

INSPECTION REPORT

HMP Dartmoor

17 February 2003



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 Dartmoor is a category C adult training prison for men near Plymouth. It has a certified normal accommodation capacity of 696 and an operational capacity of 625. Currently there are 597 prisoners, including 25 lifers. All prisoners are convicted and sentenced. All are category C status, except 23 prisoners who are category D status and one a category B prisoner. The prison was re-categorised from category B to category C early in 2001 and the new governor started in June 2001. The education centre offers part-time, day courses for five days a week. In addition, the education staff teach basic skills on the wings and in the workshops. Education centre courses offer a good range from entry-level literacy to level 3 and adult studies leading to access to higher education courses. All work is full time, although employed prisoners can attend up to two education classes a week without losing their job. Many prisoners are employed in areas where vocational qualifications are not offered including the farm, works department, production workshops, Braille unit, kitchens, cleaning, and the laundry. Vocational training is offered in electronics, performing manufacturing operations and horticulture. Seven prisoners are taking sports qualifications in the physical education department. In addition, prisoners can take many other awards taught by physical education staff, such as first aid, and manual handling, as well as participating in recreational activities.

Overall judgement

The foundation provision is good. Hospitality and sports and the engineering, manufacturing and technology provision are satisfactory. Leadership and management are unsatisfactory, as is equality of opportunity and the quality assurance of education and training at Her Majesty's Prison Dartmoor. The quality of provision is not adequate to meet the reasonable needs of those receiving it.

KEY STRENGTHS

- much good teaching and training
- thorough assessment practice in performing manufacturing operations
- good resources for first aid training
- good teaching accommodation in the education centre and resettlement unit
- dynamic strategic management to drive change

KEY WEAKNESSES

- ineffective operational management of staff, facilities and resources
- inequality of access to education and training
- inadequate quality assurance arrangements
- poor progress reviews

OTHER IMPROVEMENTS NEEDED

- better sharing of good practice

THE INSPECTION

1. A team of six inspectors spent a total of 25 days at Her Majesty's Prison (HMP) Dartmoor in February 2003. They worked with a team of inspectors from Her Majesty's Inspectorate of Prisons (HMIP). They visited the education centre, the physical education (PE) department, industry workshops, the farm, gardens, kitchens and wings. The inspectors interviewed 46 prisoners and interviewed 39 prison and subcontractors' staff. They observed 15 learning sessions, which were mostly satisfactory or better.

THE PROVIDER AS A WHOLE

Context

2. HMP Dartmoor was built in 1809 to hold French and American prisoners of war. It became a criminal prison from 1850 and most of the buildings date from the late 19th century. It was decided to change HMP Dartmoor from a category B to category C prison in early 2001. The present governor started at HMP Dartmoor in June 2001 and the deputy governor in February 2002. The prison has seven wings, one which is currently closed for refurbishment. In the past 12 months, the prison has installed electricity and televisions in 277 cells, improving conditions for 314 prisoners. The resettlement unit for 45 prisoners, which before October 2002 was the segregation unit, has been completely refurbished. The removal of the prison's segregation unit was seen as the first major step in changing the culture of HMP Dartmoor for prisoners and staff. One wing now has a secure, care and control unit with a capacity for 13 prisoners. In addition, the prison has bright new décor. There are two wings for 194 prisoners, which have suitable access for older men and include the vulnerable prisoner unit. Financial sponsorship has been used to develop outdoor theme gardens adjacent to the wings. All wings also have their own exercise areas and evening association time on wing corridors.

3. At the time of inspection, the head of activities was on long-term sick leave and the head of activities from HMP Exeter was on the last week of a four-week secondment to cover his responsibilities. The prison has had high levels of sick-leave absence recently. Currently there are three key managers on long-term sick leave and 13 staff. There are insufficient activities to occupy all prisoners all the time and 50 per cent of the population can be without activities at any one time during week-days. There are 71 prisoners having vocational training. These include 15 prisoners working towards an electronics qualification, 42 in performing manufacturing operations in the textiles, contract services and packaging workshops and one prisoner taking a horticulture qualification. In addition, there is a new course in brickwork which started with 13 resettlement unit prisoners, two weeks before inspection. This is in the old welding workshop and is run by a further education college. All work is full-time, although employed prisoners can attend up to two education classes a week, without losing their job. Many jobs are not linked to vocational qualifications. These include the farm, works department, production workshops, Braille unit, kitchens, cleaning, laundry and orderlies. Seven prisoners are taking sports qualifications in the physical education department. Also, six prisoners are working towards other awards taught by PE staff, such as first aid, manual handling and kinetic lifting. There are 18 prisoners not allocated to activities, including retired and unfit prisoners. There are 27 unemployed prisoners and 21 on the induction programme.

