

INSPECTION REPORT

HMP Winchester

20 May 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

Winchester has two prisons, both situated in the heart of the city. There is a main prison, which is a category B local establishment for adult males, and a closed training prison for females, known as West Hill, which was previously an annexe to the main prison. Provision in the female prison was not inspected. The main prison has an operational capacity of 557 male prisoners. The certified normal accommodation is 372. The population includes category B, C, D, unsentenced and some not categorised sentenced prisoners. Some prisoners are occupied in industrial production workshops. Others work as orderlies or are linked to the works department. They have few opportunities for vocational training leading to nationally recognised qualifications. These are currently limited to catering and physical education. Part-time education programmes on offer include basic skills, social and life skills, visual art, sound recording, information technology. These programmes were inspected. A local college of further education has the contract to provide education within the prison. The main prison also has a centre offering a Custody to Work scheme.

Overall judgement

The quality of provision is not adequate to meet the reasonable needs of those receiving it. The education provision in information and communication technology, visual and performing arts and media and foundation programmes is satisfactory. However the leadership and management of education and training within the prison are unsatisfactory. The approach to equality of opportunity and quality assurance is also unsatisfactory.

KEY STRENGTHS

- good achievement rates in some areas of learning
- good individual support
- positive approach to combining work with education
- good teaching
- involvement of all staff in self-assessment

KEY WEAKNESSES

- poor resources in many areas
- little access to education and library for some learners
- ineffective planning and monitoring of learners' progress in information and communications technology
- incomplete strategic planning process for the management of education and training
- no overall quality assurance framework
- poor use of management information
- poor awareness of equal opportunities by many learners

OTHER IMPROVEMENTS NEEDED

- better use of feedback from learners
- more recording of learning and work activities
- more training for education staff
- better use of lesson plans

THE INSPECTION

1. A team of five inspectors spent a total of 16 days at Her Majesty's Prison Winchester (HMP Winchester) in May 2002. They visited the production workshops, kitchens, physical education and education department and interviewed 51 learners. Inspectors also conducted 27 interviews with teaching staff, prison managers and other staff. A wide range of documents was reviewed, including learners' personal files, portfolios of evidence, records of meetings, policies and correspondence. HMP Winchester's first self-assessment was almost complete before the inspection and covered all aspects of the education and training provided in the prison, including the library and chaplaincy. Nineteen learning sessions were observed, 18 of which were judged to be satisfactory or better.

THE PROVIDER AS A WHOLE

Context

2. HMP Winchester is a category B local prison for adult males. It is situated in the heart of the city of Winchester, Hampshire. There is also a closed training prison for females, known as West Hill, which was previously an annexe to the main prison. The prison was built in 1846 to replace the Bridewell prison of Jewry Street. The local prison has an operational capacity of 550 male prisoners. The certified normal accommodation (CNA) is 371. The population includes category B, C, D, unsentenced and some not categorised sentenced prisoners. At the time of inspection, there were 528 prisoners with approximately one third on remand. Many of the remainder are serving sentences of less than six months although some are serving sentences of longer than 12 months. There are often 10 to 20 new prisoners daily. Approximately 5 per cent of the prisoners are from minority ethnic groups. There are two light industrial workshops providing employment opportunities, which comprise the wiring of trailer boards and light assembly work. Some prisoners are offered the chance to accompany prison works staff while they carry out maintenance. However, there is no formal training attached to this work. General works are likely to be contracted out to private enterprise in the near future and prisoners will no longer be able to benefit from this employment opportunity. Additional work is available in the library, kitchens and on the wings for cleaners. Employment within the prison currently stands at approximately 60 per cent. At the time of inspection there were no NVQs offered in physical education. Three prisoners had been registered for NVQs in the kitchen, but there were no structured plans to provide training to meet the requirements of the award. Educational programmes subcontracted to a local college of further education include basic and key skills, social and life skills, information and communication technology (ICT), visual art, music technology, and drama. The prison has made some progress with the teaching and assessment of key skills at entry level and levels 1 and 2. There are five permanent and 25 part-time teachers providing classes for both HMP Winchester and West Hill prison.

