

INSPECTION REPORT

HMP and YOI Parc

09 September 2002



ADULT LEARNING
INSPECTORATE

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 **learnirect** provision
- Adult and Community Learning
- learning and job preparation programmes funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

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.

Overall judgement

In those cases where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

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

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

SUMMARY

The provider

Her Majesty's Prison and Young Offenders' Institute Parc is a Category B local prison for convicted male adults, convicted and remand male young offenders and, in a separate unit, male juveniles on remand. It is situated on the outskirts of Bridgend in South Wales. There are currently 940 adult prisoners, plus 28 juveniles. The operational capacity of the person is 920. The education department provides mostly part-time education and training, focusing on literacy, numeracy and key skills. It offers one vocational course in the prison, which is industrial cleaning. There are seven production workshops, which provide training for work, the standards required for the external contracts. There are education classes and a production workshop in the vulnerable adult prisoners' unit. Education is provided for learners in the segregation and healthcare units. Some learners carry out education work in their cells using distance-learning packages.

Overall judgement

The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, the industrial cleaning course is good, the foundation programmes are satisfactory, but the information technology provision is unsatisfactory. Leadership and management of education and training are unsatisfactory, as are equality of opportunity and quality assurance provisions.

KEY STRENGTHS

- good training for work in employment areas
- particularly good standards of learners' work
- particularly well-motivated and supportive staff

KEY WEAKNESSES

- insufficient accreditation of learners' skills
- ineffective co-ordination of activities
- poor use of data
- poor awareness of equal opportunities issues
- insufficient quality assurance of education and training
- ineffective initial assessment

OTHER IMPROVEMENTS NEEDED

- written information to help prisoners choose activities
- better quality learning materials

THE INSPECTION

1. A team of five inspectors spent a total of 19 days at Her Majesty's Prison and Young Offenders' Institute Parc (HMP/YOI Parc) in September 2002. They accompanied a team of Her Majesty's Inspectors of Prisons (HMIP) on an unannounced prison inspection. The inspectors visited the education department for adult prisoners and juveniles, the production workshops, the physical education (PE) department and the prison grounds employment areas. The inspectors interviewed 95 prisoners and 24 staff. A wide range of documents were examined, including learners' individual learning files and their portfolios of work, assessment and verification documents, policies and procedures, contracts and records of meetings. The inspectors observed 14 learning sessions, nine of which were graded satisfactory or better. They also studied the education department's self-assessment reports. The current one is in draft form. The prison does not have a self-assessment report.

THE PROVIDER AS A WHOLE

Context

2. HMP/YOI Parc is an adult male Category B local prison, situated on the outskirts of Bridgend in South Wales. It is managed by a private contractor. There are three Home Office controllers who monitor the operation of the prison. Built in 1997 as a high-security Category A prison, it is the first privately managed prison in Wales and the first to be built in Wales for over a hundred years. It has a certified normal accommodation (CNA) of 800 prisoners and an operational capacity of 920 prisoners. HMP/YOI Parc has 490 convicted male adult prisoners, 450 convicted and remand young offenders aged 18-21 years and a separate unit housing 28 juveniles aged 16-18 years. The average age of prisoners is approximately 25 years.

3. The prison contracts with a local college to provide education and training for adult and young offenders. The five-year contract started in April 1998 and specifies 240,000 teaching hours per year, which was calculated based on 800 prisoners receiving six hours every week over 50 weeks. Of the 940 prisoners, approximately 100 are not eligible for activities, as they are either on induction, sick or infirm. The education programme operates for 48 weeks each year, mostly learners attend for half a day each week. In addition, four classes are offered one evening a week. There are nine full-time teaching staff, an administrator, and 20 part-time teaching staff in the education department. There are 204 learners on foundation programmes, 110 on information technology (IT) courses and 15 learners working towards industrial cleaning qualifications. Since 1997, in response to prison demands, the curriculum provided by the college subcontractor has changed significantly three times. Initially, the education department's staff taught academic and vocational work-related subjects. In 1999, learners' numbers were increased to 350 in the industrial workshops, by withdrawing vocational qualifications and converting the area into an open-plan production workshop. Only industrial cleaning qualifications remained. There are now seven separately operated production workshops in the industries building, supervised by prison work supervisors and employing 224 prisoners. These are serviced by a stores section. There are two small production workshops in the vulnerable prisoners' unit, which employ 38 prisoners. In addition, there is a range of employment throughout the prison. The 10-week PE course is over-subscribed, with 60 applications for the 20 places. The juvenile unit in education and training is subcontracted to a private training company. It operates separately from the main prison.

