, because instructors do not identify or record the skills they develop; this means that learners have little useful information to take with them when transferring to another prison or when being released*

Overall effectiveness of learning, skills and work in prisons and young offender institutions in 2017-18

Of the 21 prisons and YOIs that previously required improvement, 7 improved to good. This, along with 6 providers receiving a good overall effectiveness judgement for the first time, increased the proportion of prisons and YOIs judged good or outstanding at their most recent inspection by 6 percentage points, from 42% on 31 August 2017 to 48% on 31 August 2018.

Headline features of the [HM Chief Inspector of Prisons for England and Wales Annual Report 2017-18](#) include:

- 
- *Too much time locked up*
 - *Poorer activity outcomes; lower than previous year*
 - *Not enough education, work and skills training*
 - *Widespread failure to use all available places*
 - *Poor attendance and punctuality*
 - *Overall effectiveness of education, skills and work had declined*
 - *English and maths provision remained weak*
 - *Effectiveness of Leadership and Management is markedly lower*
 - *Partnership working is weak*
 - *Quality improvement measures are poor*
 - *Managers do not use data effectively*
 - *Quality of teaching and learning similar to last year (good or better in 60% of those inspected)*
 - *Learners' personal development and behaviour was the only area where outcomes had improved. (page 36)*

➤ [Go to HM Chief Inspector of Prisons for England and Wales Annual Report 2017-18](#)

How to use this guide

This guide is for Learning and Skills Managers and has been designed as an e-guide intended for on-line use. However, because it is recognised that many people prefer to have a paper document to read, there is also a printable version available. See below on how to achieve this without printing out all of the attachments and associated resources contained with this e-guide.

The guide is divided into 12 sections which can be accessed by scrolling down the document or by clicking on the appropriate section heading on the Contents page.

Each of the sections have  **Go to** links to either:

- Attachments, that contain additional reading material or resources to support the section, which can be accessed via the hyperlink.
- Weblinks to resources and reading materials held on the HMPPS Intranet and external websites such as the ETF Excellence Gateway. Or links to You-Tube videos that support the topic of the section. You should always access materials on external websites via the Firefox facility on your Quantum PC. **Note:** Links to You-Tube, will need to be accessed on **non HMPPS** hardware and links to resources on the **HMPPS intranet** can only be accessed via your Quantum PC.
- Links to additional resources that are hosted on the ETF Excellence Gateway. Once you have clicked on the link and read the additional material you can return to the place where you were within the e-guide by pressing the “Back” button.

If the resource takes you to an external link it should open an additional window on your browser which you can close when you have finished, if not use the back arrow on your browser.



The use of these symbols within the document indicates either a useful fact or Top Tip or highlights a quote from a report or other significant document.



The use of this symbol within the document indicates where an example of good practice has been highlighted.

To produce a printed version of the guide, in the printer settings window select pages **1-56**

If you wish to print any of the attached resources go to the resource you want a printed version of and print using the page numbers indicated at the bottom left of your screen. Alternatively, you can highlight the resource, right click and *save as* or *copy* in a new location so that you can adapt and use the document for your own purposes.



Implementing the Governor's Vision

The role of the Governor

Throughout this document you should read the reference to Governors as also applying to Directors in the Private sector.

Following on from the government's 'governor autonomy' agenda, the responsibility for managing education in prisons will sit with Governing Governors from 1 April 2019. The Ministry of Justice carried out a procurement process for new education providers to join a Prison Education Framework (PEF) with a view to them delivering a core common curriculum, with prisons grouped into 'lots' of 17 mainly geographical and some functional areas. The new contracts will run for four years, with an option of extending them for another two. There are different systems for Wales, and for some contracted-out prisons, who are not part of this process. Alongside the PEF, governors also have access to a Prison Education Dynamic Purchasing System (PEDPS) that enables them to respond rapidly to newly identified needs and alternative services as required. This may be in the form of additional or niche education procured on a short-term basis, i.e. shorter than 12 months.



Prison governors are best placed to decide on the education that should be delivered in their establishments, how it should be delivered and who should deliver it.

THE REFORM AGENDA
FOR PRISON EDUCATION



Governors and Directors have been involved in the selection of education providers and have worked in close partnership with the other prisons in their Lot to develop and procure their education offer. Prison governors are now accountable for the effectiveness of this offer and how well the provider manages to deliver it. Individual governors have determined what proportion of their budget is to be allocated to the PEF core common curriculum. Typically, this ranges between 75% and 100% of the budget and can be adjusted by 5% each year. You may wish to check what the balance is in your establishment and refer to internal guidance on financial autonomy. Governors work with the Prison Group Director to ensure the appropriate budget to deliver their education provision is devolved to them.

These reforms are designed to ensure that education is not static and becomes a far more integral part of the prison's culture that evolves in response to changing learner and employment needs. It will be shaped by feedback from learners and the community as well as routine evaluations of provision. Widespread knowledge of the prison's educational offer and the benefits of education helps engage learners. With education now recognised as a pillar of effective rehabilitation, responsibility for encouraging engagement and ensuring prompt, regular attendance is shared by all prison staff.

Through their leadership Governors are required to promote an education-focused ethos across the whole establishment.

Within these reforms education is to be better integrated with prison industries and employment networks, embedding links to support the learner journey right through from reception to eventual release and resettlement.



Top Tip: Planning for resettlement begins in Reception.

➤ Go to the [Dartmoor Model](#) to see how it can be implemented

Note: this is a YouTube video to be accessed via Firefox if on a Quantum PC

➤ Go to A case study by [Danny Branley](#), Head of Learning & Skills HMP Dartmoor.

To gain a greater understanding of how education provision within establishments can be shaped, a recommended read is *Greenhouses not Warehouses commissioning education to plant seeds of hope and opportunity*, published in October 2017 by the Prisoner Learning Alliance, see the contents list below.

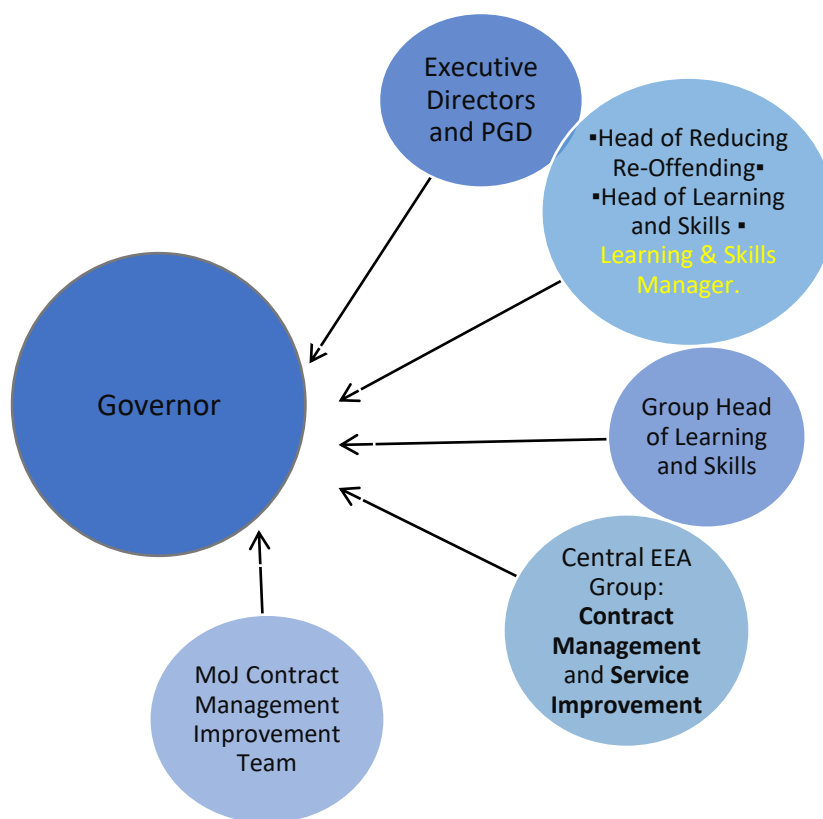
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➤ Go to [Greenhouses not Warehouses](#)

Responsibility for managing prison learning

The Governor is ultimately accountable for education, learning and skills provision in their establishment. In 2018 Prison Group Directors were given the freedom to implement a learning and skills structure that suited the needs of their group. As such, there are a range of roles with different levels of responsibilities and accountabilities for the delivery of learning, skills and employment.



April 2019 will see the biggest changes in prison education for many years. As with all major change, this brings risks and challenges, but also a real opportunity to make prison education more relevant, more effectively coordinated and more flexible. These reforms bring an autonomy for strategic planning that comes with its own set of responsibilities and accountability, which impacts on staff at every level within the prison.

Your role as Learning and Skills Manager is to support the Governor in achieving his/her vision for their establishment and ensuring that the most appropriate, high quality education, skills and training is available to all learners within the establishment. Your responsibilities will include; advising on the core common curriculum needs for your establishment, managing the quality of services delivered by suppliers and ensuring that learning skills and employment provision is aligned with the broader reducing re-offending strategy within the prison. You will also be required to identify, procure and draw up short term contracts via the PEDPS for specific or niche provision. Details of how PEDPS projects can be raised on Bravo are covered later in this guide.

Monitoring the quality of the education provider and other contractors' provision, reporting on performance levels and holding them to account via the agreed service levels and KPI's will be a key responsibility of your role. As part of your internal quality assurance procedures, you will engage in a range of monitoring and reporting measures to ensure the quality of providers' performance, on a day to day basis as well as strategically over a longer period of time. Developing contracts, monitoring performance, holding contractors to account and managing conflict are covered in more detail in the managing provision section.

Furthermore, you will play a vital role in embedding learning at the heart of the regime by fostering positive collaboration between internal staff and external agencies. This should involve creating opportunities to engage all staff in the learner journey, for example via the new OMIC model by which prison officers can play an important part both in sentence planning and rehabilitation culture.

To be effective in this role you will need to work in collaboration with managers and representatives from a range of internal and external organisations. A resource has been created to support you in identifying key stakeholders involved in the delivery of high quality learning, skills and employment provision.

➤ **Go to** [Who I need to work with](#)

➤ **Go to** [Who do I need to build relationships with?](#)

Newly appointed Prison Officers will be trained on POELT to consider learning at the heart of the regime and their role as Key Workers will take on increased importance in your area as they signpost learners to education and employment activities.

➤ **Go to** [Learning at heart of the regime](#) to view the POELT Training Manual, Powerpoint presentation and Resources.

There are a range of resources and tool kits available to you on the [education intranet](#) website.

Note: this is an HMPPS intranet site and needs to be accessed via Quantum.

There will also be ongoing support in the form of weekly on-line bulletins on the [HMPPS intranet](#) from Ellen Coady in the Education Mobilisation Team and supported by telephone telekits (tutorials) by the team.



Defining the Learner Journey

Governors and their teams, including the Learning and Skills Manager, are now required to plan a curriculum that will meet the needs of learners and complement the strategic vision for education provision in their prison. Planning should account for the needs of learners, their sentences and social and academic needs. Using up-to-date knowledge of local labour market trends and employer needs, the Governor is expected to buy in provision that is more likely to result in employment upon release where that is appropriate.

Your Prison Education Framework offer (PEF)

Depending on the type of establishment that you work in this will vary according to the factors mentioned above. For instance, a category C resettlement prison holding learners with sentences longer than 4 years, is likely to have more vocational workshops than a local prison holding learners with shorter sentences. Local prisons generally will have more focus on initial assessment and beginning to address any identified functional skills requirements, whereas a high security prison will have a broader core curriculum offer including courses up to and beyond level 3 including OU and Distance Learning.

Under the new prison education framework suppliers have been commissioned to provide a common core curriculum in establishments. This has been based on the specifications set by Governors and Learning and Skills Managers and will include maths, English, ICT, ESOL.

At the start of the procurement process, your Governor will have signed off a C4 document outlining the core common curriculum areas and other services required, as mentioned above. This will have involved a thorough and extensive needs analysis of your establishment's purpose and focus, including the range of sentences, behavioural, social and educational needs and ambitions of its population. The outcome of this has effectively determined the curriculum design and content of the education provision in your establishment, but will need to be revised on an on-going basis as part of your delivery planning to ensure it is fit for purpose.

Curriculum development and progression

In order to maintain an appropriate balance of provision, you will need to conduct an annual needs analysis survey which takes full account of the nature of your establishment and the needs of its population. To make the learner journey more coherent you now also need to consider how your provision integrates into the education delivery capacity of other prisons within your group and to where your learners are likely to be transferred.

The needs analysis will consist of a whole range of activities. An [HMPPS Needs](#)

[analysis template and guidance](#) are available on the prison service intranet as well as HMPPS guidance and templates for [Curriculum Planning](#).

Note: this is an HMPPS intranet site and needs to be accessed via Quantum.

Or you can click on the link below to view what it might include:

✦ **Go to [Needs analysis](#)** for a sample template of what your needs analysis may include. You may want to use or adapt this. There is further useful reading on the diversity of needs on page 15 of [Greenhouses not Warehouses](#)

The results of this needs analysis will inform your Governor's discussions with the Prison Group Director. If significant changes are required, it may require you to enter into negotiations with the Head of Reducing Re-offending to review the extent and nature of, for instance, the vocational training offer. This could also involve discussions about the use or potential use of workshop areas. In this case you will need to consult PSI 05-2012 Workshop opening, closing and re-designation. Deciding the balance between your PEF offer, vocational workshops and that purchased through PEDPS can therefore be influenced by a number of internal and external factors.

✦ **Go to [psi-05-2012](#)** to review the procedures for changing the function of a workshop

Curriculum development should match learner need, learner development, learner aspirations and learner sentence plans. It could therefore involve extending the range of provision or offering the same subjects at a higher level. The possibility of offering progression at higher levels will need to take account of what is already available within your prison group. In subjects such as functional skills and ICT it may be more straightforward, whereas in specialist or practical areas it will be more complex and planning will need to take account of suitable space and cost of adaptation. Having sufficient numbers wishing to study at that level and make the provision viable is also a factor that will need to be considered. Where progression can't be offered, then supported distance or independent in-cell learning and the use of Virtual Campus are further options to be considered. Below are some examples of what is available and case studies of effective practice around distance and independent learning that you may want to review. HMPPS Guidance on [Open University, Higher Education and distance learning study](#) for prisoners in England is also available along with templates for curriculum planning. **Note: This is an HMPPS intranet site and needs to be accessed via Quantum.**

✦ **Go to [Distance Learning Curriculum](#)** from the Prisoner's Education Trust **Note: This is an external weblink.**

✦ **Go to [Family Learning in Prisons](#)** from the Learning and Work Institute **Note: This is an external weblink.**

✦ **Go to [Out for Good](#)** published by the Prison Reform Trust **Note: This is an external weblink.**

Development and progression are different in each part of the estate, but should take account of priorities, length of sentence, stage of sentence and where learners move on to. Progression could be from one level to the next such as Entry level to level 1 or progression to another qualification, either vertically or horizontally. However, in a

number of establishments, the achievement of Level 1 in Functional Skills is a prerequisite to gaining a place in the workshops, which could lead to the achievement of work-based qualifications.

In a training or pre-release prison progression could be to employment on temporary licence (ROTL) or on release. For longer sentenced learners who have achieved English and other qualifications at a higher level there are opportunities to be engaged as a classroom assistant or peer support worker. This could be in the classroom or a workshop. As part of workshop induction, many establishments employ mentors to support new learners to the workshop, there are also opportunities for health and safety representatives and workshop supervisors for those who have achieved the qualifications on offer.

Progression and sequencing of activities is also an aspect of sentence planning and should be mapped to a learner's planned progression through the system, including movement to other establishments. So, for some this will mean gaining qualifications in one establishment that will enable them to progress into work or further qualifications or training as they progress towards release. In many cases practical trade craft skills could lead to employment with companies or local authorities but equally it could be more realistic for some to consider self-employment. Therefore, progression might be onto money management, business planning or self-employment type courses.

Common Awarding Organisations

The government introduced The Post-16 Skills Plan in 2016 in which there are 17 'routeways' that organise vocational and technical qualifications into suites of provision based on occupational areas. HMPPS has adopted some of these routeways -i.e. construction and the built environment; catering and hospitality; cleaning and waste management and the 4 Core Curriculum subjects. When DfE agree further CAO, HMPPS will adopt their choices to ensure alignment with mainstream provision. These measures have been introduced to address the proliferation of qualifications criticised by inspectors and to provide a smooth transition to education and training when learners are transferred between establishments and released into the community to continue with their education or training. Other awarding organisations can be considered for subjects that sit outside of the 7 contracted subjects in the CAO contracts. If a CAO does not offer a required qualification or refuses to offer it on request, then a case must be made to use another awarding organisation outside of the CAO for the 7 designated subject areas. Check the HMPPS Guidance on [Common Awarding Organisations](#) **Note: This is an HMPPS intranet site and needs to be accessed via Quantum.**

✦ **Go to the [17 Routeways](#)** to find out more about Technical Education and the Routes

✦ **Go to [Awarding Organisations](#)** for qualifications used in prisons

Awarding organisation management, assessment practice and certification

The expected assessment practice for individual qualifications will be stipulated by the designated awarding organisation and will include procedures for any external verification. As an establishment offering qualifications it will be a good idea for you to draw up a Prison Wide Assessment Policy demonstrating that assessment decisions are fair and relevant to the qualification being followed and conducted in an open and transparent manner. The policy should also include a Complaints Procedure and an Appeals Procedure indicating the three stages of appeal and to whom the appeal is made at each level in case an agreement cannot be found at the initial stage. It is a good idea to keep a record of all certificates claimed for, received and passed onto learners. If originals are to be passed onto the learner it is a good idea to keep a copy in their education/training file for future reference in case the original goes missing.

For more information refer to the new Policy Framework for [Prison Education & Library Services](#) for adult prisons in England, which has replaced or partly superseded existing PSIs relating to education.

Inductions



The HM Chief Inspector of Prisons Annual Report for 2017-18 highlighted that there was not enough education, work places, there was widespread failure to use available spaces and poor attendance and punctuality. The effectiveness of leadership and management was lower and managers do not use data effectively.

Having designed the curriculum model for your establishment it is now imperative that learners are assessed and allocated to the most appropriate activities for the stage in their sentence. There are some very helpful effective practice guidelines for assessment and learning available on the Excellence Gateway

✦ **Go to** [The ETF website](#) to view the resources

Newly sentenced learners undergo a thorough screening and assessment, the results of which follow them through the system and onto release. The screening and assessments carried out at induction are used to inform the nature, level and extent of learning, skills and training an individual learner requires and the sequence in which they should occur. Suppliers are required to screen all prisoners on reception for Learning Difficulties and Learning Disabilities (LDD). The MoJ and HMPPS have issued guidance for learners with [Learning Difficulties and Learning Disabilities](#). **Note: This is an HMPPS intranet site and needs to be accessed via Quantum.**

✦ **Go to** a [summary of the guidance](#)

Learners transferring from one establishment to another should undergo a more streamlined assessment process taking full account of their learning progress and records, which should transfer with them. An electronic HMPPS version of learner

records or personal learning and support plan (PLP) is still under development. However, a couple of suggested resources that you might want to use in the absence of a central one, are available and you should also refer to Annex A of the HMPPS [IAG Guidance](#). **Note: This is an HMPPS intranet site and needs to be accessed via Quantum.**

✦ **Go to** [Induction and Initial Assessment Learning Plan](#)

✦ **Go to** [Learner Employability Tracker](#)

The initial part of this process is an induction to the particular prison or YOI as a means of induction to the establishment. Depending on the volume of inductions, some prisons may have a dedicated induction wing whereas at others it could be a single wing landing. Whichever the case there will be a number of prison officers specifically trained to deliver inductions, often over a one or two-week period.

A range of potential [process charts](#) applicable to different parts of the prison estate for induction, assessments and allocation have been created. See the additional resources available on the Excellence Gateway.

During the induction process, new learners will meet with representatives to discuss and agree potential areas for learning, skills and work and should complete a learner plan which includes a skills action plan. The input into skills action plans from will vary according to how long a learner is expected to remain within your establishment.

The outcome of these discussions will be determined by a number of other factors including:

- prior attainment and experience
- educational levels for English, mathematics and ICT
- any ESOL or LDD support needs

Reasons for these aspirations and appropriateness to sentence and custody plans will be considered by their offender supervisor and the security department to assess any potential risk from working or being engaged in the chosen areas.

Activity Allocation

Prison service instruction (PSI) 2012/06 is to be superseded in part by a [Policy Framework](#). Prison service instruction (PSI 03-2012) describes the Management and Service element requirements of Activity Allocation and also references all other related PSI's. Depending on the management structure and churn in your establishment the Activity Allocation Board will be chaired by a Senior Manager or Activities Hub Manager and will normally meet weekly to consider applications. HMP Dartmoor has taken a whole organisation approach towards induction and allocation, highlighted below.

An [allocations toolkit](#) is available for use on the HMPPS intranet. **Note: This is an HMPPS intranet site and needs to be accessed via Quantum.**

✦ **Go to** [Prison Service Instruction \(PSI\) 2012/06](#) **Note: This is an external weblink.**

✦ **Go to** [Prison Service Instruction \(PSI 03-2012\)](#) **Note: This is an external weblink.**

✦ **Go to** [HMP Dartmoor Whole Organisation Approach](#) **Note: Also an external weblink.**

✦ **Go to** [Supporting You at the Education and Training Foundation](#) **Note: This is an external weblink.**

During the induction process, a range of representatives have an input into the targets and aspirations that a learner identifies for learning, skills and work which contributes to the application they make to the activity allocation board.

Arrangements for activity allocation boards vary across establishments, but always involve a high degree of collaboration between many internal and external departments. You may want to have a discussion with your Hub manager or HERR to see how activity allocation functions in your own establishment.

Generally, the board meets to consider all applications and make allocations where appropriate. In some cases, there may be waiting lists for more popular or more in demand places, in which case the board must also consider the length of time learners have been on waiting lists, the reasons for any priorities for particular places and possible alternative activities in order to maximise learner engagement and purposeful activity places. For learners who transfer within your prison group and especially those who need to continue with their education or training, there will be a need to prioritise their applications in order to ensure an effective transition and minimise disruption to continuity. Learners with identified need in English, maths, ICT or ESOL should also be given priority to classes that will address this need. Those transferring to open or pre-release establishments will need a focus that is based around the completion of qualifications, preparing for release and transfer into education, training or employment.

✦ **Go to** [Suggested membership of an Activity Allocation Board](#)

✦ **Go to** [Prison Service Instruction \(PSI\) 2012/06](#) **Learner Employment, Training and Skills**, provides an operational framework within which staff can guide and support learners in accessing employment, training and skills both in custody and through the gate, described in a series of expected outputs.

Examples of effective practice from **HMP Hull** Inspection Report August 2018.

Effective practice reference on employer engagement: page 43 section 3.13



"Prison managers were improving their links with local employers. They carried out a detailed analysis of labour market intelligence and the education and training provision across the Yorkshire Prisons Group. The information was used to shape the range of activities at HMP Hull."



"Managers used information about their previous qualifications, levels of literacy and numeracy, specific learning needs, and health issues. The information was used to draw up and agree a career action plan with each learner. The plans were challenging but realistic and were linked to skills valued by employers."



A Learner's role in prison education

As mentioned earlier under curriculum development and progression, there can be many opportunities for learners to become actively involved in prison education. This can range from wing learning champions who signpost learners to learning opportunities, or peer support mentors, through to becoming fully qualified classroom assistants, learning support assistants (LSA), education reps, librarians or coaches in a variety of sporting activities.



The use of peer mentors to support learning had increased and in most prisons, they generally provided valuable support to fellow learners. We were also encouraged to see the use of learner representatives contributing to improving education and work provision.

From HMIP Annual Report 2017-18

To find out more about how you could initiate some of these ideas within your establishment, below is a case study from HMP Maidstone, effective peer mentoring.

Case Study: Peer mentoring effective practice from HMP Maidstone

Peer mentors, acting as induction orderlies, are the 1st point of contact for new receptions. They use this opportunity to provide information and structure expectations; for example, do's and don'ts in Maidstone. Peer mentors buddy the new receptions for 2 or 3 weeks, which includes taking them to the various departments. For example, the Education department to complete their initial assessment, and explaining about the deportation process. This buddying period effectively acts as a 'cooling system' for new receptions who are anxious about the transfer to a new prison and the perceived change in their circumstances, in particular regarding the likelihood of deportation.

During the 1:1 with new receptions, the peer mentors identify any support needs, which are noted on to a comprehensive database that can easily be accessed by all departments to identify any actions required. This process has been expanded over time and works very well. Identification of support needs along with the outcomes of initial assessment are used to inform the allocation to activities.

Peer mentors conduct a further 1:1 interview when a learner has 3 months left to serve. Mentors utilise the Virtual Campus and use a follow up questionnaire that includes deportation issues. This identifies what has and what has not been addressed and any new needs which have been noted on the database. Contact with learners at this stage provides an opportunity to address practical, logistical concerns relating to deportation.

All peer mentors have been trained, either at HMP Maidstone where training is available at level 1, or in a previous establishment and in some cases up to level 2. The scheme is autonomous, and mentors support one another informally. Peer mentors gain in self-confidence and self-esteem and develop transferable skills.

Most mentors are also members of the Prison Council, which is now a well-established vehicle to both consult with and engage the learner population, thus promoting learner voice. The Prison Council comprises of 2 levels:

- the senior council of learners which meets directly with the governing Governor each month to feedback concerns and to propose solutions
- the junior council which prepares a further cohort of learners for membership in due course for the senior council.

Engagement forms are used to record concerns raised by learners. These are collated for discussion at weekly meetings of the council to formulate proposals that are then taken to the meetings with the Governor.

Positive outcomes of this process include improvements to residential units and a focus group meeting with the Home office and HMPPS managers that resulted in a more streamlined process to overcome delays in the Early Release Scheme. These improvements have contributed to a better environment and learners' general well-being which in turn has had a positive impact upon their learning and preparation for resettlement.

Language line support is available to help overcome barriers to communication for non-English speakers and mentors facilitate contact with their nationality peers/common language speakers. They help those learners at the education induction and assessment where the mandatory initial assessment is replaced by a simple oral assessment of speaking and listening skills in English and a referral is made to ESOL and /or the Shannon Trust scheme. Paperwork on prison rules is available in a range of languages.

The Hibiscus Charity have developed a series of information and resettlement guides for use in HMP Maidstone. These guides are available on Virtual Campus and in the prison library and now include guides for Albania, Lithuania and Poland. Hibiscus also regularly come into the prison to provide workshops to help learners prepare for deportation and to raise awareness about Early Release and Facilitated Release Schemes.

For examples of the Guides: Follow the link to the [Excellence gateway](#)

A further Case Study is available for HMP Parkhurst

➤ **Go to** [HMP Parkhurst Case Study](#)

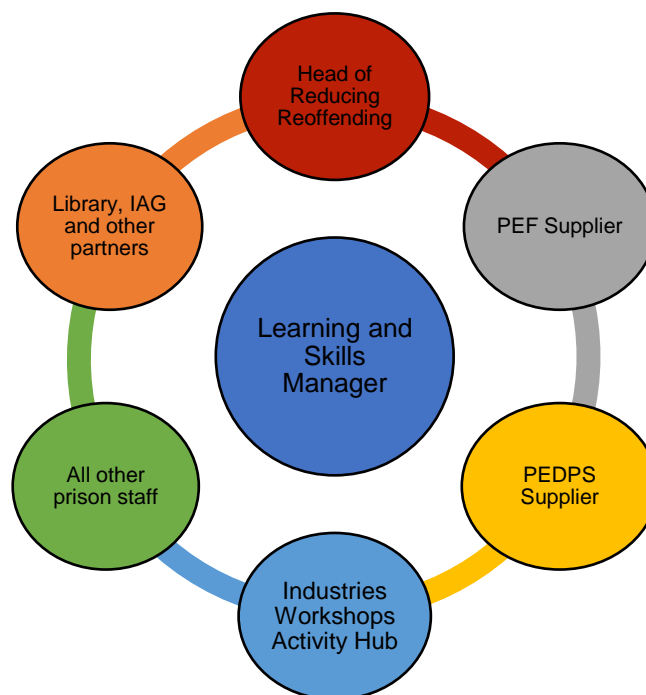


Managing Provision

Managing the provision of internal providers

Managing others.

In your role as Learning and Skills Manager, it is quite conceivable that you will not directly line manage any staff. However, the success of your area of responsibility is linked directly to the performance of others, who are managed by other managers internally or externally. Therefore, it is imperative that you establish a clear means as to how you can review performance through formal and informal processes. The diagram below illustrates how your role might sit with other areas of the prison and external suppliers and can help you think about the relationships that you will need to form to influence delivery and high quality performance.



Managing the provision of external providers

Education contracts

The new education contracts introduce obligations on the part of the supplier and provide establishments with the means ensure they are getting the right service quality and outcomes. Support to help you manage the contract is available on the [Financial and Contract management page](#) of the HMPPS intranet, with resources such as the [Contract Desk Guide](#) and the Contract Management Handbook.

The role of the Teacher Quality Management Plan in PEF contract Service Levels.

The other key document that you should consult is the Teacher Quality Management Plan. As part of the launch for the new Prison Education Framework (PEF) contracts in prisons across England from 1 April 2019, every core PEF supplier in each of the 17 Lots, and in Morton Hall, is required to submit the following at establishment level:

- Submit an establishment level Teacher Quality Management Plan (TQMP) to the Buyer [i.e. Governor/ Director].
- Complete a quarterly report detailing the actions (including Continuing Professional Development (CPD), training, recruitment and observation) completed against such plan and detailing progress against any progress targets agreed as part of the TQMP.

PEF suppliers are asked to submit these documents once delivery planning is underway, and no later than the end of February 2019.

The purpose of the above draft document is to provide guidance to Prison Group Directors, Governors/Directors, Group Heads of Learning, Skills and Employment and PEF Suppliers. The document also contains an exemplar Lot and site level plan with suggestions as to how prisons could monitor the impact of the TQMP in partnership with suppliers as well as challenge any areas of under-performance quickly and effectively. A TQMP exemplar has produced by HMPPS for guidance.

TQMP is integral to suppliers receiving 5% performance payment in each quarter. It is the **only** Service Level requirement in Year 1 of the contract. Services levels to be introduced during year 2 will include:

- the percentage of learners who complete a qualification and achieve
- the percentage of learners who start a qualification and complete.

➤ **Go to** [A draft TQMP document](#)

Improving the quality of teaching, learning and assessment

Establishing policies and procedures that include all interventions is vital. Your PEF provider and other contracted-in providers will have their own policies and procedures but it is important that the prison have their own overarching strategy, policies and procedures to ensure the quality of teaching, learning and assessment. The prison needs to get into the habit of regularly observing and recording the quality of all its learning and skills provision. During inspection you can expect to carry out shared-observations with one of the inspection team, so you need to be familiar with making

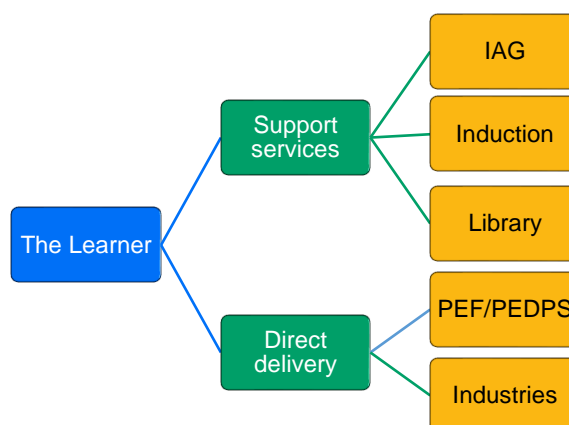
informed judgements. The sample template for peer and paired observations will help you to begin gathering evidence to support your judgements.

- An HMPPS sample [Teaching, Learning & Assessment Development](#) Process for Offender Learning has been produced and can be used as a basis for creating one specifically for your establishment. **Note: This is an HMPPS intranet site and needs to be accessed via Quantum.**
- Go to [Peer and paired observations](#)
- Go to [A Sample Observation of Teaching, Learning and Assessment Policy](#)
- Go to [HMPPS Teaching, Learning and Observation Policy](#)

Top Tip: When writing your own policy for Observations of Teaching, Learning and Assessment (OTL&A) ensure you have sections on:

- Purpose and aims of the policy
- Scope of the observations i.e. who is to be observed
- Frequency and cycles
- Observation criteria
- Guidance for observers
- Identifying and prioritising staff development and training
- Moderation and standardisation
- Appeals procedures

Learning and skills interventions may include:



The Education and Training Foundation have resources to support the development of Teaching, Learning and Assessment, below are just two examples.

- Go to [Classroom or workshop management strategies handouts](#)
- Go to [Classroom or workshop management strategies session plan](#)

Training observers

Not everyone is comfortable about being an observer. Staff who have completed audit or internal verification of one form or another may be more familiar with the requirements.

Most people require specialist training in order to make clear, unbiased and objective judgements and to deliver feedback in a manner that promotes development and fosters improvement.



Remember: Observers need to question “What is being learnt and how it is impacting on the learner”

Observation records and the feedback process

All observations, be they “walk through”, 10 minute or a full planned observation should be followed up with appropriately recorded documentation. You could think about creating a rolling observation which is built up over a period of time with brief comments about what has been observed during each walk through or 10-minute observation. This will help form a clearer impression of the quality of that provision. Aural feedback should always be given to the member of staff in charge of the session, followed up by written confirmation. If there isn’t an opportunity during the observation, then at an agreed time as soon as possible after the observation. A range of Observation templates and tracker forms are available for use or adaptation.

➤ **Go to** [Observation Tracker](#)

➤ **Go to** [Observation Template](#)

➤ **Go to** [10 Minute Observation Template](#)

➤ **Go to** [Learning Walk Information and Themes](#): A guide for Prison Group Directors, Governors/Directors, Group Heads of Learning, Skills & Employment and Prison Education Framework Suppliers produced by HM Prison & Probation Service

Remember: Inspectors will triangulate what they have observed before making a judgement:



- prison records of observations
- staff training records
- discussions with staff

Measuring Progress

As a result of research findings, Ofsted have developed a working hypothesis about progress, which is likely to become inspection practice from Autumn 2019. So, it is worth beginning to consider this as part of your observation and judgement forming procedures from now on.

A more extensive version of the research and findings can be found in the [Ofsted Power Point Presentation slides](#). Below are some brief salient points from the presentation.



Progress means **“Knowing more and Remembering more”**

The Importance of (Curricular) Sequencing

- Are providers thinking explicitly about what should be learned to ‘get better’ at hairdressing, catering, functional maths or English – or any other learning programme?
- Are providers thinking about what additional content should be taught to provide challenge to those learners who can aim for higher outcomes?
- Any data is only useful if it measures the most useful knowledge learned as the learner progresses through their subject course.