Education and training in prison

3. Leadership and management of education and training in the prison are unsatisfactory. Equality of opportunity and quality assurance of the education are also unsatisfactory. The prison has recently introduced a quality improvement group as a requirement of the Prisoner Learning and Skills Unit (PLSU). Retention and achievement rates and trends cannot be accurately established. The visual art course has only just been accredited and the drama programme is not accredited.

4. Most of the teaching is satisfactory or better. Most staff are well qualified and have good industrial expertise. Learners are well motivated and make good use of their learning opportunities. Some of the learning materials are poor. Learners are often late for classes owing to prison movement schedules. The library is inconveniently located. Although there is an adequate supply of books, there are few controls over issues and returns. Stock loss runs at 43 per cent. Many prisoners are unable to use the library owing to prison regimes, court appearances and visits. The library provides a daily newspaper service but is not open for prisoners to borrow books in the evenings or at weekends. HMP Winchester no longer takes detainees and has therefore cut its provision of programmes in English for Speakers of Other Languages (ESOL). A number of prisoners still need such programmes.

LEADERSHIP AND MANAGEMENT

5. The leadership and management of education and training in the prison are unsatisfactory, as are equality of opportunity and the quality assurance of education and training. Education, training and industries are managed by the head of regime services (HRS), who reports to the governor of the prison. The HRS also has responsibility for managing the contract for education provision which is held by a further education college, and for library services, which are provided by the county council. The education contract is for 11,500 contact hours over a 50-week year. Basic skills training is offered in the education centre for five days a week and on the wings for one evening a week. The education department provides a part-time core programme of literacy, numeracy, social and life skills, information and communication technology and courses in visual and performing arts and media. Some of the provision has yet to be accredited. The prison is currently identifying how learners can develop key and basic skills through education core activities. There is no training towards national vocational qualifications (NVQs) in hospitality or sports, although some prisoners achieve nationally recognised qualifications in sports leadership and weightlifting. There are work placements for learners in the works department. There are no formal training qualifications linked to the work in the industrial workshops (industries services). The prisoners' wage structure is such that those receiving education are not disadvantaged compared with those employed in the workshops. There is no overall quality assurance framework for education and training, although the further education college has policies and processes for its main college site. The prison has an equal opportunities policy, but this is relates to the prison regime and the requirements of the prison service. There are no equal opportunities policies and procedures which apply specifically to education and training. The deputy governor is responsible for race relations in the prison. The self-assessment report did not identify strengths and weaknesses for leadership and management nor for equal opportunities or quality assurance.

STRENGTHS

- positive action to tackle the educational needs of learners in the workshops
- good links with external agencies
- good approach to self-assessment
- some effective quality assurance processes in education

WEAKNESSES

- incomplete strategic planning process for the management of education and training
- poor use of management information
- extensive loss of effective learning time
- poor awareness of equal opportunities on the part of some learners
- poor access to education and library resources for some learners
- no overall quality assurance framework

OTHER IMPROVEMENTS NEEDED

- more recording of learning and work activities
- better use of feedback from learners
- more opportunities for professional updating for staff

6. The prison has a contract with the education department which details the prison's requirements. It includes key performance targets. One of these targets is efficiency in providing learning sessions. The education department regularly achieves more than 95 per cent of this target. Although there is no formal training provided in the industries workshops, the prison and education department have worked closely together to organise work so that part-time education is accessible to as many people as possible. Everybody who is employed in the workshops is given the opportunity to attend classes part time. They are paid at the workshop production rate, which is higher than the rate for education classes, so that they are not financially disadvantaged. Learners appreciate this arrangement and often attend lessons in the afternoons. Some courses provide unit achievement. The work activities that learners are engaged in are not adequately recorded and do not provide evidence of competence for other awards.

7. There are good links with external agencies, including companies in the area which provide work experience opportunities for prisoners who are eligible. These include leisure centres, where learners are placed as sports assistants. The prison has effective links with careers and Jobcentre Plus liaison staff in an attempt to help them find employment on release. Other links include voluntary and community organisations. Students from the local college play a significant role in providing support for learners on the drama course. They attend the prison one half day a week and take responsibility for classes which help learners to develop social and life skills through improvisation. Sessions are lively and interesting and the learners show enthusiasm. An opera company has visited the prison and worked with learners to produce a musical which was presented in the prison. Learners gained a great deal from being involved in the production and it is planned to repeat the exercise later this year. There is a custody to work centre which will ensure that all learners are fully assessed during the first week of their time in the prison. There is also a Jobclub.