4. The education provision is subcontracted to another further education college and the education manager has been in post for two years. Prisoners are given full pay for attending three or more education sessions a week. There are five full-time education centre staff and 23 part-time teachers. There are 197 prisoners involved in part-time education classes, either in the education centre, on the wings or in the workshops. The

education centre offers part-time, day courses five days a week. There are no evening or weekend classes. The main library is small and prisoners are not allowed into it. They order books which are then taken to their cells by five orderlies. The library is staffed for 30 hours a week. There are small library stocks on five wings, where access is good for prisoners in association time. However, there is no professional librarian to support these facilities. Further book stocks are kept in the education centre and in individual workshops. A new library is currently being built in the centre of the prison.

Education and training in prison

5. There are good standards of work in the workshops. In particular the learners on the third-week of the new brickwork course are already producing work of a good standard. The gnomes which are painted in the prison workshop are sold in the prison museum as well as local tourist shops. The wooden furniture made in the carpentry workshop and the goods produced in the textiles workshop are for external contracts. There is innovative work in the education centre using a new information technology (IT) suite and a range of classes in the new resettlement unit. The PE department has success with prisoners achieving many related short-course qualifications, such as first aid and manual handling.

6. Teaching and training is generally satisfactory or better throughout the prison, and staff are appropriately qualified. There is a particularly high number of qualified and experienced vocational assessment and verification staff in the prison. There are 30 assessors and eight internal verifiers, although some are not currently using these skills. Many opportunities to accredit prisoners' work skills are not taken. The large farm has reduced staff numbers from 11 to five in recent months. Only about seven prisoners from the resettlement unit now work on the farm and qualifications are no longer offered using these extensive facilities. The large new kitchens currently do not offer any qualifications in catering and industrial cleaning jobs. Prisoners eat in their cells as there are no dining facilities. There is good teaching in the PE department and particularly impressive first aid resources. The gym resources are also good and are used effectively for teambuilding activities. However, the PE accommodation is poor and the changing facilities are appalling with cold showers, and the roof leaks in bad weather.

7. Effective strategic management is driving significant changes at HMP Dartmoor, which are having a direct and positive impact on prisoners. The work is changing the culture of the prison and ensures that the activities are appropriate to the new category C status and the increasing number of short-term prisoners it brings. These changes are starting to impact on education and training activities and senior managers encourage innovative ideas from staff. However, management is aware that there are still insufficient activities to occupy the prisoners full time. The part-time education strategy to maximise participation, still only reaches approximately 33 per cent of the prisoners. Likewise only about 14 per cent of prisoners are involved in vocational training. Operational management is not effective in using staff, facilities and resources. There is no effective sentence planning to organise prisoners' time. Unfilled places are left in workshops when prisoners attend education classes and other activities. Managers collect data and information, all of which is not used to its potential to help managers make decisions. Quality assurance arrangements in the education centre are inadequate and in vocational training are weak. There is some strategic and business planning, but the quality assurance framework is inadequate. Equality of opportunity at HMP Dartmoor is unsatisfactory. There is insufficient promotion of equality of opportunity.

LEADERSHIP AND MANAGEMENT

8. The leadership and management of education and training at HMP Dartmoor is unsatisfactory. There is a flat management structure at the prison with ten managers responsible directly to the governor. The head of activities is responsible for the education provision and chaplaincy. He co-ordinated the self-assessment process, but was on sick leave at the time of inspection. To cover his responsibilities, the head of activities from HMP Exeter was at HMP Dartmoor in the last week of a four-week secondment. The head of works manages the workshops, works department, kitchen and farms. The head of resettlement is responsible for the resettlement unit and treatment programmes. The education provision is contracted to a further education college and the library provision to the county library service. A new construction workshop started two weeks before inspection which is run by another further education college in conjunction with the training board. Some of the industries' workshops have external contracts for prisoners to manufacture products.

