

INSPECTION REPORT

HM Prison & YOI Moorland

13 November 2001



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based training within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based training for all people over 16
- provision in further education colleges for people aged 19 and over
- the University for Industry's **learn**direct provision
- adult and community learning
- training given by the Employment Service under the New Deals.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Inadequate provision

A provider's provision will normally be deemed to be less than adequate where

- one third or more of published grades for occupational/curriculum areas and New Deal options are judged less than satisfactory, or
- leadership and management are judged to be less than satisfactory

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. The overall judgement as to whether the provision is adequate or inadequate is included in the summary section of the inspection report.

SUMMARY

The provider

Her Majesty's Prison and Young Offenders Institution (HMP & YOI) Moorland is near Bawtry in East Yorkshire. It is a training prison for sentenced young offenders and adults. The average number of prisoners held is 770. There are seven vocational training workshops, where training is given in information technology and business administration, food production and food service, painting and decorating, building work, industrial cleaning, motor vehicle repair and maintenance, and motorcycle repair and maintenance. Six additional workshops provide industrial work and some training in foundation engineering, electronics, production sewing and allied manufacturing operations, lift truck operations and warehousing. An education department provides part-time courses in English, mathematics, social and life skills, welfare to work, business studies, information technology, art, and hairdressing and beauty therapy skills. A gymnasium provides physical and recreational education through a variety of short sport courses and awards, as well as offering courses in first aid and safe lifting. About 85 per cent of the prisoners do full-time work or training.

Overall judgement

The quality of the provision is adequate to meet the reasonable needs of those receiving it. The areas of construction, engineering, warehousing and hairdressing are all operating satisfactorily. Hospitality, sport, industrial cleaning and foundation training are good. However, the leadership and management of the provision are unsatisfactory. Equality of opportunity at Moorland is well managed and effectively promoted, but quality assurance is poor. There is no overall framework for quality assurance and little evaluation of training and education.

KEY STRENGTHS

- high standards of work
- good level of social and personal development training
- good range of qualifications
- highly motivated learners
- good practical skills gained
- effective policies and procedures to promote equal opportunities
- good progression in education
- good key skills training
- good resources
- effective use of self-assessment

KEY WEAKNESSES

- no structured training programmes in some areas
- poor health and safety risk assessment in some areas
- sentence plans not always available to trainers
- inadequate internal verification
- insufficient formal planning of training
- insufficient attention to individual learning styles
- lack of useful data for use by managers
- no overall quality assurance framework
- insufficient links between departments
- insufficient evaluation of training

OTHER IMPROVEMENTS NEEDED

- wider range of reference materials
- better recording of minor accidents
- more thorough monitoring of training
- better screening for dyslexia
- better systems to attract more learners

THE INSPECTION

1. Seven inspectors spent a total of 21 days at HMP & YOI Moorland (Moorland) in November 2001. Inspectors interviewed 92 learners and 52 prison staff. They visited classrooms and industrial and training workshops to observe 17 training sessions. They examined 33 national vocational qualification (NVQ) portfolios of evidence and 10 sentence plans. Inspectors looked at external and internal verifiers' reports as well as minutes of meetings, prison policies and procedures, promotional materials, contractors' agreements, induction information, staff records and corrective action plans resulting from the self-assessment process.

THE PROVIDER AS A WHOLE

Context

2. Moorland was developed from a greenfield site and opened in late 1991. It is a training prison which accommodates sentenced young offenders and adults. The adult section houses category C prisoners and the young offenders section has restricted status and life-sentence prisoners.

3. All prisoners have opportunities to be occupied in a number of different areas. These include education, vocational training, physical education (PE), industrial workshops, kitchen, house-block cleaning, kitchen or gardens. About 85 per cent of the 770 prisoners at Moorland are purposefully occupied during the week.

Prison

4. Education and training are fundamental to Moorland's policy for the resettlement of offenders. The prison offers a good range of qualifications, although there is insufficient formal planning of training. Learners are highly motivated, produce good standards of work and gain useful practical skills. There are good resources available for use in training and education. Trainers do not always have access to learners' sentence plans, and there is too little attention paid to learners' individual learning styles. There is insufficient evaluation of the training that takes place, and no overall framework for quality assurance. Policies and procedures to promote equality of opportunity are effective. Moorland has made good use of the self-assessment process to review all aspects of its training and education provision.

5. Moorland keeps details about the number of learners who achieve units and full completion certificates for any education and training that they do. These data are not recorded in a way that provides accurate information about the number of learners who started a course at a given time compared with the number who achieved their qualification. For this reason, there are no data tables in this report.

LEADERSHIP AND MANAGEMENT

6. Training and education are provided in four areas of the prison, each managed by a different middle manager. An NVQ co-ordinator and a workshop manager report to the head of regimes, as do a farm manager, a PE manager and an education manager. The education provision is contracted out to a large further education college and all education staff are employed by this college. The college holds the education contracts in 21 prisons. All other training staff are employed by the prison service. Some staff were prison officers before becoming involved in training.

7. The NVQ co-ordinator is responsible for the vocational training areas of catering, brickwork, painting and decorating, computers, industrial cleaning, motor mechanics and health and safety. She also manages basic skills, key skills training support, the stores and the 'Inside Out' project. The workshop manager is responsible for the engineering services, light engineering, tailors, motorcycle maintenance, electrical services and multi-skills. Qualifications are offered to learners working in these areas. The farm manager is responsible for land-based activities at the prison, including food production, growing and amenity horticulture. There are no qualifications in these areas. The PE manager is responsible for recreational PE and sports awards. The education department has a new manager and deputy and employs 34 staff. The education department reports to both the college and the prison. It offers courses and qualifications in literacy and numeracy, hairdressing, information technology (IT), art and design, welfare to work, domestic skills, life skills, social skills, health and hygiene, family awareness, citizenship, personal development, drugs awareness, alcohol awareness, assertiveness and decision-making. Courses include components on anger management and victim awareness. The prison has key performance targets to provide training hours, to gain basic literacy and numeracy qualifications for level 2 and for NVQ training. These are reported monthly to the management. The contracted college is involved in the prisons' self-assessment processes. Moorland produced its first self-assessment report for the pilot inspection in November 2001.