Education and training in prison

4. The achievements of learners in the education department are recorded, and the actual number of prisoners gaining qualifications is known, but achievement rates against the potential numbers of qualifiers are not monitored, analysed or evaluated. Retention rates are not monitored, although records of attendance are kept. Some activities are under-subscribed. In the education department, some prisoners are allocated to training sessions to fill places while they are waiting for their chosen activities. There is insufficient planning of prisoners' time to make the most of education, work, PE and offending behaviour courses. Most education courses are part time and prison work is full time. The prison target for purposeful activity is 32 hours for each prisoner every week and the year-to-date figure is 23.9 hours. HMP/YOI Parc is short of 226 education/training places. There is no accreditation of the skills acquired by learners except in the education and PE departments. In addition, the PE short course has very limited sports content and is not specific enough to be useful in sports employment on release.

5. The standard of work by prisoners in the production workshops and horticulture areas is good. Product quality assurance systems are very effective. Training for work in the industries area is good and is well recorded. Teaching standards in the education department varies. Of the 14 sessions observed, 36 per cent were good. The poorer standard classes are in IT, where 60 per cent are unsatisfactory. Staff are generally well qualified, experienced and enthusiastic about their subjects. However, there is no contingency plan to ensure that teachers' sick leave is covered effectively. Non-subject-qualified staff simply monitor learners in class, rather than teaching them. There is some confusion about whether learners are allowed to take work back to their cells. Some learners are completing external correspondence courses, one attends the local further education college, and education staff visit the healthcare and segregation unit. Education is provided for the adults in the vulnerable prisoners' unit. Young offenders with less than four weeks in the prison attend a specific training programme, which is co-ordinated poorly and has too much emphasis on literacy teaching.

6. One of the two education department buildings is a first-floor area originally planned as a double cell healthcare unit. This area is used mostly by the young offenders for education/training, including those on the four-week course. This is inappropriate accommodation. It is poorly lit, with small windows, poor acoustics and the classrooms have very large metal cell doors, making them very oppressive. Also, some areas are ventilated poorly. The education contract states that the prison is responsible for the education department's resources. There is a shortage of relevant textbooks and workpacks, and the learning materials and photocopying are poor.

7. The prison has a contract with a local library. Resources are satisfactory, with an appropriate range of books, including some specialist materials. The library books and tapes reflect the diversity of the prison's population. There are books with large text, audio books and books in sign language. The library is open seven days a week and all prisoners have a weekly library visit, which lasts 30 minutes. Learners are not always well supervised during these visits. The librarian works well with the prisoners, encouraging

HMP AND YOI PARC

them to improve their reading skills. A reading tape scheme to promote family relationships has been introduced, which allows fathers to record stories and send them to their children.

LEADERSHIP AND MANAGEMENT

8. The leadership and management of education, training and work activities at HMP/YOI Parc are unsatisfactory. The head of inmate activities and the head of sentence management report to the prison's director, through the deputy director. The head of inmate activities is responsible for the activities allocation unit, health and safety, the education department, prisoner employment and training, industries, the gym and sports areas and patrols. The head of sentence management is responsible for the related issues of sentence planning, accredited and other offending behaviour programmes, and probation support. The head of resettlement is responsible for the related issues of induction, reception/discharge, pre-release, careers, resettlement and for all equal opportunities issues, including anti-bullying and race relations. All non-subcontracted prison staff work for the private contractor, which manages the prison on contract to the Home Office. There are three Home Office controllers who monitor the prison's operations. There are no equal opportunities policies and procedures specifically for learners. Quality assurance procedures are those provided by the subcontracting college.