The purpose of instruction is to increase the store of knowledge in long term memory. If nothing has changed in long-term memory, nothing has been learned.

Four Key Principles about memory:

1. Deciding what content needs to be deeply embedded in long term memory
2. Considering what learners pay attention to
3. Avoiding overloading working memory
4. Providing spaced repetition for “overlearning”

Research carried out by Ofsted found that the most likely study pattern to result in long term learning was Study – Recall, Recall, Recall – Recall

The word recall here means any kind of recall exercise, not just Formal or National testing.

In essence what this hypothesis is asking is: “what can the learner remember and is capable of doing now, that they couldn’t do at the start of the session, course or other period”



So, you need to consider:

“What has been learned?” and stored in “long-term memory”
Progress.

Improving underperformance

Your teachers, trainers and instructors should be your most valuable and valued resource. The Teacher Quality Management Plan is a vital means of promoting quality and continued improvement on the part of the provider and individual staff members. This document, as part of broader contract management should be a key part of any efforts to manage underperformance. The [HMPPS Prison Education intranet](#) provides key guidance as to how to use the contractual measures to deliver quality.

The following documents are of particular use:

- A [TQMP exemplar](#) produced by HMPPS.
- [Prison Education Framework \(PEF\) Governance: Assurance Processes & Measures guide](#).
- [HMPPS Contract Desk Guide](#).

Note: All of the above documents are on the HMPPS intranet and need to be accessed via Quantum.

Managing underperformance is a delicate matter and must be managed carefully. The key aspect is that the individual member of staff should feel valued and supported. Understanding why performance is poor or what has caused a change in performance levels is key to helping an individual to make the necessary improvements. If the associated policies and procedures are implemented appropriately then the process of making the required improvements will be much easier. Early intervention is key to starting the process and ensuring positive outcomes can be achieved within a short timescale. Being kind or over considerate does not usually help matters. If poor performance becomes ingrained it can be very difficult to make progress.

Strategies for helping staff include training or re-training, peer support or buddying, visits to other establishments or observation of colleagues and other identified best practice.

Fundamental to the success of the support being provided, is the establishment of clear and manageable targets, regular support, monitoring, reviews and feedback. The whole process needs to be viewed as development and support not a threat. To see how inspectors report on performance management within the leadership and management sections see the Common Inspection Framework and Inspection Handbook. The link below is to the current Framework and Handbook which is due to be replaced in late 2019. Go to page 47 see to view the proposed changes.

➤ [Go to CIF Handbook](#) **Note: this is an external weblink**

Standardisation and moderation of teaching, learning and assessment processes are important and will require a small team to carry them out. The team could include, the LSM, Internal Quality Assurer (IQA) and one other manager (industries, kitchen, gym). It is a good idea to occasionally have an independent or external member on the team to increase the validity of the process. Essentially you need to be assured that if one of your observers carried out an observation of a particular member of staff, then the same outcome would be achieved if one of the other members carried out the observation. If there are large numbers involved, then it may be necessary to review samples from each observer and from every area of provision. All sessions that have been graded as Outstanding or Requires Improvement should be reviewed and monitored accordingly.

Management and use of performance data

There will be some central recording and monitoring systems developed by HMPPS, however, it is often the case that individual establishments also have some locally produced or adapted management information systems, which may or may not be linked to a central one. It will be up to you to see how robust and useful the ones available to you are, although once a robust central system has been rolled out, you may not have much choice. Having access to accurate, up to date performance data will be vital if you are to successfully performance manage the provision of your various providers, both internal and external.

You will need to collect, collate and analyse data and statistics from a number of sources, covering a wide range of activities. The type of data, recording and collating points will range from **hourly, daily, weekly, monthly to annually**, and will be correlated into weekly, monthly and annual returns or reports.

HMPPS have produced guidance to support you in managing education performance data and KPIs. The following two documents should be consulted in the first instance:

[Guidance for using and interpreting education data.](#)

[Prison Education Framework \(PEF\) Governance: Assurance Processes & Measures guide](#)

Note: This is an HMPPS intranet site and needs to be accessed via Quantum.

The range of data to be collected will include:

- Number of learners inducted and tested for ability and previous levels of attainment
- Number of foreign nationals or ESOL learners
- The percentage of provision available to meet their needs
- Actual maths and English levels for every learner in the establishment
- The correlation between numbers identified with a maths or English need and the number of places on offer in these subjects
- The total number of spaces in all areas of learning, skills, training and work
- Total numbers allocated and attending these spaces
- Numbers failing to attend and where possible the reasons for non-attendance
- Numbers withdrawing including reasons for withdrawal
- Achievements at all levels, including partial, unit and whole qualification successes
- Progression rates for all learners between levels as well as lateral progression
- The ratio of work or employment related places to numbers being released
- Destination data for those released from your establishment

Many establishments collect a whole range of data and information but rarely collate it in a way that generates an interrogation into what it is telling them.

Where data has not been used effectively inspectors have said “*insufficient use of data to evaluate fully the quality of all provision*” To improve the provider should – “*Better evaluate the quality of all learning and skills through the effective analysis and use of data to inform actions for improvement*” [HM Chief Inspector of Prisons for England and Wales Annual Report 2017-18](#)

Using the data collected to inform change and development is the most important aspect of the process. Inspectors found that: “*The most successful providers make full use of ALL their management information to drive up standards and maximise development opportunities.*” [HM Chief Inspector of Prisons for England and Wales Annual Report 2017-18](#)

Presentation of performance data to meet contract and inspectorate requirements

There will be a new management information system – named “CURIOUS” - launched on the Virtual Campus (VC) aimed initially at PEF. The data available is an important management tool and will allow the establishment to drive up quality and ensure value for money is achieved. When compiling or presenting performance data, you should refer to the HMPPS [guidance for using and interpreting education data](#). **Note: This is an HMPPS intranet site and needs to be accessed via Quantum.**

Data collection and analysis is also important when securing funding or establishing new contracts, particularly in relation to bids for specific groups of learners where you will need to be able clearly demonstrate the identified need or shortfall. Knowing the educational achievement levels for each of the different groups held within your prison and being able to identify the shortfall in provision is vital to submitting evidence in support of your contract negotiations or bids for additional funding. This level of information is built up over a period of time and through a variety of means so that you develop a clear picture of your specific prison demographic.

Using performance data to measure programme and organisational performance

As mentioned above, careful analysis and scrutiny of performance data can inform all manner of changes and developments. In some instances, the data collected in relation to learner achievement and outcomes can form part of the background information prior to staff appraisals or observations of teaching, learning and assessment. It could also be a powerful tool when discussing the impact on learning of learners consistently arriving late to work or education. You will need to work with managers and personnel from a range of areas and activities to affect a change or improvement in some matters.

➤ Go to [Who I need to work with](#)

Effective communications

Communication is key. Ensuring effective communications and the flow of information between internal and external partners is a vital part of your role. It would be a good idea to pull together a process manual or chart that ensures all parties are clear of their role and responsibilities, as well as illustrating the means by which information is to flow between internal and external agencies. Some Service Level Agreements (SLAs) and contracts have this as part of the contracting arrangements. There is a chart available as a resource for use or adapting to particular circumstances.

➤ Go to [The communications chart](#)

Ensuring that meetings are well attended, run smoothly and meet the identified objectives is no easy task within a prison/YOI setting. Your contract monitoring meetings will require attendees from several areas of the prison, as well as external representatives. Planning and preparation to ensure that the meetings function well and are effective is your responsibility. Consult the HMPPS PEF Supplier [meeting templates](#)

Note: This is an HMPPS intranet site and needs to be accessed via Quantum.


For more guidance and ideas on how to develop effective team meetings and action planning, there is a short video available

➤ Go to [A short video about meetings](#) **Note: this is a YouTube video to be accessed via Firefox.**

Reporting on provision and performance against agreed targets or KPIs.

There are a range of ways in which you can be kept informed of the quality of your own internal provision and that of partner organisations and sub-contractors. Although there may be some pre-set templates for reporting performance levels to your Head of RR, it is for you to determine how you want to collate relevant aspects of this information and incorporate them into Performance or Contract/SLA reviews.

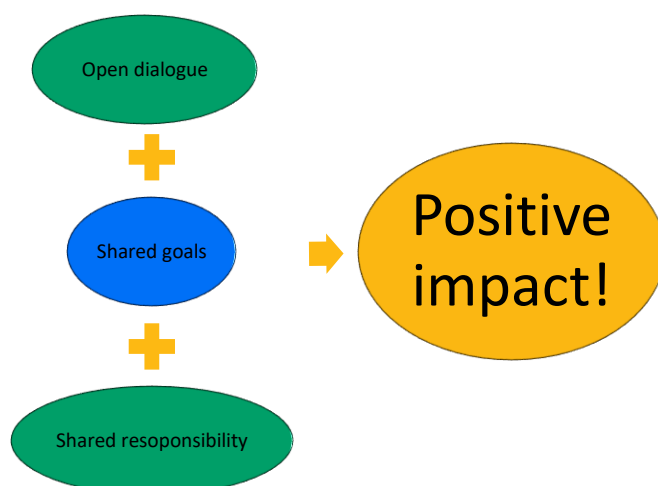
Methods will include but are not be restricted to:

- 
- Data and information collected as part of performance monitoring
 - Daily, weekly and monthly returns to Head of RR
 - Attendance records, absence and retention reporting
 - Qualification achievement rates
 - Appraisals and staff performance, development reviews and action plans
 - Observations of activities – formal, recorded, 10 minute and walk through
 - Internal and external audits of standards
 - Internal and external verification of academic and vocational qualifications
 - Contract Performance or SLA review meetings
 - Quarterly reports submitted to the Quality Improvement Group

There are some HMPPS themed expectations and KPIs in development for managing performance, there will be ongoing support in the form of weekly bulletins and telephone telekits as described earlier.

Sharing information and examples of effective practice with partners and sub-contractors, is an area frequently criticised by inspectors.

The process for ensuring that information and examples of effective practice are shared as widely as possible is through all the channels indicated in your process manual identified above.



Top Tip:

Sharing the information is only half the task. The most difficult and important part is to ensure that the information is acted upon and used to make improvements. It is a good idea to instigate a process by which you are kept informed of the impact of this sharing of information and ideas. That way you have a record of physical evidence of the effectiveness of your internal and external communications

A manual for the management of the PEF contracts is being developed by HMPPS and you should consult this document in the first instance. This document, along with further support is available on [the HMPPS Finance and Contract Management intranet page](#).

Note: This is an HMPPS intranet site and needs to be accessed via Quantum.

This contains details of contract expectations and performance measures to be applied, although you will no doubt need to establish more local ones pertinent to your establishment. The manual will also contain instructions on how to issue an Improvement Notice to the provider, what is expected of an Improvement Plan and how it should be applied and monitored.

The other key document that you should consult is the Teacher Quality Management Plan, currently still in draft form but due to be ready for implementation at the start of the contracts in April 2019, watch out for weekly bulletins and telephone tutorial conference updates.

As part of the launch for the new Prison Education Framework (PEF) contracts in prisons across England from 1 April 2019, every core PEF supplier in each of the 17 Lots, and in Morton Hall, is required to submit the following at establishment level:

- Submit an establishment level Teacher Quality Management Plan (TQMP) to the Buyer [i.e. Governor/ Director].
- Complete a quarterly report detailing the actions (including Continuing Professional Development (CPD), training, recruitment and observation) completed against such plan and detailing progress against any progress targets agreed as part of the TQMP.

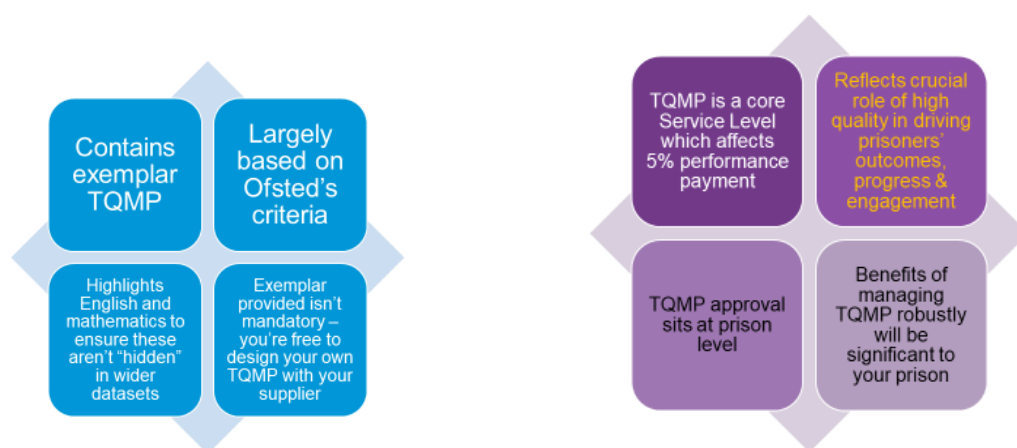
PEF suppliers are asked to submit these documents once delivery planning is underway, and no later than the end of February 2019.

The purpose of the above draft document is to provide guidance to Prison Group Directors, Governors/Directors, Group Heads of Learning, Skills and Employment and PEF Suppliers. The document also contains an exemplar Lot and site level plan with suggestions as to how prisons could monitor the impact of the TQMP in partnership with suppliers as well as challenge any areas of under-performance quickly and effectively.

The role of TQMP in PEF contract Service Levels.

TQMP is integral to suppliers receiving 5% performance payment in each quarter. It is the **only** Service Level requirement in Year 1 of the contract. Services levels to be introduced during year 2 will include:

- the percentage of learners who complete a qualification and achieve
- the percentage of learners who start a qualification and complete.



Prison Education Dynamic Purchasing System (PEDPS)

Another major change introduced under the New Prison Education System for Adults in England, is the freedom for Governors to determine the learning and skills requirements for their individual prisons and to have autonomy for buying in specialist, niche one-off provision through PEDPS. The extent to which this has been taken up varies between regions and prisons, however, you will no doubt need to raise an order at some point.

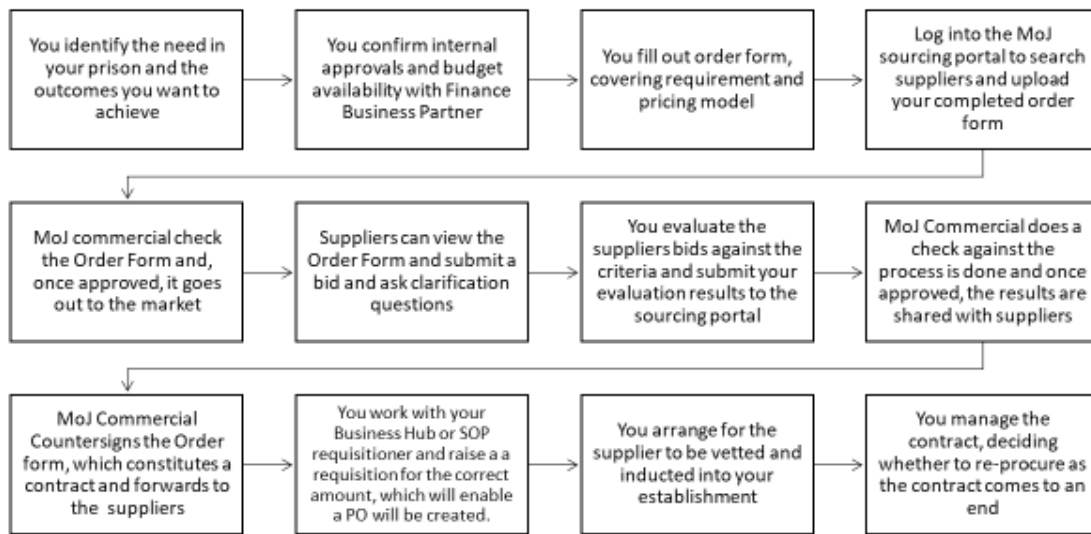
The PEDPS is a tool which is intended to be used alongside the PEF in commissioning education in prisons. The PEDPS is ideal for using when the provision in prisons is:

- Short term
- Suitable for smaller or local suppliers
- Unlikely to be consistently needed over a number of years

There are currently over 200 suppliers on the system from a wide range of organisations. Suppliers can join at any time and prisons have the ability to target specific organisations that they would like to work with by undertaking their own market engagement. The 17 categories and occupational areas are identified earlier in this guide.

➤ [Go to the 17 Categories](#)

The DPS tutorial slides provide you with an overview of the process and guide you through the stages; from identifying a need through to the appointment of a supplier, as illustrated below.

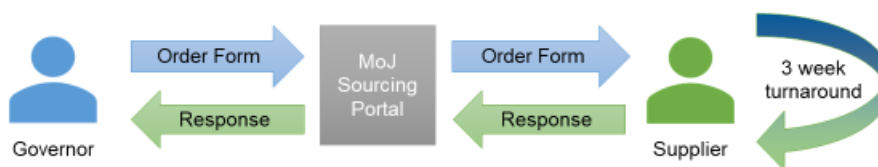


Top Tips:



- The key is managing the timing of the process
- You need to allow 6 weeks for the process to take place
- Think about when you want the project to start
- Then work backwards allowing at least 6 weeks

The Call off Competition Stage and Process



Call Off Competitions under the PEDPS will allow suppliers to understand the more precise requirements of the governor and to tailor their services (and prices) to the requirement.

Important points:



No obligation on suppliers to bid in these Call Off Competitions, they need to decide whether the opportunity is suitable.

Suppliers will only be invited to Call Off Competitions for Service Categories and Geographical Locations where they have been successful and entered into the PEDPS contract.

The Order Form is the key document in PEDPS

- Ensure you fill it out correctly and upload it as “visible to suppliers”
- Use Part B of the Call Off Contract, the
- Cover sheet and supplier response form.
- Be, clear, objective and honest
- Make the order bespoke to your needs
- Avoid acronyms as suppliers may not understand them

The tutorial slides provide further information on suitability for PEF or PEDPS, procedures to follow in order to check if the Transfer of Undertakings Protection of Employment, TUPE regulations apply and details about Category 16 Resettlement Service process.

➤ **Go to** [DPS Tutorial Slides](#) in additional resources folder for [Managing Provision](#).

Further details and top tips about PEDPS can be found:

➤ **Go to** [Further Guidance on the use of PEDPS](#)

➤ **Go to** [PEDPS Hints and Tips](#)

Common Reasons for Approval to be Denied can be found within the additional resources for this guide.

Effective Partnership Working with Subcontractors and other Stakeholders

Devising and implementing service level agreements (SLA) and contracts.

As part of the new system for prison education, Governors have the ability to order their library provision from a range of potential service providers. Many will have decided to remain with the Local Public Library Authority where that service has been deemed adequate to meet the needs of the prison. In some instances, the Governor may have asked for Library provision to be included in the remit of the PEF provider or may have put the work out for tender.

Guidance on what aspects should be considered when drawing up and SLA and how to ensure it successfully meets all of your requirements is contained in a Guidance for SLAs document.

➤ **Go to** [Guidance for SLA](#)

➤ **Go to [Library Guidance \(what does good provision look like\)](#)** A guide produced by HMPPS.

Partnership working involves developing a consistency of approach and managing the expectations of a range of different stakeholders. A gap analysis of expectations can help you to identify any differences and to arrive at a satisfactory solution.

➤ **Go to [Guidance for a gap analysis](#)**

If your SLA contains all of the aspects highlighted in the guidance above, then managing the performance of your partners will be more straight forward. This is because you will have built into the agreement mechanisms, timescale and procedures for monitoring and reporting performance. These should also include procedures for implementing action plans, reviewing of progress made, the targets set and measuring the impact of the changes made. Thus ensuring that improvement planning is integral to your partnership arrangements.

Partnerships work most effectively when there are clear lines of communication, regular contact, interaction, monitoring and review. Meetings and discussions should always be professional, meaningful and positive, with clear objectives and any agreed targets for improvement, realistic. Records should identify decisions made and actions agreed. Teams should concentrate on working together towards common objectives. This will ensure that meetings are effective and that things get done. You would be wise not to lose sight of this approach and to not let the processes and meeting become the focus.

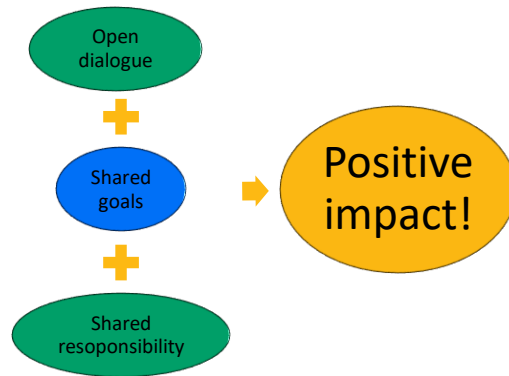
Managing conflict and dispute resolution.

Where relations have broken down or contract expectations have not been met, for whatever reason, early notification and intervention is recommended. This will enable a problem to be resolved before the matter becomes ingrained and accepted practice. In circumstances where an issue has been identified both parties need to be fully appraised of each other's concerns. It is also likely that, having reviewed all of the details, each party will need to be prepared to compromise something, if a satisfactory resolution is to be found.

You should consider:

- What is sacrosanct and cannot be changed
- What could be conceded in the short term with minimal impact
- What might have to be conceded long term with managed impact

Remember that the reasons for a provider not being able to achieve their performance targets could be down to the actions of the prison and in some cases from departments outside of your control. For instance, late arrival of learners to education or workshops, or learners not being released from the wing to attend examinations or external tests. Resolving this will require you to work with and negotiate changes across a range of departments and people.



Disputes between partners are best resolved at a local level. If matters are escalated upwards it can become lengthy, expensive and not always result in a satisfactory conclusion.

Identifying and sharing effective practice

The process for ensuring that examples of effective practice are identified and shared as widely as possible is through the expectations section of your SLAs and can be exchanged through a whole range of methods. Perhaps the most effective means is to focus on what works and highlight the examples at your QIG and performance management meetings, at prison, regional and national level. You can also inform the Education and Training Foundation who will be happy to promote your examples of effective practice. The effective practice template could be used to draft up examples.

➤ Go to [Effective Practice Case Study Template](#)

➤ Go to the [Excellence Gateway](#) to see how to avoid or better manage conflict situations.



Quality Assurance

Quality assurance is a means by which you apply a series of measures to assure yourself and the establishment of the quality of learning and skills and work activities. Some measures such as the collection and recording of achievement data will be conducted monthly and contribute to an annual figure. Other measures will be completed on an annual basis, like needs analysis, your Self-Assessment Report and Improvement Plan. It would be a good idea to draw up a Quality Improvement Cycle, a Calendar of Quality Improvement measures that take place within your establishment. You should also consult the [HMPPS PEF Contract Management Handbook](#) and HMPPS quality assurance guidance and resources that are due to be published very soon.

- ✦ Go to suggested [quality calendar](#)
- ✦ Go to [Quality Improvement Process chart](#)

There are a range of measures you could employ to measure the quality of provision, the links to resources below will give you some information about what to include:

- ✦ Go to [Data collection and analysis](#)
- ✦ Go to [Observations and learning walks](#)

Self-assessment and improvement planning

As a means of evaluating the quality of your learning and skills and work provision (including the library and prison workshops) you are required to carry out a Prison/YOI annual self-assessment report (SAR). Your PEF, PEDPS, IAG and other providers will, as part of their own quality improvement procedures carry out a SAR. The findings of these need to be combined with those from your own investigations into the appropriate prison-based learning, skills and employment provision. There are a range of templates available in order to collect the evidence for arriving at your judgements and publishing the final findings. The version you choose is entirely up to you but must suit your establishment's individual characteristics. The prison service is currently developing a SAR template that will combine the contributions from all of your learning and skills providers. Watch out for updates in the Weekly Bulletins and Telephone Tutorial Conferences. Essentially you will need to consider which aspects of your provision constitute good / effective provision and which require improvement against the main headings and sub-headings contained within the revised Education Inspection Framework (EIF) due to be in place from August 2019.

There is to be a new focus on the substance of education and what is learnt, what constitutes progress, and the impact of learning and long-term memory. **Intent**, **Implement** and **Impact** are the new three I's.

To find out more about the proposed changes you can view the Ofsted New Framework power point presentation slides [6-13](#). It would be a good idea to begin to group the findings from your SAR under these revised headings.

HMPPS have also draw up some guidance for self-assessment reports which can be accessed below.

➤ **Go to [Ofsted New Framework](#)** power point presentation published December 2018

➤ **Go to [HMPPS SAR Guidance](#)**

Establishing a quality calendar and cycle of quality assurance procedures is central to maintaining standards and driving up quality. The timings of some quality meetings will be set by your Head of Reducing Reoffending in order to establish a framework within the region and to maximise attendance. A partially worked calendar and a quality improvement processes chart can be accessed via the links above.

➤ **Go to the [Excellence Gateway](#)** to see how the Whole Organisation Development Programme provides a health check tool for use by the potential nominee to prepare for inspection. The programme was developed by a number of establishments to ensure that senior managers work together to support the process of inspection.

Engaging all stakeholders in self-assessment

In order to generate a feeling of ownership, it is extremely important that you involve all stakeholders in the self-assessment process right from the outset. You should provide staff with the appropriate templates and guidance for completion so that you can gather views on the quality of provision in their specific areas. It is then your job to collate all the information and form final judgements. There will be areas of the prison/YOI that you wouldn't naturally think to involve, the resource "who I need to work" with will help you to identify many of these.

➤ **Go to [Who do I need to work with](#)**

A resource has been created explaining how you can judge the effectiveness of your Library provision.

➤ **Go to [Library self-assessment](#)**

Report writing – focus, judgemental and referenced to the three I's



You should become accustomed to focusing on the main points, drawing up clear and unambiguous judgements that emanate from triangulated sources of evidence and can be clearly referenced to specific aspects of Intent, Implement or Impact on learners and or learning.

Take a look at some published reports and start to adopt a style of report writing, but make sure you review some that are less positive as well as the good ones.

Quality Improvement Plan

All identified areas for improvement should be transferred on to your Quality Improvement Plan (QIP). You will need to identify:

- Aspect of concern
- Required improvement
- Anticipated outcome or impact
- Person responsible for monitoring the progress
- Record of progress made
- Timescales and dates for completion

Most improvements will be achievable within a reasonable timescale, however there will be some that require significant capital investment, or major changes to accommodation before they can be achieved. These items would be best placed in a 3-year Strategic Development Plan for learning, skills and employment or another similar document.

✦ **Go to a [sample action plan](#)** for post inspection or self-assessment

It is also a good idea to identify what the measurable outcomes will be once the actions have been achieved and to have a column to record progress against target and the date the objective is finally achieved. Colour coding red, amber, green is very beneficial (RAG) in helping to track improvements.



Where there were robust processes to evaluate the provision of learning, skills and work, senior managers were able to identify areas for improvement and set effective action plans.



In prisons where L&M were less good, quality improvement measures were poor, quality improvement plans were slow to be implemented and governors did not prioritise learning and skills or promote their benefits.

HMCIP AP 2016-17

Using feedback to make improvements

In order to gather sufficient feedback from a variety of sources you will need to implement a range of feedback actions and activities. Some of these are covered elsewhere in this guide but will include; needs analysis, surveys, questionnaires and learner forums.

✦ **Go to [Needs analysis](#)**

- ✦ Go to [Student perception of course](#) – Prison based employment
- ✦ Go to [Student perception of prison education](#)
- ✦ Go to [Activity allocation stakeholder](#) questionnaire
- ✦ Go to [Activity allocation learners](#) view
- ✦ Go to [Process of Activity Allocations](#)

Gathering information and responses from learners can be difficult, but to ensure you have sufficient information to inform changes you do need to have a reasonably high percentage of returns. Therefore, you will need to send out surveys and questionnaires to most of the prison population, remembering that you also need to get representative samples from all of the different groups within your prison/YOI. If you have learning champions or wing learning representatives you can use these to support you in gaining a higher percentage of returns.

Questionnaire and survey design

Learners tend not to like completing questionnaires and can be suspicious of what you will do with the responses, so it's a good idea to start with a statement of intent indicated what you hope to achieve from the exercise. Thank them for taking the time to complete the survey, state that you value their input and tell them how and by when you intend to feedback the findings. The design of your survey or questionnaire should make it simple to use and easy to read on a maximum of 2 sides of A4 paper. Whatever the topic of your survey or questionnaire, it should be seen as inclusive and open to all groups. You should also try to ask some questions that require some free text in the response. Sample survey templates for the process of Activity Allocations, Learner and Stakeholder views are available as resources.

Analysing feedback, presenting findings and formulating improvement options

Inviting people's views and opinions is fraught with problems and can be seen by some as an open invitation to offer criticism. Within a prison setting these views can often be misplaced and merely represent a personal view or an angst. Therefore, in analysing a complete set of returns it will be necessary to filter out some of the responses if you are to draw up a set of conclusions that is truly representative of the genuine feedback you have received and use this information to influence change and develop improvements.

As mentioned above, it is really important that you feedback the outcome of your analysis of the returns. You should consider the percentage of returns that you have received against the numbers sent out and the proportion of returns received from the different groups within your population before arriving at any conclusions. Once you

have collated all your findings and have been able to arrive at recommendations you should present this in a simple format using diagrams and charts if the information presents better in a visual format. When presenting findings and making recommendations for improvements, it is always a good idea to present three possible solutions. Each option should highlight the resources and requirements of achieving that option, outline the positive impacts of achieving it as well as identifying the consequences of not. That way the group or meeting that you are presenting your findings to, feels it has been presented with choices to make a decision about.

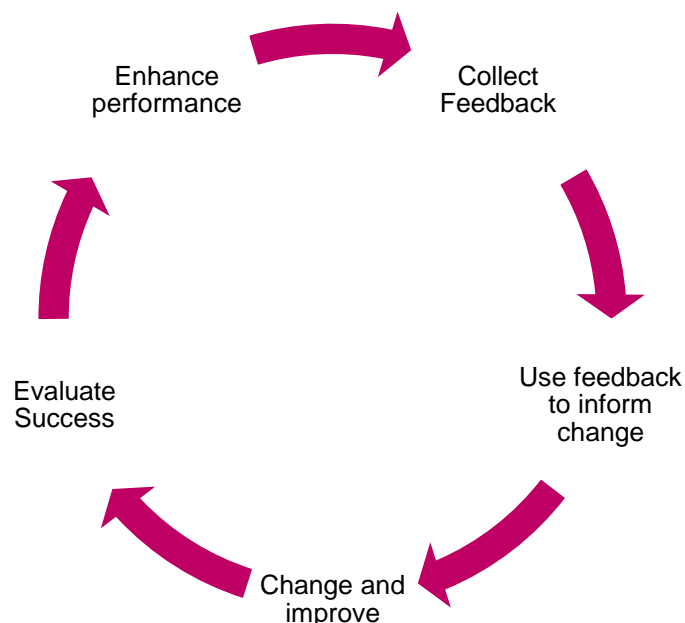
Using feedback to improve organisational performance

Collection and use of feedback is vital to the success of any project or survey. This diagram illustrates the cycle of events that lead to improvements in organisational performance.



Can you review a survey or questionnaire that you have carried out and provide details for each of the stages of the cycle below?

If so, you will have developed clear evidence of the impact of your quality improvement procedures that can be presented to management as well as inspection or audit.





Representing the prison at external inspection

It must be noted that at the time of going to print Ofsted were trialling their working hypothesis for a new Education Inspection Framework (EIF), due to be implemented in August 2019. It is anticipated that once the trial is complete and any final amendments to the framework have been incorporated, a revised EIF will be published with the accompanying handbooks and guidance for prisons and YOIs. Therefore, you are strongly advised to keep a look out for the release of these documents. Ofsted normally host regional launch events when significant changes are being introduced. It would be a good idea for you or your Head of Reducing Re-offending to attend one of these.

Although the Inspection Framework is changing it is not anticipated that there will be any changes to the Inspection Process or the required outcomes for Expectations. Therefore, in the meantime you should use the accompanying guidance notes and templates, bearing in mind that references to the CIF will be substituted by EIF and the new reporting headings are most likely to be those highlighted earlier.

This guide will concentrate on the two main aspects of how prisons and YOI's are inspected and the role of nominee, linking them to your day to day routine activities as Learning and Skills Manager.

One of your biggest challenges will be to prepare and guide your establishment through an Inspection as nominee or to support your Head of RR in this role. Her Majesty's Inspectorate of Prisons (HMI Prisons) leads the inspection of the prison using its inspection framework, known as "Expectations" The main aspects which relate to your area of responsibility are contained in Section 3 Purposeful Activity, expectation 69 - 71, 72.1 - 72.4 and section 74 Leadership and management of purposeful activity. You will also want to review relevant aspects of Section 4 Rehabilitation and release planning.

➤ **Go to** HMI Prisons inspection framework, [Expectations](#) **Note: This is an external weblink**

There are separate versions of the expectations for Children and Young People, Adults and Women which can be accessed from the above link.

Normally, Ofsted carries out inspections in prisons, YOIs and their providers as part of joint inspections and at the invitation of HMI Prisons. However, as part of the new framework Ofsted have been conducting prison inspections independently, so you need to be aware of this potential development, and the implications it could have for future inspections.

The December 2018 Prisons and YOIs Inspection Handbook is an extremely useful document. It describes the main activities Ofsted's inspectors will undertake, how they gather evidence to inform their judgements using the HMI Prisons' "Expectations" and

relevant criteria from the Common Inspection Framework. The process of how inspectors gather their evidence is fairly straightforward and requires them to “triangulate” their findings before arriving at a judgement. It may feel like an inspector keeps coming and asking the same question, the chances are they are looking for different types of evidence to support a hypothesis on a particular aspect of your provision.



Quick Tip:

Don't just give the inspectors more of the same, find an alternative form of evidence

✦ **Go to** [Handbook for the inspection of education, skills and work activities in prisons and young offender institutions](#) **NOTE: this is an external weblink**

✦ **Go to** [Demystify Inspection](#), triangulating evidence

The evaluation schedule contains grade descriptors for the linked criteria and provides cross-referencing between the two Frameworks.

The handbook contains two parts:



Part 1

How prisons, YOI's and their providers will be inspected by Ofsted, contains guidance on preparing for and conducting inspections.