STRENGTHS

- dynamic strategic management to drive change
- vocationally qualified and very experienced assessors and internal verifiers

WEAKNESSES

- ineffective operational management of staff, facilities and resources
- insufficient analysis and use of data
- inadequate planning of individual prisoners' activities
- inequality of access to education and training
- inadequate quality assurance arrangements

9. Dynamic strategic senior management is driving change at HMP Dartmoor which is having a significant and positive impact on prisoners. Breaking new ground and changing the traditional hard culture are high on the agenda. There is good external networking and a wide range of external contacts. These include an arrangement with Devon and Cornwall County Council to recruit a proportion of ex-prisoners into construction work. A positive and opportunist approach has secured outside support for the prison, including sponsorship for specific projects including the resettlement unit which has its own gym and recreation facilities, new décor, carpets and plants and where prisoners can wear their own clothes. Another example is the construction crafts venture which uses the old welding workshop and is sponsored by a Devon partnership group. In addition, there are specific innovative plans, linked with outside agencies, for future developments to enhance vocational training and prepare prisoners for employment on release.

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10. There are many qualified and experienced vocational assessors and internal verifiers. The 30 assessors include two prisoner/assessors and there are eight internal verifiers. Until 2001, many national vocational qualifications (NVQs) were successfully offered in the prison. When the NVQ co-ordinator left, the position was empty until Autumn 2002, when the education centre took over NVQ co-ordination. A survey was completed at this stage to assess the current situation. Centre accreditation has ceased in some areas, such as the farm, and there are at least six employment areas where vocational qualifications are no longer offered. However, HMP Dartmoor would not struggle to re-introduce qualifications in these areas due to the NVQ experience of their vocational staff.

11. The operational management of staff, facilities and resources is ineffective. There is no cohesive management of the various staff functions and communications are ineffective. Vocational staff are poorly co-ordinated. There is little sharing of good practice across areas and the education staff's experience is not used effectively to identify opportunities to introduce key skills into work areas. The prison has extensive facilities which are under-used, including empty workshops. However, there is disruption in many operational workshops due to leaky roofs and low temperatures. In addition, there is inappropriate use of some areas for training, such as using the vulnerable prisoners' unit wing landing for an education induction session, which is surrounded by the noise of industrial cleaning machines. Also, in the gym, a classroom has insufficient space even for a small group. The prison's resources are not used effectively to offer qualifications. There are 1,400 acres of farmland, which could offer a wide range of employability and vocational skills, ranging from dry-wall building, tractor driving and other short courses to full NVQs. Many opportunities to offer vocational, basic and key skills training in the kitchens, wings, grounds and laundry are not taken. In addition, there is a big underspend of the vocational training financial resource allocated, with only a few weeks until the end of the financial year.

12. There is insufficient analysis and use of data as a basis for management decisions. There are many prison lists which do not correlate and are used independently for a variety of purposes. The information is not used to analysis the needs of the population, or to target, monitor and evaluate the performance and efficiency of the prison activities.

13. There is inadequate planning of individual prisoners' activities. Sentence planning does not take into account all the information available about the prisoner. Interviews by education centre staff during induction are carried out before the initial assessment results are known and without reference to release dates. In addition, there is inadequate recording of interviews. For example, an interviewer did not record that a prisoner said he had an electronics degree. Also, another prisoner had 'cannot read - n/a' on their form.

Equality of opportunity

14. Equality of opportunity is unsatisfactory. There is inequality of access to activities for prisoners. Insufficient information is used to advise prisoners of appropriate courses. Prisoners apply for activities with very little detail of content or awareness of the available qualifications. They are placed on a waiting list when courses are full, but they are not informed of their position on the waiting list and do not know when they will have a place on their chosen course. Vacancies are not always filled from the top of the waiting list. Prisoners who have enhanced status are given priority when vacancies arise, irrespective of their position on the waiting list. There is no automatic identification when vacancies arise. Allocations staff often have to search the computer system to find vacancies. Prisoners are not interviewed to join courses until a vacancy exists, and spend time on waiting lists for courses for which they have little knowledge of the content or suitability. Some prisoners spend extended periods on courses which should have been completed far sooner, even when waiting lists exist. On some courses prisoners are required to work in small groups to complete tasks, but their progress is often disrupted due to other prisoners attending activities outside of the course.

15. Vulnerable prisoners have a limited choice of vocational training opportunities with the way training and education is currently organised. To support prison staff on equal opportunities, diversity training has been introduced. However, despite this training being mandatory, only 70 staff from 389 have managed to attend scheduled diversity training sessions since June 2002. Diversity training is not extended effectively to prisoners to raise their awareness of equality of opportunity. There is insufficient promotion of equality of opportunity. There are policies, statements and guidelines for race relations and equal opportunities as well as for anti-bullying. These policies relate directly to areas of the prison and are not extended effectively to education. A policy statement exists for education, but this is not widely circulated and is written in unsuitable language for many prisoners. Equality of opportunity data has only recently been collected within education and training. Data are collected on age, faith and ethnicity, but are not yet used to monitor trends in participation, achievement or retention. Anti-bullying questionnaires relate to bullying by other prisoners, but there is no facility to report bullying by staff.