STRENGTHS

- good training for work in employment areas
- particularly good standards in learners' work
- particularly well-motivated, and supportive teachers and work area supervisors
- good management awareness of development needs

WEAKNESSES

- insufficient accreditation of learners' skills
- ineffective co-ordination of activities
- poor use of data
- inadequate contingency planning for education staff's absence
- insufficient monitoring of access to activities
- no equal opportunities policies or procedures for prisoners
- poor awareness of equal opportunities issues
- insufficient quality assurance of education and training

OTHER IMPROVEMENTS NEEDED

- written information to help prisoners choose activities
- better ventilation in the industries workshops

9. Training for work is good, varied and well recorded. Initial training includes manual

HMP AND YOI PARC

handling and basic food hygiene. Prison wing cleaners are required to carry out five tasks of the industrial cleaning assessments and some gain the nationally recognised industrial cleaning qualifications. Prisoners in the industries workshops complete short training tasks to ensure that they can operate the machinery safely and effectively. The workshop supervisors train the prisoners well in the use of workshop machinery and keep good records to confirm what machinery each prisoner can use without close supervision. The circulation of air is poor in the industries workshop and fumes are not efficiently extracted from all areas. All production workshops sell their products to the prison estate or external customers. There are two woodwork workshops, workshops for welding, small assembly work, packing, painting small components, and the industrial cleaning training workshop. A well-managed stores, which also provides training, supplies all workshops. Work in the horticulture areas includes grass-cutting in the prison grounds, and external contract work making hanging baskets and preparing bedding plants for sale in the local area. In addition, there is work on the food serveries and as orderlies in areas such as education, library and sports facilities. All prisoners are encouraged to work as part of a team. Prisoners' options are governed by their security clearance and most prisoners enter the prison on a medium-risk rating, which restricts their initial choices.

10. Learners' work in the workshops and horticultural areas of a particularly good standard. Work supervisors are well qualified and experienced and continually reinforce the need for the work to be produced to a very high standard. Each industrial production workshop has its own quality assurance procedure. The same prisoners in each workshop are usually responsible for this monitoring, although staff try to ensure that other prisoners are able to gain experience of all the tasks in the workshop. Many of the items that are fabricated, assembled or packed go directly to external customers, making it imperative that good standards are maintained.

11. The teachers and work-area supervisors are particularly well motivated and give prisoners additional pastoral support and encouragement. They are aware of learning and behavioural issues and have developed good group management strategies based on mutual respect and trust. In the education department, learners receive effective support for additional learning needs. The positive atmosphere helps learners contribute well in activities and to the requests of teachers and work supervisors. All staff are extremely dedicated to improve the prison's regimes. They have prepared a number of contract bids to external agencies and written internal prison proposals and initiatives advocating new and improved practices. These include a proposal for basic skills to be integrated with industrial workshop practices, to illustrate and assess the application of literacy and numeracy skills.

12. The managers have a good awareness of the prison's development needs. In recent years their primary focus has been on getting sufficient activities to occupy the increasing numbers of prisoners. The strategic direction of education and training at the prison focuses on the resettlement needs of prisoners from the moment they enter the prison. However, the number of prisoners has increased from approximately 800 prisoners in 2000, to 940 prisoners plus 28 juveniles, in the inspection week. There is

still a shortfall of over 200 activity places, despite education provision being mostly offered on a part-time basis. A start towards accreditation of courses has begun, with the offending behaviour treatment programmes now following nationally recognised accredited programmes.