Sections of Part 1 include:

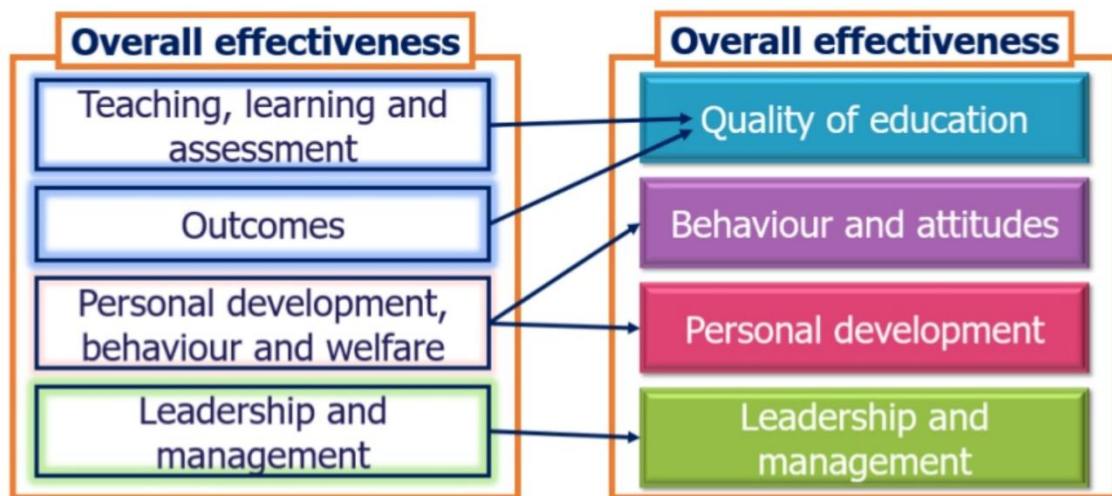
- How a prison is selected
- Types of inspection
- Scope of the inspection
- What inspectors will cover
- The role of the nominee
- Notification of inspection
- How prisons and YOIs prepare for inspection



Part 2

The evaluation schedule; contains guidance for inspectors on judging the quality and standards of learning and skills and work activities in prisons and YOIs and indicates the main types of evidence currently used to arrive at judgements.

The chart below indicates how the proposed new reporting headings have been drawn from the previous ones.



The handbook is available to you to ensure you are informed about the inspection processes and procedures. It also enables the inspectorate to respond flexibly to each prison’s individual circumstances.

Becoming inspection ready

Preparing for inspection and becoming inspection ready is paramount to achieving the right inspection outcome for your prison or YOI. Good preparation and planning can significantly reduce the amount of stress that you could experience during an inspection and can influence the outcome. You might want to talk to your line manager about carrying out a “health check” from the Whole Organisation Development Programme developed collaboratively by prisons with the Education and Training Foundation.



By failing to prepare, you are preparing to fail.

BENJAMIN FRANKLIN



➤ Go to [Whole Organisation Development Programme](#)

Identification of key personnel and areas of responsibility

“Who do I need to work with” details all the key people that you will need to work with as part of your main job role. You will need to work closely with many of these people during all three stages of the inspection process. Every establishment will be slightly different and there will be different titles and names for the same job role.

✦ **Go to** [Who do I need to work with](#)

However, as a basic starting point you will need to enlist the help and support of:

- Governor responsible for Reducing Re-offending (your line manager)
- Regional HoLSE *if there is one in your region*
- Appropriate OMIC managers, Residential, PE, Kitchen, Chaplaincy, Healthcare and Segregation Unit
- Activities Hub manager
- Education manager and PEF provider's representative
- Curriculum leads
- Workshops manager
- IAG lead and off-site manager
- Library manager or providers representative
- PEDPS contractors' representatives
- Prison nominated Liaison Officer for HMCIP team

Quick Tip:



During the inspection week as part of your activities as the nominee for learning, skills and employment, you should also meet on a regular basis with the prison's nominee for HMCIP Inspection Team. This is to ensure that all areas are being covered and that no questions or concerns are left unanswered.

There are a number of short resources which have already been mentioned, but are designed to support you in the process.

✦ **Go to** [Your role as Nominee](#)

✦ **Go to** [Prior to Inspection](#)

✦ **Go to** [After the briefing meeting](#)



Promoting Government and HMPPS Values

Safeguarding responsibilities in custody

Safeguarding in prison means taking measures to protect the health, wellbeing and human rights of vulnerable individuals, to enable them to live free from abuse, harm and neglect.

Keeping learners safe is the Governors responsibility. There should be a range of processes in place to ensure this duty is met, including independent scrutiny, oversight and regulation.

HMPPS Vision, Purpose and Values

Preventing victims by changing lives.

We provide effective and humane Prison, Probation and Youth Custody services which protect the public from harm and help people who have been convicted of offences to reform so they can contribute positively to society.

Values

Purpose – We implement the sentences and orders of the courts. We prevent victims by changing lives.

Humanity – We believe that lives can change for the better. We work to encourage hope and to provide opportunities for rehabilitation. We treat everyone with decency and respect.

Openness – We are fair. We know that clear and just decisions make a difference in our work. We are transparent about what we do and look to learn and innovate to do better. **Together** – We value diversity. We work across prisons, probation and youth custody and with our partners and providers to make a positive difference to communities.

PSI16/2015 - Adult Safeguarding in Prison sets out the operational policy. HMIP have published a thematic review of Social Care and Safeguarding which contains some positives and areas for improvement. These can be found in the document Prisons and Safeguarding, A different language but a united response. See link below for more details.

➤ **Go to** [PSI 16/2015](#) Adult Safeguarding in Prison **NOTE: This is an external weblink**

➤ **Go to** [Prisons and Safeguarding](#) a different language but a united approach to view a presentation about the London prisons.

Establishing effective policies and procedures is therefore very important. However, it is extremely likely that your prison/YOI already has policies and procedures for safeguarding, prevent, safer custody, anti-bullying, equality and diversity and health and safety. But it would be a useful exercise to test them out against a range of prompts and questions to be certain that you have all the angles covered. There is also a simple diagram identifying all of the documents, activities, procedures and qualification requirements that feed into Safeguarding which you can also use as a checklist.

➤ Go to [Safeguarding prompts and questions](#)

➤ Go to [Safeguarding quality cycle](#)

Managing the organisational single/central register

This central register is a really important document that the establishment is required to keep and update. It is a record of all the clearances received for all staff currently being employed in the establishment. A significantly senior person should be responsible for maintaining and updating an accurate register that can stand up to scrutiny. As with many policies and procedures within offender learning this could be seen as a necessary procedure to counter any potential litigation. It is of course more than just that and is a clear indication of the measures you take to protect and safeguard all members of the prison community.

Promoting values and beliefs

Promoting safeguarding, equality and diversity to staff, learners, partners and other stakeholders is the responsibility of the prison as a whole. That's why it appears under Leadership and Management at Inspection. However, everyone including learners, has a role to play in ensuring that the standards and expectations are maintained. No doubt many of your staff and the staff of your partner organisations will have undertaken statutory or in-house training for all these matters, either as part of their induction or a staff development programme. You should however make sure that everyone has undertaken the training and is up to date with any checks or assessments that may be required. If your prison holds large numbers of ESOL or foreign national learners you may find the translations resource for safeguarding, care, protection and security useful.

➤ Go to [Safeguarding translations](#)

Although the link below provides guidance for Ofsted inspectors, it does contain some very useful tips about how to respond if someone discloses a safeguarding issue to you.

➤ Go to [Safeguarding concerns – guidance for inspectors](#) **NOTE: this is an external weblink**

Promoting safeguarding, British values, equality and diversity through learning activity and resources

All staff should take every opportunity to promote safeguarding, British values and equality and diversity through their learning resources, topics, behaviour and compacts that they establish with their learners. They should also actively challenge anything that's not acceptable and report all incidents through the appropriate channels.

Anyone involved in delivering safeguarding training to staff, learners or partners/sub-contractors may find the Types of Abuse hand-out useful as a resource.

➤ **Go to** [Types of abuse](#)

Fundamental British Values (FBV) are defined as "democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs".

To find out more about FBV you can view an Action Research Project sponsored by a Regional Development Fund. This resource also contains some very useful websites. If you want to see how you can capture and accredit an individual's development towards achieving these values you could consider adopting the measurement tool and guidance developed by The Adult Learning Improvement Network (ALIN)

➤ **Go to** [Measurement Tool](#)

➤ **Go to** [Measurement Tool Worked example](#) fictitious

➤ **Go to** [Guidance on proposed use of Measurement Tool](#)

➤ **Go to** [ETF Guidance on Prevent](#)

Glossary of terms and acronyms

Activity	One of a range of learning activities that includes learning and skills, training and work a learner may take part in, including taught sessions, training, assessments, reviews of progress, coaching and job search, both on and off the prison's premises.
A4E	Access 4 Employment
AI	Associate (part-time) Inspector
ALI	Assistant Lead Inspector
ALIN	Adult Learning Improvement Network
ALS	Additional Learning Support
AP	Action Plan
BIS	Department for Business, Innovation and Skills
BDU	Business Development Unit
CIF	Common Inspection Framework
CMT	Contract Management Team
CPD	Continuing Professional Development
CRC	Community Rehabilitation Company
DfE	Department for Education
DL	Distance Learning
E&D	Equality and Diversity
ESFA	Education and Skills Funding Agency
EIF	Education Inspection Framework
Establishment	The Prison or YOI
FA	Funding Agreement
H&S	Health and Safety
HoLSE	Head of Learning, Skills and Employment
HoRR	Head of Reducing Re-offending
HMI	Her Majesty's Inspectorate
HMPPS	Her Majesty's Prison and Probation Service
IAG	Information, Advice and Guidance
ICT	Information and Communication Technology
ILP	Individual Learning Plan
IN	Improvement Notice

IP	Improvement Plan
ITT	Invitation to Tender
KPI	Key Performance Indicator
KPT	Key Performance Target
L&S	Learning and Skills
Learner	A person taking part in learning and skills, training and personal development programmes and/or wider prison work activities and/or seeking information or advice on learning and skills opportunities or employment.
Learning	Attainment of learning goals, including qualifications; development of skills; and gaining of knowledge and understanding, including information and advice on learning, development and employment.
Learning and skills nominee	The learning and skills nominee is a senior member of staff from the prison, who is the key link between the prison and the inspection team.
LI	Lead Inspector
LRS	Learning Records System
LSM	Learning and Skills Manager
NFNB	New Futures Network Brokers
NOMS	National Offender Management Service
OL	Open Learning
OMIC	Offender Manager in Custody (Key Worker)
OMU	Offender Management Unit
OU	Open University
PEDPS	Prison Education Dynamic Purchasing System
PEF	Prison Education Framework
PICTA	Prison Industries Computer Technology Academy
PDU	Prisoner Development Unit
PGD	Prison Group Director
PLA	Public Library Authority
PLP	Personal Learning Plan
PMP	Privately Managed Prison
Pnomis	Prison national offender management information system
Programmes	Prison treatment programmes for behaviour and abuse

Provider	An organisation or college that is contracted via a Service Level Agreement or contract to provide, learning and skills, training, information advice and guidance or library services.
Provision	The range and type of learning, skills, training and work available.
PSI	Prison Service Instruction
PSO	Prison Service Order
QIP	Quality Improvement Plan
QUIG	Quality Improvement Group
RARPA	Recognising And Recording Performance & Achievement
RI	Requires Improvement, Ofsted grading descriptor
RR	Reducing Re-offending
RorG	Red or Green (Either an action is complete or not)
ROTL	Release on Temporary Licence
SAR	Self-Assessment Report
SC	Safer Custody
Senior staff	Governing governor, directors, governors, functional/operational heads, heads.
SLA	Service Level Agreement
SOTP	Sex Offender Treatment Programme
Tariff for inspection	The tariff for inspection refers to the number of inspector days allocated to that inspection. It consists of preparation days for HMI, on-site days for HMI and additional inspectors and post-inspection days for report writing.
TLA	Teaching, Learning and Assessment
TQMP	Teacher Quality Management Plan
UKBA	United Kingdom Border Agency
ULN	Unique Learner Number
User	Young adults, adult learners and employers, parents and carers.
VC	Virtual Campus, prison service on site internet access
YOI	Young Offender Institute



Unlocking Potential

Summary of Key Recommendations:

To put Education at the heart of the regime, unlock the potential in learners, and reduce reoffending:

1. Every prison must use a consistent and rigorous assessment mechanism to set a baseline against which to measure individuals' academic performance and screen for learning difficulties and/or disabilities (LDD). [Chapter 1]
2. Every learner must have a Personal Learning Plan that specifies the educational activity that should be undertaken during their sentence. This should be in a consistent digital format that can follow the learner through the system if they move prisons. [Chapter 1]
3. A core set of educational performance measures should be used by all prisons. Such data should be monitored consistently to drive continuous improvement. [Chapter 1]
4. Ofsted should carry out inspections using the same framework as for the adult skills sector, with inspection intervals and follow-up arrangements driven by performance data and levels of performance. [Chapter 1]
5. HMIP (Her Majesty's Inspectorate of Prisons) should give prisons an overall performance measure, with educational performance (as measured by Ofsted) receiving a separate, distinct assessment. This will be made available to the Governor concerned much closer to the 25-day Ofsted timetable in its work in schools and colleges than currently. It should not be possible for a prison's overall performance to be more than one grade higher than the measure awarded for its education provision. [Chapter 1]
6. Governors, senior leaders, teachers, prison officers, instructors and peer mentors must be given appropriate professional development to support them to deliver high quality education. [Chapter 2]
7. The recruitment of high quality teachers needs to be developed. [Chapter 2]
8. A new scheme to attract high calibre graduates to work in prisons for an initial period of two years should be introduced. [Chapter 2]
9. The current mechanism for funding prison education should be revised so that Governors and/or providers can design a curriculum that meets the individual needs and Personal Learning Plan of each learner for whom they are responsible. [Chapter 3]
10. Governors should be free to design a framework of incentives that encourage attendance and progression in education. [Chapter 3]
11. Governors and providers should begin from a planning assumption that there will be substantial numbers of prison learners who will have significant learning support needs. Every prison should adopt a whole-prison approach to identifying, supporting and working with learners with Learning Difficulties and Disabilities (LDD). [Chapter 3]

12. Governors should be able to use their education budgets to fund learning at Level 3 and above. [Chapter 4]
13. The planned investment in digital infrastructure should be used to enable more flexible learning across prisons. [Chapter 5]
14. The security arrangements that currently underpin the use of ICT in the prison estate should be reviewed. Governors should be allowed to develop an approach that allows suitably risk-assessed prison learners to have controlled access to the internet to support their studies and enable applications for jobs on release. [Chapter 5]
15. The roles and responsibilities of existing organisations supporting learners into employment should be reviewed with opportunities to rationalise these roles and responsibilities explored. [Chapter 6]
16. The government should continue to develop an approach that encourages and supports employers to work in prisons and to employ learners on release. [Chapter 6]
12. Reforms to prison education provision should be introduced in three phases, linked to wider prison reforms. As part of this, the current OLASS contracts should be extended up to August 2017. [Chapter 7]

Implementing the Governors Vision

Observations on a whole organisation approach pilot

I first came into contact with the Education and Training Foundation when I received a phone call from Punam Khosla who wanted my views regarding education and training provision within our prison. The call lasted well over an hour and I remember commenting to the Weston College Manager at Dartmoor on how in depth the conversation was and how positive it was.

At a National Quality Improvement Group meeting at Petty France the ETF gave an overview of their current provision and how they would like to assist NOMS in raising the effectiveness of the current OLASS provision. I was extremely impressed by their enthusiasm and passion for teaching and improving provision throughout the service. I was particularly impressed with the approach of using sector experts to work with them and use their knowledge to deliver elements of best practice.

I was very keen to be part of this process as it gave me a chance to showcase the excellent work we do at Dartmoor especially around the activity induction and allocation process.

I only became a Head of Learning and Skills three years prior after twenty four years as a unified grade and relied heavily on other Heads of learning within the area especially Ian Napper at HMP Exeter and Barry Rees the area HOLS. I have had to learn everything from scratch including terminology and I found the whole process extremely confusing and realised very early that we need to make the whole process a lot easier to understand for all staff especially wing staff this would enable staff to buy into the process of getting learners into work and education. More recently I have used the ETF website which is very easy to use and can help with all aspects of education including preparation for OFSTED inspections, I am not particularly proficient with IT and I found it very easy to work through.

The key to all our processes is communication, every decision we make as a team is discussed at our weekly Quality Review Meetings (QRM) which I introduced early into my new role where we sit down and discuss the prior week's performance and issues for the coming week. This enabled me to understand each provider's processes and also give me the confidence to brief the senior management team and wing based staff. The QRM is chaired by myself and members include, Weston College managers, National Careers Service (NCS) practitioners, library team, industries and activities team. We meet as a team at least weekly which has led to a formidable activities team which promote the importance of both education and a good work ethic.

The first part of our improvement process from a very poor OFSTED in Dec 2011 was to look at the induction and allocation board. After a lot of development of the process we now have a very thorough induction allocation process which includes the following: on reception all learners receive an invitation to attend induction the following Monday or Tuesday. At this induction they are interviewed by NCS/Prospects who complete a comprehensive skills action plan which is typed up and placed on Quantum for all staff to access. Weston College also interview at this point to introduce current courses available and invite all to complete BKSB assessments. OMU staff also carry out interviews with Section Four of the sentence plan when available to review progress against targets.

Following these assessments learners are also given an overview of services by Shannon Trust Mentors and Education Mentors as well as representatives from the safer custody team. All this information is then collated and taken forward to the allocation board which will take place within 48 hours. The same team sit on the board alongside wing staff when available and at this point we sequence the learner journey through their stay at Dartmoor we use all the current information gathered. The learner is then sent a copy of his planned journey and the OMU team are given all the paperwork and decisions making process to be stored in section four of the sentence plan. We would also make referrals to any other intervention such as offending behaviour teams or substance misuse.

The team ensure that learners who refuse to engage with the process or who refuse to work are dealt with by the IEP scheme, the key is to get the message out at reception and induction that all learners are required to work or take part in education unless they are exempt through a medical issue or age.

Our team ethos is the key to our progress and we have built this up by all working together and respecting each other's value in the process of reducing risk of re-offending and increasing employability opportunities.

I was asked by the ETF to look at the possibility of introducing a version of our induction and allocation board at Oakwood Prison as the process had been adopted by several prisons within our region. This would be introduced via a Collaborative Organisational Learning Pilot (COL) and the role was to get the team communicating and working together.

The first meeting took place at Oakwood on the 22nd January 2015 and I was extremely apprehensive about going to another prison to try and get them to adopt some of our methods. On arrival at Oakwood with Punam from the ETF I was slightly overwhelmed by the sheer size and cleanliness of the prison. We were met by Dr Keith Hughes (cluster Head of Learning) at the gate and I thought this chap is more experienced than me and more knowledgeable and a Doctor of something. Punam put me at ease as we walked to education to meet Chris Harrison the Head of Activities for G4S at Oakwood. I feel it is fair to say that the first meeting was a little edgy as we did not know each other and they were probably a little suspicious of us. The purpose of the meeting was to look at the issues identified by the recent OFSTED, build up a team to implement any change as well as give an overview of the COL offer from the ETF.



One of the main issues that came apparent very quickly was the scale of Oakwood it held over 1500 learners on our first visit and may have 100 receptions per week. Due to the high numbers there was no allocation board as such as learners were not being sequenced through their sentence as effectively as they could be. Both Chris and Keith were very keen to work with us and the dates for the next three meetings were set and we all agreed on who should attend.

At the second meeting we met with Keith, Chris and representatives from NCS, Milton Keynes College and a member of staff from the OMU department. It was clear that this group had never sat down in the forum to discuss each other's issues as some quick wins were identified very quickly such as Milton Keynes staff did not have release dates for learners and some left vocational courses early as they were released, OMU staff would supply release dates.

At the first meeting we had started to develop an action plan and we looked at populating this with persons responsible and timings. I gave an overview of the Dartmoor model and there were some issues around implementing it at Oakwood mainly due to footfall through reception and areas such as NCS and Weston College not being able to see some of the potential learners this led to some being placed on either the wrong

course or dropping out. The third and fourth meeting came very quickly as Punam and I were on a very tight schedule and we had to get the pilot running within Oakwood by 31st March 2015.

The third meeting I was not looking forward to particularly as I thought the process had stalled slightly but was pleasantly surprised by the amount of work that had taken place especially by the Milton Keynes team who had changed some of their promotional material for inductions. Punam could see that I was a little reserved at the beginning of the meeting due to my perceived lack of progress but we worked through the issues, this has helped my own development which was mainly down to Punam. The fourth meeting followed quickly and we agreed on several outcomes such as extending the induction process slightly to allow good quality assessments, greater use of Learner Mentors with inductions (Oakwood mentors are called OLIP's) and the introduction of bi weekly Quality Review Meetings including staff from all providers. The new induction process would be focused in one area on a trial basis.

We now have weekly telephone conferences to assess progress against the action plan.

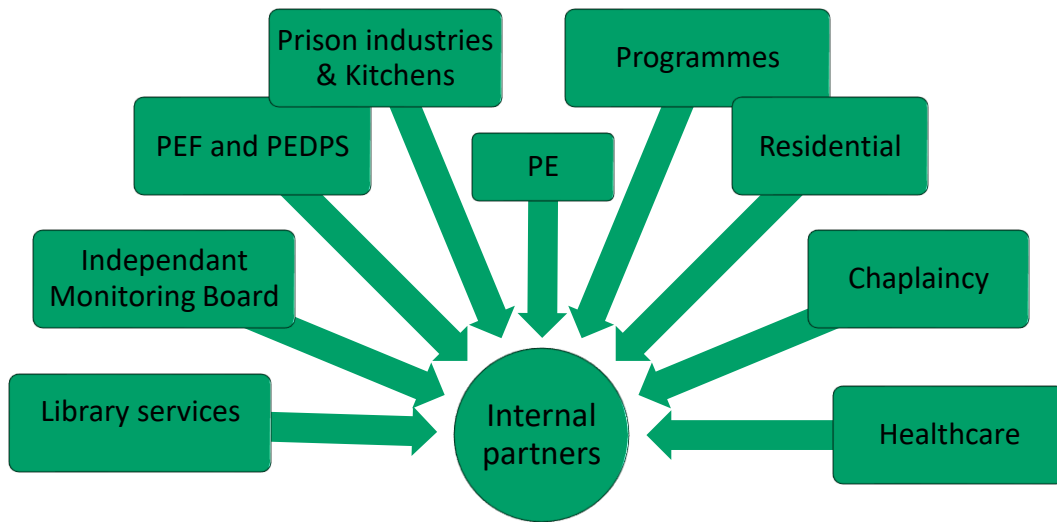
On a personal note I have really enjoyed working with the ETF and staff from Oakwood and found the whole process very valuable for my own development. I have learnt that I need to develop patience when attempting to implement change and perhaps take a step back before trying to move forward.

We have a very good model at Dartmoor for inductions and allocation which can be adapted and used in most prisons. Our processes are not perfect but have been developed over the last three years through good communication which is the key in the whole process. It is very important to include all staff in the process especially the wing staff as they unlock the learners on the wings and get them to work.

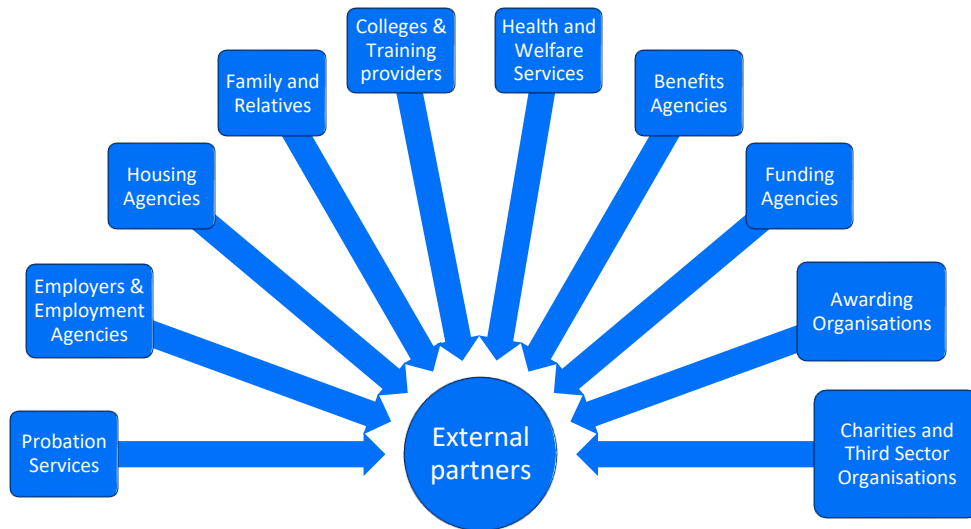
Danny Branley, Head of Learning and Skills HMP Dartmoor



WHO I NEED TO WORK WITH



- Governing Governor / Director or Deputy Governor
- Prison Group Head of Learning, Skills and Employment
- Head of Reducing Re-offending
- Activities Hub manager
- PEF Education Manager and Regional Manager
- PEDPS provider representative
- IAG representative
- Offender Managers in Custody
- Community Rehabilitation Company representative/s
- Public Library Authority (PLA) / mutual or PEF provider
- Other sub-contractors on site representatives
- Industries manager
- Residential managers
- Security manager
- Programmes manager
- Facilities manager
- Health and safety manager
- Prison Chaplain/Religious co-ordinator
- Head of Business Unit
- Care and separation unit manager
- Healthcare manager
- Safer custody manager
- Elderly learner's co-ordinator
- Veterans' co-ordinator
- Visits and Family Liaison Leads
- Learner Voice / Prison Council
- Peer Mentors
- Education Representatives
- New Futures Network Brokers



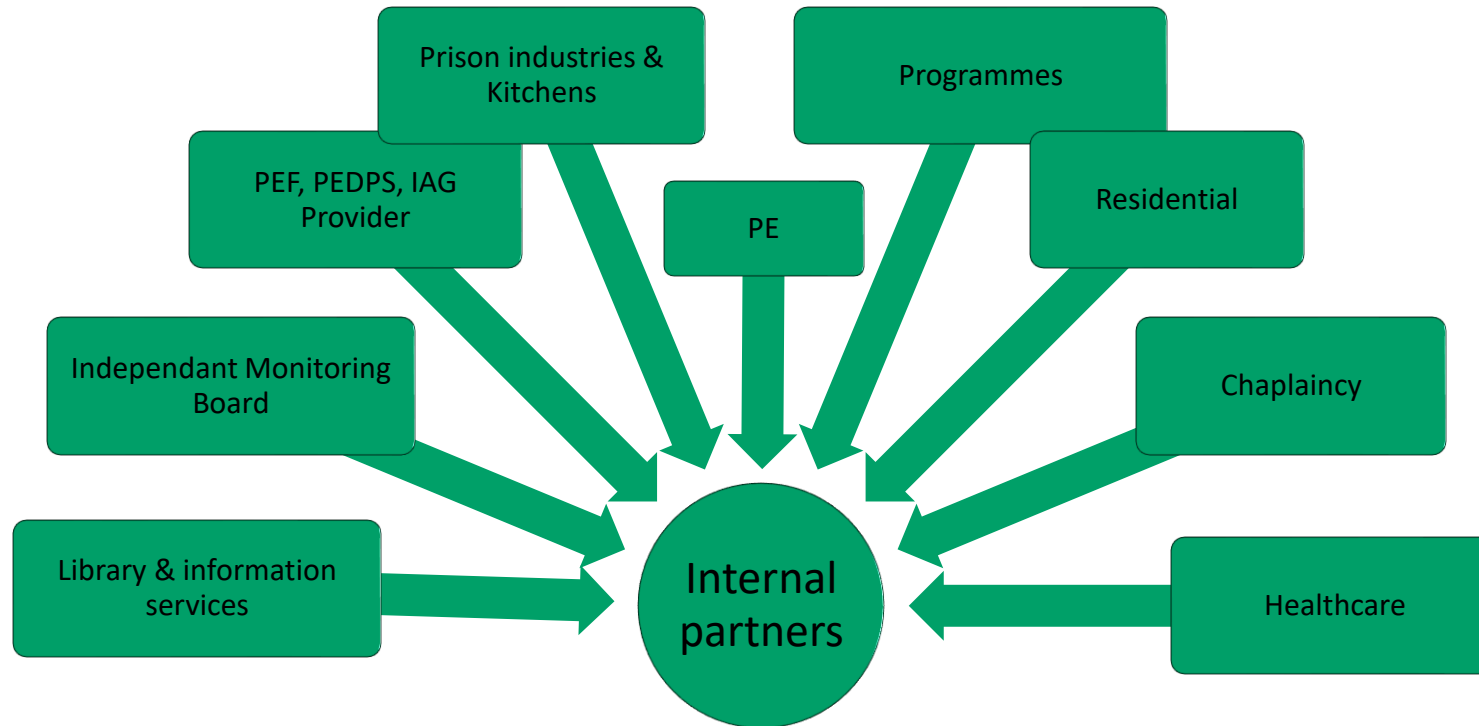
Who do I need to build relationships with?

In your role as Learning and Skills Manager, it is quite conceivable that you will not directly line manage any staff. However, the success of your area of responsibility is linked directly to the performance of others, who are managed by other managers internally or externally. Therefore, it is imperative that you establish a clear means as to how you can review performance through formal and informal processes. The diagram below illustrates how your role might sit with other areas of the prison and external suppliers and can help you think about the relationships that you will need to form to influence delivery and high quality performance.

Ensuring effective communications and flow of information both internally and with external partners

Consider 'who' are your internal partners?

For example

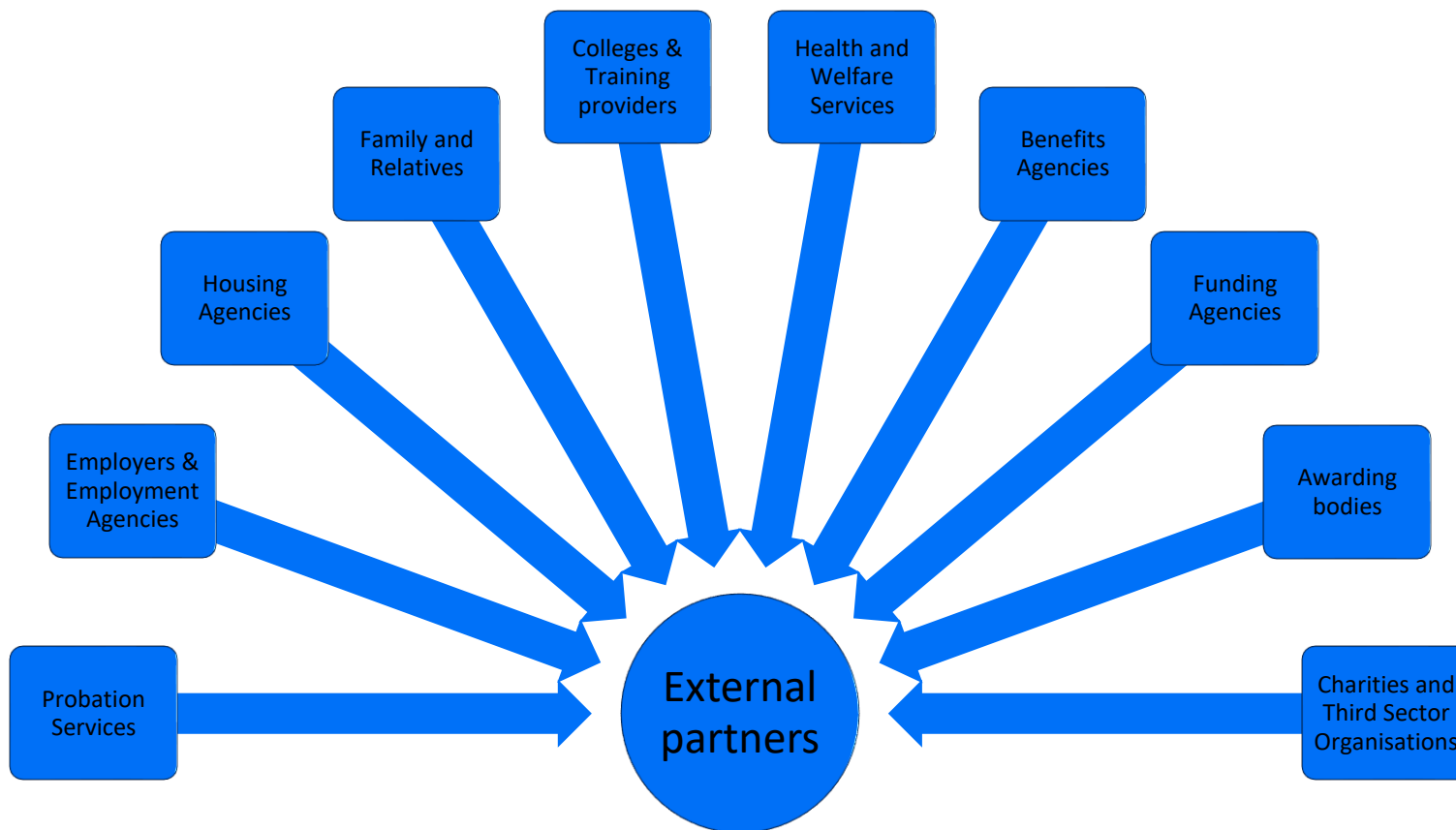


You can create your own list using 'smart art' or adapt this resource.

Questions to consider:

- What are your communication links with each of these?
- How effective is it?
- Frequency and impact?
- What could be done to improve communications?
- How could outcomes become more successful?

Consider 'who' are your external partners?



For example

Consider:

- What are your communication links with each of these?
- How effective is it?
- Frequency and impact?
- What could be done to improve communications?
- How could outcomes become more successful?

Defining the Learner Journey



Learners with Learning Difficulties and Learning Disabilities (LDD) Guidance

Background

Changes have arisen as a result of the Coates Review (2016) and the White Paper Prison Safety and Reform. New Prison Education Framework (PEF) contracts will be active from 1st April 2019. There are changes to the requirements placed on education providers dealing with learners with LDD within the new contracts. Under the new contracts, governors will need to monitor and ensure contract compliance.

Summary

The strategic aim of LDD screening and support is to ensure that the progress of learners with LDD is equivalent to those without LDD.

The new PEF contracts require PEF providers to screen all learners for LDD, including existing learners who have not yet been screened, if commissioned to do so by the prison governor through their call off contract. Furthermore, the PEF provider is required to provide additional learning support (ALS) to learners undertaking education programmes under the PEF contract.

However, the PEF provider is **not** required to provide ALS for learners with LDD who undertake programmes which are delivered by HMPPS staff, by Dynamic Purchasing System (DPS) providers or internal providers delivering, for example, offending behaviour programmes.

The Learners with Learning Difficulties and Learning Disabilities (LDD) Guidance is aimed at governors. In this document the term “Governors” will be used as shorthand for Governors of Public Sector Prisons and Directors of Privately Managed Prisons.

However, it is recognised that many governors are likely to ask members of their management team, such as the learning and skills and employment manager, or equivalent, to take on lead responsibility for them in ensuring these matters are handled properly. It is, therefore, recommended that governors obtain assurance that relevant members of their team understand this guidance and the annexes in full.