STRENGTHS

- broad range of new initiatives
- active and effective management in education
- good communication between staff
- effective policies and procedures to promote equality
- effective use of self-assessment process

WEAKNESSES

- insufficient links between, and in, departments
- too few qualifications achieved
- insufficient use of data
- insufficient staff development time
- too much emphasis on production
- insufficient careers advice for adults
- no overall quality assurance framework
- insufficient evaluation of education and training activities

OTHER IMPROVEMENTS NEEDED

- better systems to attract more learners
- more education and training library materials

8. A broad range of new initiatives has been introduced to change the education and training areas over the past year or so. The sentence-planning unit now offers all courses to prisoners. This new strategy aims to enable prisoners to complete their sentence plans. In the past, prisoners had to wait so long for education or training vacancies that they often had insufficient time to complete their sentence plans. The unit prioritises attendance on courses and tries to match courses to prisoners' needs rather than their wishes. The panel targets prisoners who have fewer than four years to serve. The panel aims to meet the prisoners' needs by fast tracking them through waiting lists or adjusting their targets. A well-written booklet informs prospective learners about the available workshop training. It is easy to read and has good photographs of the workshops. The information is also available on video, for learners with poor reading skills. A health and safety officer has been appointed recently to monitor and improve the workshops. During inspection, many inconsistencies in health and safety practice were identified. A new senior manager was appointed two months before inspection. He is focusing on making good links with outside agencies that can support prisoners when they are released. This includes providing information for the sentence planning board and general assessment panel and collecting information about trends in employment in release areas. The aim is to focus on the release needs of prisoners when sentence planning, to avoid re-offending. Good external links are being made through the welfare to work programme. This guarantees a New Deal interview, on release, for all 18 to 24 year olds.

9. The management of the education department is effective. The new education managers have dealt with waiting lists by introducing new strategies to attract the maximum number of learners. All courses are now part time, which has created approximately 50 per cent more places on courses. The strategies were also aimed at using education time effectively and improving attendance at sessions. This has happened by creating free time outside course time in the week when learners can use the gym, have visits or join other education sessions or training workshops. Individual

learners' education goals are reviewed regularly to set challenging interim targets. This is aimed to increase the achievement rates, while recognising individual needs. The education managers compile achievement data on a computerised system.

10. Education and training issues are discussed at many regular meetings, at all staff levels and across all areas of education and training. Meetings are well minuted, showing clear action points and responsibilities for carrying them out. Information is communicated well to staff, often using internal memoranda. Many new initiatives have been taken forward from these meetings.

11. There are insufficient links between, and in, the areas of education and training. New initiatives to increase occupancy, improve retention rates and create greater flexibility in education and training are not reaching all areas. Currently, there is no effective mix of education and training or production activities for learners. Some learners do not complete their sentence plans. This could be for a number of reasons, such as part-time attendance patterns are not being operated in all areas, staff not communicating effectively or staff not fully supporting this goal. Attendance at education sessions is still affected by learners leaving classes to go to the gymnasium, despite having other free time in which to do so. There is a general lack of sharing of ideas and good practice by staff. For example, staff from the vocational computing workshop and the education IT area do not meet.

12. Prisoners engaged in work activities do not achieve sufficient qualifications. Prisoners learn new skills while working that could help them to get a job on release. Their chances of employment would improve if they achieved qualifications in their area of work experience. The library, wing cleaning, gardens, prison kitchen and recreational sports areas could all provide good training leading to qualifications. The warehouse has equipment and facilities to provide training and assessment opportunities for prisoners to achieve qualifications for using lift trucks. There are no qualified assessors in some areas, such as horticultural work.

13. Data are not used sufficiently as a basis for examining trends in retention and achievement rates on education and training courses. Data are collected systematically, but they are not collated in a way that allows trainers and managers to evaluate the courses and identify development needs. For example, in hairdressing, learners attend five morning or four afternoon training sessions, but there is no analysis of the differences between the success of the two training sessions. Attendance data would enable staff to decide how to improve training. Data are not collected in a way to enable judgements to be made about achievement by learners who start in a given period of time. The focus on data is to meet the prison key performance targets. Staff currently do not use data fully to help them make decisions and improve the quality of the education and training provision.

14. There is insufficient staff development time. Staff do not review training materials and courses regularly, share ideas and good practice and take part in professional development activities. Staff in the education department have a ratio of one hour of

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development time to three hours of teaching. However, in workshop areas, staff train learners for 30 out of 37 working hours. The other seven hours is made up of short breaks, often less than 20 minutes. There is no consistency in professional practices throughout the education and training system.

15. The systems currently used do not ensure maximum take up of all education and training. Attendance data are recorded daily and sent to co-ordinators/managers weekly. However, the way they are recorded does not allow for easy identification of the reasons for non-attendance.

16. The library stock focuses on recreational resources and support for basic literacy. Learners are enthusiastic generally about their vocational training courses, but there are not always relevant resources for them in the library. There are no audio and videotapes, professional journals and relevant magazines to complement the library stock.

Equality of opportunity

17. HMP Moorland has a good equal opportunities policy and comprehensive procedures to accompany it. The policy is reviewed annually and was updated last in January 2001. Staff and learners have a good awareness of the policy and general equal opportunities issues. There is a member of staff responsible for creating a safer prison. This responsibility includes the prevention of bullying and harassment. Monthly meetings are held to monitor equality of opportunity issues. Data are collected and reviewed monthly. Quarterly meetings are also held by the equal opportunities committee. The minutes of both these meetings are distributed to all relevant parties. Learners attend a two-week induction programme when they arrive at the prison. This covers equality of opportunity issues and includes a detailed presentation on bullying. Staff are trained in equal opportunities during their induction to the prison.