8. The prison has a vision for education and training, but this has yet to be included on a

formal and detailed strategic plan. The prison is committed to providing education and training within the requirements of the prison service, and until recently has focused its attention on the achievement of key performance targets (KPTs) at level 2. The provision of education classes is left primarily to the discretion of the further education college and is determined mainly by the availability of resources rather than the needs of the individual. For example, the information technology (IT) programme lacks diversity and takes no account of the need to introduce lower level courses, such as an introduction to computers. Education and industries services work in isolation. The education department finds it difficult to recruit staff and the prison has no plan to remedy this. For example, there are learners registered with the awarding body for NVQs in catering. There are no action plans to support the introduction of the NVQs.

9. There is little management information about learners. Both the prison and the education department were unable to identify accurately, the number of learners on programmes and the rates of retention and achievement in several areas of learning. The prison does not routinely collect information about people from minority ethnic groups. Until recently the prison held a number of detainees, and ESOL classes were provided. The detainees have now been moved and the ESOL provision has been stopped. The prison's staff were unaware that there were still people who would benefit from the classes. There is no information collected about learners who go into sustainable employment on release and little information on job opportunities.

10. Learners frequently arrive late for education classes. There are two sessions a day, lasting approximately two hours each. Sometimes up to 40 minutes can be lost. Often this is due to operational constraints. Some learners who arrive early or on time, lose motivation and lessons are disrupted by the need to restart them to accommodate late comers. This is a particular problem in the cookery lessons, where food has to be produced quickly. The funding structure for the education contract is related to the number of sessions and not the length of time spent teaching. The amount of ineffective learning time is not routinely monitored by the education department or the prison as a whole.

Equality of opportunity

11. The approach to equal opportunities is unsatisfactory. HMP Winchester has an equal opportunities policy and a race relations policy. There is a complaints procedure relating to the prison as a whole but no procedure linked specifically to education and training. Many learners are unaware of any appeals or grievance procedure related to their qualifications. There are opportunities for the celebration of a number of faiths at the prison, including a multi-faith room for worship. The education department is located on the second floor of the building and therefore access to the education department classrooms and the library is difficult for learners with restricted mobility. The main library is located below wing level and is accessible only via a spiral staircase. Although times are allocated for learners to visit the library, there are often occasions when learners do not have access owing to operational pressures. The number of wing visits to the library is not routinely monitored by the prison, although the librarian keeps manual records of issues. Vulnerable prisoners can only access the library and education classes on one half-day a week. Book loss stands at 43 per cent with at least 3500 books unaccounted for on the wings. There are sufficient books for those from minority ethnic groups, with good links to other establishments for additional stocks.

Quality assurance

12. Quality assurance arrangements in the prison are unsatisfactory. There is no overall quality assurance framework to ensure that education and training are monitored for consistency of practice or to identify plans for improvement. There are no structured opportunities for staff to meet to share good practice or update professional skills. There is too much reliance on the college for staff appraisal and development for those staff working within the education department. The education department carries out observations of teaching and is audited by the main college, the teaching observations and audits are recorded and any problems identified are resolved. However, the reports are not routinely circulated to the HRS. Internal verification is satisfactory and meets awarding body requirements where appropriate. The education department ensures that courses are evaluated by learners, but copies of the evaluations are not monitored by the HRS. There are wing meetings which involve prisoners' representatives, but these are mainly concerned with prison matters. Improvements in systems for gathering feedback from learners would help the prison to identify areas for improvement. HMP Winchester produced a self-assessment report before the inspection. It was detailed and involved full consultation with all education and training staff. Also included were staff from the industries services, library and chaplaincy. The newly formed quality improvement committee was used as a forum to discuss the report and ensure that any amendments were agreed by appropriate staff. The report was mainly accurate in identifying strengths and weaknesses for the areas of learning. No grades were given, but staff made a judgement as to whether the training provision was satisfactory, good or unsatisfactory. These judgements were mainly accurate.

Poor Practice

Education staff have not received adequate staff training in dealing with people with diverse problems and needs. Staff have also not received recent training in equal opportunities legislation.