There are key elements in this guidance which governors need to know about:

1. Within the **Prison Education & Library Service for adult (including young adult) prisons in England Policy Framework** there are 5 mandations for governors which are linked to learners with LDD:
 - **Mandation 2:** Learners to be screened for learning difficulties and/or learning disabilities on first reception
 - **Mandation 3:** Record results of maths and English assessment, and of LDD screening, in personal learning plans and on a digital system
 - **Mandation 6:** Require education providers, and prison staff who deliver learning, to record learning and any additional learning support or reasonable adjustments provided against the personal learning plan
 - **Mandation 11:** Education providers' staff, and those prison staff who deliver learning, must be appropriately trained and qualified meet the additional support needs of learners with learning difficulties and/or learning disabilities
 - **Mandation 12:** All prison information, forms and digital systems are available and/or designed with suitable adaptations to support those with dyslexia and other LDD.
2. PEF Contract Schedule C16 lays out the requirements on education providers for the screening tool which should be used and what should happen to data as a result of the screening. Furthermore, it also describes what the process should be for providing additional learning support and data recording/sharing. Compliance against this Schedule forms part of the overall contract compliance. Annex A below is a copy of Schedule C16.
3. The governor as budget holder has ultimate responsibility for providing additional learning support and reasonable adjustments. The public sector duty for equalities applies to all learners, not just those learners undertaking education. Annex G provides some examples of providing support under the public sector equality duty for learners with LDD **not** undertaking education programmes with PEF providers.
4. Each governor is free to decide how to check provider compliance against Schedule C16. Some process suggestions are provided in the guidance document, but it is up to each individual governor to make their own decisions about how to ensure contract compliance.
5. Governors should ensure that all partners are working together effectively to ensure that learners with LDD receive the help and support they require to achieve. This begins following the LDD screening conducted by education providers, who then need to ensure that the data from this screening is placed onto the learners' records and that appropriate referrals for diagnostic assessments are made. This will rely on the education providers ensuring appropriate data is shared with partner organisations and prison staff. Annex B below demonstrates how screening should lead to referrals and that governors or their delegated representatives should be consulted at various stages.

OfSted

This guidance also draws attention to the links between the changes in contracts for learners with LDD and the OfSted inspection handbook. Relevant parts of the inspection handbook which relate to provision for learners with LDD are:

Leadership & Management:

How effectively leaders and managers monitor the progress of groups of learners so that none are disadvantaged or underachieve.

QTLA:

Staff identify learners' support and additional learning needs quickly and accurately through effective initial assessment, leading to the provision of high quality and effective support to help them achieve as well as they can.

Staff are aware of and plan for individual learners' diverse needs in teaching, training and work sessions and provide effective support, including making reasonable adjustments for learners with disabilities and those with special educational needs.



Ministry of JUSTICE

National Offender
Management Service

Process for Opening, Closing or Re-Designating Industrial Workshops (including charity workshops) and Laundries		
This instruction applies to :-		Reference :-
NOMS Agency staff (Headquarters) HM Prisons		PSI 05/2012
Issue date	Effective Date	Expiry Date
2 March 2012	2 March 2012	28 February 2016
Issued on the authority of	NOMS Agency Board	
For action by	Governing Governors and (OSCG Group) Prison Industries Team Leaders	
For information	Directors, Deputy Directors of Custody, Heads of Learning and Skills, Workshop Managers	
Contact	Bill Davie, Chief Operating Officer Prison Industries (bill.davie@noms.gsi.gov.uk)	
Associated documents	PSO 7700	
Replaces the following documents which are hereby cancelled :- PSI 24/2009 – (Hard copies in libraries must be retained and cross referenced as there will be no hard copies of this PSI printed).		
Audit/monitoring : Offender Services Co-Commissioning Group (Prison Industries)		
Introduces amendments to the following documents. This is a re-issue of PSI 24/2009, there are no changes. <i>Copies held on the HMPS Intranet will be replaced hard copies must be cross referenced locally.</i>		

Process for opening, changing or closing industrial workshops, charity workshops and laundries

1. Executive summary

Background

- 1.1 *In line with the aim of delivering continual improvement, this instruction sets out requirements that must be followed when establishments or OSCG (Prison Industries) wish to:*
- a. *Open a new industrial workshop, charity workshop or laundry;*
 - b. *Close an industrial workshop, charity workshop or laundry; or*
 - c. *Make major changes to an existing industrial workshop, charity workshop or laundry, including changes in supplying the internal and external markets, changes in operating hours, capacity or output.*
- 1.2 The template for use in the decision making process is at [Annex A](#).

Performance Standards

- 1.3. The requirements of this PSI are reflected in Performance Standard 12 (Prison Industries) issued April 2009 – Baseline 1 refers.

Impact and Resource Assessment

- 1.4 The aim of this instruction is to improve overall efficiency within the Prison Service by ensuring that the corporate effects of local decisions regarding changes to industrial workshops, laundries or charity workshops are considered. The instruction will allow the costs to be evaluated and ensure the best use of resources, including capital plant.

Application

- 1.5 The information required provides all managers with a decision-making process that is robust, consistent and takes due account of Prison Service needs.
- 1.6 The process of evaluating and recording decision outcomes by OSCG (Prison Industries) will not involve additional resources.

Mandatory Action

- 1.7 *Governing Governors and OSCG (Prison Industries) must ensure that the mandatory procedures and practices are brought to the attention of relevant staff and trade unions. All decisions to open, change or close an industrial workshop, charity workshop or laundry must be subject to the decision making process, to ensure that the overall impact of change is properly assessed. All proposals must carry the supporting signature of the Governing Governor of the establishment.*

Audit and Monitoring

1.8 This PSI will be subject to compliance testing by self-audit arrangements.

2. Operational instructions

2.1. *Proposals for opening, changing or closing industrial workshops, charity workshops or laundries must be supported by a simple business justification (templates at Annex A) that addresses the following:*

- *The reason for wanting closure, opening etc – [Annex A \(i\)](#) to be used for changes to existing workshops including closure and [Annex A \(ii\)](#) to be used when new workshops are to be opened;*
- *What will replace it (i.e. how will the actual physical space be utilised)?*
- *How the same or increased number of activity hours and accredited qualifications for learners will be provided;*
- *What will happen to the capital investment (i.e. machinery etc) and*
- *What – if any – new capital investment is required.*
- *What impact the proposed changes may have on the diversity of the learner population including confirmation that a single equality Impact Assessment has been considered.*
- Confirmation that local trade union representatives have been consulted about the proposals, in line with Standard 27, Employee Relations.

In some circumstances, a full business case may be required for example where there is a need for capital investment.

2.2 *Where an establishment proposal might result in a reduction in workshop or laundry capacity or production, affect the internal supply chain, or increases overall costs to the Service, advice must be sought from OSCG (Prison Industries) before any decision is made.*

2.3 It is envisaged that most proposals to open, change or close an industrial workshop, charity workshop or laundry will be supported. However in cases where there will be a significant corporate impact to the Prison Service in any closure, and the production or service cannot be moved efficiently and effectively elsewhere, OSCG (Prison Industries) will make a recommendation to the appropriate Director.

3. Contact

All queries regarding this PSI, including items for inclusion in future amendments and updates, should strictly be sent by E-Copy to Bill Davie – Chief Operating Officer Prison (bill.davie@noms.qsi.gov.uk) *The e-mail must be sent by the originator and their Governor must be copied in as this will represent their signatures.*

(signed)

Ian Poree
Director of Commissioning and Commercial, NOMS

PROPOSAL TO CHANGE OR CLOSE AN EXISTING INDUSTRIES WORKSHOP, CHARITY WORKSHOP OR LAUNDRY

To be completed by the Establishment or OSCG (Prison Industries)

Establishment:

Date:

Name / Description of Workshop affected:		
What changes are proposed, including any replacement activity?		
Reason for the proposed changes:		
	Current activity	Proposed activity
Number of learners employed		
Number of Instructors employed		
Purposeful activity hours		
Type and number of qualifications delivered		
Revenue (indicate soft, hard or external)		
Total annual running costs (include staff costs, learner pay, utilities, materials, maintenance and transport)		
Products manufactured (indicate if internal market)		
Indicate what plans are in place for the disposal of any surplus machinery/equipment:		
What replacement machinery/equipment will be required? What will this cost, who will fund it and the ongoing maintenance? What services will be required?		
Provide details of the staffing consequences arising from the proposal and measures to resolve these issues:		

Please confirm that local trade union representatives have been consulted in line with Standard 27 Employee Relations

Please confirm that a single Equality Impact Assessment has been completed and there is no reason why the change cannot proceed

Yes

No

If Yes, please attach a copy of the impact assessment with this form

If No, and it is considered that an impact assessment is not appropriate, please provide full justification

Has a Health and Safety Assessment been completed? Yes No

Please attach a copy of the document with this form

Other information:

Submitted by:

Date:

Name:

Signature:

Position:

Supported by:

Name:

Signature:

Governing Governor

OSCG Evaluation:

Accept / Reject

Comments:

Name:

Signature:

Chief Operating Officer
Prison Industries

PROPOSAL TO OPEN AN INDUSTRIES WORKSHOP, CHARITY WORKSHOP OR LAUNDRY**To be completed by the Establishment or OSCG (Prison Industries)****Establishment:****Date:**

Proposed workshop/laundry activity:		
Reason for requirement:		
	Proposed	Funding sources
Number of learners to be employed		
Number of Instructors to be employed		
Purposeful activity hours anticipated		
Planned revenue (indicate soft or hard)		
Set up costs (including capital investment)		
Annual cost of capital and depreciation		
Total annual running costs (include staff costs, learner pay, utilities, materials, maintenance and transport)		
Proposed products to be manufactured (indicate if internal market)		
Who will be responsible for product liability?		
Who will source the work?		
Storage and transport implications		
How will any waste product be disposed of?		
Type and number of qualifications to be delivered		
What equipment/machinery will be required? What will this cost, who will fund it and the ongoing maintenance?		
What additional services will be required and how will this be funded?		

How will the proposal meet learner needs and contribute to reducing re-offending?		
Provide details of the staffing consequences arising from the proposal and measures to resolve these issues:		
Please confirm that local trade union representatives have been consulted in line with Standard 27 Employee Relations		
Please confirm that a single Equality Impact Assessment has been completed and there is no reason why the change cannot proceed Yes <input type="checkbox"/> No <input type="checkbox"/>		
If Yes, please attach a copy of the impact assessment with this form		
If No, and it is considered that an impact assessment is not appropriate, please provide full justification		
Has a Health and Safety Assessment been completed? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Please attach a copy of the document with this form		
Other information:		
Submitted by:		Date:
Name:	Signature:	Position:
Supported by:		
Name:	Signature:	Governing Governor
OSCG Evaluation:	Accept / Reject	
Comments:		
Name:	Signature:	Chief Operating Officer Prison Industries

Needs Analysis:

Some suggestions of what it may include.

- surveys and questionnaires: given to learners not currently engaging in learning and skills as well as those who are
- focus groups: held with different types of learners such as: foreign nationals, vulnerable, main location or ordinary learners, those held in separation, hospital or specialist units, veterans or the elderly, prisoners with learning difficulties and learning disabilities (LDD) to elicit specific information
- educational levels and needs of your prison population as identified by screening and formal assessments
- number of available learning and skills places in education, vocational or industrial workshops, kitchens, laundry, cleaners, painters and other prison-based employment
- gap analysis between the number of required places identified and those that are currently available
- local or national skills shortages as identified by local employer partnerships or local authority
- changes to qualification requirements or frameworks



LEARNING AND SKILLS SURVEY

Name _____ No _____

Prison Wing/Location _____

Please could you answer the 12 questions below as fully as possible?

1	What kind of work skills or experiences did you have prior to being sentenced?	
2	What qualifications did you have prior to being sentenced?	
3	What sort of employment/career are you looking for on release?	
4	In what area are you likely to live on release?	
5	Which of the education or training courses on offer are/would you be interested in?	
6	Which education or training courses, not available at this Prison/YOI would you be interested in studying?	
7	If a space were available on an education or training course, would you like to attend?	

	If the answer is no , please explain why not?	
8	Are you doing or have you done any training in a prison workshop or work party? If so, has this led to any qualifications?	
9	What sort of work place training or qualification would you like to do?	
10	What sort of help would you need to be able to gain a qualification in your workplace? (for example, help with English, I.T, maths or extra time or more access to the library)	
11	Have you received any advice or guidance on the opportunities for education and training in this Prison/YOI? If so, was this helpful? If not, why not?	
12	What sort of advice or guidance would help you to prepare for release? What should this include?	

Thank you for taking the time to complete this survey, please return to: *Offender manager in Custody, education department or Learning and Skills Manager*



17 Vocational Routeways

Follow this link to find out more about Technical Education, T Levels and the vocational Routes

<https://www.cityandguilds.com/tlevels>

1. Catering and hospitality
2. Construction, planning and the built environment
3. Cleaning and facilities management
4. Engineering and manufacturing technologies
5. Retail and commercial enterprise
6. Health, public services and care
7. Business, leadership, administration and law
8. Arts, media and publishing
9. Agriculture, horticulture and animal care
10. Sport, leisure, travel and tourism
11. Science, humanities and languages (Not ESOL)
12. Information and Communication Technology (not core curriculum)
13. Life skills
14. Services to support individuals with Additional Learning Needs
15. Other educational services not specified above.
16. Resettlement Services
17. Preparation for work and Information Advice and Guidance services



Awarding Organisations' qualifications to be used in these subjects:



- Maths - **City & Guilds**
- English - **City & Guilds**
- ESOL (English for Speakers of Other Languages) - **Gateway Qualifications**
- ICT - **OCR**

Catering and Hospitality qualifications - **City & Guilds**

within the following suites of National Occupational Standards occupations:

- Chef
- Cook
- Kitchen Assistant
- Waiter/Waitress
- Bar Staff
- Bar Supervisor
- Drinks Dispense Technician
- Barista
- Hospitality and Catering Team Members
- Hospitality and Catering Supervisors

Construction, planning and the built environment qualifications - **City & Guilds**

within the following National Occupational Standard occupations:

- Bricklayer and Mason
- Plasterer
- Carpenter and Joiner
- Shopfitter
- Construction and Building Trade Supervisors
- Painter and Decorator
- Floor and Wall Tiler
- Construction/Maintenance Operatives
- Roof Tilers and Slaters
- Scaffolders, Stagers and Riggers
- Plumber

Cleaning and Facilities Management qualifications – **WAMITAB**
within the following National Occupational Standards:

- Cleaning Support Operative
- Specialist Cleaning Operative
- Service Enterprise Operative
- Combined Facilities Support Activities Operative
- Elementary Cleaning Operative
- Cleaning Supervisor
- Waste Management Operative

The above represent the programmes of study which are likely to be longer and where volumes are greatest (more learners, therefore more likelihood of being affected by transfer) and covering around 40% of learning delivery.

There will be no restrictions on the use of particular awarding bodies for the remainder of a prison's curriculum, including for other 'trades' within the descriptions above, but not covered by the specified National Occupational Standards.

Key Points from the PSI for Learner Employment, Training and Skills (2012/06)

- Learners are able to access employment, training and skills dependent on their identified needs, the needs of the establishment and commercial commitments.
- Learners are able to access education; learning and skills development opportunities and that those with identified needs are prioritised.
- The offender learning experience must include a range of activities that will support the learner to achieve their offender management objectives devised with the support of relevant partners such as the National Careers Service (NCS), sentence management and learning and skills needs.
- Where learners are working in a specific industry, at the appropriate time in their sentence, they should be given opportunities to gain industry recognised qualifications.

Learning and skills and training provision must therefore take account of the type of prison, e.g. local, high security, YOI or female, the nature of learners' offences, length of sentence, previous attainment, personal aspirations as well as the nature of learning, skills and training opportunities available in the region to which learners will be resettled.

➤ **Go to [PSI 2012/06](#) for full information**



PERSONAL LEARNING AND SUPPORT PLAN

Learner Name:

Learner Number:

Establishment:

Induction and Initial Assessment:

Date of Interview:

Interviewed by:

Initial Screening and Assessment Results:

Literacy / Language	Reading		Level:
	Spelling		Level:
	Punctuation		Level:
	Speaking		Level:
	Listening		Level:
Numeracy	Score		Level:

Notes on interview and initial screening and assessment

--

Oral Communication, including comments about attitude to learning

Notes about Personal, Social, Behaviour and Welfare

Individual Support Needs, including ESOL and results of any SEND or LDD assessments

Actions or specific ALS Identified

Preferred Learning Style

Prior Learning and attainment:

Subject / Area	Pass/grade/level	Awarding Body	Where	Date	Verified
English					
Maths					
ICT					
Vocational Qualifications	Pass/grade/level	Awarding Body	Where	Date	Verified
Other (inc. Social Development/ Welfare/ Behaviour)	Pass/grade/level	Awarding Body	Where	Date	Verified

Employment and work history:

Employer	Job / Role	Main Tasks / Responsibilities	From	To	Reason for leaving

Opportunities to continue in education, training or work in current situation that need to be explored

--

Interests, ambitions, qualification goals and aspirations for HE or distance / independent learning and employment on release

--

Personal Learning Plan:

Long Term Goals

Qualifications and skills to obtain desired employment or continued training upon release

Short Term Goals

Initial Targets:

Agreed during induction and initial screening and assessment – to be reviewed at agreed intervals	By when (date)	Specific Personal skills, curriculum subjects or additional support needs	Date Achieved

Signatures:

Learner:

Tutor:

Start Date:

Next review date:

Learning Programme:

Target 1:

Date	Activity	Resources or Support Needed	Completed (date)

Target 2:

Date	Activity	Resources or Support Needed	Completed (date)

Target 3:

Date	Activity	Resources or Support Needed	Completed (date)

Learners record of work:

Date	Work that I can now do	Reflective comments on how well I have completed the work or what difference additional support has made

Course or Learning Review:

Achievements: *look back at targets and short term goals, what has been achieved*

What progress do you think you have made? Did the support you received make a difference? *Use this space to record other achievements and / or ways in which you have used new skills outside the course or work activity*

What do you need to work on next? Any further support needed? *Include results of any further assessments*

New or revised Targets	By when (date)	Specific Personal skills, curriculum subjects or additional support needs	Date Achieved

Signatures:

Learner:

Tutor:

Start Date:

Next review date:

Mid-Course / Training Review

To be completed midway through the course, training or work placement.

Describe what you have gained from this course, training area or work?

Whole or unit accreditation achieved through formative assessments as verified by assessment tutor / learning progress manager

Achievement of targets and goals

Evidence

Next Steps

Signatures:

Learner:

Tutor:

Start Date:

Next review date:

Achievement of targets and goals including Social development, Welfare and Behaviour

Evidence

Next Steps

Ambitions for the future, resettlement and employment plans

--

Outstanding qualifications, skills or support needs required to achieve the above

--

Signatures:

Learner:

Tutor:

Date:



PERSONAL DETAILS, EDUCATION AND EMPLOYMENT HISTORY

Name _____

Date of Birth _____

Number _____

Prison Wing / Location _____

Education and qualifications:

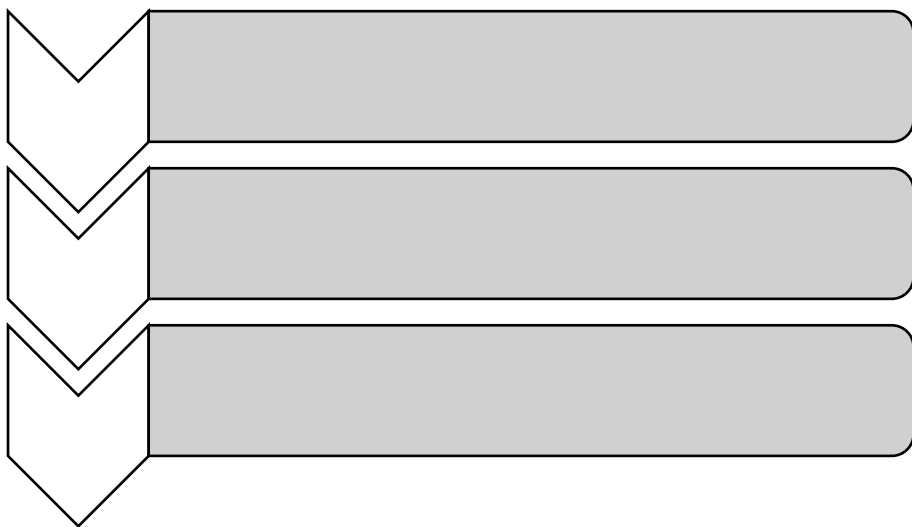
Name of school and/ or college



Qualifications and level



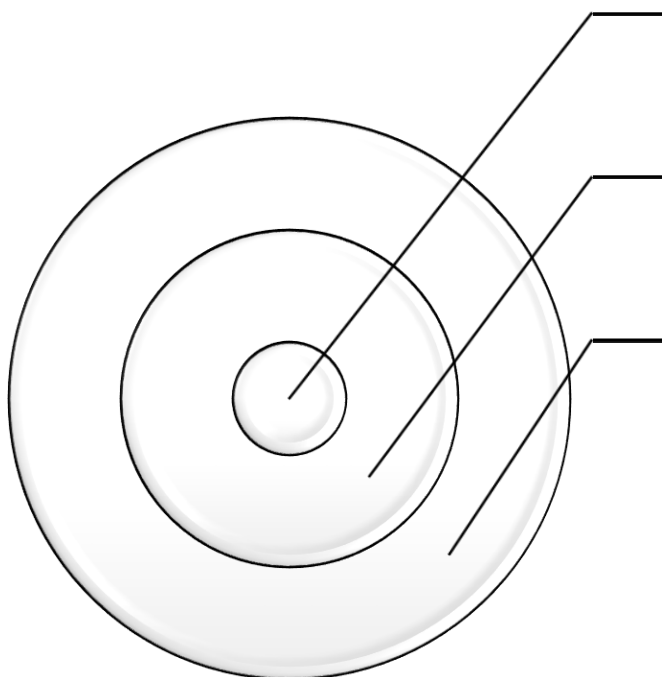
Previous Employment to date including voluntary / Community Work undertaken



Three horizontal bars with a grey fill and rounded right ends, stacked vertically. Each bar is preceded by a white arrowhead pointing to the right, indicating a list of items to be entered.

About me:

Aspirations, long and short-term goals



My interests and hobbies

I enjoy...

References:

Your prospective employer will need references to support your application.

Your choice of referee will depend on the type of employment you are applying for and your previous employment.

Employer reference

Employer reference will include comments on:

- Your work ethic
- Timekeeping
- Technical ability/knowledge
- Confirm your employment record (start and end dates)
- Disciplinary and sickness history
- Other relevant information

In the absence of an employer reference to support your application most employers will also ask for a character reference.

A character reference can be from someone within the community – but not a relative. They must be someone of good character and should have known you for at least two years.

A character reference will include comments on:

- Your character
- Suitability and reliability for employment
- Confirm knowledge and circumstances for your acquaintance and timings
- Other relevant information

You may want to find a character reference in advance. Keep a copy folded and safe in this plastic sleeve.

The application and interview

Many job advertisements will require you to complete an application form in the first instance.

Points to remember when completing an application form:

- Practice your answers before completing the form
- Write your answers clearly using a black pen
- Answer truthfully
- Keep a photocopy of the completed form

The interview

Top tips for interviews:

- **Prepare in advance** – Know the location of your interview, work out your transport to ensure you arrive 10 minutes early for your appointment.
- **First impressions** – Wear smart, clean clothes, dress appropriately for the type of work.
- **Positive thinking** – Smile, be polite and look interested in what is being said.
- **Good communication** – speak clearly, try to expand on your answers, avoiding yes or no answers where you can.
- **Be honest** – don't exaggerate or tell lies. Be proud of your achievements and your accomplishments to date.
- **Asking questions** – Most interviewers will ask if you have any questions, think of something beforehand that demonstrates you are interested in the job/organisation and that you have done some research.

Good Luck!

Suggested membership of an Activity Allocation Board.

- **Senior Manager** – Reducing Re-offending, Activities Hub Manager – to chair the meeting and confirm allocations
- **IAG representative** – to provide details of learners' agreed targets and aspirations
- **CRC representative** – to provide details of any identified resettlement or reintegration needs
- **Education representative** – to confirm availability of education places at the appropriate level and provide potential start dates
- **Regimes or Industries Manager** – to confirm availability, places and potential start dates in prison workshops, kitchen, gym, laundry, cleaners, painters and orderlies
- **Offender supervisor** – to advice on appropriateness of choices based on, type and length of sentence, the need to attend any offending behaviour programmes, and any identified resettlement or rehabilitation needs
- **Healthcare Officer** – to agree suitability for chosen work taking account of any medical history, physical condition and medication
- **Security Officer** – to check and confirm any previous incidents and risks that may preclude a learner from working or engaging in a particular area of the prison
- **OMIC** – to report any concerns or considerations not already covered.

CASE STUDY

A LEARNER'S ROLE IN

PRISON LEARNING

PROGRAMME: PEER SUPPORT
HMP PARKHURST

A peer support scheme is now well-established in Parkhurst to help learners to develop their Functional Skills, in particular to engage with reluctant learners with the aim of encouraging them over time to progress onto Functional Skills courses delivered by OLASS. This scheme provides solution for the requirement to promote Functional Skills development in a range of environments, in particular in prison training and production workshops, and is well publicised so that learners now self-refer.

The first step was to develop a strategy in conjunction with the OLASS providers who play a central role in this initiative, delivering the accredited training in peer mentoring and well-being that is mandatory for the peer support workers. OLASS also provides ongoing support to Peer Support Workers through bi-monthly meetings, where their personal development plan is overseen by the OLASS deputy manager.

Once the strategy was agreed, then the next step was to identify the potential Peer Support Workers through recommendations and referrals and then to provide them with training that included setting clear expectations of the role. These were incorporated into the job description and compact that were drawn up. The training has been revised over time to ensure that it is fit for purpose.

PEER SUPPORT
PARKHURST

While this was happening, work was underway on promoting the scheme as part of a whole organisation approach to the promotion of Functional Skills development. This involved 'selling' it to workshop instructors to secure their buy-in and engaging with residential staff to raise awareness and seek support. The scheme has been well publicised and there is good coverage of publicity material around the Parkhurst site.

These steps have raised the profile of Functional Skills across the provision at Parkhurst and are contributing to the aim of creating a strong learning ethos in the prison workshops. Over time, it is hoped that the scheme will present an opportunity to reach out to learners who do not readily engage including those who have dropped out of OLASS courses.



Peer/Paired Observation

Initial details

Name of observer/Place/Date/	
Programme/Title of session	
Times of observation	
Learner group details	
Brief description of session and objectives	

What have you observed?

1. Planning	
2. Training / teaching methods and styles	
3. Care and support, Challenge and inspiration	
4. Resources	
5. Learner assessment and feedback	

6. Inclusivity and safeguarding	
7. Health and safety	

Personal Action plan

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Signed:

Date:



Observation of Teaching, Learning and Assessment Policy

The most important purpose of teaching, training and coaching is to promote learning and improve outcomes for learners. A rigorous and informative assessment process is essential to achieving and maintaining successful learning.

Purpose of Observation

The purpose of observation is to improve the quality of the learning experience, and to monitor the quality of teaching, learning and assessment. This process will also provide benchmarking information to measure the quality of provision through evaluation and analysis of the emerging trends and grades awarded during the observation process. The awarding of grades enables us to measure performance at subject, activity, team and individual levels. This will be done in a positive and constructive way that promotes effective practice and improvement. Teaching, learning and assessment observations are one of the measures used to quality assure our learning and skills provision. The Annual Self-Assessment Report will reflect overall evidence gathered through the observation process.

Aims of Observation

- To improve the learning experience of learners and promote inclusive learning
- To support Teachers/Tutors/Trainers/Coachs and Instructors
- To provide objective evidence for appraisal and performance reviews
- To identify opportunities for professional development
- To monitor progress against previous observation targets
- To develop and share effective practice
- To provide objective evidence for self-assessment and improvement
- To raise standards and learning outcomes

Scope of Observation

All staff who are involved in the delivery of learning activities, both accredited and non-accredited, will be subject to observation of each key learning process or activity they carry out as part of their role. Planning of observations will take into consideration current and changing needs of the provision, custodial or government trends and any external feedback.

Frequency of Observation of Teaching, Learning & Assessment

- New members of staff will be observed within the first 6 weeks of their commencement of employment.
- All staff will be observed at least once a year according to observation findings.
- Staff who fail to make or adhere to arrangements for observations may be disciplined and appropriate action taken against them.

- Observations will also be conducted in response to any changes or trends.
- At least one week's notice will be given to staff for each planned observation, however, unannounced/no notice/short notice observations will also take place
- Frequency of observation will depend upon risk banding as below:

Observation findings	Frequency of Teaching, Learning & Assessment Observations
Requires improvement	Minimum of 1 observation per quarter
Good	Minimum of 1 observation every 6 months
Outstanding	Minimum of 1 observation a year

Moderation & Appeals

- Moderation meetings will take place on a quarterly basis to quality assure the process.
- Moderation meetings will be scheduled at the beginning of each year by the LSM.
- Where joint OTLs have taken place, the observers will discuss privately, prior to giving verbal feedback to the observee. If, for any reason, they cannot agree on the outcome, they will advise the observee that further discussion is required and feedback will be given at the earliest opportunity. They will then discuss further, away from the observee. If the observers are still not able to agree, both sets of notes will be given to a third qualified observer. This third party will review both sets of notes and then all three will meet to discuss and agree the findings. Where appropriate, a further observation may be required to be undertaken by a different trained observer. The decision made at this OTL will be final.
- Staff may appeal against a judgement made during an observation. The findings, however, will stand. If a further observation is appropriate, a different set of findings will be given.
- Appeals should be made to the LSM in the first instance, within 5 working days of receipt of their completed observation report. The LSM will meet with the appropriate managers to discuss and establish a course of action. Where appropriate, a further observation may be required to be undertaken where the observer will also be observed and feedback and judgements moderated. This second OTL should take place within 10 – 15 working days of the appeal being lodged. The decision at this OTL will be final.

Observation Cycle/Process

- The LSM prepares an annual observation schedule for each area of learning activity.
- Manager/observers may inform staff of planned observation dates or giving short notice if felt to be appropriate.
- The observer completes an Observation Report, and gives verbal feedback within 24 hours of observation.
- Completed Observation Report is given to the member of staff for comment and signature within 10 days of the observation.
- The member of staff must complete the comments section and return the observation report to the observer within 5 days of receiving it.
- A copy of signed Observation Report is given to the operational/line manager.
- Evaluation and analysis of emerging themes or trends is completed on a quarterly basis.
- Quarterly summary prepared by LSM for consideration at Quality Improvement Group.
- A profile of observation findings is collated on an annual basis for the Self-Assessment Report.

- Summaries of OTL activity and the key findings including strengths and areas to develop will be issued to appropriate managers on a regular basis by the LSM.

Observation Criteria

- Observations are to be carried out by suitably qualified and trained observers.
- Observation reports are developed from the Common Inspection Framework.
- Observations should be objective, evaluative and focus on strengths and any areas for improvement.
- Observers will request to look at register, scheme of work, session plan, learner profiles, assessment records, learner work, and meet with learners – these should all be made available at observation by the member of staff.
- Observers should ensure they visit sessions over a period of time so that the beginning, middle and end of sessions are included in the observation process.
- Observers will ensure summary strengths and areas for improvement are evaluative.
- Observers will encourage dialogue with the member of staff to assist development.
- Observers will set SMART action points and recommendations for improvement for the Tutor/Trainer on an action plan and outline the expected impact of the improvements.

Guidance to Observers

- You are looking at learning and progress, and how the tutor/trainer's methods and approach affect this.
- You also need to give consideration to learning that takes place outside of the workplace/classroom.
- Your responsibility is to report back honestly, clearly and accurately and to begin the process of supporting members of staff to improve
- You are not part of the learner activity.
- You will be professional, unobtrusive, courteous and non-threatening. Avoid excessive eye contact with the tutors, trainers and learners.
- You should try to observe the whole learner activity.
- You should talk to learners but only if you can do it without disrupting the activity. This may be during or immediately after the learner activity.
- Specific attention needs to be paid to Health & Safety, Equality & Diversity, Safeguarding, British Values and the extent to which Personal Development, Behaviour and Welfare are being addressed or covered.
- You should also comment on the extent to which English and maths is being incorporated into the session.

Below is an extract from the Ofsted Handbook for Inspections detailing characteristics of the four main features of Teaching, Learning and Assessment.

Characteristics of the Quality of teaching, learning and assessment

<p>Outstanding</p>	<ul style="list-style-type: none"> ■ The very large majority of learners make very good and sustained progress in the learning session that may take place in a variety of locations. ■ Tutor/trainer adept at working with and developing skills and knowledge in learners from different backgrounds and has consistently high expectations of all learners. ■ Tutor/trainer plans astutely and sets challenging tasks based on systematic, accurate assessment of learners' prior skills, knowledge and understanding. They draw on excellent subject knowledge and/or industry experience. They use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately. Consequently, the development of learners' skills and understanding is exceptional. Tutor/trainer generates high levels of enthusiasm for participation in, and commitment to, learning. ■ Tutor/trainer encourages independence in learners when they tackle challenging activities. They check learners' understanding effectively throughout the learning session. Time is used very well and every opportunity is taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills. ■ High quality learning materials and resources including information and communication technology (ICT) are available and are used by the tutor/trainer and by learners during and between learning and assessment sessions. ■ Constructive feedback is frequent and of a consistent quality, leading to high levels of engagement and interest. ■ Tutor/trainer enthuses and motivates most learners to participate in a wide range of learning activities. ■ Tutor/trainer manages learners' behaviour skilfully and they show great awareness of equality and diversity in the teaching session. ■ Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.
<p>Good</p>	<ul style="list-style-type: none"> ■ Tutor/trainer is able to develop learners' skills and knowledge regardless of their backgrounds. As a result, learners make good progress. ■ Tutor/trainer has high expectations of all learners and uses their well-developed skills and expertise to assess learners' prior skills, knowledge and understanding accurately, to plan effectively and set challenging tasks. They use effective teaching, learning and assessment strategies that, together with appropriately targeted support and intervention, match most learners' individual needs effectively.