Quality assurance

16. Quality assurance of the education and training activities is unsatisfactory. There is some strategic and business planning, but the quality assurance framework is inadequate. Processes and policies in education provision are not effectively followed, managed, reviewed or evaluated. Staff do not follow the quality assurance processes which are in place. Self assessment has recently been introduced, but is not yet sufficiently developed to use as a basis for the continuous improvement process. Previous action plans for education have not been adequately dealt with. There is no quality assurance framework for vocational training to ensure that all aspects of the training provision are managed. There are no written procedures or service specifications for vocational training to keep staff informed of process and procedures. Induction is generally poor. Sentence planning is poorly managed. External contracts for education and library provision are not effectively monitored or reviewed. There is no subcontractors' agreement in place for the new vocational training by a second further education college.

17. The management arrangements for NVQs is poor. Internal verification is not effectively quality assured. External verifier reports are not circulated to operational staff and action points are not dealt with. Teaching staff and vocational tutors are not effectively supported by a vocational co-ordinator. There are no regular meetings for assessors, and internal verification procedures are not effectively monitored by managers. Information relating to the NVQ is not reviewed or circulated to appropriate staff. Some obvious good practice in the education centre is not shared with the vocational training team. Vocational training tutors and education staff act independently and implement systems which are irregular, unmanaged and unmonitored by senior managers. Internal verification is poor in some instances. There are some development plans for widening vocational training opportunities for prisoners, but they have not been implemented as yet. There is no overall management responsibility to quality assure all aspects of the education and training provision. A recently formed quality improvement group has met on a number of occasions, but the group is largely ineffective. No action plans have been produced and there has been little development of quality assurance processes to support education and training.

AREAS OF LEARNING

Engineering, technology & manufacturing

18. Engineering and manufacturing training at HMP Dartmoor is satisfactory. Programmes include NVQs in electronics and digital IT at levels 1 and 2, and NVQs in performing engineering operations at level 2. The production workshops offer NVQs in performing manufacturing at levels 1 and 2 in textiles, the packaging of electrical repair kits and the manufacture of fibre-optics joiners for the telecom and cable television industry. In addition, Dartmoor is currently reviewing plans to train learners for additional level 1 NVQs in basic sewing skills and basic machine sewing and cutting. All work activities are designed to equip learners with the skills to meet the needs of employers. There are 141 prisoners in employment, of whom 15 are on electronics training programmes and 42 are working towards qualifications in performing manufacturing operations. Since the registration of learners onto engineering programmes in November 2002, there have been five learners in electronics IT level 1 and seven learners in performing manufacturing operations at level 1 who have achieved their qualifications. Instructors carry out all training and assessment. The instructors and two prisoners are qualified assessors and three instructors are qualified internal verifiers. Internal verification is carried out by education centre staff. Instructors have relevant technical qualifications in their respective occupational areas. All programmes allow learners to start their training at any time throughout the year. Attendance is either full-time for five days each week or part time. Some learners also attend education for support with basic skills. Some learners are given basic skills training in their workplace. Workshop instructors explain the work activities, and training and assessment requirements with each learner during their interview.

STRENGTHS

- good development of learners' practical skills
- thorough assessment practice in performing manufacturing operations
- effective support for learners in the workshops

WEAKNESSES

- poor internal verification
- insufficient recording of learners' progress reviews and action-planning

OTHER IMPROVEMENTS NEEDED

- better sharing of good practice
- better planning of training sessions

19. There are good training opportunities at work for learners where they are taught to develop and improve their vocational skills. Learners work in textiles, wood machining, packaging and garden gnome production using industry-standard equipment. They demonstrate good practical skills in the effective use of machinery and adhere to health and safety regulations. Learners are supervised and trained by experienced instructors who are enthusiastic and keen to share their knowledge. There is a friendly atmosphere in all workshops, and good interaction between instructor and learners. Practical exercises and work produced for customers are good. Some learners are responsible for checking the quality of their own and others' work. Learners demonstrate particularly good skills in the manufacturing of finished products which meet industry standards. There is positive feedback from customers on the quality of work produced by learners. Some learners have developed their skills sufficiently to become qualified assessors. One learner has approval to train as an internal verifier in performing manufacturing operations. Learners are positive about their training, which has increased their confidence, communication skills and self-esteem.