13. There is insufficient accreditation of the range of skills prisoners learn and use in their employment duties. Some areas do record training that takes place, in order for prisoners to be able to perform tasks, and there is an assessment of completed tasks in some areas for product quality assurance purposes. However, the good standards of work and the manufacture of products in a commercially acceptable time and manner by learners are not assessed for nationally recognised qualifications or units towards qualifications. Similarly, basic and key skills are not recognised in employment areas. The education department and the employment areas operate separately within the prison. The PE department has a clientele of young prisoners, whose average age is approximately 25 years old. The prison's management is not organised in a way which allows sufficient prisoners to be coached or trained in sports qualifications. Except for the four orderlies, the learners are not co-ordinated in a way that allows them to coach fellow learners. The management and operation of activities is focused narrowly on the numbers of learners involved rather than creating opportunities to gain qualifications.

14. Activities within HMP/YOI Parc are not sufficiently co-ordinated. In recent months, because of a change in staffing, there has been a reorganisation of management responsibilities, as well as a review of the prison's functions. The various functions of the prison do not operate in a seamless way to help develop the next stage of change effectively. Education is mostly offered on a part-time basis, with adults and young offenders segregated. However, it is not mixed effectively with other training or employment. Employment is full time for most prisoners, reducing the number who can participate in education and training. Those prisoners who need basic skills help are not able to benefit from an effective mix of activities. There are no plans to introduce shift work, half-day or alternate-day working in the employment areas. When prisoners are withdrawn from employment or education for offending behaviour or PE qualification programmes, their places are not filled systematically by other prisoners. Staff report this is because the programme duration, which is usually 10-12 weeks, is too short for the replacement learner to be able to achieve any qualification in education or work at sufficient speed in the industries workshops. However, the prisoner turnover is approximately 60 prisoners each week, and some prisoners spend just a few weeks in education before moving to their preferred activity. Senior managers are insufficiently aware of current education and training trends. Information about employment trends in the region is not used effectively to contribute to activities reviews, even though most prisoners are released locally. The director's plan to prepare prisoners for resettlement from the moment of entry, does not have sufficient key components in place to enable processes to operate. There is no holistic view of activities at the prison to make the most of the education and training provision and engage more prisoners constructively.

15. Pay scales were revised recently to give prisoners in education more wages. However, as most prisoners can only attend education for half a day, and employment is

full time, those in education receive significantly less money each week.

16. The PE facilities are not used effectively. The PE department has six activity areas in use, and nine staff. There are three outdoor games pitches, a sports hall/gymnasium, a weights room and a cardio-vascular exercise room. One outside area has been out of action for approximately 15 months because of health and safety problems. A fourth outside area cannot be used for security reasons as it is not fenced. The inside facilities are on the ground floor of the building, which houses some education rooms, the library and chapel. The main focus is on recreational activities. The staff are required to monitor and observe the prisoners. There is no effective coaching during the sessions. The short PE course is in great demand, though at the time of inspection it had been postponed for a month because of staff shortages. Of the five topics in this course, only two are active PE topics. There are insufficient staff for all six PE areas to function to maximum capacity. Sessions are an hour in duration, which include transfer time from the prison wings. Prisoners rarely perform warm-up and cool-down activities or shower there, to maximise their activity time. There are 24 showers for 60 prisoners per session. PE time is allocated on a segregated basis a wing at a time, which eliminates opportunities for prisoners of similar abilities to be grouped together or have inter-wing competitions. The prisoners in full-time employment can only attend PE in an evening if they have enhanced status. Attendance is by single wing allocation, despite there being mixed-wing workshop groups.

17. There is poor use of data, the focus being to use data to ensure that prison targets are met. Graphs are prepared for managers to monitor achievement against key performance targets and key performance indicators. Quantity is measured using available data, but there is insufficient analysis of the data to explore contributory factors. Qualification achievement is not kept in an easily accessible format in the education department. Figures can be found by looking at examination records but potential achievement of qualifications is not recorded. The numbers of prisoners who start activities are recorded on a computerised system in the activity allocation unit (AAU) but these data are not used to measure the actual achievements against the potential number. Most qualification courses do not have approximate duration times, although there are minimum sentence-remaining eligibility criteria in the AAU system. The various computerised information systems are not used in an integrated way to help the prison's managers. Data are not collected in a way which enables the allocation of activities to be monitored effectively for discrimination or for trends. For example, prisoners on one wing are mostly allocated to the woodwork shops. Data are not used to monitor quality of education/training to contribute to management decisions.