	<ul style="list-style-type: none"> ■ Tutor/trainer listens perceptively to, carefully observes and skilfully questions learners during the learning session. Teaching deepens learners' knowledge and understanding and promotes the development of independent learning skills. Good use of resources, including ICT, and coursework contribute well to learners' progress. ■ Tutor/trainer assesses learners' progress accurately and discusses assessments with them so that learners know how well they have done and what they need to do to improve. ■ Tutor/trainer enthuses and motivates most learners to participate in a wide range of learning activities. ■ Opportunities are taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills. ■ Good quality learning materials and resources including information and communication technology (ICT) are available and are sometimes used by the tutor/trainer and by learners during and between learning and assessment sessions. ■ Equality and diversity are promoted and learners' behaviour is managed well, although some work is still needed to integrate aspects of equality and diversity into learning fully. ■ Advice, guidance and support provide good opportunities for learners to be motivated and make the necessary connection between learning and successful progression.
<p>Requires improvement</p>	<ul style="list-style-type: none"> ■ Most learners, and groups of learners, make progress that is broadly in line with that made by learners nationally with similar starting points. However, there are weaknesses in areas of delivery, such as in learning or assessment. ■ There is some good teaching, learning and assessment and tutor/trainer works with and develop skills and knowledge in learners from different backgrounds satisfactorily. Tutor/trainer's expectations enable most learners to work hard and achieve satisfactorily, and they encourage them to make progress. ■ Due attention is given to the assessment of learners' progress, but this is not always conducted rigorously enough, which may result in some unnecessary repetition of work for learners, and tasks being planned and set that do not fully challenge them. ■ Tutor/trainer monitors learners' work during the learning session, sets appropriate tasks and is capable of adjusting their plans to support learning. Occasionally are not timely or relevant, and this slows learning for some learners. ■ Teaching strategies ensure that learners' individual needs are met. Tutor/trainer uses available resources well and sets appropriate coursework for learners. ■ Learners are informed about the progress they are making and how to improve further and this is usually timely and encouraging. This approach ensures that most learners want to work hard and improve. ■ Opportunities are taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills.

	<ul style="list-style-type: none"> ■ Learning materials and resources, occasionally including information and communication technology (ICT) are available and are sometimes used by the tutor/trainer and by learners during and between learning and assessment sessions. ■ The promotion of equality and support for diversity in teaching and learning are satisfactory. ■ Advice, guidance and support help to motivate learners to succeed in their learning and progress.
Inadequate	<p>Teaching, learning and assessment are likely to be inadequate where any of the following apply.</p> <ul style="list-style-type: none"> ■ As a result of weak teaching, learning and assessment, learners or groups of learners are making inadequate progress and are likely to be unsuccessful in attaining their learning goals. ■ Tutor/trainer does not have sufficiently high expectations and, teaching fails to excite, enthuse, engage or motivate a learner, or particular groups of learners, including those with learning difficulties and/or disabilities. ■ Tutor/trainer lacks expertise and the ability to promote learning. ■ Learning activities and resources are not sufficiently well matched to the needs of learners and, as a result, they make inadequate progress. ■ Opportunities are not taken to develop crucial skills successfully, including being able to use their literacy and numeracy skills. ■ Inadequate / no learning materials or resources are available. ■ Tutor/trainer shows insufficient understanding and promotes equality and diversity insufficiently in teaching sessions.

To achieve each of the above characteristic outcomes, all, or exceptionally almost all, of the above criteria will have been met.



HM Prison &
Probation Service

Teaching, Learning and Observation Policy

**A guide for Prison Group Directors,
Governors/Directors, Group Heads of
Learning, Skills & Employment and Prison
Education Framework Suppliers**

1. Introduction

Providing excellent teaching, learning and assessment is central to the strategic development of the Prison Education Framework (PEF). The observation of teaching and learning, including learning walks, is a pivotal part of the PEFs Quality Strategy; as such it is essential to improving quality and raising standards. The observation policy also applies to all Her Majesty's Prison and Probation (HMPPS) delivered training and our partners via the Dynamic Purchasing System (DPS). Our expectation is that all teaching and training staff have the ability and desire to routinely facilitate high quality teaching and learning. The key purpose of the teacher/trainer/assessor is to create effective and stimulating opportunities of learning through high quality teaching and assessment opportunities that enable the development and progression of all learners. The overarching professional standards for those who teach and assess within HMPPS are to:

- Reflect and develop
- Prepare for effective learning
- Deliver effective learning
- Support effective learning and assessment
- Embody professional values and practice.

Accompanying this policy is a sample Teaching, Learning and Observation process to act as a guide and manage expectations.

2. Policy

It is the policy of HMPPS to apply a rigorous and supportive system of teaching and learning observations and learning walks – linked to appraisal, professional development and course/qualification reviews – in our drive for the continuous improvement of teaching, learning and assessment.

3. Aims

- To bring about improvement in the quality of teaching, learning and assessment through the provision of effective feedback, support and training following observations.

- To monitor the quality of teaching, learning and assessment on a regular basis through the application of a high quality, rigorous model of observation and learning walks against an agreed framework.
- To link the teaching and learning observation and learning walk processes closely to appraisal, professional development and course review.
- To celebrate and share best practice in teaching, learning and assessment.

4. Content

4.1 Teaching and learning observations and learning walks are processes to ensure the continuous quality improvement of teaching, learning and assessment. It is essential to consistently monitor the impact of the quality of teaching, learning and assessment on Learner success. It is important that the experience of all learners in their learning environment is of at least a good standard and is improving consistently.

4.2 Following all teaching and learning observations and learning walks, an action plan to improve the quality of teaching will be created and best practice shared with colleagues and managers.

4.3 Action plans will be followed up to ensure that recorded actions have been completed and led to improvements in practice.

4.4 For the purpose of this policy, teaching and learning observations, as listed in Section 5, can include any of the following:

- Whole-class teaching
- Group work
- Practical work
- Work-based training
- Tutorials
- Distance learning
- Facilitated workshops
- Assessment in the workplace
- Learning support
- One-to-one sessions.

4.5 The policy requires:

- Active commitment from all teaching staff
- Implementation and monitoring by managers, Heads of Department, Education Managers and the Senior Management Team
- Compliance review through quality procedures – both internal and external.

4.6 This policy builds on and complements:

- Existing good practice within HMPPS
- Professional Standards – Teachers/Trainers
- Ofsted Handbook for the Inspection of Further Education and Skills
- The Staff Performance Development Record (SPDR) or other development and appraisal review processes
- Course Review and Self-Assessment processes.

5. Types of Observations

There are a number of mechanisms by which we can monitor the quality of teaching, learning and assessment, share good practice and identify areas for development. These include:

5.1 Learning walks

A learning walk is when an observer only observes a session for approximately 5-10 minutes and focuses on a specific aspect or theme, such as equality and diversity, assessment practice or differentiation.

Specific thematic foci are observed and evidence of good practice and areas for improvement are recorded and shared with staff, for example: pace and structure of learning; how effectively learners are engaged and challenged; effective checking of learning, including questioning techniques; learner progress; effective promotion of equality and diversity; planning for learning. All teaching staff will be involved in learning walks on a regular basis during an academic year. Learning walks is a strategy for informing managers with feedback about the quality of teaching and learning.

A separate policy is available covering Learning Walks.

5.2 Observation of new teaching staff

All new teaching/training staff will be observed by their line manager within eight weeks of starting in post. The first observation will not be graded. For all new teaching/Training staff a further two graded observations will take place in line with the probationary period. The emphasis of these observations is to support the new member of staff and provide constructive feedback for improvement, as well as identifying any appropriate support that may be required.

5.3 Teacher/Trainer training observations

Teaching/Training staff undertaking a teaching qualification will also be observed and assessed by a member of the organisation delivering the qualification. This will form part of the formal assessment of teaching and learning. The number of observations will vary depending on the qualification undertaken. The emphasis of these observations is on the development of good teaching and learning practice.

5.4 Mentoring observations

As part of the mentoring process, teaching/training staff are encouraged to observe their mentor and be observed by their mentor. This is an informal process which aims to provide

a supportive environment in which to help the new member of staff develop their skills and settle into the prison environment.

5.5 Peer observations

All teaching/training staff are expected to engage in peer observations. This is an informal process with an emphasis on enabling teachers/trainers to share good practice.

5.6 Graded management observations

Managers are required to observe teaching/training staff on a regular basis throughout the year. New teaching/training staff must be observed a minimum of three times in their first year of service, in line with their probationary reviews. These observations are graded using the criteria set out in the Common Inspection Framework. The emphasis of graded observations is to identify good practice as well as discuss and record actions which will enable further improvements to be made. The minimum expectation is that all members of teaching/training staff will be observed via an observation and/or learning walk at least once each year.

5.7 Moderated observations

Moderated observations will be scheduled to ensure that observers are consistently applying all aspects of the teaching and learning observation process. The moderation process will also support observers in developing best practice in teaching and learning.

5.8 External independent observation

In any year, additional observations may be undertaken by an external independent body on a rolling annual programme. This provides an independent judgement of the quality of teaching and learning as well as acting as an additional mechanism for moderation.

5.9 Desktop observations: learner progress and quality assurance

Desktop observations allow for the observer to focus more closely on the extent to which high levels of progress are being planned for, and as a result the level of progress learners are making during a course. Observers will look at whether there is:

- Evidence of planning for individual learner needs
- A robust ILP with SMART target setting and evidence of ongoing progress against the measurable targets
- Evidence that learners' starting points are clearly assessed with progress made on the course(s) in their personal development, employability, English and maths skills
- Suitable progress following action points from IQA/EQA activities
- A high quality of assessment materials

- Awareness of and a suitable response to relevant retention/achievement/success performance data

Three of the action categories to inform the development and support required are the same as the classroom observation: Effective practice, Developmental action to enhance and Priority action to improve. There is also a fourth category – Departmental process to be put into place – to signify where a process is not fully implemented across the department. The observer should highlight where a process is not in place to the Education Manager for plans to be made for departmental implementation.

A desktop observation should not duplicate a lesson observation in terms of its main focus. For example, a desktop observation would have a clear focus on the quality of SMART targets in a learner's ILP. These may be briefly looked over again during a lesson observation, but key at this stage would be to ascertain whether the targets set are effective (through speaking to the learner and observing their work in class).

5.10 Notification of desktop observations

Teaching/Training staff will be given a minimum of 48 hours' notice of a desktop observation. Staff must not be notified of lesson observations during days/periods when they are not at work (e.g. because they are on annual leave/do not normally work on that day), and these periods do not count as part of the notification period. A single course or multiple courses will then be chosen by the observer, who will ask the tutor to provide the following related documentation:

- Scheme of work and other lesson planning materials
- Individual learning plans
- Marked work
- Learner profile for the group and individuals (including initial assessment scores)
- Tracking documents
- IQA/EQA documents (where relevant)

The observer has the responsibility to ensure they gather enough documentation to make a sound judgement. The observer may also visit the class in question to speak with learners / see live examples of their current or recently marked work. Such visits will be limited to twenty minutes – if longer is required with an individual learner then this discussion will take place outside the classroom.

5.11 Timings of lesson/desktop observations

The TLA developmental process is expected to span the duration of the observation cycle. Therefore it is important that lesson and desktop observations take place at separate junctures, allowing tutor's time to work on actions and also providing the opportunity to observe the tutor's work at two distinct points during the academic year.

Managers should use their judgement to decide whether the lesson or desktop observation takes place first, based on previous observation performance and risk analysis. This should be determined on an individual rather than departmental basis.

6. Requirements

This policy requires that:

6.1 Observations are carried out routinely by trained staff.

6.2 All types of teaching, learning and assessment observations will focus on the impact on learners' learning and progress made. Judgements will be informed by using guidance provided by the *Handbook for the inspection of further education and skills*.

6.3 Teaching and learning observations will also include the observation of teaching/training staff employed by our partners or franchise providers who are responsible for delivering to prisoner learners.

6.4 Areas of good practice are identified and shared, while areas of weaker practice are identified and effective plans put in place to improve them.

6.5 Teaching staff provide the relevant documentation to demonstrate effective planning of teaching, learning and assessment.

6.6 Observers undertake formal training prior to observing and carrying out learning walks. Newly trained observers will also be subject to moderation prior to being approved to conduct graded observations independently. On-going training will be arranged as required to reflect any changes to the Common Inspection Framework or changes to the Teaching and Learning Observation Policy and procedures.

6.7 A rigorous moderation process is in place. This will include independent moderation by a small team comprising members of the Management Teams, and other managers, as well as cross-moderation through a process of co-observation.

6.8 Feedback and action plans are logged on a suitable database enabling a range of reports to be produced.

6.9 Appropriate paperwork is completed as identified in the procedures documentation with points for action clearly identified.

6.10 All observers adhere to the teaching and learning policy and procedures to ensure that all observations are consistent across the prison.

6.11 All staff adhere to the documented appeals process.

6.12 Managers are responsible for ensuring that all staff participate fully in all aspects of the observation processes.

6.13 Trained observers have responsibility for planning and conducting observations ensuring that the quality of teaching, learning and assessment, and performance management.

6.14 Managers and teaching/training staff are jointly responsible for ensuring that teaching and learning observations are a primary focus in probationary reviews and the annual Development and Appraisal Review.

6.15 The Prison Governor has overall responsibility for monitoring the observation processes within the prison.

7. Reporting

In addition to sharing the themes of observations – including graded and supportive observations, and learning walks – with curriculum teams, reports on the quality of teaching, learning and assessment will be prepared and presented as follows:

7.1 To Governor, Learning & Skills Manager and Quality Improvement Group on a monthly basis.

7.2 Monthly reporting to the KPI meeting.

8. Definitions

For the purpose of the teaching and learning observation policy document, the following terms have been used:

Observation

Any mechanism by which the prion monitors the quality of teaching, learning and assessment, shares good practice and identifies areas for development. Observations can take a number of forms including: graded, support, learning walk and peer.

Teacher/Trainer

The term teacher/trainer in the document refers to someone who is responsible for teaching or training. The term includes lecturers, teachers, trainers, facilitators, instructors, supervisors, technicians and assessors when they have a teaching or training function, and others involved in providing learning support.

Manager

The term manager in the document refers to anyone who has line management responsibility for a member of staff who teaches/trains learners. The term includes Governors, Heads of Department, Education Managers, Senior Management Team and others who are deemed to be line managers.

Appendix A

HMPPS Professional Standards – Teaching/Training Staff

APPENDIX A

Professional Standards – Teaching/Training Staff

Professional standards define the expectations of teaching staff and will support our journey to excellence; as such, the standards will be reviewed on a biennial basis, ensuring they remain relevant for teaching staff and reflect any changes to published national standards.

A teacher/Trainer at a prison must:

Reflect and Develop

- Take responsibility for sharing good practice within the department and across the prison, work well independently and as part of a team
- Engage in professional development and industrial updating to improve teaching, learning and assessment
- Attend and contribute to planning and meetings
- Carry out and record regular peer observations throughout the year
- Engage in teaching and learning observation process to develop and improve practice
- Seek feedback regularly from Learners to improve own practice and the practice of colleagues
- Self-assess against these standards at least once a year.

Prepare for Effective Learning

- Set high expectations which inspire, motivate and challenge learners to achieve their best
- Plan sessions to ensure learning takes place, building on prior knowledge
- Set goals that stretch, challenge and engage all learners, reflecting their different learning styles, abilities and backgrounds
- Demonstrate good knowledge of schemes of works/course specification by ensuring effective planning of sessions and assessment
- Model consistently, in every aspect of your practice, the behaviours, attitudes and values expected of learners
- Be accountable and manage learners' attendance, retention, achievement and success
- Ensure a safe, stimulating and mutually respectful learning environment

- Encourage self-reflection in Learners and demonstrate this by example.

Deliver Effective Learning

- Know how learners learn and use a range of approaches to teaching to ensure effective learning. Have a clear understanding of the individual needs of all learners – including, for example, those with learning difficulties and learning disabilities, of high ability, ESOL needs – and be able to differentiate and adapt own approach to engage and support all to learn and achieve
- Promote high standards of mathematics, communication and the correct use of English, regardless of specialist area
- Demonstrate good classroom management through effective and appropriate teaching, learning and assessment
- Encourage learners to take responsibility for own learning whilst supporting these skills
- Have a good subject knowledge, demonstrating passion and enthusiasm to encourage and make learning interesting for learners
- Impart knowledge and develop understanding through effective use of lesson time and promote a learning climate through positive reinforcement and the consistent application of agreed strategies to manage behaviour
- Promote equality and diversity in learning
- Promote use of all functional skills, (English, maths and ICT) within sessions, as appropriate
- Use Interactive Learning Technology (ILT) innovatively in delivering sessions, where it adds value to the learning experience, by capturing learners' engagement in the content.

Support Effective Learning and Assessment

- Take responsibility for the planning of programmes delivered, maintaining up-to-date records including use of Management Information Systems (MIS) e.g. engage with and fully utilise support, learner reports
- Complete registers in a timely and accurate manner in order to monitor attendance and retention

- Demonstrate effective and creative use of assessment methods to meet all learners' needs and awarding organisation criteria
- Set independent study tasks and other out-of-session activities to engage, consolidate and extend learning
- Identify specific measurable targets to promote learning, reflection and independence
- Use relevant data to monitor progress, set stretching targets, plan learning and ensure Learners receive regular developmental feedback through accurate marking
- Follow prison policy relating to teaching, learning and assessment.

Embody Professional Values and Practice

- Model consistently the values of the prison both with colleagues and learners
- Demonstrate respect for all learners and colleagues
- Use appropriate language consistently with all learning and colleagues
- Communicate effectively with all staff and learners to ensure learners can achieve their potential
- Maintain an inclusive, equitable and motivating learning environment
- Support learners to seek further learning opportunities and services within the prison
- Provide current information about potential education, training and/or career opportunities.

HO1: Are you an assertive teacher?

	Yes	No	Action Points
In my sessions I have clearly defined rules.			
I have negotiated these rules with learners.			
I am conscious of the impact of my verbal and non-verbal behaviour in influencing learners' behaviour.			
I work to a plan when correcting behaviour.			
I am aware of secondary behaviours, that is learners' negative responses to my attempts at correction.			
Learners are aware of the consequences I apply.			
I have worked on a sequenced repertoire of steps for dealing with disruptive behaviour.			
I give frequent praise and recognition for good work.			
I encourage my learners to make choices about their behaviour.			
I have established routines for the beginning and ending of lessons.			
I have analysed some reasons why learners disrupt and looked for some solutions.			
I allow take-up time when requesting learners' compliance.			
I model authoritative and assertive behaviour.			
I am proactive in building learners' self - esteem.			

HO2: A sequenced repertoire of strategies for the management of disruptive behaviour

Core skills

These are powerful skills useful in all discipline transactions.

Pause

Using a deliberate pause after calling, or repeating, a learner's name allows the attention to be gained and sustained until the actual direction is given.

Positive directional language

Use language in a way that directs learners to the outcome you want to occur. For example, "Jeff ... (pause) ... looking this way and listening, thanks" is more effective than, "Stop talking and pay attention, Jeff".

The reason is that our unconscious minds cannot process the concept of a negative like "don't" in language. What happens when someone says, "Don't think of anything blue now"? In order not to think of something blue, you have to consider what blue is and then you cannot un-think it!

Simply changing your language pattern from "don't" to "do" will have a significant impact. Notice how many times you say "don't" in the course of the day and try to avoid it.

Give take-up time

This skill is used in every discipline transaction. It involves giving the direction with eye contact and an assertive but conversational tone of voice, followed by a "thank you" and then turning away and reclaiming the flow of the lesson. By doing this you are effectively giving the learner(s) time to comply and save face. It helps to avoid the need for the learner to have the last word in order to save face with his or her peers. It is a way of demonstrating a strong belief that learners will follow directions, things have moved on and the matter is closed.

Partial agreement

When learners challenge your directions or answer back, it is useful to partially agree *before* redirecting (repeating the direction). For example:

"Other teachers let us chew gum (whine, whinge)."

"Maybe they do *and* in this class the rule is gum in the bin, thanks" - turn and give take-up time. (Note the use of "maybe"..."and".)

Low level strategies

These are low key but authoritative interventions.

Choose to tactically ignore the behavior.

Decide what things can be ignored and when (often standing at the front with the whole group's attention is a good time) and importantly what you will do next if ignoring does not work.

There are two types of ignoring.

1. Brutal when you simply ignore what is going on and ideally and simultaneously acknowledge learners doing the right thing, for example, putting their hands up.
2. Prefaced: when you give a brief instruction before ignoring, for example, "When you are in your seat with your hand up, then I will help" - followed by turning away and ignoring.

Use simple, brief directional statements or rule reminders.

"Sean ... (pause) ... facing this way and listening thanks."

"Jenny ... (pause) ... here is our rule for respectful language. Use it please."

Give non-verbal non-confrontational messages

Non-verbal signals for things like noise level, well done, back to your seat, hands up, back to work and so on help to soften the nature of directions, especially when accompanied by a smile.

Use direct rule statements - expect compliance

"Darren ... (pause) ... we have a rule for asking questions and I expect you to use it. Thanks."

"Mike ... (pause) ... disturbing others is against our rules ... back to work quietly, thanks."

Use "when ...then" directions

"When you talk loudly then I cannot teach."

"When you are in your seat then I will check your work."

"When you have finished this task then I want you to be proud of yourself."

"When the lesson is over then I will listen to your side of the story."

Medium level strategies

These are direct and authoritative interventions.

Use casual questions to re-focus

"How is it going here?"

"Do you need a hand?"

"What is happening about the diagram?"

"Remember this needs to be finished by the end of the session. Are you on target?"

"Is there a reason you are out of your seat?"

Use distractions or diversions

"Harry ... can you show me your work, please?"

"Maria ... can I see you over here a second, please?"

"I can see you are upset, Terry. If you want to cool off take a seat over there and I'll be with you in a minute."

Learner: "This work is boring. What is the point?"

Teacher: "I can see you are uptight, John, but it is our work for today. Can I give you a hand?"

"United did play well, didn't they? Now how is it going with the equations?"

Defuse low level conflict with redirection

This is simply the broken record approach. Repeating the direction two or three times without arguing and accompanied by an open-handed block (like a traffic cop might use) can be a powerful message.

Use humour to defuse conflict

Appropriate use of humour (rather than sarcasm) is a very effective way of defusing potential conflict. Remember it is equally powerful to be able to laugh at ourselves.

Learner: "Oh shit!"

Teacher: "And you will be in it unless you remember our rule for positive language"... (smile).

Use "double what" questioning

Teacher: "Aaron, you are out of your seat. What are you doing?"... (casual, conversational, pleasantly).

Learner: "Nothing!" ... (usually defensive and with a touch of strop).

Teacher: "What should you be doing?" Learner: "I dunno."

Teacher: "You are supposed to be finishing your diary. Back to work now, thanks. I'll come and check it in a minute."

Sometimes learners will argue back. The same skill can be applied.

Teacher: "Paul, Steve ... (direct eye contact) what are you two doing?"

Learners: "Us?" (surprise and indignation).

Teacher: "What are you doing?"

Learners: "Nuffink!"

Teacher: "Actually, you are talking loudly. What are you supposed to be doing?"

Learners: "Other people are talking, too." ... (defence and aggression).

Teacher: "I'm talking to you now ... (calm but direct) ... what are you supposed to be doing?"

Learners: "This project stuff." ...(undisguised distaste and sarcasm).

Teacher: "OK. I expect you to do your work. If you need my help let me know by putting your hand up. I will come and check later." ... (moving off giving take-up time and expecting compliance).

You may choose to talk to them after class about their attitude and response.

Briefly take the learner to one side or out of the room

Avoiding audience participation increases the likelihood of compliance. In privacy re-state expectation or repeat earlier strategies.

Use assertive "I" statements

The use of the personal pronoun "I" in a special way adds power and conviction to any direction.

Many of our messages have an unspoken "you" at the start, for example (YOU) "sit down" or (YOU) "for heaven's sake shut up".

These messages usually blame and imply that the learner has a problem.

Notice how easy it is to shout when giving a "you" message.

An "I ..." message acknowledges a problem and opens the way for a solution without blame and conflict. An "I..." message contains three elements:

1. the behaviour, for example, shouting out
2. the effect, for example, stopping me helping others
3. the feeling, for example, I get frustrated.

"When you shout out, it stops me helping others and I feel annoyed."

Give simple realistic choices

Leave the learner with direct responsibility for his or her actions by using an "if ... then" kind of direction.

"If you continue to work loudly and disturb others at the table then I will ask you to work over here."

"I would like you to put the iPod in your bag or you can leave it on my desk until the end of class."

"If you do not finish your work in class, then you will need to stay back at break."

Follow up with given choice.

High level strategies

Now, consequences for inappropriate behaviour are applied.

Use in-class withdrawal

If possible, relocate a learner within the teaching area, ideally on his or her own.

Give the choice between compliance or deferred consequence

Initially, this is likely to be an after-class chat, either to briefly discuss the difficulty or to make an appointment for a longer discussion.

Follow up a warning with a given consequence

This is accompanied by a return to task and further compliance.

Use cool-off time

Three to five minutes outside the room can help learners to calm down and reflect on their behaviour. A support worker may be called. A brief chat and firm re-statement of expectation must preface return to class. Refer to 3Rs (Rights, Rules and Responsibilities) and previously good behaviour to trigger compliance.

Apply agreed exit procedures

These should be based on departmental guidelines and procedures for exiting a learner within the department.

Remember it is the class teacher's responsibility to follow up with the learner (with support if needed) to re-establish the conditions for return to class.

HO 3

Handout

ABC activity

The ABC technique helps us to analyse and understand the behaviour (B) that is causing concern in terms of:

- the antecedents or actions (immediately prior to the behaviour) that trigger it (A)
- the consequences that follow it (C).

This activity will help you to understand how you can use the ABC technique and to explore its potential for use with learners.

Working in small groups, choose a recent behavioural incident that one of you has handled. Describe it carefully, in detail, and probe the detail by using open questioning. Be analytical and objective. For example, consider when the behaviour occurred, where it took place, who was involved and exactly what form the behaviour took.

Carry out the ABC analysis. You may find it helpful to summarise your ABC points briefly on sticky notes and to display them on an ABC table drawn on a flip chart.

Consider what you could have done differently to achieve a better outcome. Appoint someone to give brief feedback.

A. The antecedent makes the teacher consider aspects of teaching behaviour prior to an incident.

What did you do as a teacher to make your discipline transactions go well? Were you supportive or demoralising, firm and fair, or confrontational?

B. What was the behaviour?

Who got involved?

When was it?

Where was it?

Were you in control or unsure and indecisive?

C. What were the consequences?

How did you follow up and follow through?

What happened as a result?

How did you, other staff and other learners react?

How did the individual react?

Be prepared to give feedback.

Classroom or workshop management strategies

Aim: to develop strategies for and skills in classroom or workshop management

Objective: Awareness of a range of classroom or workshop management techniques to improve motivation and teaching and learning.

Material based on CPD module developed by the LSIS Skills for Life Quality Initiative and adapted by the Education and Training Foundation.

Time	Topic	Resources
00:00 10 mins	<p>Introduction</p> <p>Introductions</p> <p>Aim of training</p> <p>What do participants want to get out of the training?</p> <p>Ice breaker</p>	PPt 1
00:10 20 mins	<p>Are you an assertive teacher?</p> <p>Read Chesterton's quote.</p> <p>Explain the 'three-minute rule', whereby a teacher's classroom management style and ability will be judged by the learners in the first three minutes of contact.</p> <p>Ask the participants to complete the self-assessment questionnaire - 'Are you an assertive teacher?'</p> <p>Explain that this questionnaire is for the participants' benefit, not the trainer's, and ask them to answer quickly and honestly, ticking only the yes or no columns. Explain that we will return at the end of the session to complete the action points column.</p> <p>Suggest that most participants will be using some positive strategies already but there is always scope for development and change. (Perhaps play some music for participants to work to.)</p> <p>The diagram on PPt4 illustrates the value of an assertive teaching style, whereby the teacher has high expectations of learners and high sensitivity to learners' needs.</p> <p>Ask participants to try to locate someone they know, such as their parents or grandparents or influential and less influential teachers, on this grid.</p>	<p>PPt 2-3</p> <p>HO1: 'Are you an assertive teacher?'</p> <p>PPt4</p>

<p>00:30</p> <p>30 mins</p>	<p>Rules and boundaries for assertive teaching</p> <p>Discuss the importance of rules in any organisation or society. Give an example of the chaos that would reign if there was no Highway Code.</p> <p>Some rules are important at all ages and stages. These are the basic rules that everybody should learn in infancy, but some rules are not taught and we need to teach them explicitly. These rules transfer into adult life. We all need clear rules and boundaries.</p> <p>Emphasise that the laws of society exist in colleges and training organisations.</p> <p>Organisations also require clear policy and procedures relating to the rules.</p> <p>Ppt6 provides a model for negotiating and setting ground rules of behaviour. Outline the process that practitioners should follow in their workplace.</p> <p>First, practitioners discuss and agree behaviour expectations with their team colleagues. These are written in the first column.</p> <p>Learners then generate their behaviour expectations. These are written in the second column. Often learners generate much longer and more pernicky rules than teachers!</p> <p>Some rules may have to be mandatory, for example health and safety.</p> <p>Common rules form the ground rules.</p> <p>Practitioners could give the learners ownership of the rules, perhaps asking them to write up or produce a poster of the rules, positively worded.</p> <p>In 2/3s discuss and agree behaviour expectations.</p> <p>Write unacceptable behaviours on pink post-its and behavioural expectations on green Post-its.</p> <p>Ask participants to lay Post-its on a table. As a whole team sort the Post-its into groups until everyone is happy with the grouping. A rule is then agreed for each grouping. This activity is creating an affinity diagram.</p> <p>Sellotape Post-its to paper.</p>	<p>PPt5-6</p> <p>Post-its (green and pink)</p> <p>Flipchart paper and pens</p> <p>Sellotape</p>
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<p>01:00 30 mins</p>	<p>Working within a cycle of classroom/workshop management strategies Organise participants into four groups, each with a flip chart. Each group generates ideas or strategies for one area of the cycle:</p> <ul style="list-style-type: none"> • prevention • encouragement and correction • applying consequences • repairing and rebuilding relationships. <p>Then each group rotates to each flip chart, looking at the strategies and adding any more they can think of. Allow 10 minutes for groups to generate and write up their ideas and then two minutes for each rotation. At this point you can distribute PP 8-21. Go through Rogers's suggestions on PP 8-11.</p>	<p>PPt7 PPt8-11</p>
<p>01:30 15 mins</p>	<p>Break</p>	
<p>01:45 15 mins</p>	<p>Supporting learners to manage their behaviour PPt 12 reminds participants of the centrality of the learner. Ask participants to remember that learners are our raison d'etre. No learners - no teaching jobs - no pay! Remind delegates that behaviour management and anger management are ancient art forms. PPt 13 Explain that Aristotle was evidently aware of the intricacies of behaviour management. PPt14 Mention that some learners have anger-management problems and some learners have legitimate reasons for their anger. Explain that today we don't have time to cover anger management, but it may be necessary for participants to do some follow-up work on anger-management strategies. Therefore, participants may wish to read up on anger management. PPt 15 – model for assertiveness training</p>	<p>PPt12-16 Copy of Developing Speaking and Listening Skills pack</p>

	<p>Explain that basic social skills are a component of assertiveness but even very basic social skills cannot be taken for granted; they need to be modelled and taught explicitly. In this sense, as generic and transferable skills, they have an affinity with literacy, language and numeracy.</p> <p>Developing Speaking and Listening Skills pack has a wide range of useful activities to use with learners.</p>	
02:00 15 mins	<p>Hierarchy of classroom management strategies</p> <p>Explain the different levels of strategies.</p> <p>This is a group exercise. Participants should work in small groups of two or three. Allocate sets of cards made from the text boxes in HO 2. Ask participants to set out the headers and share out the cards. They then read and discuss each card in turn and decide into which category it fits.</p> <p>Finally, distribute HO 2, which suggests where each strategy fits in the repertoire.</p>	<p>PPt17-</p> <p>Set of 'Sequenced repertoire of strategies' cards per group of 2/3</p> <p>HO2: Sequenced repertoire of strategies</p>
02:15 30 mins	<p>Analysing behaviour incidents using the ABC approach</p> <p>Familiarise participants with the ABC model of behaviour analysis. It helps to build an understanding of the behaviour (B) that is causing concern as well as: the actions that trigger it (A) and the consequences (C) that follow it.</p> <p>You could explain it by modelling some basic behavioural techniques. For example:</p> <p>clapping hands - £10 notes fallout of the sky - consequence?</p> <p>stamping feet - rotten eggs fall out of the sky - consequence?</p> <p>Ask if any of the participants has experience of using the ABC technique with learners.</p> <p>ABC is a powerful technique that can help learners to reflect on the causes, effects and consequences of their actions and can lead to positive decisions about change. Refer to the resource <i>Improving Teaching, Training and Learning: Using Motivational Dialogue to Help E2E Learners Progress</i> (DfES Standards Unit, 2005).</p>	<p>Ppt 18-20</p>

	<p>Now introduce the ABC group activity. Refer to HO 3 and ask participants, in 2/3s to carry out an ABC analysis of a recent behavioural incident. Encourage delegates to be careful and detailed in their analysis, considering when the behaviour occurred, where the behaviour took place, who was involved and exactly what form the behaviour took. Careful analysis will help the participants to manage situations better. Take brief feedback from each group at the end. Provide a reminder of some examples of assertive language. Explain that assertive language is an essential feature of the assertive teaching style. Rehearse it and use it. Finally, here are examples of assertive non-verbal techniques, which are also essential features of the assertive teaching style. Briefly explain and model these techniques.</p>	HO3: ABC activity
02:45 15 mins	<p>Supporting each other Now ask participants to return to the self-assessment questionnaire (HO 1) for a review and recap. Ask participants to go down the checklist again and identify action points. How can the participants support each other? What are the next steps?</p>	PPt 21



WORKSHOP OBSERVATION TEMPLATE

Officers / Staff		Observer			
Type of learners		Mode of attendance	P/T	Number in workshop	
			F/T	Number expected	
Work type/activity		Accreditation (where appropriate)			

Workshop _____

Date _____

Response and achievement

Communication and engagement, evidence of making progress (personal/attitude or employability) achievement of skill development or where appropriate qualifications. Embedding or coverage of English and Maths requirements.

This might be an overview or could include learners' comments about their progress

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Areas for development/actions required

What needs improving/changing – by when and who will help/monitor and review progress/change?