AREAS OF LEARNING

Information & communications technology

13. Training in ICT is satisfactory. There are 44 learners on ICT programmes in the education centre. All learners are working towards accredited qualifications. Twenty eight learners including vulnerable prisoners are working towards level 2 NVQ qualifications in information technology (IT). The remaining 16 learners are working towards key skills qualification in IT at levels 1 and 2, which is combined with a key skills learning programme for communications or application of number. Learners on IT programmes attend lessons for eight hours a week. Those who are on key skills programmes attend lessons for between two and four hours a week. All learners have a basic skills assessment at entry. An initial interview and assessment takes place with staff in order to determine the appropriate qualification in IT. There are one full-time member of staff and four part-time members all with teaching qualifications. The self-assessment report identified two strengths and one weakness, but failed to identify a weakness in monitoring learners' progress. The remaining strengths and weaknesses in the report represented normal practice.

STRENGTHS

- good achievement of unit qualifications
- good individual support for learners
- programmes tailored to meet individual needs

WEAKNESSES

- poor resources
- ineffective planning and monitoring of learners' progress

OTHER IMPROVEMENTS NEEDED

- better use of lesson plans
- better health and safety induction for learners

14. There is a high rate of achievement for unit qualifications in IT. Some learners with previous experience are able to achieve units in two weeks. For the period September 2001 to March 2002, 102 learners have been registered to follow courses in IT. All learners have achieved one or more units. These include units in databases, spreadsheets, word processing and desktop publishing. Thirty-five per cent of these learners have also achieved full level 2 NVQ qualification. Thirteen learners were

registered for a business technology award and 80 per cent of these have achieved the full qualification. Learners value these qualifications and are motivated to work productively and make good use of their time during learning sessions. The qualifications are recognised by employers. One learner obtained a data processing job with a national tyre and exhaust centre.

15. Staff provide a good level of support to learners and give them regular individual coaching, which builds their confidence and allows them to move through their qualification at a steady pace. Staff work well as a team and have a good awareness of all IT issues. They encourage learners to work well together.

16. There is a flexible approach to organising learning programmes in all IT sessions. Staff ensure that courses meet the needs and interest of learners. Learners are able to work at their own pace on individual projects and to use packages that enable them to work on their own. Staff also accommodate individual needs at short notice. If they are informed that learners will be transferred out of the education unit and will have little time to complete their original qualification, they ensure that learners are able to gain another certificate before departure.

17. There is some poor IT equipment in the class rooms. Several computers are linked to one printer. However, often only one computer allows learners to print out their work. Learners therefore work on assignments and projects without being able to produce hard copies at the end of the learning session. Parts for printers which were ordered from subcontractors in February 2002 have still not been delivered. One printer has had the wrong printer driver for several months but this part has still not been delivered. A number of chairs are in need of repair and cannot be lowered or raised to suit individual learners. The height of some computer tables cannot be adjusted and there are insufficient wrist supports and document holders for all learners. Currently learners have no access to the Internet.

18. Some learning resources used for databases, charts and graphs are poorly photocopied. They are difficult to read and learners are unable to follow instructions with ease.

19. The condition of the accommodation in both IT classrooms is poor. Rooms are poorly decorated, paint is peeling off of the walls, and there are a number of holes drilled in the walls that have not been filled. This does not create a good environment for learning.

20. Individual learning plans and training needs analysis has recently been introduced for learners. Information on these forms is not consistently recorded. Individual learning plans do not always contain information relating to the level of the key skills programme the learner is working towards, the name of the tutor, or whether learners have received copies of course aims and objectives or a list of skills to be learned. Target dates for learning goals are not always achieved. Learners receive a brief induction in IT but do not receive comprehensive information relating to health and safety, key skills units, or

rights and responsibilities of learners in the IT department. Learners are therefore not always aware the content of their programme and of their own responsibilities for health and safety. The health and safety information does not include a full assessment of the computer workstation. Targets on reviews are not sufficiently specific to help learners progress towards their learning goals and target qualification. Many targets are long-term and vague.