20. The assessment practice is good. Most assessments are well planned and are available on demand. However, some assessments in electronics are not well planned. Learners in performing manufacturing operations agree their individual assessment plans with the instructor to cover all of the NVQ units. Assessors have developed comprehensive observation checklists and a wide range of knowledge questions for each NVQ unit. These are used effectively to assess and record a learner's competence against the qualification criteria. Assessments and knowledge questions are clearly recorded in NVQ portfolios, which are kept by individual learners. After an assessment for each NVQ unit, the learner signs an assessment record to confirm that assessment has taken place and the level of competence achieved. However, much of the feedback after assessment is verbal and is not sufficiently recorded. Instructors keep a chart of units achieved and those still to be achieved. It is clearly displayed on boards in each workshop area, which enables learners to monitor their own progress.

21. There is effective support for learners in the workplace. To enable instructors to plan their training and give effective support to learners, they request information from the education department about individual learners and the results of basic skills assessment. Enthusiastic instructors give good guidance and personal support, as well as helping learners to meet the NVQ requirements. Experienced prisoners help learners to develop their understanding and also share their knowledge and experience. Learners who have basic skills needs are given help with literacy and numeracy each week. Learners appreciate this support and guidance.

22. Arrangements for internal verification are poor. There are no policies and procedures for internal verification of engineering programmes and this has led to a delay in some learners achieving their qualification. Currently the qualified internal verifiers in the workshops are not used. The NVQ co-ordinator is employed by the

education centre and when portfolios are completed he arranges for them to be internally verified by a member of the education staff. However, these staff are not occupationally competent and have no expertise in the engineering industry. This practice does not conform with awarding body requirements. Verification records are poor. They do not identify the assessor, unit and title of the qualification or the method of assessment verified. There is poor feedback on the assessors' performance. Reports are not signed by assessors to confirm that they have seen the report or received feedback.

23. There is no systematic recording of progress reviews. Regular discussions take place between the learner and instructor, but they are not sufficiently recorded. There are no individual targets or objectives to help learners focus on their personal development or to meet specific training needs for the achievement of the engineering qualification.

Good Practice

Two learners who have achieved the NVQ in performing manufacturing operations have benefited from being able to take the assessor qualification and subsequently train and assess other learners. These learners also benefit from being given extra responsibilities and the opportunity to extend their skills. The learners they work with benefit from being trained and assessed by peers who empathise with them.

Hospitality, sport, leisure & travel

24. The provision is satisfactory. There are seven learners working towards an Open College Network (OCN), introduction to understanding fitness qualification. The OCN certificate incorporates accredited courses such as manual handling and kinetic lifting, emergency first aid and a basic weightlifting award. Training and assessment takes place in the gymnasium by prison staff. Courses are advertised around the prison and learners have to apply to the PE department. The course is run over a four-week period during the mornings and learners work on their workbook in their own time. All training is carried out off-the-job. All staff are physical education instructors and have the assessor qualification and, one member of staff is a qualified internal verifier. Basic skills support is available from the education department, two afternoons a week on request. NVQs have been offered in the past but are not now available to learners. In 2000-01, two level 2 NVQs in sport, recreation and allied occupations-service support were achieved with nine units being claimed at level 1. In 2001-02, seven NVQs at level 1 were achieved. Currently, two OCN qualifications at level 1 and 40 at level 2 have been achieved. The amount of learners who have achieved an accredited sports qualification has increased in the past year. No key skills are taught to sports learners. Learners set out their expectations at the start of the course, have a review at the mid-point and reflect on whether or not the course has met their expectations at the end of the course. There are six prisoners working towards the other short course qualifications taught by PE staff, such as manual handling and first aid.

STRENGTHS

- good training
- very good workbooks
- good resources for first aid courses

WEAKNESSES

- no recognition of additional skills achieved by learners
- poor accommodation
- insufficient basic skills support

OTHER IMPROVEMENTS NEEDED

- more systematic moderation process

25. The training is good. Training sessions are well planned and in a style and at a pace which is appropriate to learners. Trainers have a good rapport with learners, engaging

and encouraging the learners to become involved in the sessions. Learners are well motivated and disciplined during training sessions. They are able to gain additional qualifications while they are working towards their OCN qualification, such as a manual handling and kinetic lifting, community sports leaders award, emergency first aid and a basic weightlifting award. Staff are well motivated and work well as a team.