STRENGTHS	AREAS FOR IMPROVEMENT
<p style="text-align: center;">Work ethic and productivity</p> <p><i>For example: Effective working environment, levels of productivity. Awareness of H&S, Safeguarding, collaborative working.</i></p>	
<p>Positive comments</p>	<p>Comments on what could be improved</p>
<p style="text-align: center;">Training and the promotion of learning</p> <p><i>Learning new skills or reinforcement of good working practice, effective promotion of learning and self-improvement, preparation for employment or self-employment being actively promoted (where appropriate)</i></p>	
<p>Positive comments</p>	<p>Comments on what could be improved</p>



10 MINUTE OBSERVATION TEMPLATE

Date _____

Course _____ Tutor/Trainer _____

Observer _____ Area/Activity Observed _____

Context

Planning/Documentation	Evidence/Comment
Is there a lesson plan in place?	
Are the aims and objectives visible?	
Does the register reflect the numbers present?	
Are ILPs in use?	
Are the ILP targets clear and is progress being made?	
Learner Engagement	
What are the learners doing? What has been learnt during the session?	
First impressions-note your immediate thoughts	

Is everyone involved? If not, how many are disengaged? Does the classroom/workshop appear well-managed?	
How are differing needs being accommodated?	
Accommodation & availability of ICT. Is it being used?	
Is the room clean and tidy?	
Is the room suitably equipped?	
Are the wall displays up to date and in good repair?	
Learner Views	
Summary / Comments-	

Feedback Given: yes / no

Brief Outline of key strengths and areas for improvement



HM Prison &
Probation Service

Learning Walk information and themes

**A guide for Prison Group Directors,
Governors/Directors, Group Heads of
Learning, Skills & Employment and Prison
Education Framework Suppliers**

Introduction:

As part of the launch of new Prison Education Framework (PEF) contracts in prisons across England from 1 April 2019, we are developing a range of resources and support to ensure the provision offered by PEF, DPS and IAG suppliers are quality assured and independently assessed.

A learning walk is when an observer only observes a session for approximately 5-10 minutes and focuses on a specific aspect or theme, such as equality and diversity, assessment practice or differentiation.

Learning Walk observations **should**:

- last approximately 5-10 minutes
- have a specific focus or theme
- Observe policy application, implementation and effectiveness
- Be carried out jointly with other managers/partners.

Learning Walk observations **should not**:

- be graded for individuals
- Provide information for the assessment of individuals' performance, rather it should inform performance of teams, departments and the effectiveness of management policies.
- Be a fishing expedition to find something wrong.

Learning walks are a useful model if there are a large number of staff within an organisation. The observer can observe all staff due to the short time frame of the observation. Learning walks can be used if there is a particular aspect, issue or topic that needs to be reviewed within the provision. For example, if a prison feels that the start of sessions need improving or they wish to know how well equality and diversity is promoted with all learners and workers, they could focus on these themes within the learning walks.

Impact and Approaches

When undertaking learning walks, it is vital that the observers approach is professional, encouraging and supportive. If an issue is identified during a learning walk, the observer must explain this in their feedback to the member of staff or manager and explain how they will support them in rectifying the issue and improving their teaching, learning and work practice. When an issue is identified, it is vital the observer offer examples of how the member of staff can improve and not just highlight the issue and offer no further support.

An observer must never leave a member of staff feeling overwhelmed with what they need to improve on, with no idea of how go about implementing the improvement.

Below are a range of suggested themes:

Themes	Impact measures/ Expectations
Starter activities/ starts of lessons/activities. Energisers & recap activities	<ul style="list-style-type: none"> • Attendance, punctuality and learner engagement. • Appropriate PPE/ Professional appearance • Effective challenging of lateness • High levels of learner engagement
Teaching and Learning methodology	<ul style="list-style-type: none"> • Level of progress • Employability skills developed and recorded at appropriate level • Variety of teaching, learning and work approaches
Behaviour management	<ul style="list-style-type: none"> • Total learner engagement • Polite and respectful to staff and fellow learners • Inappropriate language challenged • Positive group dynamics
Knowing your learners/Effective use of Additional Learning Support (ALS)	<ul style="list-style-type: none"> • Excellent evidence that learner profiles influence the approaches to learning and teaching. Typically demonstrated by differentiated resources and activities – extension work, structured group/individual work and in-class customised support (as appropriate). • A high degree of evidence that ALS support is an integrated part of the delivery process. • There is strong evidence that the ALS support has been involved in the planning and execution of the delivery of the session.
Effective use of learning support/mentors	<ul style="list-style-type: none"> • Differentiated activities for individual learner receiving support • Appropriate learner progress at suitable level and pace • Appropriate learner engagement • Appropriate support

Themes	Impact measures/ Expectations
Differentiation 1. Learning Style 2. Stretch & challenge 3. Signposting	<ul style="list-style-type: none"> • Highly effective application of individual learning needs through appropriate use of learning style • Initial and diagnostic assessment techniques. • Pace very well matched to subject and learner level. • Activities very well-structured and timed to maintain interest and stimulate learning for all learner allowing them to fulfil their potential. (buzz) • Outstanding evidence of links into whole programme together with excellent identification of next steps to learning and vocational practice
Plenaries and ends of sessions	<ul style="list-style-type: none"> • Evidence of sufficient learning having taken place
Effective use of Interactive Learning Technology (ILT) if appropriate.	<ul style="list-style-type: none"> • Interactive activities • Effective use of Smart Boards • Technology/equipment is used intelligently to support learning and engage learners. It is used as an integral part of the curriculum delivery and is not perceived as a novelty by learners
Formative assessment	<ul style="list-style-type: none"> • Appropriate learner progress at suitable level and pace Formative /summative feedback provides comprehensive direction and guidance for next steps in learning. (on an individual and group basis)
Summative assessment	<ul style="list-style-type: none"> • learners demonstrate competence and on track to complete full qualification
Links to industry	<ul style="list-style-type: none"> • Relevant, motivational, real. • Production targets are set and reviewed
Target setting	<ul style="list-style-type: none"> • Specific, measurable, achievable, realistic and timely, learners understand and aware of targets
Health and Safety	<ul style="list-style-type: none"> • Safe environment, correct PPE all risk assessments complete. Health & safety stressed throughout • learners have no concerns about safety and are confident any concerns will be dealt with quickly and very effectively
Equality and Diversity	<ul style="list-style-type: none"> • Diverse examples within curriculum delivery • Visual displays all teaching, learning, assessment activities and resources fully embed equality & diversity through highly effective use of diverse examples within curriculum delivery. Staff member and learners model best practice through use of inclusive language, attitudes and terminology.

Themes	Impact measures/ Expectations
Reflective practice and learner feedback	<ul style="list-style-type: none"> • Positive feedback, evident through reflective logs, time for reflection, planned in session. • Learners embrace the concept of reflection and use it to actively develop their learning. The Staff member has a clear understanding of the role of reflection in the learning process and plans accordingly
Enthusiasm and subject knowledge	<ul style="list-style-type: none"> • learner feedback, expert knowledge Very effective reference to vocational/professional examples (where appropriate) to interest learners and extend their awareness
Student enthusiasm and engagement	<ul style="list-style-type: none"> • learner feedback • Learner enjoyment and learning evident.
Effective questioning	<ul style="list-style-type: none"> • Highly effective clearly focused questioning skills used to check all learners knowledge/progress throughout. This encourages the learners to question key concepts. Techniques include a range of questioning e.g. targeted, open, paired, group, research.
Constructive and timely feedback	<ul style="list-style-type: none"> • Timely and constructive feedback clearly motivates and inspires all learners to maximise their potential • Appropriate learner progress and increase in achievement rates
Independent and peer learning	<ul style="list-style-type: none"> • Learners are given a range of high quality skills and resources to work independently with confidence.
Peer support and collaboration	<ul style="list-style-type: none"> • High levels of co-operation, interaction and learners use/take initiative in learning and take responsibility.
Learner centred	<ul style="list-style-type: none"> • Excellent range/creative approaches used to maximise learning and involve learners; highly appropriate for subject
Skills & language to learn	<ul style="list-style-type: none"> • All learners are fully aware of and demonstrate the skills appropriate for their level of study (knowledge, comprehension, application, analysis, synthesis, evaluation). • The terminology and tasks used within the session fully matches the level of skill attempting to be embedded. • Opportunities to develop academic and practical skills are constant.
Adding value	<ul style="list-style-type: none"> • There is clear evidence that the curriculum delivery broadens its approach to support the wider aspirations and interests of the learners.

Themes	Impact measures/ Expectations
Group work	<ul style="list-style-type: none"> • Effective learner interaction, clear organisation, good learner time management. Task fully completed. • Good interpersonal skills demonstrated by the group. • Communication and team work are embedded by effective use of group work. Ideas are shared as a class. • learners feel supported and confidence is improved
Aims and objectives are met	<ul style="list-style-type: none"> • Learners are clear about the aims and objectives for the session. They are clearly displayed in the work areas and link to prior learning.
Diversity is celebrated	<ul style="list-style-type: none"> • Good use of learner data to identify achievement gaps. Dynamic variation of delivery. • Learner knowledge is used as a resource. Good resources. • Group work and activities address learning styles and abilities.
Work area displays	<ul style="list-style-type: none"> • Do they have any? Are they current, interactive and dynamic? Do they tell a story? Are they motivating for learners? • Recognition of achievement. • Ownership of work area by both staff member and learners. Are they used as a resource? • Work area looks bright and inviting portraying a nice learning environment.
Individual Learning Plans (ILP's) – Can be broken down into a number of walks Targets Reviews learner voice Staff member feedback Distance travelled	<ul style="list-style-type: none"> • Do all learners have an effective ILP? • Are the reviews happening? • Do learners 'own' and contribute to their plan. Are the targets relevant? • Are they linked to the teaching, learning and work that is taking place? Do they talk about learning rather than what they have done? • Is staff member feedback consistent and individualised? • Are soft targets being set and reviewed? • Progression is shown and links to past and future learning is monitored. • Effective use of ILP's builds self-confidence of the learners. Continuity if learner transferred or released. • Retention and achievement is good.
Spelling, Punctuation and Grammar (SPaG)	<ul style="list-style-type: none"> • Are tutors/instructors feeding back to learners on written work? • Are they checking and recording SPaG? • Are learners showing understanding and progress over time?

MANAGEMENT LEARNING WALK CHECKLIST

AREA VISTED (workshop/classroom number(s)):

DATE OF VISIT:

TIME OF VISIT:

STAFF OBSERVED:

OBSERVED BY:

GENERAL OBSERVATIONS					
How many learners are on the Roll/Register?			How many learners are present in attendance?		
Reasons for difference/absences?			Were the learners punctual? Did they arrive on time?	Yes	No
Is the work / learning area clean and tidy?	Yes	NO	Are there adequate facilities for learners to take a break?	Yes	No
Are learners engaged in their work/Education?	Yes	NO	Are instructors/Tutors engaged with their learners?	Yes	No
Is adequate supervision being displayed?	Yes	NO	Is there good behaviour demonstrated by learners (sitting on chairs/bad language challenged etc.)?	Yes	No
General opinion of work / learning area?					
LEARNING OBSERVATIONS					
Do you see learning taking place within the work / learning area?	Yes	NO	Are learners aware that learning is taking place?	Yes	No
Is the Instructor /Tutor aware of what learning is occurring and their role?	Yes	NO	Is Maths and English embedded in the workshop? How is this displayed?	Yes	No
Does this work / learning area provide accredited qualifications?	Yes	NO	Are employability skills being taught and recorded?	Yes	No
Good/Best Practice Observed:					
ADDITIONAL OBSERVATIONS					
Are Notice Boards up to date and clearly signed?	Yes	NO	Are all learning resources (Computers/VC/electronic white boards) used effectively?	Yes	No
Is there evidence of the promotion of equality and diversity? (Such as celebrating religious festivals, National Dementia Day etc).	Yes	NO	Are learners aware of progression opportunities and are these appropriate?	Yes	No
General Comments/Next Steps:					

Please return this form to your nominated person 2 working days after the Learning Walk has taken place.



Further Guidance on the use of Prison Education Dynamic Purchasing System PEDPS

Common Reasons for Approval to be Denied

- Not completing mandatory fields
- Not indicating certain approvals have been received (SBO and/or FBP)
- Not gaining Resettlement category approval
- Not indicating the contract value
- ITT Closing dates being incorrect
- Attachments not being completed correctly
- Attachments are missing or not uploaded as “visible to suppliers”
- Not adding all suppliers for the category/region

Top tip : To make the process as easy as possible always have the guidance document with you and resources portal guidance.

TOP TIP: Using the portal to manage the process

The DPS portal can also be used to manage the process and send you reminders of when things need to be done by clicking “process” and “Task Schedule” you can edit your expected end dates.

Top tips to address common issues

1. Follow the guidance every time.
2. Don't do anything that isn't described in guidance.
3. If something has been pre-populated or uploaded as standard, do not change it.
4. Make sure you use the latest version of the Order Form.
5. Get someone to proofread your Order Form before you upload it.
6. Only complete Part B of the Order Form. You do not need to change Part A or C in any circumstance.
7. Only select one Category for your Call Off.
8. Make sure you run the pre-made filter for your region/category and only add those Suppliers.
9. Make sure you have completed the TUPE flow chart, and if there is a likelihood of TUPE applying, contact Commercial ahead of issuing your ITT for approval.
10. Make sure your ITT closing date is exactly 15 working days from the date of publication before you hit the publish button.

What to do if your order form gets rejected

Do	Don't
Carefully read the comments against the rejection – CCMD will have explained why they rejected it	Worry or feel disheartened – it's a new system that will require some learning
Go into your project to correct the errors	Create a new project or ITT and start again
Contact CCMD at: Commercial.Prisoneducation@justice.gov.uk if you're not sure	Guess at what to do – if you're not sure you're likely to get it wrong again.



Ministry
of Justice

PEDPS Call Off Hints & Tips

Before you Raise a Project on Bravo

Ensure you have the following before you raise a project on Bravo as you will need this information for completing the mandatory fields:

Approvals received from:

- SBO that this service is required
- FBP that funding for this service has been agreed
- That you have carried out TUPE due diligence discussions and have completed the analysis offline

You know what the total estimated cost for this service is.

Raising a project on Bravo

Ensure you give the Project and ITT a meaningful name. Guidance states that you enter the name of the establishment or geographic location if a multiple establishment call off, call off title (e.g. 'Drama') and the month/year the project is being launched e.g. "HMP Pentonville, Drama, November 2018"

ITT Issues

When updating fields within your ITT do not click on "save as new ITT" as this will make a duplicate of your ITT and your approval will be rejected and will need to seek assistance in deleting it.

DO NOT ADD suppliers to the ITT if you are unable to find them on the DPS. This will result in your ITT being rejected.

Tasks within Workflow

Only complete a task within workflow when all necessary requirements have been completed otherwise you will not be able to restart the task e.g. task 2.1 Run & Evaluate Call Off ITT should only be completed when you have completed your evaluation of the ITT and you are ready to award the ITT.

Do not save document templates locally for use in future sourcing activity as they may not be current and your approval will be rejected. Templates can be found within the tasks.

Task 1.1 Procurement Strategy, Governor Order Form & ITT Drafting

Task 3.1 Recommendation of Award & Approval

Raising queries

When raising queries regarding your project please provide sufficient information to ensure that your query will be dealt with promptly and relates to the query you are raising e.g. project number, project title, what it is you require assistance with, if necessary the ITT number and title, if deleting attachments, the correct title of the attachments.

Contact details for queries either contact the CCMD DPS Commercial Call Off Lead or email the commercial-portfolio-office@justice.gov.uk shared mailbox.



Guidance for Service Level Agreements

This document details areas which should be considered in a service level agreement.

Who is the customer and who is the service level provider?

What is included in the service?

How far will the service extend?

How often is the service to be provided?

Accommodation requirements for the service to be carried out?

IT or telephone requirements? Access to internet or intranet?

What support would be required?

Agreeing costs and payments for the service to be carried and when such payments if applicable should be made?

Arrangements for monitoring performance and completion of service in order to trigger payments?

During what hours will the service be carried out, and in particular will there be disruption to office activities?

How many staff, and what grade of staff, will be involved in providing the service?

What qualifications are required by the staff members providing the service?

Procedures for line-management and reporting mechanisms for on-site staff, especially any lone workers?

Disciplinary arrangements for service providers staff in cases of security breaches or other serious incidents?

What speed of response is expected from the supplier when the customer makes a request?

What are the agreed arrangements for when the customer (prison) prevents the supplier from providing the service? i.e. operational lock downs or unannounced security checks.

What are the reporting, feedback and escalation procedures?

What dispute procedures will be required?

How will you manage non-compliance?



HM Prison &
Probation Service

Library Guidance (What does good provision look like?)

**A guide for Prison Group Directors,
Governors/Directors, Group Heads of
Learning, Skills & Employment and Prison
Education Framework Suppliers**

Introduction:

This guidance is aimed at governors/directors and those with responsibility for libraries in the prison establishment.

It is also relevant to all staff, directly employed by, contracted to and working in partnership with, the prison, who in any way contribute to the provision of an effective library service in the establishment; and particularly service providers, prison librarians, education providers and staff involved in rehabilitation and resettlement.

Key Stakeholders including but not restricted to members of the Chartered Institute of Library and Information Professionals (CILIP- prisons group), Public Library Authorities, Learners Reform Trust, Society of Chief librarians and Heads of Learning and Sills have assisted in producing this document.

This Library Guidance supports and advises prisons in deciding how to deliver an effective library service. This information has been produced in conjunction with the HMIP Expectations 2018 document. The library provision is reported on in Section 3 – Purposeful Activity in the following sections:

- Section 69. Learners benefit from regular access to a suitable library, library materials and additional learning resources that meet their needs.
- Section 71. Learners can access creative activities which promote learning, well-being and support rehabilitation.

Please note:

Ofsted will not inspect the Library provision unless any of the following apply:

- Specific librarian qualifications are offered to learners,
- Any related qualifications such as customer care and customer service are offered,
- Learners are employed as peer mentors to assist fellow learners with their reading skills such as One to One Maths mentors.

What is the expectation for the Library provision?

Section 69. Learners benefit from regular access to a suitable library, library materials and additional learning resources that meet their needs.

The following indicators describe evidence that may show this expectation being met, but do not exclude other ways of achieving it.

- **Learners can visit the library at least once a week.**

The minimum expectation is at least once a week. However please be mindful of those in healthcare units, segregation and work. Also those who have mobility problems if your library is not located on a ground floor. Consider providing a trolley

service or a booking system that orderlies or Red Bands (if appropriate) can visit wings and houseblocks.

Ensure attendance is monitored. Be aware the library may be well used but only by 40% of the population. Ensure you monitor 'non-users' and find out why they are not using the library facilities.

Monitor the attendance of specific groups such as Black Minority Ethnicity (BME), older population etc.

- **The library provides an opportunity for both learning and social interaction in an informal, relaxed setting.**

Books and periodicals should reflect the curriculum offered within the prison.

There should be a section to support any Open University and Distance Learning provision.

Activities such as Book Clubs, scrabble events etc should be promoted.

A section covering 'Job and Employment Opportunities' should be available.

- **The quantity and quality of library materials is sufficient to meet the needs of the prison population.**

Check you establishment Local Library Specification to ensure the stock of books and publications are the quantity agreed. For example:

'5 books per learner and the establishment CNA is 560. The library should have 2800 books. If the size and configuration of the library restricts the number of books held, then an ordering service should be available'.

Important Note:

HMPPS are trying to get away from referring to an SLA. At some point in the near future the aim is to have a MoJ/ provider contract. The contract will incorporate a specification template to be utilised and completed locally. Maybe change SLA and refer to the local library specification?

Undertake a regular (quarterly) 'Needs Analysis' to ensure the library materials meet the need of the population.

- **Learners can easily access documents relating to their management, rights and entitlements.**

Learners should have access to any suitable Prison Service Instructions (PSI) and Prison Service Orders (PSO). Rather than having a copy of each, a printing service can be provided.

There are two main publications that need to be available for learners to assist any legal cases. Prison establishments have a legal obligation to provide the following two publications.

Important Note:

These publications are expensive so there are 2 approaches that can be adopted.

1. Two copies of the current edition of The White Book, and four copies of the new edition of Archbolds will be housed in the library at Newbold Revel and if required will be made available for loan to prison libraries. Loans will be on Newbold Revel's standard monthly terms. The point of contact to request loans is Sarah Moore Sarah.Moore@noms.gsi.gov.uk
2. Prisons in a Lot can combine and purchase 2 copies of each publication. Then these can be shared around prisons on a needs basis.

The White Book (Civil Procedure Rules)

No two cases are the same. While a case could go any way and take any path, the one constant is the White Book. Whether the case is settled, makes it to court, goes to appeal or further The White Book is very important.

It contains:

1. A complete set of the CPR (without commentary)
2. Proposed amendments to the CPR
3. A complete set of the Supreme Court Rules
4. New or revised forms
5. All court forms

Archbold

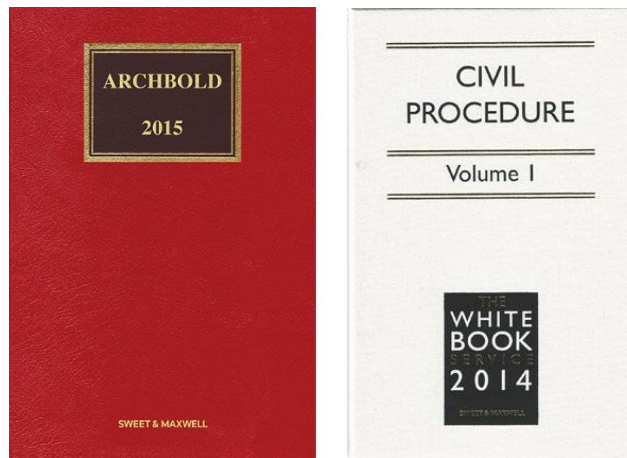
Archbold pages are ingrained with the knowledge and wisdom of those who are or were once in your position and know exactly what it is learners need to build their latest case.

Unmatched in its depth and authority, and with each section laid out logically Archbold is designed to save learners time wherever possible. Covering both substantive law and the practice and procedure of the Crown Court, each indictable offence is covered in depth in its own separate chapter.

It contains:

1. Statutes
2. Statutory Instruments
3. Practice Directions
4. Codes of Practice

5. Guidelines
6. Code of Conduct
7. Cases



- **The library promotes healthy living, for example by supplying books recommended by the health team.**

Arrange to meet with the Healthcare provider to obtain a list of publications suitable to promote healthy living. Publications on healthy diets, smoking cessation, drug use etc would be suitable.

Books on Prescription may be offered in your prison.

Also meet with P.E staff to provide materials to support any training and advice offered in the gym or physical activities. For example publication on health and fitness would be suitable.

- **The library promotes literacy effectively and encourages social engagement.**

Developing reading initiatives such as Quick Reads are encouraged.

Book Clubs who read a selection of books then feedback on their thoughts.

The Shannon Trust 'Reading Plan' may be facilitated within the library and supported by trained Shannon Trust mentors.

'Give a Book' initiative by the Prison Reading Groups (PRG) www.prison-reading-groups.org.uk

Section 71. Learners can access creative activities which promote learning, well-being and support rehabilitation.

Expectation 71 is an entirely new one and it's not necessarily connected with library provision. It comes under time out of cell and it is designed to describe what HMIP think good time out of cell might include.

It is widely accepted that arts and creative activities (music/singing/painting/drawing/pottery etc) can be powerful tools in helping people manage stress, discover hidden abilities, and learn skills/hobbies which they can continue on release. They can also be therapeutic.

We need to show that learners have opportunities to express their creativity and to discover more about themselves.

The following indicators describe evidence that may show this expectation being met, but do not exclude other ways of achieving it.

- **Learners are encouraged to engage in creative activities to promote more formal learning and boost employability.**

There are many opportunities within the library facilities (depending on ICT access or resources) to promote creative writing activities that could include Poetry, Plays, Memoirs, Fiction and Flash fiction, greeting card inserts and Comic strips. These could also form entries to the annual Koestler awards.

Virtual Campus, if available within the library facility could provide opportunities for CV writing and job search occasions.

The Reading Agency's initiative annual reading ahead scheme invites people to choose six books and record their reading in a reading diary, measuring progress, and developing vocabulary skills that build confidence in reading for pleasure.

Libraries are pivotal in supporting Open University and Distance Learning provision. It could include access to computers, research materials and printing? Access to the virtual campus or other learning environments. Time set aside for individual or group study.

- **Learners have access to creative opportunities that improve health and well-being.**

In collaboration with the healthcare provider and the Gymnasium self-help and promotion of health activities may be developed through poster design, a specific health and well-being monthly magazine, or producing motivational case studies that promote health and well-being for displays.

Run a selection of programmes of seminars and lectures on a wide range of general interest/cultural topics which learners can attend and which lead to discussion groups.

Encourage PE departments to invite visiting speakers – sports stars, people who have achieved significant things (climbing huge mountains), people who have overcome disabilities etc.

- **Learners are encouraged to engage in creative activities to reflect upon their lives and social responsibilities.**

Make books available for learners to read to young children – or vice versa - during visits.

The Story Book Dad and Story Book Mum initiative, and homework clubs in collaboration with resettlement partners help to maintain family ties.

Thinking of older children/teenagers suitable materials are made available them for discussion purposes.

Make colouring sheets and pens/pencils widely available (often either via library or safer custody) as an antidote to stress.

Something to send as a 'gift' home. Making greetings card etc.
Arts classes/sessions within education.

- **Art and cultural experiences are used to enhance the prison environment, making it more conducive to rehabilitation.**

A Cultural Calendar and/or National and International day celebration events could be promoted through the library, could include design of displays or guest speaker events. (Example, Lindholme held an Appleby Horse Fair week in the library)

Develop formal art/music therapy and setting up learner/staff choirs. Does the prison work in partnership with any arts organisations?

Add the facility for learners to buy craft materials on the canteen lists and learners actively encouraged to use them (no over-heavy restrictions on what can be held in cell – arrangements for craft knives/glue and the like)

Develop partnerships with any employment partners that focus on the arts.

Develop drama sessions with visiting theatre groups such as Geese Theatre.

- **Creative activities are used to help learners maintain contact with their children and families and to promote resettlement into the community.**

Arrange Social Quizzes for education classes to attend on a monthly basis.

Discussing cultural activities. For example if a learner is going back to Leicester discussions about local links, e.g. National Space Centre year- long project at Leicester, theatre visits, author visits. If a learner was going to live in Birmingham discussions about waterways, theatres could be had.

Develop creative writing groups/book clubs. Make books available for learners to read to young children – or vice versa - during visits.

Thinking of older children/teenagers suitable materials are made available them for discussion purposes.

Display learner art work around the prison – including in learner areas (rather than just the Board room), by way of inspiration and providing opportunities for reflection on the experiences of others.

Develop initiatives such as Story Book Dads and Story Book Mums allowing learners to read and record stories to send home to children.

Family ties provision - alongside Storybook Dads and family literacy materials it's good if there are books on parenting, child development, maintaining relationships with a partner, parenting from a distance etc.

Other important information, websites and contacts:

HMIP Expectations 'Best Practice' recommendations:

The HMIP Inspection Reports website has information where prisons inspected have effective practice when delivering Library Services. Attached are the reports from HMP Featherstone, HMP Oakwood and HMP Nottingham.



Featherstone-Web-HMP-YOI-NottinghamaOakwood-Web-2018.pdf



m-Web-2018-1.pdf



8.pdf

The Reading Ahead programme:

This is run in around 100 prisons across the UK, mainly through the prison library and often in partnership with the Education Department.

Here is more about the project including a link to the book list – see

<https://readingagency.org.uk/adults/news/book-recommendations-to-support-reading-ahead-for-english-language-learners-in-prison.html>



Reading Ahead
2017-18 prison advo

Quick Reads:

The six new Quick Reads titles are published on 1 February each year.
– see attached.



QR 2018 titles one
pager.pptx

Diffusion Books:

You'll find more about Diffusion Books here - <https://www.diffusionbooks.org.uk/>

World Book Night:

Applications for books to give out in prisons on World Book Night – see www.worldbooknight.org


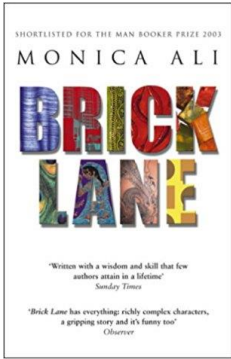
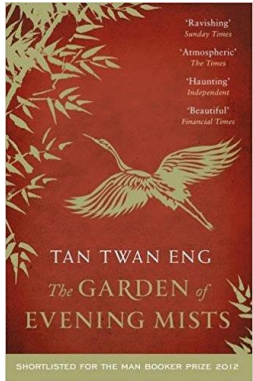
The Reading Agency:

www.readingagency.org.uk



The Free Word Centre | 60 Farringdon Road
London | EC1R 3GA

Books Unlocked Booklist 2019.

- | Author | Title | Synopsis |
|-----------------|---|--|
| 1. Ali Smith | <i>Autumn</i>
 | <p>Autumn. Season of mists and mellow fruitfulness. Two old friends—Daniel, a centenarian, and Elisabeth, born in 1984—look to both the future and the past as the United Kingdom stands divided by a historic, once-in-a-generation summer. Love is won, love is lost. Hope is hand-in-hand with hopelessness. The seasons roll round, as ever.</p> <p>A luminous meditation on the meaning of richness and harvest and worth, <i>Autumn</i> is the first installment of Ali Smith's Seasonal quartet, and it casts an eye over our own time: Who are we? What are we made of? Shakespearean jeu d'esprit, Keatsian melancholy, the sheer bright energy of 1960s pop art. Wide-ranging in time-scale and light-footed through histories, <i>Autumn</i> is an unforgettable story about aging and time and love—and stories themselves.</p> |
| 2. Monica Ali | <i>Brick Lane</i>
 | <p>Still in her teenage years, Nazneen finds herself in an arranged marriage with a disappointed man who is twenty years older. Away from the mud and heat of her Bangladeshi village, home is now a cramped flat in a high-rise block in London's East End. Nazneen knows not a word of English, and is forced to depend on her husband. But unlike him she is practical and wise, and befriends a fellow Asian girl Razia, who helps her understand the strange ways of her adopted new British home. Nazneen keeps in touch with her sister Hasina back in the village. But the rebellious Hasina has kicked against cultural tradition and run off in a 'love marriage' with the man of her dreams. When he suddenly turns violent, she is forced into the degrading job of garment girl in a cloth factory. Confined in her flat by tradition and family duty, Nazneen also sews furiously for a living, shut away with her buttons and linings - until the radical Karim steps unexpectedly into her life. On a background of racial conflict and tension, they embark on a love affair that forces Nazneen finally to take control of her fate.</p> |
| 3. Tan Twan Eng | <i>Garden of Evening Mists</i>
 | <p>Yun Ling Teoh, the scarred lone survivor of a brutal Japanese wartime camp, seeks solace among the jungle-fringed tea plantations of Cameron Highlands. There she discovers Yugiri, the only Japanese garden in Malaya, and its owner and creator, the enigmatic Aritomo, exiled former gardener of the emperor of Japan. Despite her hatred of the Japanese, Yun Ling seeks to engage Aritomo to create a garden in memory of her sister, who died in the camp. Aritomo refuses but agrees to accept Yun Ling as his apprentice "until the monsoon comes." Then she can design a garden for herself. As the months pass, Yun Ling finds herself intimately drawn to the gardener and his art, while all around them a communist guerilla war rages. But the Garden of Evening Mists remains a place of mystery. Who is Aritomo and how did he come to leave Japan? And is the real story of how Yun Ling managed to survive the war perhaps the darkest secret of all?</p> |

4. *Jim Crace*

Harvest



On the morning after harvest, the inhabitants of a remote English village awaken looking forward to a hard-earned day of rest and feasting at their landowner's table. But the sky is marred by two conspicuous columns of smoke, replacing pleasurable anticipation with alarm and suspicion.

One smoke column is the result of an overnight fire that has damaged the master's outbuildings. The second column rises from the wooded edge of the village, sent up by newcomers to announce their presence. In the minds of the wary villagers a mere coincidence of events appears to be unlikely, with violent confrontation looming as the unavoidable outcome.

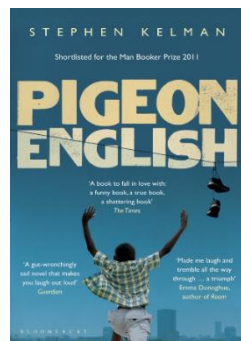
Meanwhile, another newcomer has recently been spotted taking careful notes and making drawings of the land. It is his presence more than any other that will threaten the village's entire way of life.

Eleven-year-old Harrison Opoku, the second best runner in Year 7, races through his new life in England with his personalised trainers - the Adidas stripes drawn on with marker pen - blissfully unaware of the very real threat around him. Newly-arrived from Ghana with his mother and older sister Lydia,

Harri absorbs the many strange elements of city life, from the bewildering array of Haribo sweets, to the frightening, fascinating gang of older boys from his school. But his life is changed forever when one of his friends is murdered. As the victim's nearly new football boots hang in tribute on railings behind fluorescent tape and a police appeal draws only silence, Harri decides to act, unwittingly endangering the fragile web his mother has spun around her family to keep them safe.

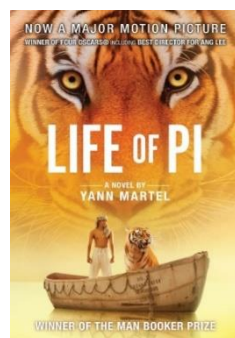
5. *Stephen Kelman*

Pigeon English



6. *Yann Martel*

Life of Pi

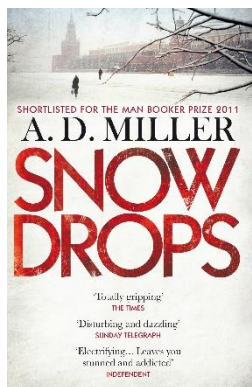


One boy, one boat, one tiger . . .

After the tragic sinking of a cargo ship, a solitary lifeboat remains bobbing on the wild, blue Pacific. The only survivors from the wreck are a sixteen year-old boy named Pi, a hyena, a zebra (with a broken leg), a female orang-utan and a 450-pound Royal Bengal tiger. The scene is set for one of the most extraordinary and best-loved works of fiction in recent years.

7. Andrew Miller

Snowdrops

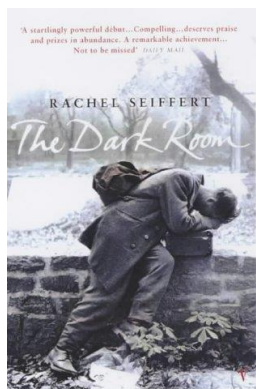


Snowdrops. That's what the Russians call them - the bodies that float up into the light in the thaw. Drunks, most of them, and homeless people who just give up and lie down into the whiteness, and murder victims hidden in the drifts by their killers.

Nick has a confession. When he worked as a high-flying British lawyer in Moscow, he was seduced by Masha, an enigmatic woman who led him through her city: the electric nightclubs and intimate dachas, the human kindnesses and state-wide corruption. Yet as Nick fell for Masha, he found that he fell away from himself; he knew that she was dangerous, but life in Russia was addictive, and it was too easy to bury secrets - and corpses - in the winter snows...