18. The promotion of equality of opportunity issues in the prison is highly effective. Regular meetings are held and improvement action plans are agreed and carried out successfully. Equality is encouraged. For example, prisoners attend the monthly race relations meeting as permanent members of the team. Promotional material is posted around the prison to inform prisoners of the support groups and advice lines available to them. One support group is operated by prisoners who have been selected carefully to train as Samaritans so that they can help prisoners who have emotional problems or who may be suicidal. It has also lowered the number of reported equality incidents. A full-time member of staff monitors and manages incidents of harassment and bullying. There is a broad choice of food on the daily menus, to cater for most diets, such as halal, vegan and vegetarian dishes. Excellent efforts are made to meet learners' religious and cultural needs, for instance, during Ramadan. Removable covers have been made to hide Christian images in the chapel, so it can be used for weekly Muslim services. The library has reading materials in many different languages.

19. Careers advice for learners over 25 is inadequate. Careers advice for 18 to 24 year olds is satisfactory. Twenty per cent of learners are over 25. The careers adviser is often overworked. Those learners aged 18 to 24 have access to the welfare to work scheme, run by the Employment Service New Deal team. This helps learners with job applications, letter writing and interview techniques.

Quality assurance

20. The self-assessment process has encouraged the prison to review all aspects of its training provision. Self-assessment involved all training staff and more than 52 hours of individual briefing of training managers and training staff. Staff in each learning area completed a self-assessment of their training provision. The training manager compiled the self-assessment report centrally. The self-assessment report identifies a number of strengths and weaknesses. An action plan was put together to bring about the improvements.

21. There is no overall quality assurance framework for the vocational training. Many systems are informal, and are often ineffective. There are no written quality assurance processes and procedures for staff to use to help them provide a consistent quality of training. There is no sharing of the existing quality assurance procedures in the contracted education department. There are few instances of positive and effective links between the education programme staff and those responsible for training. Good practice is not shared among vocational training programmes staff. Most vocational programme area staff have developed their own systems for teaching, administration and day-to-day operation. Some informal systems do not ensure learners receive a good training programme leading to a recognised qualification. Some procedures do not work. Learners' sentence plans are not passed on to all staff involved in training. There is no quality assurance evaluation procedure to identify and deal with this problem. There is no system for the training manager to review quality across the training areas.

22. There is no process or procedure to evaluate the quality or consistency of training. Instructional staff are not observed regularly during training. Training managers do not sit in on training. There is no evaluation of learners' views about their training. Learners are not questioned regularly on their experiences of training. Staff appraisals, reviews and training activities are co-ordinated poorly and do little to improve training. Some staff have had no training for over 14 months.

AREAS OF LEARNING

Land-based provision

There is no training in this vocational area.

STRENGTHS

- good range of resources and facilities

WEAKNESSES

- no qualifications available in farms and gardens
- little staff development
- no trained instructors
- no qualified NVQ assessors

OTHER IMPROVEMENTS NEEDED

- better use of training resources and facilities
- clearer management responsibility for training and qualifications

23. There is a good range of training resources and facilities in this area but they are not used to provide training and qualifications. Learners' skills are not accredited. There is no scheme or centre approval for any agricultural or horticultural qualifications and it is unclear who is responsible for developing training and qualifications in this area. There are many opportunities to provide good training and assessment leading to nationally recognised vocational qualifications, including national proficiency tests and certificates of competence, which would enhance learners' employment opportunities. There is little staff development and there are no qualified assessors or any trained instructors in this area. The learning resources and facilities are also under-used.

Construction

24. Moorland currently trains 25 adult and young offender learners in painting and decorating, and bricklaying. Of these, 23 are on full-time training courses and two are part time. There are 13 prisoners recovering from traumas working in the 'Inside Out' charity workshop on plant pot painting and other therapeutic work. During the initial prison induction period, prisoners select their preferred training or work activity after discussions with members of the sentence planning team and the labour control team. Prisoners are given booklets, outlining available training courses and work activities. All prisoners complete an initial literacy and numeracy assessment, using the Basic Skills Agency test. Prisoners who have additional learning needs can go to literacy and numeracy support training sessions provided by the education department. Nationally recognised basic skills certificates are offered in painting and decorating, and in bricklaying. There are no qualifications currently being offered in the 'Inside Out' charity workshop. Painting and decorating offers an intermediate construction qualification. Although the painting section is accredited to run NVQs at level 2, no learners are registered currently for this qualification. Key skills training is not integrated fully with the construction training programmes, although prisoners can have key skills training from a specialist instructor. All prisoners receive induction into the workshop areas before they begin training. Instructors are occupationally qualified, although only the painting and decorating instructor has an NVQ assessors' qualification. The bricklaying instructor is currently working towards the assessors' qualification. Instructors in the construction areas are not involved in the initial selection process or sentence planning for prisoners. During an initial four-week introductory period of workshop training, instructional staff can assess the learners' suitability for the training programme. No data were available on which to make judgements relating to retention and achievement rates.

STRENGTHS

- high standards in all areas
- highly motivated learners
- good progression in painting and decorating

WEAKNESSES

- inappropriate qualifications in bricklaying
- insufficient space in bricklaying area
- lack of support and guidance for new assessor
- no structured training programme in some areas

OTHER IMPROVEMENTS NEEDED

- standard assessment records and portfolio-building
- better reference materials
- more frequent internal verification

26. There is a particularly good standard of work being produced by learners in all areas. There are some excellent examples of the work carried out by painting and decorating learners in the training workshop areas. These examples include decoration of corridors, picture displays and workshop signs. Tasks and practical exercises are also completed to high standards. The painting and decorating section has won the annual national prison skills competition for the past two years. The quality of work in the bricklaying section is of an equally high standard. Learners' work is often of a higher standard than required for the qualification. Some practical tasks have been adapted to make the learners' work more challenging and to enhance the quality of work produced. In the 'Inside Out' charity, workshop prisoners use their own designs to decorate plant pots. Most artwork was intricate and imaginative and finished to a high standard. Electrical sockets for commercial outlets are made in this workshop. Learners' work is monitored constantly for quality by prisoners assigned as quality inspectors. This quality control process works well, and few sockets have been returned because of poor workmanship.