21. Lesson plans are used in some classes and not others. They should be standardised for all teaching sessions.

Visual & performing arts & media

22. Training in visual and performing arts, and media is satisfactory. HMP Winchester offers programmes in visual arts, drama and music technology. There are eight learners working towards the music technology qualification and seven on the arts programme. Attendance on the drama programme fluctuates and depends on learners' motivation and regime activities. The music technology programme leads to a nationally recognised qualification and has been accredited for some time. The arts course has only recently received accreditation and the drama course has not yet been accredited. Since September 2002, 80 units of the music technology qualification have been achieved and nine learners have received the full qualification. Several learners have been awarded a prize in an annual competition for outstanding work in the development of leisure interests. A mix of full-time and part-time staff, all of whom are appropriately qualified, teach the programmes. Some tutors are also trained in counselling. Students studying at a nearby college, tutor the drama workshops as part of their own programme of study. These sessions are supervised by a project manager from the college and the deputy education manager of the prison. Staff identified all the strengths and weaknesses found by the inspectors.

STRENGTHS

- good work by learners
- wide range of tutors' industrial experience
- good relationships between staff and learners

WEAKNESSES

- poor accommodation for the music technology programme
- delayed accreditation of some qualifications

OTHER IMPROVEMENTS NEEDED

- more recording of learning activities in the drama programme

23. Learners produce good work, particularly in the visual arts and music technology programmes. The work is varied and the portfolios of evidence are well organised. Learners are well motivated and proud of their work. In the visual arts programme, learners are encouraged by staff to focus on their own areas of interest. For example, one learner has an interest in Native American culture and has produced a variety of evidence, from paintings and drawings to models and descriptive text. Effective use is made of the restricted range of materials available, by the construction of three-

dimensional models. For example, a model of a motorcycle engine was made entirely from matchsticks. The learner produced drawings and plans to support the construction. Learners following the music technology programme produce good-quality compact discs and cassettes of original music as part of their evidence. Many of those who start on the course have little or no experience of the music industry, but quickly develop skills which are recognised by employers. Learners' progress is monitored effectively and is recorded on charts displayed on the walls of the classroom. Learners and staff can easily follow progress towards qualifications and identify areas where extra support is needed.

24. Staff are well qualified to teach on the programmes. All have relevant teaching qualifications and, where necessary, appropriate trainer and assessor qualifications. The education manager is also a qualified internal verifier for the music technology award. Some staff are trained counsellors and this enables them to provide good pastoral support for learners. Teaching staff have good industrial expertise. Visual arts tutors are professional artists, and music technology staff are professional musicians who have a wide range of experience of recording and using recording studios. This gives learners encouragement to gain skills which are relevant to current industrial practice. Learners are well motivated and some of those who have completed qualifications continue to attend classes to gain more experience and to support other learners.

25. Courses start at different times through the year and classes often contain learners of mixed abilities. There are regularly regime interruptions which result in some learners arriving late. Staff are understanding and plan lessons which enable learners to learn at their own pace and to complete projects within the lesson. This is motivating for the learners and they feel a sense of achievement. Learners get on well with each other and are often used as classroom assistants to help new learners or those with specific learning needs. The good relationships between staff and learners ensure that learners feel confident and secure in lessons. Attendance rates are good.

26. The teaching accommodation for the music technology programme is poor and is not large enough for the number of learners using it. The room is used for teaching theory and for practical skills training. On occasions, learners use a mobile screen and uni-directional microphone to record vocals. The room is not adequately soundproofed and recordings are marred by external noise.

27. At the time of inspection, the visual arts programme had only recently been accredited as a nationally recognised qualification, despite being offered for more than nine months. This means that some learners have transferred to other prisons with no accreditation of achievement. Several learners have completed portfolios of evidence but these have not yet been assessed.

28. Drama courses are provided and good use is made of the chapel to allow a range of activities to take place. Students from a local college provide good opportunities for learners to improve social and key skills. However, there is insufficient recording of these activities to provide evidence which could be accredited to other awards, such as

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key skills.