8. Rachel Seiffert

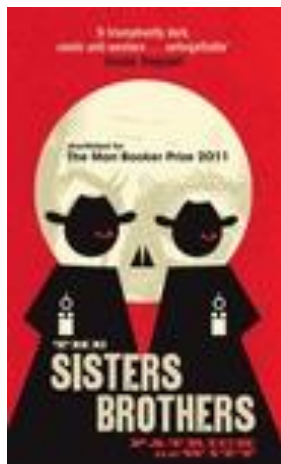
The Dark Room



The Dark Room tells the stories of three ordinary Germans: Helmut, a young photographer in Berlin in the 1930s who uses his craft to express his patriotic fervour; Lore, a twelve-year-old girl who in 1945 guides her young siblings across a devastated Germany after her Nazi parents are seized by the Allies; and, fifty years later, Micha, a young teacher obsessed with what his loving grandfather did in the war, struggling to deal with the past of his family and his country.

9. Patrick deWitt

The Sisters Brothers

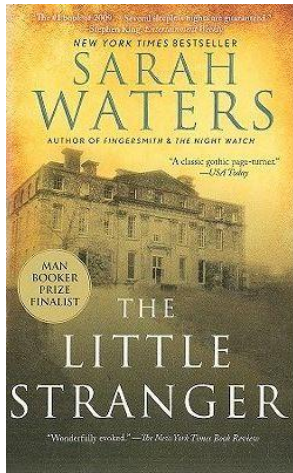


Hermann Kermit Warm is going to die. Across 1000 miles of Oregon desert his assassins, the notorious Eli and Charlies Sisters, ride - fighting, shooting, and drinking their way to Sacramento. But their prey isn't an easy mark, the road is long and bloody, and somewhere along the path Eli begins to question what he does for a living - and whom he does it for.

10. Sarah Waters

The Little Stranger

In a dusty post-war summer in rural Warwickshire, a doctor is called to a patient at lonely Hundreds Hall. Home to the Ayres family for over two centuries, the Georgian house, once grand and handsome, is now in decline, its masonry crumbling, its gardens choked with weeds, its owners - mother, son and daughter - struggling to keep pace.



But are the Ayreses haunted by something more sinister than a dying way of life? Little does Dr Faraday know how closely, and how terrifyingly, their story is about to become entwined with his.

The Wellcome Book Prize 2019.

The [Wellcome Book Prize](#) shortlist for 2019 has been announced, celebrating the many ways in which literature can illuminate the breadth and depth of our relationship with health, medicine and illness.

The shortlist of six titles for the 10th anniversary prize was selected by a judging panel chaired by author Elif Shafak, with Jon Day, Viv Groskop, Kevin Fong and Rick Edwards.

The 2019 longlist:

- ***Amateur: A reckoning with gender, identity and masculinity*** (Canongate Books) by **Thomas Page McBee** (USA) *Non-fiction*
- ***Heart: A history*** (Oneworld) by **Sandeep Jauhar** (India/USA) *Non-fiction*
- ***Mind on Fire: A memoir of madness and recovery*** (Penguin Ireland) by **Arnold Thomas Fanning** (Ireland) *Non-fiction*
- ***Murmur*** (CB Editions) by **Will Eaves** (UK) *Fiction*
- ***My Year of Rest and Relaxation*** (Jonathan Cape) by **Otessa Moshfegh** (USA) *Fiction*
- ***The Trauma Cleaner: One woman's extraordinary life in death, decay and disaster*** (The Text Publishing Company) by **Sarah Krasnostein** (Australia/USA) *Non-fiction*

[Find out more about the books on the shortlist.](#)

The winner revealed at an evening ceremony on Wednesday 1 May at Wellcome Collection.

If you have ordered promotional materials they will be sent out shortly by the Prize.



Good Practice Case Study

Name

Establishment

What skills development has taken place, including employability skills:

--

Learners' potential and increased confidence:

--

Impact – What difference did it make:

--

Please list all of the agencies that were involved in this case study:



QUALITY CALENDAR

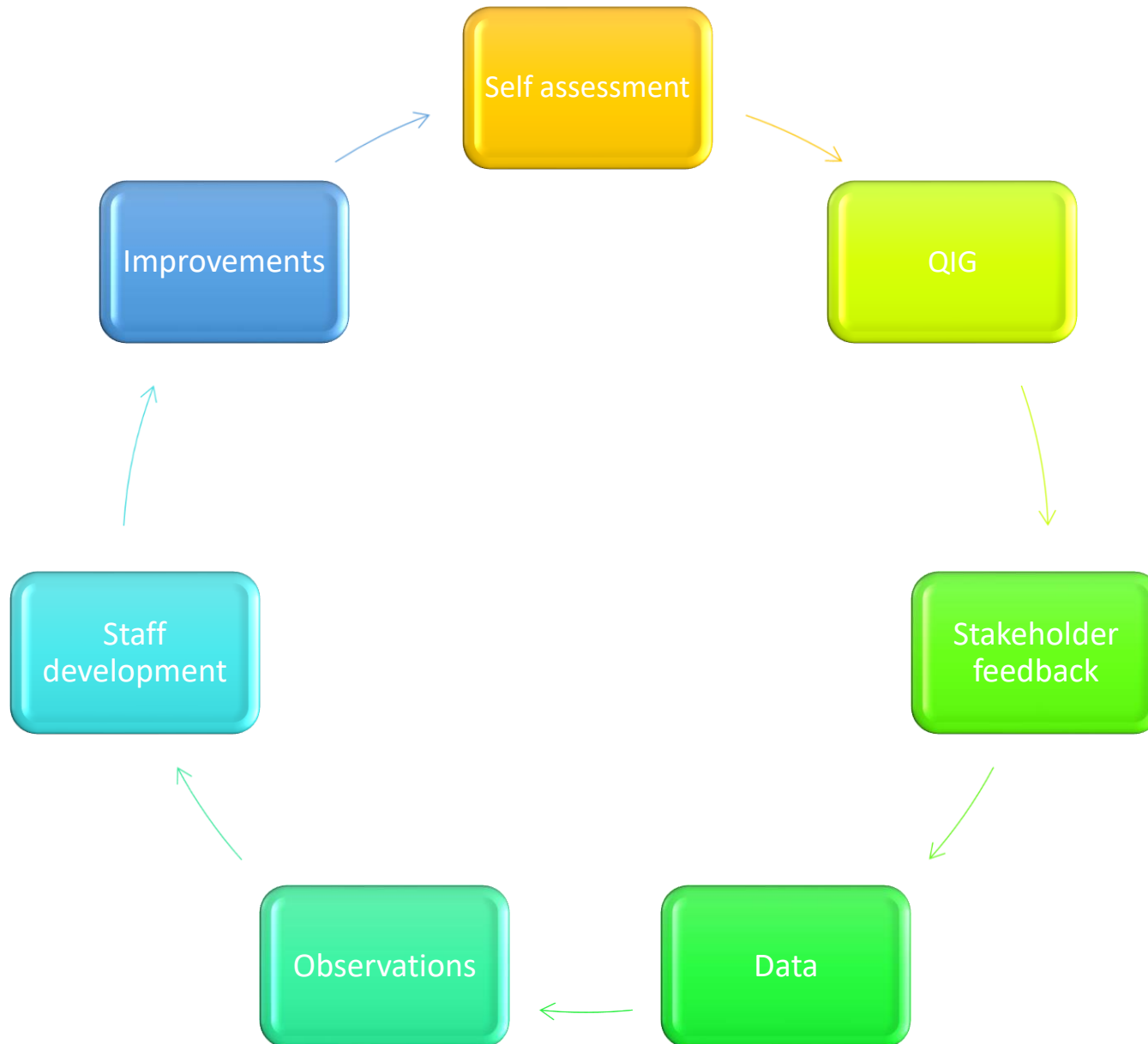
**EDUCATION & TRAINING
FOUNDATION**

HMP/YOI

ANNUAL OVERVIEW

<p>January</p> <p>Send out Learning & Skills needs analysis questionnaires</p> <p>Collection of data</p>	<p>February</p> <p>Library Contract meeting</p> <p>Review of Activity Allocation and Regimes Policies</p> <p>Collection of data</p>	<p>March</p> <p>1st Thursday QIG Meeting</p> <p>Review & renewal of SLA's</p> <p>Quarterly review of data</p> <p>Collection of data</p>	<p>April</p> <p>Review returns and report on findings form L&S NA</p> <p>Collection of data</p>	<p>May</p> <p>Library Contract meeting</p> <p>Collection of data</p>	<p>June</p> <p>1st Thursday QIG Meeting</p> <p>Collecting SAR evidence</p> <p>Quarterly review of data</p> <p>Collection of data</p>
<p>July</p> <p>Collection of data</p>	<p>August</p> <p>Library Contract meeting</p> <p>Alternative Learning and Skills week</p> <p>Collection of data</p>	<p>September</p> <p>1st Thursday QIG Meeting</p> <p>Quarterly review of data</p> <p>Collection of data</p>	<p>October</p> <p>Curriculum Quality Review</p> <p>Collection of data</p>	<p>November</p> <p>Library Contract meeting</p> <p>Completion of SAR</p> <p>Collection of data</p>	<p>December</p> <p>1st Thursday QIG Meeting</p> <p>Quarterly review of data</p> <p>Gov signing of Action Plan</p> <p>Collection of data</p>

Quality Improvement Process:





HM Prison &
Probation Service

Self Assessment Report Guidance

**A guide for Prison Group Directors,
Governors/Directors, Group Heads of
Learning, Skills & Employment, Prison
Education Framework and DPS Suppliers.**

Introduction:

Who is this guidance for?

This guidance is aimed at Governors/Directors and those with responsibility for learning, skills and work in prison establishments. It is also relevant to all staff, directly employed by, contracted to and working in partnership with the prison, who in any way contribute to the quality of provision and particularly service providers, prison librarians, education providers and staff involved in rehabilitation and resettlement.

What is a Self-Assessment Report?

A Self-Assessment Report (SAR) provides a review of what has been carried out by the prison every year. The SAR provides an evaluation of the Prison's performance against Management Information Systems (MIS), HMIP and Ofsted inspection criteria.

Why do we need Self-Assessment Reports?

Evaluating performance helps everyone know where they stand and how they're performing against external measures, as well as the goals of the prison. Often, prisons engage in an annual evaluation of performance, but this is only a part of what should be an ongoing process of constant review, communication and feedback.

The purpose of a Self-Assessment Report is to help you improve your service and provision offered throughout. A key purpose of our service is to reduce re-offending and:

- To provide an account of what has gone well, and what hasn't
- To identify the best targets for improvement
- To provide a basis for action planning
- It includes all the relevant information we need for quality improvement
- It provides evidence for the judgements made
- It provides an appropriate action plan
- It fits in with the requirements of Ofsted and HMIP

Self-Assessments offer several benefits. They show managers how a member of directly employed staff or partner sees themselves within the overall prison as well as how they understand what is expected of them. It also shows how well the team has been communicating, because if an employee's self-assessment differs wildly from a manager's perspective, it becomes clear there is a misunderstanding.

How does Ofsted use Self-Assessment reports?

Ofsted inspectors use Self-Assessment Reports when selecting and planning inspections. Inspectors' judgements are made on the rigour and accuracy of the self-assessment process and how well you use this process to make improvements to your provision – not on your writing ability.

The Common Inspection Framework and [Ofsted Handbook](#) for the inspection of education, skills and work activities in prisons and young offender institutions have been used to produce this information. This should be no different when writing your Self-Assessment Report. Ofsted's FE and skills inspection handbook clearly states that 'Ofsted does not require self-assessment to be provided in a specific format. Any assessment that is provided should be part of the provider's business processes and not generated solely for inspection purposes.' So you decide the format and style.

When should I do my Self-Assessment Report?

Self-Assessment Reports should be produced on an annual basis, generally at the same time each year, and be the result of quality improvement activities over the previous year.

It is suggested that from 2019 your Self-Assessment process starts in April through to March then ongoing year on year. Previously Self-Assessment Reports have been produced in line with an F.E College academic year (August to July).

Self-assessments cannot merely be an annual event. They are part of an ongoing and regular practice of reflection. There should be an associated quality improvement plan (also referred to as action/development plan) that arises from the Self-Assessment Report and focuses on maintaining strengths and addressing areas of improvement.

Producing a good Self-Assessment Report.

You cannot have a good Self-Assessment Report without a thorough and honest self-assessment process. This has to come first. The report should then be a document that other people can use to understand what type of provider you are, what training and education you provide, how good you have assessed it to be against robust evidence and what you intend to do to improve it further.

The best Self-Assessment reports are easy to read and judgmental, not overly descriptive. Although there is no recommended format, some of the best reports are similar in format to inspection reports, with bullet point strengths and weaknesses supported/expanded by a small amount of text. The worst examples of reports are tabular and very long.

What is in scope of the Self-Assessment Report?

All the learning, skills and work offered in your prison is covered in the Self-Assessment Report. Include all PEF, DPS and IAG providers (they may have their own report but they must contribute to yours). You will need to produce a set of overall judgements for each programme/qualification type.

In line with the Common Inspection Framework, Ofsted inspectors will make key judgements on the following areas:

1. Overall effectiveness of education, skills and work activities
2. Effectiveness of the leadership and management of education, skills and work activities
3. Quality of teaching, learning and assessment
4. Personal development and behaviour

5. Outcomes and achievements for prisoners engaged in education, skills and work activities

It is suggested Self-Assessment Reports cover the above 5 areas.

Approaching the Self-Assessment process

Expectations:

The SAR is an opportunity to fully reflect on the work of you as a prison. The process of Self-Assessment is supposed to promote continuous improvement and it forms the basis of an overall quality improvement plan. It is important to be self-critical and not just use it as a public relations vehicle. It is about scrutinising all available data to understand your performance and your impact on learners.

Who to involve:

One of the most effective ways to produce a Self-Assessment Report is to have an annual day where all staff take part in 'brainstorming' to consider strengths and areas of improvement of leadership and management overall and within their own occupational areas. Staff should be brought together from different sites (including partners); such an approach means that all are involved and feel a part of the SAR process

So that you can produce a set of overall judgements for each programme/qualification type (and to support middle managers in knowing and improving their areas) you will need a series of sub-SARs fed up from each sector subject area. In these sub-SARs, it is useful to have some text to explain the context and scope of an area - staffing, learner numbers according to programmes offered, where and how the programmes within it are delivered.

To answer the key judgements of the Common Inspection Framework CIF, staff need to have been briefed as to what these entail – along with a briefing about the expectations for the different programmes delivered.

Include staff, both up and down the management chain. Governors/ Directors should have sight of and engage in the content of your assessment, and not just rubber stamp the final product. Similarly, all staff involved in learning and skills provision should understand how the strengths and improvement areas in their areas have been reported, and should engage with the targets that are included in the report.

What information is needed?

Types of documents to support the production of a Self-Assessment Report are:

- Retention, success data and progression data
- Learners' views and learner voice evidence

- Observation of teaching and learning profile
- External Verifier reports
- Other relevant information e.g. good practice, value added and distance travelled data, enrichment, personal development, etc. (Where available)
- Check Ofsted Handbook

Make sure your Self-Assessment Report is evaluative

- Self-assessment evidence should centre on the quality of the learners' experience.
- Make sure you have sufficient evidence for the judgments.
- Ensure that the strengths are not just examples of normal practice.
- The grade should not be based on the number of strengths and weaknesses, but on their impact on the learners' experience.

Assessing yourself and forming judgements

You will need to produce a set of overall judgements for each programme/qualification type. Use the questions in the current Common Inspection Framework (CIF) as guidance on what to self-assess (judge yourself on) and grade against. The Ofsted Inspection Handbook is also very useful.

Acknowledge the context and 'distance travelled' over the year:

- Summarise any quality improvement procedures that you have in place and their findings
- Say how you have addressed any areas for improvement from your previous inspection report
- Explain how your SAR is referenced in your strategic plan and supports your strategic objectives.
- Show how you have/are going to assign resources to maintaining strengths and drive improvement in weaker areas.
- Look at inspection reports already published for your type of prison and especially in the same sector subject areas or a geographical area, including aspirational outstanding examples. Use these to measure yourself and test out ideas on validity of strengths and weaknesses, trends for success rates, etc.
- Check the Ofsted Chief Inspectors Annual Report for any key messages that are being communicated.

Forming (and scrutinising) judgements:

The learner is at the heart of the CIF and the work that you do – they should be at the heart of your self-assessment process, with the weighting of strengths and weaknesses being related to their impact on learners. Great buildings and resources only matter if they impact on the learning experience of your learners.

- Make judgements that can be demonstrated to outsiders, such as inspectors (not just being your view).

- Do not get hung up on wording of strengths and weaknesses, it is more important to be confident that something is a strength first, then worry about the wording second (can it be shown to be above the norm or have a positive effect on the experience of the learner?) – this is where having the right CRITICAL FRIEND can benefit as someone with the right experience.
- If high success or retention rates are claimed, compared to what? You may feel it is high because of the additional learning or social needs of your particular learners, rather than because it is simply above a national average.
- For learner 'achievement' where the development of practical skills are involved, are they what would be expected or are they particularly good? Any exemplars of winning competitions, progression, etc. or obtaining the views of employers as to the quality of practical skills and knowledge being achieved.
- Good teaching, learning and assessment is not proven by you saying you have 95% good or better teaching from the results of your observation process – few providers have really robust processes and their statistics would often indicate TLE as outstanding when inspection shows it clearly is not.
- If there are not strengths or areas of improvement under a question it should still include judgements as 'norms' in findings. These will still need to be actioned in quality improvement planning if they are ever to become strengths.

Decisions on grading:

- 'Requires improvement' (satisfactory) provision often includes many areas that were not considered to be a strength or weakness, they should be covered to show a judgement has been made on them.
- if a grade does not 'jump off the page' at the completion of a section it may pay to go for the lower of the two grades being considered to be self-critical but with some extra text ('good with outstanding features' for example) – the development plan should eventually bring about improvements to push you up to the features part as the academic year goes on.
- questions to ask when grading: can there be a grade 1 or 2 if retention or achievement is poor? Can there be a grade 3 if there are several strengths and no weaknesses or the weaknesses have little impact on learners? Again, this is where a CRITICAL FRIEND can cut through the poor parts of your SAR process and quickly help you get every level of it right

Presenting your Report:

There are no fixed rules, but perhaps there are a few pointers you might like to consider when reviewing your report. Is it a useful document? Does it provide a clear summary of your assessment of the quality of provision? Is it user-friendly? How easy is it to pick out the judgements? Do they match the grades you have awarded? Any finally, is it used by you, your staff and others to remind yourselves what you do well and why, and what you still need to do to ensure that you provide the best possible experience for all your learners.

- Use plain English and avoid jargon (KIS – Keep It Simple – makes it readable to anyone)
- Imagine that you were sitting down explaining how and what you did to a stranger not familiar with your work, including judgements on how well you do it.
- Use statistical data whenever possible to demonstrate performance and prove key points, not just because you have lots of data and can present it nicely.
- In the overall introduction to the report it is useful to describe the process of self-assessment:
 - ◆ Who compiled the report, were all staff / learners / employers / subcontractors involved (the elusive inclusivity' of the SAR process)
 - ◆ How and when was it produced (annual cycle of QI activities feeding in at predetermined times of the year)? Is this the first, second etc. one that you have produced?
 - ◆ Anything about self-assessment training or support received.
 - ◆ Any form of moderation of grades/judgements and did it involve external parties?
 - ◆ How the results of self-assessment are to be disseminated (summary in newsletters to staff, partners and learners and posters with main points included)
 - ◆ How it is linked to the production of the QIP and the strategic (three year development) plan?
- In your leadership and management section, it is useful to describe overall staffing and resources such as different delivery sites, partners and an organisational chart (policies and procedures relating to management, governance, equal opportunities, safeguarding and quality improvement should be in supporting inspection ready files along with key SAR evidence)

Common mistakes when producing a Self-Assessment Report include:

- Insufficient analysis of data to drive improvement
- Insufficient use of learner voice
- Norms identified as strengths
- Mirror strengths and weaknesses
- Strengths not learner/learning focused e.g. how does it benefit the learners/learning
- Insufficient evidence to support strengths
- Wish lists confused with action points

Top tips when producing your Self-Assessment Report:

1. Be proud.

The main goal of the self-assessment is to highlight your accomplishments. You need to point to specific tasks and projects that highlight your best work. When describing those accomplishments, you should emphasise the impact those achievements had on the learner as a whole to emphasise their value to the aim prison.

2. Be honest and critical.

Self-assessments aren't just about pointing out triumphs. You should also critically assess the times you came up short. Being honest means pointing out areas that could be improved. However do not become self-deprecating in your assessment.

3. Continuously strive for growth.

It's important during self-assessments to never stagnate. Continue to constantly adapt, learn and change. Whether you've had a great year or fallen short of your own expectations, it's important to remain hungry to improve.

4. Track your accomplishments.

When it's time to discuss your accomplishments in your Self-Assessment Report, having actual data to show what you've done throughout the year is highly beneficial. Having concrete numbers and data to back up any assertion strengthens the validity of an employee's self-assessment.

5. Be professional.

You should always be professional when writing Self-Assessments Reports. Use examples to support your assertions, and make sure that you spell- and grammar-check your Self-Assessment Report. These are all signs of how seriously you take the process and its importance to you.

Really getting it right (the icing on the cake):

- It is a good idea to have a self-assessment committee with representative staff (and sometimes learners) from different levels to review the proposed report. Where possible include some outside involvement (governors, peer group members, trusted and suitable critical friends, employers in particular areas of learning and employers of learners). A key role is either confirming proposed grades or taking part in a 'blind' grading meeting based on what has been written/presented.

- where there is input from learners or employers by use of questionnaires, it is good practice to feed back to them what has happened (newsletters, posters in colleges or training centres) as a result of their feedback, to demonstrate the value of their feedback in making improvements – ‘you said – we did.’
- Quality improvement plans (QIPs):
 - These plans should address main weaknesses, improve satisfactory aspects, maintain strengths, consolidate and spread good practice to other areas (strengths)
 - They should have targeted timescales, measurable success criteria and people responsible (by job title in case of staffing changes and to ensure actions are picked up).
- It is a good idea to review the QIP at regular intervals between Self-Assessment Reports to assess progress – quarterly intervals work particularly well – updating QIPs as things change.
- If the Self-Assessment Report is supported by the QIP, the reviews will act as a continual update to the SA report if it is being looked at by an outside party.

What is looked for when evaluating the accuracy and impact of Self-Assessment Reports?

- How was it produced?
- Who was involved in producing it (inclusivity or individuals in isolation)?
- Are staff, learners, employers (where applicable) and subcontractors aware of it?
- Is it self-critical and robust?
- Is it rich in, and accurate in, its judgements (did inspection findings match the Self-Assessment Report at the last inspection and if not, what were the major differences?)
- Are grading judgements accurate and how do you confidently know (challenge from a critical friend)?
- Does the report cover the requirements of the current CIF?
- Does/will the QIP address issues identified in the self-assessment and main weaknesses in your last inspection report?
- Has/will the QIP plan bring about improvements?
- Is the report linked to your quality improvement procedures and the strategic plan?
- is self-assessment well established and does it give confidence in your capacity to make improvements?

Recommendations for the best possible Self-Assessment Report:

- Have a two page executive summary to give to staff/governors and to be the focus of your main overall quality improvement activities
- Make the QIP manageable, no more than 8 to 10 main areas ordered by their impact on learners
- Use the services of a top notch critical friend who will help you to get it right and to really focus on what will improve you (the right friend will help you benchmark both strengths and areas of improvement)
- Maintain ‘position statements’ to show in year progress on important weak areas for you such as attendance or maths and English – it will help you to get them right and will inform governors.

- Extract of an inspection report on a college SAR where Phil acted as a critical friend and the college used a shorter report structure and improvement plan.

Attachments:

A sample of Self-Assessment Reports.



HMP Whatton SAR
2016-17 FINAL - with



HMP Holme House
16-17 Working copy



HMP Littlehey Self
Assessment Report



HMP Wealstun
16-17 Working copy

[Ofsted's FE and skills inspection handbook](#)



Prisons and YOIs
inspection handboc

There are a selection of 'Judgement Words' attached that may help when writing your Self Assessment Report.



Judgement
Words.doc



DATA COLLECTION AND ANALYSIS

You will need to collect, collate and analyse data and statistics from a number of sources, covering a wide range of activities. The recording and collating points will range from hourly, daily, weekly, monthly through to annually, and will be correlated into weekly, monthly and annual returns or reports.

This will include:

- the number of learners inducted and tested for ability and previous levels of attainment,
- the total number of spaces in all areas of learning, skills, training and work,
- total numbers allocated and attending these
- numbers failing to attend and where possible the reasons for non-attendance;
- numbers withdrawing;
- achievements at all levels for all accredited provision including partial or unit and whole qualification successes.

It is likely that you will have been provided with documents to record this type of data, however a sample template to record achievements is available for use.

➤ Go to [Achievements data sheet](#)

OBSERVATIONS AND LEARNING WALKS

On a regular basis you should visit areas of provision and note the level of attendance, extent of learner engagement, overall atmosphere, level of control and management exercised by staff, learner satisfaction levels and what is actually being learnt. This would be considered to be a “learning walk” observation. All learning walks should be recorded.

➤ Go to [Learning Walks](#)

Occasionally, perhaps monthly, you should carry out a formal observation of one area of activity and make more extensive notes of your observation which you can feedback to the teacher/trainer and their line manager to ensure any actions are implemented in a timely way. For more information on this aspect go to the section on Observation records and feedback processes, managing the learner journey.



Note: Ofsted no longer grade observations of teaching, learning and assessment so you may want to consider if you continue to or not.



MEETINGS

In order to keep apprised of the quality of learning, skills and work activities you will need to have daily exchanges with your providers' on-site managers as well prison based managers for any other areas of your responsibility.

On a monthly basis, you should have more formal meetings with those managers who are responsible to you or for whose areas of activity you have overall responsibility. These meetings will have an agenda and should be minuted. Subjects that should be discussed will relate to:

- contract compliance/performance,
- levels of attendance and absences,
- rate of achievements against any agreed or imposed KPI's,
- internal or external factors impacting on the provider's ability to deliver the agreed outcomes,
- staffing matters,
- compliance with audits,
- SAR and preparation for inspection.

These meetings should use an agreed terms of reference, including requirements regarding attendance, outcomes and responsibility of those attending.



QUALITY IMPROVEMENT GROUP

In order to successfully carry out all of your responsibilities it will be necessary to form a Quality Improvement Group (QIG). This will consist of key managers and co-ordinators who contribute to the learning and skills and work activities within your establishment as well as a number of external representatives as and when required.

It is a recommendation that the QIG is chaired by a senior manager, for example, Cluster HOLSE or Head of Reducing Reoffending with you deputising as and when required.

This group will be responsible for the development and implementation of all learning and skills and work provision within your establishment and as such will report and make recommendations to the Governor. It will also be responsible for drawing together the establishment's self-assessment report and quality improvement plan. A suggested membership for this group and a typical meeting's agenda are provided as examples

➤ **Go to [suggested meeting agenda](#)**

DRAFT AGENDA FOR QUIG MEETING

The purpose of the meeting is to review delivery of all learning and skills across the prison and progress against the quarterly improvement plan:

- What is the vision for learning and skills in this prison?
- Does the full suite of learning and skills provision meet need?
- Are there any regime (escorting, management of interruptions) issues that the prison needs to address?
- Does anything need to change?

To get a good understanding of delivery and be able to answer these questions, we recommend the following agenda items are discussed on a quarterly basis. This should inform the establishment Senior Management Team agenda at key points in the year, particularly during the business planning phase. **This meeting should be chaired by the Governor or Deputy Governor.**

1. Minutes and actions from last meeting
2. Delivery of learning
 - Progress against Self-Assessment Report/Quality Improvement Action Plan (QIAP) including OFSTED recommendations
 - Labour market information
 - New information on learners' needs
 - Completion of Learner Plans
3. Regime delivery
 - Activity allocation process
 - Sequencing interventions/activities
 - Hard to engage groups
 - Attendance
 - Profile and take up of activity places
 - Impact of regime closures – partial/full or late running
 - Incentives and Earned Privileges scheme
 - Learner pay policy

4. Quality of learning and skills related delivery

- Strategy for improvement
- Measuring learner progress/improvement
- Any concerns with relative lack of progress of groups of learners
- Session observations/learner walks
- Focus: English and mathematics
- Training and capability needs
- Feedback from learners (e.g. learners' council)

5. Outcomes

- Known ETE outcomes (where appropriate)
- Achievement of Personal Learning Plan targets
- Overall achievement of ambitions for learners

6. Collaboration

- Engagement with other providers
- Overlaps/gaps/tensions
- Progression planning

7. Horizon scanning/opportunities

- Planning for change
- Priorities for next quarter/rolling four quarters



WHAT'S IN THE LIBRARY?

- How do you know how to judge the effectiveness of the library?
- What should you consider when making that judgment?
- What questions should you ask the library to answer in their self-assessment?

What's on offer?

Questions for the library to consider....

- Who does the library service?
- What does it hold/contain?
- Who does the library link with?
- Who has access and when?
- What impact does the library have?
- How effectively is the service managed?
- What are the obstacles and how are these overcome?
- Service provided and staffing arrangements?
- Opening hours, access arrangements for ALL the prison population?
- Data on library usage?
- % of prison population accessing the library?
- Numbers through the door, frequency of visits?
- Book stocks – numbers, turnover?
- Book stock – range, including factual, fiction, easy reads and books for non-English speakers and audio books, CD's etc?
- Book losses (numbers)?
- Numbers of fiction and non-fiction lends?
- Trends/actions to reduce book loss?
- PSO's & legal books, range and availability?

Recreational & Education / Research

Consider the quality of:

Atmosphere

Ease of locating / finding books

Range of books on offer

How well does the library link into other areas

- Education?
- Any support for those with weak literacy skills?
- Toe by Toe?
- Advice and guidance?
- Healthy living/health care?
- Gym/fitness?
- Healthy eating?
- Family links?
- Resettlement?

Employment / self-employment

- Is there a suitable/good range of books that provide information on:
- Employment opportunities?
- Further education?
- Starting/running your own business?
- To what extent does the library link in with/compliment Virtual Campus
- Community/employer links? – how are they used?



- Is feedback from learners collected?
- What do learners say about the library?
- How is feedback used to improve the service?



ACTION PLAN TEMPLATE

Area of concern	Required Improvement	Anticipated Outcome	To be Monitored by	Progress	Timescale
1. Poor attendance and late arrivals to workshops	Improve attendance and punctuality	Attendance rates to improve to over 90%. All workers to arrive at workshop at appointed times.	Head of Reducing Re-offending	April-16 meetings held between wings and workshop managers, daily monitoring of movements in place	June 2016
2					
3					
4					
5					

Action plan and review dates agreed by:

Signed: _____

Date: _____

Signed (manager): _____

Date: _____

Monthly monitoring sheet to record learner numbers and qualifications achieved.

Area of learning and skills, or work	Course or work activity	Qualification title	Level 1,2,3	Awarding body	KPT Yes No	No of starts	No of Early leavers	No of completers	No continuing in Learning, Skills or Work	No of units or partial qualifications achieved	No of whole qualifications achieved
<i>Workshops</i>	<i>Kitchen</i>	<i>NVQ Catering</i>	<i>2</i>	<i>C & G</i>	<i>Yes</i>	<i>4</i>	<i>1</i>	<i>2</i>	<i>16</i>	<i>28</i>	<i>2</i>
<i>Education</i>	<i>Foundation learning</i>	<i>Literacy</i>	<i>1</i>	<i>OCR</i>	<i>Yes</i>	<i>2</i>	<i>2</i>	<i>3</i>	<i>8</i>	<i>N/A</i>	<i>3</i>
<i>B Wing</i>	<i>Elderly and retired</i>	<i>Reminiscence</i>	<i>N/A</i>	<i>N/A</i>	<i>No</i>	<i>6</i>	<i>1</i>	<i>2</i>	<i>6</i>	<i>N/A</i>	<i>N/A</i>

To be completed and submitted to the Learning and skills manager no later than 5 days after the end of each month.

This template can also be used to register the month on month totals for each course/work activity to arrive at an annual total.



LEARNING AND SKILLS SURVEY

Name _____ No _____

Prison Wing/Location _____

Please could you answer the following 12 questions as fully as possible?

1. What kind of work skills or experiences did you possess prior to being sentenced?

2. What qualifications did you possess prior to being sentenced?

3. What sort of employment/career are you looking for on release?

4. In what area are you likely to live on release?

5. Which of the education or training courses on offer are/would you be interested in?

6. Which education or training courses, not available at this Prison/YOI would you be interested in studying?

7. If a space were available on an education or training course, would you like to attend?
If the answer is no, please explain why not?

8. Are you doing or have you done any training in a prison workshop or work party? If so, has this lead to any qualifications?

9. What sort of work place training or qualification would you like to do?

10. What sort of help would you need to be able to gain a qualification in your workplace? (for example, help with English, I.T, Maths, additional learning support or extra access to the library)

11. Have you received any advice or guidance on the opportunities for education and training in this Prison/YOI? If so, was this helpful? If not, why not?