18. There is inadequate contingency planning to cover staff absence effectively in the education department. Learners attend classes if their usual teacher is absent. Learning is disrupted by non-subject-qualified staff supervising in class, rather than teaching. The full picture of ineffective cover is not shown in the data collection and internal quality audits, which only monitor if a class has taken place, and not its effectiveness. However, learners have identified this problem on questionnaires.

19. Prisoners choose their activities from a list. At the planning meeting, the tutor explains the content of each subject, which is a lengthy process. Prisoners are not given booklets or information sheets on entry to the prison, to let them prepare for discussions with staff, or to complete activity request forms. In addition, there is no written information, or photographs of the facilities and the products made in the workshops. Prisoners are not given sufficient information about the employment opportunities at the prison.

Equality of opportunity

20. Equality of opportunity at HMP/YOI Parc is unsatisfactory. The prison does not have an equal opportunities policy for prisoners. There is ineffective monitoring of equality of access to activities and education. There is no single co-ordinator who supervises how the introduction of the equal opportunities policy is applied to activities. Equal opportunities data do not contribute to curriculum planning and training provision. The information is not sufficiently detailed to help develop improvements in the activity selection process. The prisoners are unaware of the selection criteria applied to activities and the individual timetabling process is inadequate and superficial. The AAU does not keep waiting lists for employment. The PE and education departments, and vulnerable prisoner wing, monitor their own waiting lists from information sent to them by the AAU staff. There are 226 prisoners without activities. A large wall-mounted whiteboard is used in the AAU to advise them which prisoners are due to vacate jobs and the next prisoners due to fill them. The staff search for dates in prisoners' files which indicate time spent waiting for a vacancy. In addition, there are often unrecorded verbal communications between wing staff, industries workshop supervisors and the AAU staff before prisoners are officially allocated to a post on the computerised system. There is no systematic monitoring of records to analyse prisoners' allocation to employment. For example, there is no system to determine if certain groups of prisoners are those most regularly allocated to a certain workshop, or if other groups never get allocated to jobs for which they are eligible.

21. There are minority ethnic group statistics for the prison, but data are not collected to monitor allocations to activities by ethnicity, disability or additional learning support needs. Jobs have specified security and health eligibility criteria, but the forms used by the AAU staff are not always completed in sufficient detail to ensure that appropriate jobs are allocated. For example, a prisoner with asthma was allocated inappropriately to a dusty workshop. Another prisoner ineligible for education because of the presence of female tutors was allocated to an industries area with female staff. Data are not collated, analysed or evaluated to ensure equality of access for prisoners to education, training and work.

22. There are no equal opportunities policies and procedures for prisoners and there has been insufficient training for staff in equality of opportunity issues. The prisoners do not receive sufficient information about the induction programme and staff do not reinforce equality of opportunity information. There are many race relations posters around the prison. However, prisoners are unfamiliar with the anti-bullying procedure and many are unsure about the complaints procedures. The library, chapel and other first-floor rooms in the amenities education building are inaccessible to prisoners with restricted mobility. These prisoners can therefore only attend art classes, unless they are given permission to join the young offenders' groups. The prison's education department identifies learning disabilities, but this information is not shared with the individual prisoners systematically and is not collated effectively to produce suitable information for planning.

Quality assurance

23. The quality assurance of education and training is unsatisfactory. The prison has no quality assurance policy or procedures to monitor the education and training at the prison. Managers are aware that they need to focus on the quality of the provision as well as the amount. There is a tradition of excessive reliance on external inspections, audits and ensuring compliance with contracts. The prison does have a 12-month rolling programme of internal audits, which managers use to indicate areas of concern for further investigation. For example, fighting in a classroom or workshop would indicate a concern over management of the activity, as well as security issues. What the internal audit does not check is the activity in the classroom, but simply that an education class is taking place. The focus is on compliance to ensure that processes are operating and that the prison is prepared for external audits.