Foundation programmes

29. Training in foundation programmes is satisfactory. The education department offers a range of basic skills and key skills awards from entry level to level 2. All new receptions at HMP Winchester take part in an initial assessment of basic skills. Following an application to attend basic skills sessions, results of the assessment are discussed with a full time member of the education staff. During the interview the content and level of the individual learning programme is discussed and agreed. The department currently offers learning opportunities in literacy, numeracy, IT, and social and life skills, which include cookery and parentcraft. There is also specialist support for those identified as having additional learning needs, such as dyslexia. Courses are part-time with a maximum attendance of 10 hours a week and a minimum of four hours. Two basic skills support sessions are offered each evening for students who have work duties during the day or who prefer not to attend formal classes. There are currently 77 learners taking part in the range of programmes on offer. The self-assessment report identified the strengths found by inspectors but failed to identify the weaknesses.

STRENGTHS

- good teaching
- good support for learners
- some good achievement rates

WEAKNESSES

- some poor learning support materials
- poor resources

OTHER IMPROVEMENTS NEEDED

- better feedback following initial assessment

30. Most teaching on foundation programmes is good or very good. Schemes of work and session plans are available and are followed for most sessions, although some flexibility is allowed to cater for specific needs. In the best sessions, the level of work is set at an appropriate level for each learner. Whole-group teaching is used and learners also complete individual assignments. Learners feel confident enough to read aloud and write on the whiteboard, with support from the rest of the group. Learners are offered a high level of individual support during sessions, and in some sessions volunteers offer additional support.

31. There is good support for learners of basic skills on the wings during a weekly evening session. Two tutors share the responsibility of both teaching basic skills and making contact with new receptions who wish to join the education programme or those who for various reasons are unable to attend standard sessions. A good rapport has developed between tutors and learners. There is little apparent stigma attached to attending education classes and potential learners are able to discuss problems openly with tutors during these periods. They attend these sessions with enthusiasm. Those who had no previous desire to join an education programme also make contact with tutors on the wings to enquire about the opportunities available. There is good learning support for those learners identified as having additional learning needs. Following initial assessment, those applying to take part in an educational programme who have identified additional learning needs are given the opportunity to join an entry or pre-entry level literacy programme. Some learners are offered the opportunity to take a standard dyslexia test. These learners are also offered places on this programme. There is a high level of learning support on the programme and learners are able to attend seven sessions per week. A specialist dyslexia tutor manages the programme and teaches some lessons. Support materials are adapted to ensure that they are at the appropriate level for the group. There are good examples of learners' progress following time on these supportive programmes. One learner, for example, was 48 years old, a drug addict and had a long list of sentences. He was unable to read or write but within a year on the programme he became reasonably fluent in reading. He reported that this had changed his life and after three years had not returned to custody.

32. There are some good achievement rates. The average length of stay at HMP Winchester is approximately two months but may be shorter. This has a major effect on the achievement rates of learners on those programmes that require a longer period of study. Some programmes are repeated several times a week to help learners achieve. Achievements in the social and life skills programmes during the period September 2001 to March 2002 were 67 per cent in cookery and 38 per cent in parentcraft. For the same period 50 per cent of learners achieved basic skills in literacy and/or numeracy at entry level, 25 per cent achieved key skills qualification in number at levels 1 or 2, and 21 per cent achieved key skills qualifications in communication at levels 1 or 2.

33. Much of the learning material is of poor quality, including many of the worksheets and handouts. Some handouts are difficult to read and poorly reproduced. Some are out of date and not always relevant to learners' interests. Learners working at the same level sometimes have to work on the same worksheets regardless of their individual interests, previous experiences or future career aims.

34. There are poor resources in the education department. Accommodation does not create a good learning environment and does not give learners the perception that education is considered important within the prison regime. Classrooms are poorly decorated and the furniture is old and sometimes broken. Chairs are uncomfortable. Many books are old and out of date. The cookery room has bad acoustics and it is sometimes difficult for tutors to make themselves heard above the noise. Cookers are only wired to mains electricity. As a result the hotplates and ovens cannot be used at

the same time.

35. Currently, only those who apply to join an educational course receive feedback on the results of their initial assessment. While this is satisfactory, it is good practice to ensure that everybody receives feedback. It is important that they are aware of their current literacy and numeracy skills and how further education may improve their employment prospects on release.

Good Practice

One tutor has designed an application of number key skills assignment at level 2 for a learner that is based on recording music. The learner has already gained a qualification in sound recording, has already carried out much research and has produced a great deal of evidence for the assignment.