12. What sort of advice or guidance would help you to prepare for release? What should this include?

Thank you for taking the time to complete this survey, please return to: *your Offender Manager in Custody, The Education Department, or Learning and Skills Manager*






STUDENT PERCEPTION OF COURSE (SPOC) PRISON BASED EMPLOYMENT

Course _____

😊 = Yes, I agree 😞 = No, I don't agree 😐 = Sometimes, I agree

<u>Prison Induction</u>	😊 Agree	😞 Disagree	😐 Sometimes
1. I attended a Prison Induction			
2. I was told about the courses and qualifications available in the Prison			
3. I understood the Prison Induction			
<u>When I started in my course</u>			
1. My tutor/instructor helped me when I started the course			
2. My tutor/instructor gave me information about the course			
3. I know how my Individual Learning Plan helps me			
<u>Teaching and Learning</u>			
1. The tutor/instructor is good in my course			
2. My tutor/instructor(s) tell me what I am going to learn at the start of each session			
3. I am learning at the right pace for me			
<u>My Course</u>			
1. My course is good			
2. I am on the right course			
3. I am learning on my course			

<u>Accommodation and Equipment</u>	 Agree	 Disagree	 Sometimes
1. The work area is always clean and tidy			
2. I have access to a computer in my work area			
3. I feel safe in my work area			
<u>Support I get in class</u>			
1. I know who I can talk to if I am not happy with my course			
2. If I have any problems on my course my tutor/instructor(s) will get help for me			
3. I have read the information about courses available in the prison			
<u>What I need to do next</u>			
1. When I have finished my course I can go onto another course or level			
2. I know where to get help in the prison with jobs			
3. I know what employment and training choices I have when I am released			
<u>Quality Assurance</u>			
1. I would tell a new learner to start on this course			
2. I like working in this area			
3. The staff treat me with respect			
4. The staff listen to my views on how they can make courses better			

Comments/any additional information:



STUDENT PERCEPTION OF COURSE (SPOC) EDUCATION

Course _____

😊 = Yes, I agree 😞 = No, I don't agree 😐 = Sometimes, I agree

<u>Prison Induction</u>	😊 Agree	😞 Disagree	😐 Sometimes
I attended an Education Induction			
I was told about the courses available in Education			
I understood the Education Induction			
<u>When I Started in my class</u>			
My teacher helped me when I started the class			
My teacher gave me information about the course			
I know how my Individual Learning Plan helps me			
<u>Teaching and Learning</u>			
The teaching is good in my course			
My teacher(s) tell me what I am going to learn at the start of each lesson			
I am learning at the right pace for me			
<u>My Course</u>			
My course is good			
I am on the right course			
I am learning on my course			

<u>Education Department and Equipment</u>	☺ Agree	☹ Disagree	☹ Sometimes
The classroom is always clean and tidy			
I can use the computer in my classroom			
I feel safe in the Education Department			
<u>Support I get in class</u>			
I know who I can talk to if I am not happy with my course			
If I have any problems on my course my teacher(s) will get help for me			
I have read the leaflet about the courses in the department			
<u>What I need to do next</u>			
When I have finished my course, I can go onto another course			
I know where to get help in the prison with jobs.			
I know what employment and training choices I have when I am released			
<u>Quality Assurance</u>			
I would tell a new learner to start on this course			
I like the Education Department			
The staff treat me with respect			
The staff listen to my views on how they can make courses better			

Comments/any additional information:



ACTIVITY ALLOCATIONS CHECKLIST – STAKEHOLDERS

HMP / YOI _____

Activity Allocation Review carried out on date: _____ time: _____

by: _____

When making judgements about each question use the rating system to score each part and make any comments as necessary.

- 1= Outstanding example of good practice**
- 2 = Good / improved since last review**
- 3 = Requires improvement**
- 4 = Inadequate**
- 5 = not applicable or not seen on this occasion.**

Questions for IAG Workers	Rating	Comments/Evidence/Supporting statement
How soon during Induction do you meet with new learners and what do you expect to achieve?	1 2 3 4 5 ○ ○ ○ ○ ○	
Do learner records received from other prisons contain learning plans in order to facilitate allocations?	1 2 3 4 5 ○ ○ ○ ○ ○	
What is the process for sending on learner records? Length of time, evidence?	1 2 3 4 5 ○ ○ ○ ○ ○	
Can you demonstrate how initial screening and assessments are used to impact on a learner's allocation to activities?	1 2 3 4 5 ○ ○ ○ ○ ○	
How are Literacy, Numeracy, ICT and ESOL needs and aspirations for employment upon release taken into account?	1 2 3 4 5 ○ ○ ○ ○ ○	
To what extent do you have an input into a learner's Sentence Plan review?	1 2 3 4 5 ○ ○ ○ ○ ○	

Questions for Work and Activity areas	Rating	Comments/Evidence/Supporting statement
Are you involved in the activity allocation process? What is the extent of the information that you receive from the Allocation Board, IAG & OMU?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
Are records kept of the Literacy, Numeracy and ESOL needs of your workers?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
What measures are in place to support any identified need?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
What qualifications are available? If none, what is the method of recognising and recording the acquisition of skills, knowledge and understanding? RARPA?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
Are any of the employment places linked to jobs in the community where the learners will be resettled?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
What is the impact of any links with local employers or training providers?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	



ACTIVITY ALLOCATIONS CHECKLIST – LEARNERS’ VIEWS

HMP / YOI _____

Activity Allocation Review carried out on date: _____ time: _____

by: _____

When making judgements about each question use the rating system to score each part and make any comments as necessary.

- 1= Outstanding**
- 2 = Good**
- 3 = Requires improvement**
- 4 = Inadequate**
- 5 = not applicable / No experience**

Learners views – Focus Group	Rating	Comments
How long was it before someone came to talk to you about starting work or education?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
What have you applied for work, education or training places? How long have you been waiting?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
Can you apply for all the jobs and education places in the prison? If not why not?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
What job/experience do you have and how does this relate to your training in prison?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
Does your work/education here follow on from a previous prison?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
How does your current activity link to your sentence plan targets or any personal goals?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
How were you involved in the setting of your sentence plan targets and personal goals?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
How often do you remain on the wing? Is not-required shared equally? Do you still get paid?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Learners views – Focus Group	Rating	Comments
How are your Literacy, Numeracy, ICT or ESOL or other specific learning needs met?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
What are the rates of pay for work and education?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
When can you attend the gym after work/education or during?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
How is your ILP used? Does it contain targets?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
What jobs/skills have you learnt while here?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
What are the positives about being self-employed? Would it suit you?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
Where would you find this information or how could you learn about self-employment?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
How will work or education help you get a job on release?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
What links does the prison have with employers?	1 2 3 4 5 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	



ACTIVITY ALLOCATIONS CHECKLIST – PROCESS

HMP / YOI _____

Activity Allocation Review carried out on date: _____ time: _____

by: _____

When making judgements about each question use the rating system to score each part and make any comments as necessary.

- 1= Outstanding example of good practice**
- 2 = Good / improved since last review**
- 3 = Requires improvement**
- 4 = Inadequate**
- 5 = not applicable or not seen on this occasion.**

Establishment Data	Rating					Comments
Current CNA and break down of total learner population? Regime times, at least 10 hrs?	1 ○	2 ○	3 ○	4 ○	5 ○	
What percentages of the total activity places in the various activity areas are currently allocated? Are there sufficient? Any significant gaps? VPs?	1 ○	2 ○	3 ○	4 ○	5 ○	
What are the unemployment rates? Is there a balance between employed and unemployed places across the different learner groups?	1 ○	2 ○	3 ○	4 ○	5 ○	
Are there waiting lists in any areas? What are the numbers on lists, what is the expected length of time on waiting lists?	1 ○	2 ○	3 ○	4 ○	5 ○	
Percentage of allocated activity places being attended today? Are reasons for non-attendance known, systematically recorded and analysed? Any actions taken?	1 ○	2 ○	3 ○	4 ○	5 ○	
How many have remained on wings; working, unlocked, not required, call up's, treatments or refusals to work etc. What is the employment rate now?	1 ○	2 ○	3 ○	4 ○	5 ○	

Observation of AA Board	Rating					Comments
Is the process and Policy known and understood by all interested parties? Is it publicised, how? Is it open & transparent?	1 ○	2 ○	3 ○	4 ○	5 ○	
How often does the Board meet, is it well attended, do all contribute? Are there any notable regular absences?	1 ○	2 ○	3 ○	4 ○	5 ○	
Do allocations take account of individual needs identified at Induction/Initial Assessment/Sentence Planning?	1 ○	2 ○	3 ○	4 ○	5 ○	
Do they take account of any identified Literacy, Numeracy ICT or ESOL and any specific learning needs?	1 ○	2 ○	3 ○	4 ○	5 ○	
Do allocations take account of any previous qualifications, skills and experiences? How effective are the procedures for learners transferring in?	1 ○	2 ○	3 ○	4 ○	5 ○	
Are allocations linked to Sentence Planning targets or individually identified targets or learning goals?	1 ○	2 ○	3 ○	4 ○	5 ○	
Does the allocation take account of any education, training or employment opportunities in the area where the learner is due to be released?	1 ○	2 ○	3 ○	4 ○	5 ○	

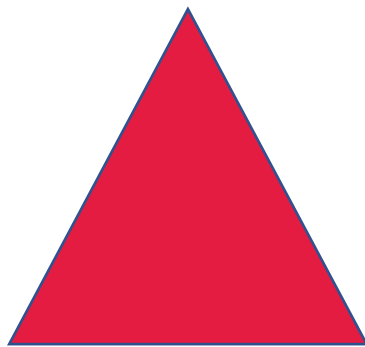
Representing the prison at external inspection



TRIANGULATION OF EVIDENCE

How an inspector thinks.....

An inspector is looking for three “different” types of evidence to support anything that you say, illustrated as a triangle.



Evidence can be:

- Observations
- Interviews with:
 - Learners
 - Teaching staff
 - Other stakeholders
 - Wing officers
- Data
- Documentation

Benefits are:

- It's not anecdotal
- It's a fair and robust judgment
- It also gives you power to counter a judgment or question
- The role of nominee is not a note-taker or messenger
- The role is much more important and carries weight and influence



YOUR ROLE AS NOMINEE

Each prison or YOI is invited to nominate a senior member of staff to act as their main link with the inspection team. The nominee should therefore have a detailed understanding of the learning and skills and work activities, be sufficiently senior to ensure the cooperation of staff at all levels and have authority to carry out the role with autonomy.

If you are new to offender learning and skills or have recently been appointed to this post you will be invited to attend a nominee training session which will normally be attended by an Ofsted inspector who has experience in this sector as well as other presenters with experience of being a nominee in a prison or YOI.

The nominee's responsibilities include:

- attending all team meetings, including the final team meeting
- security responsibility, including keys, laptops, etc
- coordinating feedback arrangements during and at the end of the inspection
- liaising with the lead inspector and ensuring that documents are available and that staff can attend meetings.

Your role as nominee is pivotal to ensuring the success of the inspection and making sure it runs as smoothly as possible and that inspectors are able to carry out their job without any undue delays or hindrance, resulting in the best possible outcome for your establishment. This will include, but is not limited to, ensuring the gate staff have been provided with the names and details of all inspectors, clearance has been granted for those inspectors who have been trained to have access to keys and a suitable base room with photocopying and printing facilities and refreshments are available.

Take ownership of the inspection process.



Remember: this is your inspection, you are in the driving seat, no-one knows your provision better than you.

Your first opportunity to take ownership starts with the introduction to your SAR, the background information that you send out prior to the inspection and the Position Statement that you provide on the first day of inspection. This is where you can highlight the subtle differences between your establishment and the one down the road. There are some aspects of the inspection process that will be of less significance in your prison as opposed to others. For instance, the differences of provision available in a Core Local Prison compared to those in a Training or High Security Prison. Make sure inspectors are aware of these differences and play them to your advantage.

As nominee will you be an active member of the inspection team, and will take part in all of the processes other than agreeing the judgements for your establishment. Therefore, you may be required to challenge or seek clarification about inspectors' emerging findings as they are presented at the daily feedback meetings. Apart from the accumulation of your quality assurance procedures and of the output from your day to day work, both of which will contribute significantly to the inspection process, your main involvement can be categorised under the three following headings.



PRIOR TO INSPECTION

The Ofsted lead inspector will usually contact the senior person for learning and skills and work activities by Thursday of the proceeding week of the inspection for a teleconference planning meeting. This will normally be during the first week of the HMCIP Inspection where initial information and evidence is gathered, which you need to be aware of. Some of the observations and data gathered in the first week of inspection can influence the proceedings of the second week, particularly where discrepancies or low engagement numbers have been recorded.

At this stage, you will already have completed the Ofsted planning sheet for inspections of prisons in preparation for your teleconference call. To ensure that the lead inspector has a clear understanding of the scope and range of provision, the nominee will normally send the following information, as soon as possible after the teleconference call:

- total number of full time and part time places available for work, vocational training and education at the time of inspection.
- total number of learners employed full time and part time at the time of inspection.
- total unemployed at time of inspection
- total unable to work due to healthy/disability
- total who are retired

You may also be asked to submit:

- current overall number of learners at level 1 or below, levels 2 and 3
- lists of learning and training courses at each level
- the name of the PEF provider, the IAG provider, all subcontractors appointed through PEDPS and your Library provider

➤ **Go to [Ofsted planning sheet](#)**

The pre-inspection briefing which the lead inspector sends to all inspectors attending your prison, will be shared with you as nominee. It will be an analysis of, but not restricted to:

- your current self-assessment report or equivalent evaluation report
- development/quality improvement plan, including any plans for subcontractors
- data on success rates and entry to education, training or employment
- all education, learning, skills, training and work timetables
- prison organisational chart

- prison regime and core day
- your previous inspection report
- any letters following an inspection in which the establishment was judged to require improvement or to be inadequate.

To ensure that you understand the inspection process, during the teleconference meeting the Ofsted lead inspector will use the agenda indicated in the handbook for inspections. You need to be aware of this as following the call you will be required to inform your PEF, PEDPS, IAG and Library providers and any other users or providers about the inspection, emphasising that inspectors may visit any sessions involving learners. It is your responsibility to prepare the prison or YOI for inspection.

The Ofsted lead inspector will also provide you with a list of information that will be required on the first day of inspection, to be available in the base room, work areas and classrooms during the inspection.

Further detail about what will be required by inspectors at the various stages of inspection is contained in the Prisons Preparatory Inspection Pack and in the Ofsted guidance for the inspection of education and Purposeful Activity document below.

➤ **Go to [telephone planning sheet](#)**

➤ **Go to [Purposeful Activity](#)**



AFTER THE BRIEFING MEETING

Inspectors will spend most of their time collecting first-hand evidence, including observing teaching, learning and assessment and learners at work. They will consider the quality of learning for individuals and different groups of learners. They are also likely to want to review case studies of learners, including potentially vulnerable learners such as those with learning difficulties and or disabilities and those receiving additional learning support. You will need to make sure that all personnel involved in any of these activities are fully briefed and that you have co-ordinated the arrangements so that the meetings can take place.

Inspectors are free to go wherever they want within the prison and may well state that they don't need any guidance or help. It won't do any harm if you draw up some suggested timetables for them, to make sure they have the opportunity to experience the full range of opportunities that you have on offer and to ensure full coverage of all the areas of the prison. If you have some documentation or other forms of evidence that you feel should be considered as part of the inspection process, make sure they see it, put it under their noses!



Remember:

You must make sure that inspectors see all your best areas and examples of good / outstanding practice, don't hide it from them and expect them to find it. Inspection is a difficult process for them, they only have two and half days to arrive at their final judgements so don't make it harder than it already is!

There will of course be some areas that you'd rather the inspectors didn't see. Don't try to hide those either. Be aware of your weaknesses or areas for improvement and be clear about what you are doing to improve them and have the evidence to clearly demonstrate the progress you have made or the reasons why it hasn't been possible to make progress.

At the end of each day, the inspection team attend a meeting to brief the nominee about any emerging judgements and to identify any opportunities to provide additional evidence. It is your responsibility to challenge and seek clarification for anything that does not sound accurate or not what you would expect. You will need to make notes about each of the inspector's comments regarding strengths and concerns so that you can inform the appropriate members of your team following the briefing meeting. This is your opportunity to present alternative evidence to what the inspectors have seen thus far. You should aim to have any requests for additional materials and your further evidence available for inspectors at the

following morning meeting, if not, then by lunchtime at the latest. It is pointless to try and present any new evidence beyond Thursday lunchtime and you certainly cannot present any on the last day.

Ofsted planning sheet for inspections of adult and young adult prisons

This planning sheet should be completed and emailed to the Ofsted inspector in advance of the teleconference planning meeting and updated for the first day of the inspection.

	Information	Comments
Inspection		
Nominee – Name: Position: Telephone: Mobile: Email contact details:		

	Information	Comments
Prison		
Governor		
Prison category and type		
Address, tel no, email		
HOLS/equivalent		

	Information	Comments
Education		
Education places - full-time - part-time		
No./per cent accessing accredited education		
No./per cent accessing non-accredited education		
No. of speakers of English as second language		
Education times, including evenings and weekends		
Courses and levels		
Attendance %		

	Information	Comments
Prison activities/work		
Activity places full-time		
Activity places part-time		
No./per cent attending work (of the number on the roll)		
Types of activity/work		
Attendance %		
Work times, including evenings and weekends		
Work that can be accessed by VPs		

	Information	Comments
Training		
Range of vocational training in the prison		
No. of full-time places		
No. of part-time places		
Training that can be accessed by VPs		
Provider responsible for VT		
Attendance %		
Training times, including evenings and weekends		

	Information	Comments
Other information		
Education manager		
Industries manager		
Education provider		
Other providers		
Other funded provider/s		
Subcontracting organisation(s)		
Open/distance learning learner numbers, provision, levels		

	Information	Comments
PE/Health promotion		
Times		
Staffing		
Induction to PE		
Provision – part-time, full-time, accredited, non-accredited, recreational, special needs		

	Information	Comments
National Careers Service		
Provider		
Involvement in induction		
Staff and qualifications		
Involvement in pre-release		

	Information	Comments
Library		
Provider		
Staffing and orderlies		
Library membership		
Opening times		

	Information	Comments
Resettlement – education, training and employment		
Support services for employment/further training		
Pre-release provision		
Preparation for work support		
Post release support		

	Information	Comments
Resettlement – education, training and employment		
Budgeting/finance provision		
Number/% going into full-time/part-time employment or education/training upon release (where applicable)		

Nominee/senior staff member:

Date:

Telephone Planning Sheet

Planning the inspection with the prison or YOI

1. To ensure that the prison or YOI understands the inspection process, the lead inspector will hold a telephone planning meeting with the nominee.
2. The agenda for the meeting should include:
 - introductions and purpose of meeting
 - confirmation of the use of the latest version of the CIF
 - update on the prison's or YOI's recent developments
 - inspection team members and their responsibilities
 - the role and responsibilities of the nominee
 - scope of the inspection
 - arrangements to collect the views of prisoners and external partners during the inspection through:
 - the inclusion of prisoner views, as referenced by HMI Prisons' survey
 - informal meetings or individual interviews arranged by inspectors during the inspection
 - arrangements for the lead inspector to have information on schedules/timetables of all learning activities, including those delivered by subcontractors where applicable
 - arrangements for observing teaching, learning and assessments, and reviewing prisoners' work
 - setting up meetings for inspectors with key members of staff/management
 - documents to be made available during the inspection
 - times of, and venues for, team meetings
 - domestic arrangements
 - health, safety and security of inspectors
 - final feedback, evaluation and reporting arrangements
 - arrangements, where applicable, for any additional visitors/observers during the inspection.

Extract from: Handbook for the inspection of education, skills and work activities in prisons and young offender institutions

For use from December 2018

Guidance for the inspection of education, learning and skills

Please forward this section to the person responsible for learning and skills.

The lead Ofsted inspector will liaise with HM Inspectorate of Prisons concerning the specific information or requirements for the inspection which will be taken forward by the HM Inspectorate of Prisons' organising inspector. Any concerns the prison has about providing the information can be discussed during the planning teleconference (see 6.1 *Week one of the inspection* section below).

All education, learning and skills and, for adult and young adult inspections, work provision delivered in a prison, falls within the scope of the Ofsted inspection. In addition, the inspection will include any provision carried out on behalf of a consortium or partnership, or under subcontract, regardless of whether that subcontractor and consortium or partnership members have a direct contract with the Skills Funding Agency, Education Funding Agency, the Department for Work and Pensions or other funding agencies.

The inspection will be carried out against HM Inspectorate of Prisons' *Expectations*, which has been drafted to reflect Ofsted's *Common Inspection Framework (CIF)* and will be based on observations of teaching and training, interviews and documentary evidence. The learning and skills nominee will liaise with the Ofsted inspection team.

The Ofsted inspection team will need a base room, which may be separate from the one used by HM Inspectorate of Prisons, and should be big enough for the number of Ofsted inspectors (this will be organised by HM Inspectorate of Prisons' organising inspector). The room should comfortably accommodate the inspection team of up to three HMI, include a telephone line, flipchart and electrical sockets for laptops, printers and other resources agreed during the planning meeting discussion.

Information required prior to inspection

Purposeful activity

- Core day, weekday and weekend
- Recorded time out of cell – weekday and weekend
- Number of activity places available and breakdown, including the number of prisoners attending education, training and work and the number unemployed

6.1 Week one of the inspection

Ofsted will organise a teleconference planning meeting with the person at the prison responsible for education, learning and skills and, where appropriate, work. This will usually be on the Thursday before the Ofsted team join the inspection. The lead Ofsted inspector will explain the role of Ofsted as part of the overall inspection of the prison, the role of the nominee and set out requirements for the inspection documentation.

From this information, the Ofsted lead inspector prepares a pre-inspection briefing for the prison and other members of the Ofsted inspection team. The education, learning and skills pre-inspection briefing gives clear direction for inspection activities.

Information required in week one.

PURPOSEFUL ACTIVITY

- Time out of cell
- Learning and skills and work activities
- Physical education and healthy living

6.2 Week two of the inspection

Most of the Ofsted inspectors' time is spent collecting first-hand evidence, through observation of teaching, training and assessment. Additionally, Ofsted inspectors will meet with establishment/unit staff, including education, learning and skills staff, including employment managers where appropriate. Inspectors will also need access to the

documents listed below in the *Information Requests for Inspection* section. Inspectors will provide the nominee with feedback at the end of each day. On the penultimate day, the inspectors will hold a final moderation and grading meeting. The education, learning and skills nominee will attend this meeting. After this meeting, Ofsted inspectors will give a formal presentation of their judgements to an invited group of stakeholders and users. The Ofsted lead inspector will then attend HM Inspectorate of Prisons’ final team meeting in the afternoon to contribute to the prison inspection findings.

Information required in week two

Purposeful activity		
Full time places (work/vocational /training/ education) <ul style="list-style-type: none"> • Total number of full time places available at the time of inspection. • Total number of prisoners employed full time at the time of inspection 		
Part time places (work/vocational /training/ education) <ul style="list-style-type: none"> • Total number of part time places at the time of inspection • Total number of prisoners employed part time at the time of inspection 		
Number unemployed at the time of inspection <ul style="list-style-type: none"> • Total • Total unable to work due to health/disability • Total who are retired 		

Final day

The Ofsted lead inspector will attend the Chief Inspector of Prisons’ briefing and will provide feedback against the relevant parts of HM Inspectorate of Prisons’ *Expectations*.

After the inspection

Ofsted findings will be included in the Chief Inspector of Prisons’ report, which will be sent to the Ofsted lead inspector and the prison for a factual accuracy check approximately nine weeks after the inspection.

6.3 Information requests for inspection

Week one of the inspection (this will be confirmed during the teleconference planning meeting)

- Ofsted inspection planning sheet (attached)
- current self-assessment report and action plan
- prison organisation chart
- prisoner regime/core day information
- all education/learning and skills/vocational training timetables (including gym)
- progress and achievement data across all provision

For the first day of inspection week two (preferably working documents not duplicates and available in the base room/work areas during the inspection):

- prison layout
- updated inspection planning sheet
- information on pre-release programmes and arrangements, including links with employers
- number of activity places available and breakdown, including number of prisoners attending education, training and work and the number unemployed
- details of labour allocation board
- records of teaching, learning and assessment observations

- National Careers Service: staffing, timetable of interventions for inspection week
- number of prisoners released to employment and/or further education and/or training
- library (policy, budget, number of books, opening hours, staffing)
- a sample of learners' files linked to sentence planning and review meetings with evaluations
- minutes of any regimes/activities/quality improvement group meeting
- sample of sentence planning documents and learning plans

During the inspection

The following list, which is not exhaustive, gives examples of documents that may be requested during the inspection.

Policies/strategies, for example:

- equality and diversity policy
- position statements about learning, skills and employment
- resettlement and interventions strategies
- staff development and training, including induction and appraisals
- learner focus group information
- prisoner pay structures and how they are advertised to prisoners

Partnership agreements, for example:

- employers/work placements including apprenticeships (as appropriate to the establishment)
- voluntary/support agencies

6.4 Ofsted planning sheet for inspections of adult and young adult prisons

This planning sheet should be completed and emailed to the Ofsted inspector in advance of the teleconference planning meeting and updated for the first day of the inspection.

	Information	Comments
Inspection		
Nominee – Name: Position: Telephone: Mobile: Email contact details:		

	Information	Comments
Prison		
Governor		
Prison category and type		
Address, tel no, email		
HOLS/equivalent		

	Information	Comments
Education		
Education places - full-time - part-time		

	Information	Comments
Education		
No./per cent accessing accredited education		
No./per cent accessing non-accredited education		
No. of speakers of English as second language		
Education times, including evenings and weekends		
Courses and levels		
Attendance %		

	Information	Comments
Prison activities/work		
Activity places full-time		
Activity places part-time		
No./per cent attending work (of the number on the roll)		
Types of activity/work		
Attendance %		
Work times, including evenings and weekends		
Work that can be accessed by VPs		

	Information	Comments
Training		
Range of vocational training in the prison		
No. of full-time places		
No. of part-time places		
Training that can be accessed by VPs		
Provider responsible for VT		
Attendance %		
Training times, including evenings and weekends		

	Information	Comments
Other information		
Education manager		
Industries manager		
Education provider		
Other providers		
Other funded provider/s		
Subcontracting organisation(s)		
Open/distance learning learner numbers, provision, levels		

	Information	Comments
PE/Health promotion		
Times		
Staffing		
Induction to PE		

	Information	Comments
PE/Health promotion		
Provision – part-time, full-time, accredited, non-accredited, recreational, special needs		

	Information	Comments
National Careers Service		
Provider		
Involvement in induction		
Staff and qualifications		
Involvement in pre-release		

	Information	Comments
Library		
Provider		
Staffing and orderlies		
Library membership		
Opening times		

	Information	Comments
Resettlement – education, training and employment		
Support services for employment/further training		
Pre-release provision		
Preparation for work support		
Post release support		
Budgeting/finance provision		
Number/% going into full-time/part-time employment or education/training upon release (where applicable)		

Nominee/senior staff member:

Date:

Promoting Government and HMPPS Values



SAFEGUARDING PROMPTS

Two judgements on Safeguarding will be made in all OFSTED reports:

- i) In the staying safe outcome section
- ii) In the leadership and management section

All remits will be judged on the effectiveness of providers and services in ensuring that children and learners are safe and feel safe.

In Prison and YOI remits, the focus of the inspection of Safeguarding is on vulnerable adults, including general health and safety aspects which apply to all learners.

This is NOT a definitive list but can be used as a general prompt when interviewing or reviewing evidence within internal inspections and self-assessment.

Are there a range of Safeguarding policies and procedures, and guidance notes in place, and how well are these communicated to:

- All staff?
- All learners?

Have staff attended any internal Safeguarding awareness meeting/events?

Have staff accessed external Safeguarding expertise/training?

Are all staff Security and DBS checked? Is there a central register?

Is Safeguarding part of the learner induction?

Is Safeguarding part of staff inductions? Are staff aware of the procedures for reporting any Safeguarding concerns?

Is there a designated Safer Custody Manager?

To what extent do staff prioritise learner's Safeguarding – not just within the prison but within the classroom/workshop?

To what extent is Safeguarding monitored at learner interventions?

- Do staff ask vague/ closed questions and assume everything is OK?
- Do staff ask open/ searching questions to accurately establish current levels of Safeguarding to minimise risk to learners?
- How is Safeguarding documented?
- What action is taken in the event of Safeguarding concerns?
- How are Safeguarding concerns reported upwards, actions taken, and feedback provided?

How safe do learners feel?

- Do learners use safe working practices in learning and at work?
- Do learners say they feel safe

How effectively does the provider promote the safeguarding of learners?

- Are learners safeguarded and protected?
- Do staff take action to identify and respond appropriately to users' welfare concerns?
- Is safeguarding prioritised?
- Do providers work with agencies and professionals effectively to safeguard learners?



SAFEGUARDING QUALITY CIRCLE





SAFEGUARDING TRANSLATIONS

English	Polish	Lithuanian	Latvian	Urdu
safeguarding	ochrona (Translate back as protection)	Užtikrinimas (Translate back as security)	Sargāšana (Translate back as protecting)	بکنگ (Translate back as reservations)
care	opieka	priežiūra	uzraudzība	دیکھ بھال
protection	ochrona	apsauga	aizsardzība	تحفظ
security	bezpieczeństwo	saugumas	drošība	سیکورٹی



CATEGORIES OF ABUSE

Children and/or vulnerable adults can be potentially abused within the family, community, and in organisations by employees (including those employed to promote their welfare and protect them from abuse), volunteers, visitors, and fellow learners, the following are broad categories of abuse.

- **Physical Abuse:** may involve hitting, shaking, throwing, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child and/or vulnerable adult. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child and Vulnerable Adult who they are looking after. This is commonly described using terms such as 'fictitious illness by proxy 'or 'Munchausen's syndrome by proxy'.
- **Emotional Abuse:** is the persistent emotional ill-treatment of a child or vulnerable adult such as to cause severe and persistent effects on the child and vulnerable adult's emotional development. It may involve conveying to children or vulnerable adults that they are worthless and unloved, inadequate, or valued only so far as they meet the needs of another person. It may involve age or developmentally inappropriate expectations being imposed in children and vulnerable adults. It may involve causing children or vulnerable adults frequently to feel frightened or in danger, or the exploitation or corruption of children and vulnerable adults. Some level of emotional abuse is involved in all types of ill-treatment of a child or vulnerable adult, though it may occur alone.
- **Sexual Abuse:** involves forcing or enticing a child or vulnerable adult to take part in sexual activities, whether or not the child or vulnerable adult is aware of what is happening. The activities may involve physical contact, including penetrative (eg. rape) or non-penetrative acts. They may include non-contact activities, such as involving children or vulnerable adults in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children or vulnerable adults to behave in sexually inappropriate ways.
- **Neglect:** is the persistent failure to meet the child's or vulnerable adult's basic physical and/ or psychological needs, likely to result in the serious impairment of the child or vulnerable adult's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child or vulnerable adult from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child or vulnerable adult's basic emotional needs.
- **Significant Harm:** Some children or vulnerable adults may be in need because they are suffering or likely to suffer significant harm. The Children Act V section 47 (1) introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children.
- **Financial Abuse** Some children and vulnerable adults may be abused or exploited financially including fraud and extortion.



British Values, personal, social, welfare, behaviour and emotional development measurement tool

Learner: _____ Learner No: _____ Course/programme/work area _____

Behaviour and welfare					
Expected values	Evidence of progress towards achieving expected standards and values	Initials	Date	Achieved	Assessor
Sit still and pay attention					
Concentrate for set periods of time					
Not distract or be distracted by others					
Listen to instructions and requests					

Exercise self-control, restraint and temperament					
Aware of impact their own behaviour has on others					
Understand how to keep themselves and others safe in learning and work					

Social developments

Expected values	Evidence of progress towards achieving expected standards and values	Initials	Date	Date Achieved	Assessor
Contribute to open/group discussion and debate in a considered way					
Engage positively with teachers, tutors, trainers, learners and discipline staff					
Listen to others and allow time to speak					

Respect for others' ideas and points of view					
Tolerance of cultural and religious differences					
Elimination of derogatory language					
No instances of bullying or harassment					

Attitude to learning and work

Expected values	Evidence of progress towards achieving expected standards and values	Initials	Date	Date Achieved	Assessor
Attend regularly, are punctual and prepared for learning and work					
Respond quickly to request and instructions from all staff					

Develop a positive attitude to learning and work					
Make good progress in their work					
Take pride in their work, are proud of their achievements					
Work well to meet deadlines and targets					
Participate in purposeful and challenging work activities					
Work independently, take responsibility for own learning and work					

Develop employability skills					
Achieve qualifications					
Reflect on own performance and contributions					
Understand how their learning, skills and work equips them with attitudes and behaviour for success and future employment on release					



British Values, personal, social, welfare, behaviour and emotional development measurement tool

Learner: Brian Johnston Learner No: 9984432 Course/programme/work area: Employability Level 1

Behaviour and welfare					
Expected values	Evidence of progress towards achieving expected standards and values	Initials	Date	Achieved	Assessor
Sit still and pay attention	Constantly out of his chair and wondering around the classroom Brian has settled down and remains in his seat for most of the time All areas now report that Brian remains in his seat and pays attention throughout classes and other formal situations	PS PS PS	7/8/16 28/8 22/9	24/9/16	C Jones
Concentrate for set periods of time	Brian finds it difficult to concentrate for more than 5 mins Now that he can see the relevance of the work, Brian's concentration levels have improved significantly, he completed a whole CV today	PS PS	7/8/16 28/8		
Not distract or be distracted by others	Wondering around distracts others and too easily distracted by events outside of the room Much fewer distractions than at the start of the course	PS PS	7/8/16 28/8		
Listen to instructions and requests	Needs to be constantly reminded of what he is supposed to be doing Is capable of following simple instructions and working alone Responds better to instructions and is more compliant on the wing	PS PS LT	7/8/16 28/8 19/9		

Exercise self-control, restraint and temperament	<p>Has outbursts and shows signs of anger when he finds work too taxing Brian is starting to manage his temperament in classes, no outbursts this week He is much calmer on the wings and interacts better with staff</p>	PS PS LT	7/8/16 28/8 19/9		
Aware of impact their own behaviour has on others	<p>Brian has no appreciation of the disruption he is causing to others Awareness has improved, needs to be sustained before signing off</p>	PS PS	7/8/16 28/8		
Understand how to keep themselves and others safe in learning and work	<p>Little regard for personal safety and that of other class members Completing the H&S unit has helped Brian to understand this better, now needs to put it into practice in the classroom and work places.</p>	PS JT	7/8/16 29/8		



Guidance on proposed use of British Values assessment tool

It is intended that the assessment tool which accompanies this e-book will be used over a period of time and completed at regular intervals by a range of qualified and trained education, training and prison service staff/personnel. The assessment tools allow for individual components/aspects of criteria to be recorded and reinforced over a period of time as well whole units and qualifications.

For instance: if a prisoner is attending education classes then the templates could be completed by the teacher/s on a daily basis to track any changes and improvements. This will be in respect of any personal, social and behavioral characteristics as well as any English, maths or ICT criteria that are being covered either discretely or embedded into their many subject area/s.

For those prisoners who attend industrial workshops or vocational training, instructors and trainers will receive appropriate professional development training to enable them to recognise and record evidence that fulfils as many criteria as possible. For instance: a prisoner working in an assembly or manufacturing workshop will have opportunities to demonstrate skills, knowledge and understanding in measurement, volumes and capacity, which can be evidenced by their instructors or tutors.

In support of these arrangements, the Personal Learning manager, appointed to maintain the Tutorial system, will use the templates to record achievement of criteria demonstrated by learners who work remotely, independently or in areas where staff have not yet been trained. In this way each individual's learning progress will kept up to date and can be used more effectively when transferred to another establishment or released into the community.

Similarly, it is anticipated that wing staff, personal officers, offender supervisors, gym instructors and other key personnel around the prison will be trained to observe and record qualities that for instance fulfil the criteria for British Values, personal and social behaviour as illustrated in the sample template.