27. All the learners are well motivated and take pride in their work. In painting and decorating, learners ask for additional work to do in their own time. Learners are purposefully occupied in the workshops and require little encouragement from instructors to maintain their concentration. Instructors are supportive of learners and give positive and constructive feedback on individual performances. Staff and learners respect each other and have good working relationships.

28. There is good progression available in painting and decorating to enhance employability. Learners begin the training programme by working towards a nationally recognised basic skills craft certificate and most progress to the intermediate construction qualification. When the length of the learner's sentence prevents them completing the full award, they are accredited with work units that they have completed.

29. The qualification currently offered in bricklaying does not prepare learners to get jobs on release. They only work on small-scale brickwork models and the range of work activities is not broad enough for this occupational area. The present qualification is focused mainly around practical assessment. Little background knowledge is taught.

30. The bricklaying workshop is too small and does not have sufficient space for the number of learners currently on the training programme. Workspace is taken up by machinery and materials because there is no storage space in the brickwork area.

31. There is not enough space for learners to set up resources in the work area without hindering other learners. There are also health and safety issues because of the congestion and the associated potential hazards. There is nowhere in the workshop to teach background knowledge. When the instructor needs to run this type of session, the group has to move. For security reasons, this means that all learners have to move, so some learners attend the same training sessions several times.

32. There is insufficient support and guidance on internal verification for new instructional staff. The bricklaying instructor has been in post for 12 months and is currently working towards an NVQ assessors' award. Although he is occupationally qualified, he has no previous training or assessment experience and does not understand what is required to achieve this qualification. The internal verifier has had no time to offer support and guidance. There is no detailed action plan to identify completion targets or areas where additional support is required. Although support and guidance and action plans have been given to the external verifier, this has not been reinforced or monitored through the internal verification process.

33. There are no structured training programmes in most areas. Although learners work through a standard syllabus relating to the qualification offered in each area of training, there are no standard training methods. Learners are not fully aware where they are on the training programme and what they will be doing for the rest of the training period. Learners check in the course manuals for particular tasks that have to be completed as part of the qualification. Some tasks are modified depending on learners' ability. Visitors or new staff could not identify easily what stage learners have reached in their training programme.

34. Assessment records and learners' NVQ portfolios are not standardised. Assessment records and portfolios are maintained well in the painting and decorating area, but in the bricklaying section, learners do not have portfolios of evidence and are not encouraged to produce these for their personal development. The instructor maintains only basic assessments records, which do not show records of training or give a realistic picture of the learners' level of achievement. There are a few textbooks for learners to refer to, but these are not usually available to learners in recreational time. Any additional materials are produced by training staff in their own development time. There are too few learning and activity materials to help develop learners' understanding and knowledge. There are annual sampling plans for internal verification, but these are not always followed. There is too little sampling of the evidence and assessments of all instructional and assessment staff.

Engineering, technology & manufacturing

35. The engineering and manufacturing training at Moorland prison takes place in several training and industrial workshops. There is a workshop offering foundation engineering training through the performing engineering operations NVQ at level 1. This course has one qualified tutor and 11 learners, with the potential to take up to 13 learners. Soap dishes and shaving brushes are manufactured in this workshop for use in the prison service. There are no qualifications available in the production area, where 13 learners are employed five days a week. In the light engineering workshop, wheelchairs and bicycles are overhauled and repaired for a registered charity called 'Inside Out'. The charity issues learners with certificates to recognise the skills they have gained, but there is no nationally recognised qualification for the engineering work in this area. Learners can work towards an NVQ in warehousing to recognise some of the storage and stock-recording skills they use. There are three instructors in this workshop. One works full time and the other two are part time. The workshop can take a maximum of 26 learners. A motorcycle and multi-skills workshop trains learners to repair and maintain motorcycles in one section and to overhaul and repair wheelchairs in the other. In each section, a qualified tutor supervises and trains up to 13 learners. The motorcycle course is fully subscribed and 12 learners take the multi-skills course. A nationally recognised and certificated motorcycle course is available, but learners on the wheelchair repair course can only gain a certificate awarded by the 'Inside Out' charity. In the electrical engineering workshop, learners assemble and wire domestic light units and electrical switch gear for a commercial contract. There are no qualifications offered for this work. Because of the outside electrical contract, no electrical training is taught, although there are two qualified tutors supervising the workshop. There are 26 learners in this workshop, which is the agreed maximum. Motor vehicle repair and maintenance training takes place in another workshop. One tutor has 13 learners, which is the agreed maximum. The tutor is occupationally qualified and is also a qualified NVQ assessor. The workshop offers nationally recognised mechanical, paint-spraying and body repair qualifications. NVQs are also offered for the fast fit mechanical course. The workshop has various cars and equipment. In another production workshop, various products are machine sewn. Most items are for the prison service, for instance white work jackets and key pouches. Two tutors have the maximum number of 26 learners in the workshop. Nine learners are working towards NVQs at level 2 in manufacturing of sewn products and one is following an NVQ at level 1 in packing.

STRENGTHS

- good range of qualifications
- some learners are qualified NVQ assessors
- particularly well-motivated learners
- high standard of work in some areas
- good project work in motor vehicle training

WEAKNESSES

- slow progress on engineering foundation courses
- insufficient training in some areas
- poor health and safety in some workshops

OTHER IMPROVEMENTS NEEDED

- better recording of minor accidents
- more effective risk assessments in workshops

36. There is a good range of qualifications available in the engineering and manufacturing training areas. These range from basic skills testing qualifications to NVQs, and most qualifications are nationally recognised. Learners are well motivated to achieve qualifications as they realise that qualifications may help them to gain a job after their release. Learners in several workshops have qualified as NVQ assessors and can assess fellow learners, which increases their motivation. There are learners who are qualified assessors in the motor vehicle workshop, the machine sewing workshop and in the light engineering workshop. Not only is this good for motivation, but it improves learners' job prospects and helps tutors.