24. The education department is included in the contracted colleges quality assurance procedures. It produces an annual self-assessment report for the college, but the prison's managers do not receive a copy. The prison does not carry out a self-assessment process. In addition, college staff visit to observe teaching and review courses, and awarding body external verifiers visit the prison. Prison managers do not receive copies of their reports. The curriculum and education department contract reviews, between the education manager and prison managers, do not use this information either.

25. There are good examples of quality assurance in the prison, which are not being shared or developed to support the education and training areas. For example, the external processes required for the offending behaviour programmes, and the external contracts monitoring of quality in the industry workshops, assure good quality provision and products.

AREAS OF LEARNING

Information & communications technology

26. Information and communications technology (ICT) provision is unsatisfactory. ICT at HMP/YOI Parc operates in the education department of the main prison and the juvenile unit. There is one contractor for adults and young offenders and one for juveniles. The education department offers computer literacy and IT courses at level 1 and 2. There are 110 learners studying these courses. Fourteen juveniles are studying basic IT courses. The prisoners can join these courses whenever a place becomes vacant. The adult and youth offenders allocations are managed by the AAU, using information from the prisoners' training records. The planned duration of the most popular courses is 10 weeks for each level of achievement. Learners can progress from the basic levels directly to the next level without re-applying through the AAU. The duration of the courses is adjusted to suit the ability and the broader aspects of the prisoners' responsibilities and expectations within the prison regime. These courses are provided for 48 weeks of the year, with attendance for 15 hours a week. Prisoners are expected to have basic skills at level 2 to meet the entrance requirements to ICT courses, but some prisoners join the courses without satisfying this eligibility criteria. There is no self-assessment report specific to ICT, it is included in the education department's self-assessment report.

STRENGTHS

- particularly good pastoral support by teaching staff

WEAKNESSES

- inadequate range of courses
- poor teaching
- poor target-setting and action-planning for many learners

OTHER IMPROVEMENTS NEEDED

- more up-to-date computer hardware and software

27. The relationship between the tutors and the learners is particularly good. The tutors are aware of the learners' discipline and behavioural issues and have developed effective class management strategies based on mutual respect and trust. In the context of prison education, this approach has promoted behaviour change and motivated learners. The tutors are well qualified and experienced. Most learners stay for the full course and

achievement rates are satisfactory. Many prisoners attend classes while waiting for a place on their chosen activity.

28. The range of ICT courses is inadequate. HMP/YOI Parc does not offer enough employment-related qualifications and skills. The current progression routes reinforce learned skills, rather than challenging and extending the learners' development. The progression rate from the computer literacy course to the more advanced level 2 is less than 10 per cent. Data are not kept in a way which is easily accessible when reviewing the courses and planning future provision. Local labour market demands have not been used in course and curriculum reviews to help decide appropriate awards to aid resettlement. There is insufficient co-ordination of the ICT provision.

29. Sixty per cent of ICT teaching is unsatisfactory. In these sessions, the teacher is a temporary replacement who is not a subject specialist. This is affecting the learners' progress as there is no continuity of education. In these sessions, some of the prisoners are not engaged effectively in learning and spend their time playing computer games. The learning materials are poor. The content of the handouts is not tailored to the needs of the prisoners, does not reinforce positive messages and is poorly produced. There are not enough IT books for the prisoners to use.

30. Learners do not have overall individual learning plans and do not have short- or long-term achievement targets. In the better teaching sessions, there are detailed individual learning plans specific to the subject taught, which provide clear targets for the learners. Progress recording and monitoring is systematic in these areas. Most learners are not aware of their assessment plan, the assessment criteria or their target dates. The learners are given different information by different tutors and their achievement in many of the learning sessions is poor. This has de-motivated and discouraged a number of new learners from planning for further studies. The learners are unable to use their IT skills in the prison, outside classroom sessions. The hardware and software equipment is satisfactory, but the hardware is not suitable to use many up-to-date software programmes.