37. Some of the work produced from the training activities is of a high standard. In the motor vehicle and motorcycle workshops, vehicles are restored to a commercial standard and sold. The money is used to pay for new materials for training. Learners' written work is also good. Learners read course textbooks in their cells, and write up technical information, complete with intricate drawings, as part of their portfolios of evidence.

38. Realistic project work is done by learners in the motor vehicle workshop, developing skills that would be useful to prospective employers. Learners resprayed a van with a complex pattern. Other projects included rebuilding completely and repainting a horse box. This involved extensive welding and the vehicle had to pass an MOT test to be sold. A badly damaged car is being fitted with new panels and is to be painted in vibrant colours and with logos, for a local radio station to use for publicity.

39. Learners on the foundation engineering courses are making slow progress with their training and qualifications. There is only one tutor, who is responsible for up to 13 learners and cannot provide enough supervision for inexperienced learners to use equipment such as lathes and milling machines. Most learners have to do written work in the workshop while a few use the machinery. Learners feel frustrated that they are left for long periods without any input from their tutor, who is either supervising machine operators or completing paperwork. One learner has been in the workshop full time for 14 months and is still only half way towards achieving his NVQ at level 1. Another

learner has been in the workshop for 16 months full time. He has finished his NVQ but is waiting for another workshop course. The hazards in the workshop have not been identified fully through the risk assessment process. Lighting above rotating machinery is faulty and of the wrong type and protective equipment is not always used by learners or the tutor.

40. In the vocational training workshop, learners on production work, and learners on foundation engineering training, wait for long periods to be given work or training exercises. There are no production qualifications offered, although the tutor is a qualified NVQ assessor and the manufacturing processes provide plenty of opportunities for accrediting work skills. The machinery in this workshop is out of date and worn, which limits the work that can be done. Engineering learners are paid less than those in production work. There are also pay differences within the group of engineering learners doing the same work and qualification.

41. Learners and prisoners are allowed to smoke in all the production and training workshops, even though highly flammable substances such as petrol, spirit cleaning fluids and spray paint with thinners are used there. As well as being a fire hazard, this practice has not been properly risk assessed to ensure current legislation and precautionary advice is adhered to. Most employers are restricting smoking for health, safety and hygiene reasons and Moorland is not preparing learners fully for their release by allowing them to smoke while working and training. Accidents requiring medical treatment are recorded well and monitored as part of a comprehensive system that tries to reduce accidents in the prison. The workshop tutor fills in an accident form and the information is transferred to the medical centre's records. Minor accidents are not always recorded and the workshops do not have an accident book. If a minor cut only needs a plaster, the accident is not recorded, so if a minor cut became infected there would be no record of the accident. The system for identifying and monitoring accidents does not give an accurate picture of the situation.

Hospitality, sport, leisure & travel

42. The vocational catering department has 19 learners. Of these, 17 are training for a level 1 NVQ in food preparation and service and two are training for an NVQ at level 2. Thirteen are full-time learners and six are part time. Of the part-time learners, three have training in the mornings and three in the afternoon. All training takes place in the vocational training kitchen and restaurant. Learners produce and serve lunch to visitors and staff four days a week. There are currently no learners in the prison kitchen, although the head chef is a qualified NVQ assessor. Training is carried out by one civilian instructor, one prison officer and two part-time contracted college tutors. Assessments are planned and carried out daily. Instructors review and monitor progress daily.

43. The PE department plays a key role in the prison, both recreationally and educationally. About 65 per cent of prisoners use the facilities for recreation and 35 per cent for education. All prisoners are entitled to two sessions of recreational PE activity each week. The facilities include a four-court sports hall, a weight-training room, an astroturf pitch, a grass pitch, a remedial exercise room and two PE workshop classrooms. There are 12 full-time PE staff, comprising one principal officer, two senior officers and nine PE officers, all of whom are involved in recreational and educational PE. In 2001, the PE department was accredited with the Prison Service's Charter Mark for Excellence. PE courses range from three hours to 12 weeks, with class sizes of six to 30. The courses range from a basic first aid certificate, which every prisoner completes during induction, to a level 1 NVQ in sport and recreation, which has a maximum 16 learners each year. A wide range of courses is offered, from basic personal performance and qualifications in a variety of sports, to sports leadership and coaching awards. These awards include community sports leader and the Football Association's junior team managers awards, officiating awards in various sports and specific vocational awards, such as the Football Association's treatment of injuries course. The courses are planned to run through the year depending on staff qualifications and availability. All courses contribute to the prison's key performance targets for engaging prisoners in purposeful activity.

STRENGTHS

- good progression routes
- wide range of short PE courses
- effective catering induction
- thorough NVQ assessment in catering
- good PE facilities
- good social and personal development training

WEAKNESSES

- insufficient use of resources
- no formal record of learners' action-planning in catering

OTHER IMPROVEMENTS NEEDED

- better internal verification support for NVQ assessors in sport
- more sports courses focused on employability
- better equipment in vocational training kitchen

44. The level of attainment and the achievement rates in catering are high. Staff identify capable learners and put them on a fast track training programme. Assessments are planned and regular. Level 1 learners achieve units of the qualification within two weeks of being registered, and they usually achieve their qualification after 10 to 20 weeks. In addition, they also achieve other useful qualifications, such as basic food hygiene, health and safety certificates, lifting and handling and first aid. Staff are committed to the NVQ process in both catering and sport. If learners leave prison before they have achieved their full qualification, they are accredited with the units they have achieved.

45. In the PE department, learners can achieve a wide range of nationally recognised qualifications in sport. Statistics are not available in order to make judgements about the overall retention and achievement rates. The number of learners who achieve qualifications is monitored closely and this shows a high number of awards being gained each month. The work observed during inspection showed learners to be progressing at the appropriate level for the courses being offered.

46. The NVQ induction for catering programmes is detailed and highly effective. It is provided during the learners' first week on the training programme. Its main aim is to develop learners' understanding of the NVQ process. This is successful, as learners have an excellent understanding of the terminology and the assessment and verification processes. Learners are fully involved in developing their portfolios of NVQ evidence. They record their evidence competently and complete the unit records as required by the awarding body. Learners make good progress and are highly motivated and enthusiastic about their training.

47. The PE department has a good range of sports facilities and offers a mix of recreational and educational training. Staff are well qualified to give the training. They have had training at the Prison Services' Lilleshall facility to teach the prison PE training programme recreationally and educationally. Courses are planned at least a year in advance and a wide range of different sports courses is available. Learners' interests are not taken into account, but courses are always fully subscribed. All sports courses contribute to learners' personal and social skills development. Even at basic sports skills

level they develop self-esteem, confidence and leadership skills. They also gain planning, reviewing and problem-solving skills on courses such as the Duke of Edinburgh award scheme.

48. Assessments for the catering NVQ are planned and regular. At least four assessments are carried out each day. Instructors set high standards. Competency has to be achieved at least five times rather than the usual once or twice before being accredited in the learners' portfolio. After the assessment, assessors give detailed and constructive feedback and the next assessment is planned, usually for that week. Outcomes are agreed and signed by the learner and the instructor. If competency has been achieved, the NVQ unit record is completed. Unit achievements towards the NVQ are displayed clearly on a board in the instructor's office as well as on the individual's progress sheets.

49. Training for catering learners is not planned. There are no records of what each learner is expected to do daily. Action planning does take place daily, as part of general briefing meetings either at the end or start of each day. No record or rota is produced to remind staff or learners of their daily tasks. If staff are absent, the quality of training cannot be assured.

50. No courses offer learners the opportunity to gain employment in the sport industry. The staff are aware of this and have highlighted it in their self-assessment report. A fitness instructor's award is planned for 2002. There are few staff development opportunities. There are too few trained staff to offer a full range of courses and make good use of all the available facilities. The PE department is about to take over PE training at a nearby category D prison, where learners will be able to go off site for further training.

51. The main kitchen is not used for work experience or training, although there is a qualified NVQ assessor in the kitchen who is keen to work with learners.

52. Assessment in the PE department is ongoing during most short courses, whereas NVQ learners complete a portfolio over about a 12-week period. However, no internal verification takes place on site, which restricts internal verification of practically assessed work. There is no link between the education in the PE department and that in the education department. There is no support for learners with literacy problems who are on a sports course. Key skills training is not integrated with PE training, although there are many opportunities for learners to develop key skills in their PE training.

53. Learners are positive about their training and there is a good rapport between staff and learners. Staff are enthusiastic about their role in improving learners' achievements. Learning takes place in a safe environment with all aspects of health and safety fully adhered to.

Good Practice

Volunteer learners and prisoners help learners with additional needs who attend weekly PE training sessions, which develops volunteers' confidence and interpersonal skills.

Hairdressing & beauty therapy

54. NVQs at levels 1 and 2 in hairdressing are offered at Moorland. Currently, one learner is working at level 1 and 15 at level 2. All learners take the mens' hairdressing option units for level 2 NVQ. Learners attend either five morning or four afternoon training sessions a week. Each group has a maximum capacity of 10 learners. Learners can start training whenever there is a vacancy. There are waiting lists for the hairdressing training sessions. After one month's initial assessment to assess learners' attitude and ability in hairdressing they are registered for either NVQ at level 1 or 2. The weekly training sessions include one that focuses on personal grooming. All training and assessment takes place in the prison salon in the education department. When competent, learners can work as barbers, cutting prisoners' hair. The salon's clients are learners on other education courses and those who are unemployed. There are three women and one man on the hairdressing team. All work part time and are employed by the contracted college. Currently there are two women trainers/assessors, both of whom hold hairdressing and NVQ assessor qualifications. One woman works solely as the NVQ internal verifier and she holds an internal verifiers' qualification. One trainer has a basic skills certificate. The trainers carry out progress reviews during salon sessions. Five units are required for a level 1 NVQ and nine for a level 2 NVQ. Learners are set interim targets. Information about NVQ registrations, NVQ unit achievements and full NVQ achievement is recorded. This information is sent monthly to the NVQ workshop manager. The hairdressing co-ordinator completed a self-assessment report and action plan in March 2001. These were submitted to the education manager and contributed towards the foundation programme area report compiled for the education department.

STRENGTHS

- regular achievement throughout the training
- flexible support for individual learners
- good standards of practical skills

WEAKNESSES

- narrow evidence base in NVQ portfolios
- too few resources
- inadequate internal verification

OTHER IMPROVEMENTS NEEDED

- better monitoring of training for individual learners
- more effective management of training sessions to provide a commercial salon experience

55. Learners carry out practical, oral and written assessments steadily throughout their training programmes. The level 1 NVQ learners plan to achieve their qualification in five months and the level 2 learners in 12 months. Learners are encouraged to complete NVQ units regularly and have effective action plans. Background knowledge and practical competences in the same units are completed in similar timescales. Individuals are well supported and work at their own pace. Some learners achieve level 2 in six months. Some learners with poor literacy and social skills and behavioural problems can take up to five years to achieve level 2. Staff recognise that there are many reasons for different rates of progress, such as behavioural, literacy and social skills. Staff monitor and date learners' NVQ assessments manually, recording practical, oral and written elements completed for each NVQ unit.

56. The initial assessments carried out in the first month of training determine whether learners start on level 1 or 2. Poor literacy skills are the most common reason for learners starting on level 1. However, the results of the initial assessments are not communicated effectively to the hairdressing staff. One trainer holds a basic skills teacher's certificate. She is well qualified to give good support, linking literacy and hairdressing training effectively. Learners usually make good use of their training time, working on a variety of tasks. Some training sessions are not sufficiently challenging and focused. Learners have a good understanding of the NVQ requirements.

57. Learners achieve good practical skills. The standard of haircutting, using a variety of tools and methods, is good. Learners take longer to achieve good standards in beard-trimming skills. Some learners become expert in techniques such as corn-rowing, longer hair work and hair sculpting. Even new learners are competent in basic salon skills.