Health, social care & public services

31. HMP/YOI Parc provides good training for learners in industrial cleaning, based in a workshop within the industries building. Some learners achieve an internal prison qualification, which requires the completion of five tasks, in order to be eligible to work as wing cleaners. In addition, there is training for nationally recognised qualifications in industrial cleaning at level 1, 2 and 3. Learners are trained to use a range of industrial cleaning equipment and materials. Learners attend the workshop for half-day sessions five days a week, where they are taught by a member of the education department who has relevant vocational and assessor qualifications. All assessments are recorded and take place within the training workshop. The self-assessment details for this area are in the education department's self-assessment report.

STRENGTHS

- good planning and recording of training
- good use of qualified learners in training and assessment
- well-managed and resourced training facility

WEAKNESSES

- no significant weaknesses

OTHER IMPROVEMENTS NEEDED

- wider range of assessment opportunities using other prison areas
- better produced learning materials

32. There is good planning and recording of training by the vocationally qualified and experienced member of the education department. Training takes place in a dedicated workshop and gives prisoners the opportunity to carry out all the tasks required to achieve their qualification. Within the workshop is a range of different types of flooring, from tiles, to wood and carpet, and examples of toilets and washrooms. Workbooks and handouts are used to provide the supporting material for the development of practical skills and background knowledge. All assessments are planned and recorded.

33. Learners who have already achieved at least their level 2 qualification, help to train and assess other prisoners in all aspects of cleaning. These learners' value the opportunity to assist with training and demonstrate professionalism and enthusiasm. Those prisoners being trained, welcome their fellow prisoners carrying out this role and respond positively. There is an excellent atmosphere within the workshop and a good

rapport between the trainer and the prisoners. There is a good qualifications achievement rate. Of 54 learners starting on the training programme between January 2002 until the end of August 2002, 51 achieved level 1. A further 23 learners continued and achieved a level 2 and four continued to level 3. All learners also achieve a basic health and safety award. One learner has achieved the assessor's award and another is working towards it.

34. The training facility is well managed. Staff and prisoners take pride in the training workshop and demonstrate good housekeeping at all times. All cleaning equipment is stored and labelled carefully. Health and safety requirements are strictly observed by both staff and prisoners.

35. All assessments take place in the training workshop. Although there are all the cleaning situations necessary to achieve the qualification, the range of assessment opportunities and locations available to prisoners is narrow. For example, there are no stairs in the workshop.

36. The quality of the learning materials currently in use is poor. Learning materials are generally photocopies of previously photocopied worksheets and some are very faint and difficult to read. They give a poor impression of what is, in other respects, a good programme.

Good Practice

One learner attended the industrial cleaning course and successfully achieved levels 1 and 2 of the industrial cleaning award. He transferred to the industries workshop, where he showed an aptitude for training and helping others. He went on to achieve the level 3 and then qualified as an assessor. He now works as a technician and trains and assesses in cleaning. He has also been offered a full-time cleaning job on release.

Foundation programmes

37. Foundation programmes are satisfactory. A contract college provides a range of training programmes for adult and young offenders in basic and key skills for the prisons' education department. Open College Network qualifications are offered at level 1, 2 and 3. The education department offers general certificates of secondary education (GCSEs) in English and Mathematics and provides training in literacy, numeracy, IT, key skills, business administration, and social and life skills. It also offers a range of subject specialist courses, for example art and design, media studies, business, health, and history. The department provides support for learners to gain advanced level GCSEs and has arrangements with a nationally recognised organisation to provide distance learning materials for study at degree level. There are 204 learners on foundation programmes. All education is part time. Adults are timetabled in the mornings and young offenders in the afternoons. Vulnerable prisoners and those serving less than four weeks have a separate education programme. All new prisoners receive a three-week induction programme, which includes a formal basic skills initial assessment. Education staff meet each prisoner to agree a learning programme and a training plan, and an individual learning plan is completed. Qualified and experienced staff provide the training. A private training company provides separate learning and skills programmes to the recently formed juvenile unit.