58. The NVQ portfolios show a narrow range of evidence. There are no consultation sheets, client evaluation sheets or photographs to support practical skill assessments. Some portfolios contain hair samples and record cards to illustrate tests that learners have carried out. There are very few illustrations and examples of project work. Few pictures from journals or magazines support written work. Alternative ways of recording learners' knowledge are not investigated, even for learners with poor literacy skills. Assessors only give written feedback on learners' written work when the work is unsatisfactory. Some assessors do not sign the assessment records.

59. There are too few clients for practical sessions. The booking system is inadequate. It only allows unemployed prisoners or those taking courses in the education department to book. Unemployed prisoners have to be escorted to the salon, and this depends on an officer being available. Learners in the education department who wish to book have to disrupt their courses. Clients do not always turn up, which is frustrating for salon staff and learners. There are few relevant books, videos, professional journals or fashion magazines. The contracted college provides good-quality NVQ learning packs. These are supplemented by poorly photocopied handouts, which are often out of date and have too much text. The audio tape machine is broken and there is no

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video recorder. There is a television and a video player machine. All the practice blockheads are Caucasian women, which is not representative of the learners' gender and cultural mix and is not in line with the NVQ units. Salon lighting is poor and there are no barbers' chairs.

60. Internal verification is inadequate. A new internal verifier has been appointed. The staff are well supported by the new external verifier. She has visited four times in the past 11 months, giving staff detailed written feedback. However, the information is not always acted upon. In August 2001, neither the internal verifier nor any learners were present. The internal verification file is incomplete and unstructured. There are no notes of assessors' meetings. There are no signatures, qualifications or details of assessors to ensure the assessors' continuous professional development as required by the awarding body. Internal verification of practical assessments and portfolio work took place in May and June 2001, with records of good written feedback to assessors. However, there is no current plan for internal verification.

61. A new system has been introduced for learners to record their training in their work files. The system is not effective as trainers do not monitor it sufficiently well. Some learners complete the records regularly. Others do not complete them regularly, or the records are insufficiently detailed to be useful. The only records that staff keep are evaluation sheets. Lesson plans are not dated. The system is not effective in recording individual training for learners who start and leave at different times.

62. Some salon training sessions are not managed effectively. At times, different learners are allowed to sit on, and put their feet up on, dressing tables and work tables. In some training sessions staff and learners shout across the salon. A casual unfocused approach prevails, sometimes alongside learners doing practical NVQ assessments. Not all training sessions use learners' time effectively. There is a lack of focus on developing the behavioural skills necessary for successful employment in a hairdressing salon.

Foundation programmes

63. Moorland holds an education contract with City College, Manchester. Most learners are recruited through the education department's prison induction programme. Subsequently, referrals occur as a result of sentence planning or individual application. Courses are part time and there are places for 133 learners in the morning and 117 in the afternoon. Learners can start basic and key skills training at entry level, level 1 or level 2 training. Each of these levels can lead to accreditation. The prison met its key performance target for level 2 accreditation in the last financial year, and is on target to do so this year. There are a maximum of eight learners in each foundation or basic skills training group. The education department is in the process of applying for the new Q Mark quality standard from the Basic Skills Agency. Short, less formal basic skills training sessions are held in a classroom on one of the residential units. Tutors are allocated to provide support to those in the segregation unit or on basic regime. Classes are also held in the hospital. A literacy tutor employed by the prison and a numeracy tutor from the education department have caseloads of workshop learners who have opted to work towards key skills qualifications. The learners are helped in their workshops by key skills tutors. Forty learners are working towards communications, and 20 are working towards application of number awards. Accredited courses in IT, social and life skills, art and design, and business studies are also available in the education department. Welfare to work is a full-time course, with a capacity for two groups of 13. This course is targeted at 18 to 24 year olds, to help their job prospects on their release from prison. The education department manager is also responsible for HMP Hatfield. There is a deputy and two other full-time tutors, two part-time permanent staff, and a number of sessional training staff. The post of head of English is currently vacant. Nine staff are qualified to teach basic skills as well as being trained teachers.

STRENGTHS

- good progression routes in education
- constructive progress reviews
- effective induction to learning opportunities
- good key skills training
- effective individual work with learners

WEAKNESSES

- some inappropriate accommodation
- insufficient attention to individual learning styles
- IT skills not integrated with training

OTHER IMPROVEMENTS NEEDED

- better screening for dyslexia

64. Courses in basic skills meet the needs of learners who are at entry level, level 1 or level 2. A range of appropriate accreditation is used. Learners' achievements can be accredited promptly, which motivates learners to achieve more qualifications and helps to match their sentence plan targets or release dates. Those who are successful at entry level and level 1 can move to the next level. Art and design and IT are among the other subjects that have similar progression routes.

65. Learners' comments about courses are noted in their progress reviews. Records of progress reviews contain constructive comments about course-specific knowledge and skills. Sentence-planning reviews or parole boards need contributory reports on attitudinal, coping and interpersonal skills, and these skills are also commented on in learners' records.

66. During prison induction, all prisoners are assessed using nationally recognised literacy and numeracy screening tests. However, learners are not routinely screened for dyslexia. Those who score at, or about, entry level are interviewed by the co-ordinator for foundation programmes, who arranges sample learning experience. This is used as an opportunity to create a link with a tutor who will subsequently work with these learners. The education guidance worker interviews learners who score at level 1 or above and completes a record of achievement. The options for combining education, training and work are promoted effectively. Learners are encouraged to take a long-term view of how these could contribute both to their sentence planning targets and resettlement needs.

67. Learners in the workshops can work towards key skills awards at level 1 or 2 in communications and application of number. They are assessed using a recognised key skills assessment tool. However, if they are at foundation level they are advised to apply for part-time education rather than independent study. Portfolio-building is well supported by two visiting tutors, who specialise literacy and numeracy. They visit learners about twice a week in the workshops to work on their background knowledge or assignments. Before learners take external tests, tutors arrange additional support through group revision sessions.