STRENGTHS

- particularly effective pastoral and training support for learners by teaching staff
- good participation in learning activities
- effective use of life experiences in lessons
- good progress on courses

WEAKNESSES

- no coherent structure or co-ordination of the short-stay young offenders' programme
- ineffective initial assessment
- poor teaching accommodation in one of the education buildings
- insufficient working in groups and pairs

OTHER IMPROVEMENTS NEEDED

- greater use of visual displays to celebrate learners' success
- more good-quality learning materials

38. Teaching staff give particularly effective support to learners dealing well with individual learning needs. Tutors spend enough time with learners to make sure that they understand their tasks and what is required to improve their performance. Learners value the support they receive. Staff are well qualified and have good experience within their areas of work and teaching in prisons. They use their expertise effectively to help prisoners acquire new knowledge and understanding, which also improves prisoners' self-esteem and confidence. They use their pastoral skills well to develop good relations with prisoners. An atmosphere of trust and openness in the classes helps learners to contribute positively to lessons.

39. There is good participation by learners in all lessons. Prisoners work well individually and respond positively to the tutors' guidance. However, most lessons do not involve learners working in groups or pairs, which slows the pace of learning and many learners become distracted and bored while they wait for the tutor's attention.

40. Tutors make effective use of learners' life experiences to develop learning and understanding. For example, in a numeracy class, the tutors used an everyday experience of shopping in a supermarket to develop addition and multiplication skills. Prisoners are encouraged to use their experiences to help them to understand the need to develop their literacy and numeracy skills.

41. Learners make good progress. In most lessons, new prisoners complete the entry-level exercises at levels 1, 2 and 3 and progress well on the key skills level 2. One learner has achieved a GCSE in English at grade 'A'. Learners work well in lessons, work diligently on their tasks and are eager to clarify understanding. Many learners take their work back to their cells to complete their tasks or prepare for tests and are proud of their achievements. However, a few class times are reduced, due to the distribution of the prisoner's canteens.

42. Since January 2002, there has been a total of 1,013 course achievements. Learners produce good work in a range of subject areas and are meeting the prison's key performance targets for literacy and numeracy. Other qualifications achieved by learners can only be found by searching through examination records. Data are not kept in a way that allows actual achievement against potential achievement to be evaluated. Achievements are not routinely displayed to encourage learners and build their self-esteem.

43. There is no coherent structure or co-ordination of the short-stay young offenders' programme. There is too much emphasis on some subjects, such as English, and too little time spent on other necessary subjects and those of interest to the prisoners. The learners have no timetable of subjects. In one lesson, the learners were continuing to follow the basic literacy and numeracy skills course. A group of learners in another lesson were completing a series of separate and unrelated activities. Tutors do not share their experiences.

44. Initial assessment is ineffective. During induction, all prisoners are assessed using nationally recognised screening tests for literacy and numeracy skills. Test results are filed with the individual prison learning plan, but these results are not used during the individual's meeting with the tutors to identify a suitable learning programme. Many tutors do not have sufficient awareness of dyslexia to help learners with their particular requirements.

45. There is poor teaching accommodation in one of the education buildings. The rooms consist of five old double cells and one inside room in the health block. The doors are very heavy and dangerous, and the rooms are too small, with poor acoustics, lighting and decoration. The inside room for short-term prisoners is too small and there is poor ventilation.

46. Most learners are involved in individual tasks, which are paper-based exercises. There are few group learning activities in classes. Learners work together informally, but this reverts to general discussions about unrelated issues. Staff have produced some good learning resources for prisoners, as there are few appropriate published resources, but there are not enough copies and there are few multiple sets.