68. A key teaching and learning strategy is working with learners on a one-to-one basis. This is done effectively. There is a focus on positive feedback. Monitoring is unobtrusive. Learners are encouraged to analyse difficulties or errors and develop problem-solving strategies.

69. Some classrooms are too small for the size of the class, or for the effective use of audiovisual or information and communications technology (ICT) equipment. Some classrooms are subdivided and are too noisy and distracting. There is not enough variety

of training resources and too many resources are paper based. Some classrooms have one computer which is difficult to use with a group of learners. There are no laptop computers for learners in the hospital or other outreach settings to use. These factors also hamper the selection of teaching and learning strategies to meet a range of learning styles. These weaknesses are identified in the self-assessment report.

Retailing & customer service

70. There are six learners currently working towards an NVQ at level 1 in distribution and warehousing. Training is given in a prison production workshop that involves storage, distribution and warehousing. There are two training instructors for training and assessment. A range of practical resources and facilities are available. Training logbooks and portfolios are used to record the work evidence. All learners are given an induction about the workshop and training programme. There is a waiting list of learners wishing to do the qualification. Learners attend the training programme for up to 30 hours per week. A qualified member of staff teaches key skills in the workshop where learners are working towards their NVQ.

STRENGTHS

- good monitoring of learners' achievements
- particularly well-motivated learners

WEAKNESSES

- sentence plans are not always available to trainers
- lack of formal planned training

OTHER IMPROVEMENTS NEEDED

- extend training opportunities to include lift truck training

71. Learners work effectively toward their qualification, supported by well-qualified and experienced workshop staff. The staff in this vocational area are qualified to assess learners' NVQ work and carry out the internal verification for the award. The monitoring of learners' NVQ achievements, by unit and elements, is displayed on an easy-to-read information board in the training workshop office. Learners' portfolios display a good range of work evidence. Assessment processes are effective. All learners are confident in their knowledge and understanding of the NVQ process and their individual progress towards their qualification target.

72. All learners are particularly well motivated about their training and the qualification they are working towards. Learners comment positively on the support they receive from the training staff. One learner who had achieved his qualification was helping other learners with their portfolio development. One learner is working towards NVQ assessors' qualifications. Learners say that this motivates them and shows them what can be achieved.

73. Many learners enter the training workshops without any sentence plans. They may be in a workshop and on a training programme for many months before the sentence plan arrives. There is no system to ensure the sentence plan is used effectively to assist learners' progression towards their qualification. The staff usually question learners as part of the induction to the training programme to ascertain their training requirements, but are often unaware of learners' basic and key skills training needs. Education staff visit the workshop, sometimes twice weekly, to give additional learning support.

74. The learners work towards their qualification without any formal planning of training by workshop staff. The staff member has a good knowledge of the qualification and is experienced in teaching it. There are no written training plans. There are individual informal training sessions, or training is given in small groups, while other learners are practising their skills. Training records do not give concise information about what has been completed and to what standard.

Health, care & public service

75. There are 13 learners currently training. Learners take two main qualifications. These are The British Institute of Cleaning Sciences (BICS) cleaning operators' proficiency certificate level 1 or 2 and an NVQ at level 1 or 2 in cleaning building interiors. An occupationally experienced and qualified member of staff carries out the training and assessment. Training is done in a prison workshop. Practical working areas of the prison are used for assessment purposes. There are a range of training resources and facilities. All learners have an induction. The induction covers health and safety, safe lifting and handling, personal protective clothing, accident procedures, course information, and details of the NVQ. All learners are on a part-time prison regime and attend the training programme up to 30 hours each week. Other appropriately qualified prison staff provide additional basic skills training for learners who need it.

STRENGTHS

- good physical resources
- good assessment and internal verification procedures
- highly motivated learners
- good achievement rates

WEAKNESSES

- no formally planned and recorded training
- sentence plans are not always available to trainers

OTHER IMPROVEMENTS NEEDED

- extension of qualification opportunities to wing cleaners

76. The physical resources available for use in the training programme are industrially relevant and commercially acceptable. There is a good range of industrial cleaning machines, buffers, vacuum cleaners and floor polishers. Chemical cleaning solutions, polishes and general cleaning materials are all available. The training workshop provides simulated training opportunities and these are enhanced by industrial cleaning work opportunities throughout the prison. There are adequate facilities to teach the required background knowledge.

77. One member of staff is occupationally qualified and has industrial experience. The assessor is appropriately qualified. Assessments are good. There are clearly documented assessment records in learners' portfolios of evidence. A good range of assessment methods is used. A qualified internal verifier monitors the assessment

process. Internal verification is good and verification is carried out regularly. A range of units and elements are verified over a range and type of assessments. Internal verification is recorded well. External verifiers' reports show no major outstanding action points.

78. All learners are highly motivated to achieve their qualification. There is a good standard of work in learners' portfolios of evidence. The learners help each other to achieve their qualification and have good working relationships with staff in the workshop. One qualified learner acts as a mentor to other learners to help them to achieve the qualification. The professional course is used as a progressive qualification leading up to the NVQ. Learners have a good understanding of the NVQ process and the competences they need to achieve the qualification. A staff member gives an effective and comprehensive induction to the training programme. The qualifications on offer give the learners skills which will enhance their future employability. The achievement rate for the professional qualification is good. Learners achieve the qualification in three to six months.

79. The learners work towards their qualifications without any formal planning of the training by the workshop staff. Despite this, training is successful. Staff have a good knowledge of the qualification and are experienced in teaching it. There are no written training plans. There are some individual informal training sessions with staff. Training is often taught in small groups, while other learners are practising their skills. Training records are not kept effectively.

80. Many learners enter the training workshops without any sentence plans. They may be in a workshop and on a training programme for many months before the sentence plan arrives. There is no system to ensure the sentence plan is used effectively to help learners' progress towards their qualification. As part of their induction to the training programme staff usually ask learners about their training requirements, but trainers are often unaware of learners' basic and key skills training needs. About twice a week, education staff give additional learning support in the workshop.