26. PE staff have developed a very good workbook to accompany the OCN course. It includes all documents for the induction, such as the learner's compact and appeals procedure, course work and reviews. Learners complete a plan at the beginning of the course to identify their expectations. After two weeks, the learner identifies what has been achieved so far. At the end of the course the learner identifies if the course has met their expectations. There are a number of occasions throughout the course where learners compare their performance with previous performance, such as the OCN lifestyle assessment which looks at fitness levels and how they may be improved. The workbooks contain all training and assessment records and trainers regularly give feedback to learners through their work books. The workbook is a good reference for learners during their course.

27. There are particularly good resources for first aid training. There is a resuscitation manikin for each learner which allows them to practise their skills simultaneously. There are manikins which represent ethnic minorities. There is an application for a defibrillator which will broaden the first aid skills of learners. The PE department is well resourced with astro turf, a climbing wall, main hall, and fitness training equipment as well as free-weights. PE staff teach first aid and manual handling courses for other vocational areas as part of prisoners' induction.

28. There is no recognition of learners' additional skills. Learners demonstrate skills such as communications and improving own learning while they are completing their OCN award, but they are not accredited through NVQs or key skills. There has been no matching of NVQ requirements into the workbook activities. There is insufficient basic skills support for learners. Results of basic skills tests from the education department are not sent to PE staff. The education centre makes a tutor available to help with basic skills on two afternoons a week. However, there is little use made of these sessions. The PE department have to request that the tutor attends the gym as the PE staff do not have the skills or knowledge to identify the basic skills needs of learners.

29. There is poor accommodation in the PE department. The classroom is small and limits the number of learners on each course. The room is cold which is not conducive to learning. The roof of the main hall leaks when it rains and classes are cancelled or rescheduled. The shower and changing facilities are poor. There is currently a bid to refurbish/rebuild the area which should improve the continuity of sports courses.

30. Moderation of the OCN course has recently started, but there is no strategy or moderation sampling plan in place. The moderation process is carried out by one member of staff who tries to observe each trainer/assessor and candidate at least once during the course. However, this is not planned. Moderations are recorded, but there is

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insufficient detail and feedback to trainers is informal. There is no plan for monitoring the work of assessors, and this is currently carried out on an informal basis.

Foundation programmes

31. Foundation provision at HMP Dartmoor is good. The education centre operates for 50 weeks of the year, on average four and a half hours a day, for five days a week. There are five full-time staff, including the education centre manager and 23 part-time staff. There is a range of learning programmes from entry level to level 3. Foundation programmes include literacy, numeracy, information and communications technology (ICT), business administration, art and craft and social and Life Skills. Higher level courses include access to higher education supported by history, sociology, English and mathematics. All new learners take part in an induction, which includes a formal initial assessment of basic skills. The results of assessment determine the appropriate level of course for the prisoners. The preparation for work course which is run by the education staff, is to be integrated with the induction programme, to create 20 further education places. All courses are externally accredited. Learners attend courses on a part-time basis, either mornings or afternoons. Some learners attend more than one course and three sessions equates to full-time pay. In the period October to December 2002, there were 288 new prisoners entering the prison. Of these, 100 were identified as having an additional learning need and all of these were able to take part in an educational programme. There are currently 137 learners on education programmes in the education centre and approximately 60 learners receiving education staff support in the workshops and on the wings.

STRENGTHS

- much good teaching
- good basic skills support on the wings and in workshops
- good achievement rates
- good range of courses
- good teaching accommodation in the education centre and resettlement unit

WEAKNESSES

- poor individual learning plans
- poor progress reviews
- some inappropriate learning materials

OTHER IMPROVEMENTS NEEDED

- better standardisation of schemes of work and lesson plans
- better portfolios of evidence
- better reinforcement of session objectives
- better identification of support needs for speakers of other languages

32. Most teaching is good or better. Teachers are well qualified and most have experience of working in a prison environment. Learning sessions are well planned and taught at a pace and level suitable for the group. Session plans and schemes of work are prepared for each course. However, there is little standardisation of these documents in terms of content and presentation. Teachers try hard to make sessions lively, activity-based and relevant to learners. A supportive atmosphere is generated during sessions and learners are encouraged to take a full part. There is a wide range of abilities in groups and tutors offer a good level of individual support during their learning sessions. There is some good use of whole group teaching and also some good use of thematic approaches to teaching literacy. There is insufficient reinforcement of session objectives by tutors in most sessions. Learners are unaware of the purpose of many sessions and tutors did not identify whether the objectives have been met at the end of the session. Learning resources, handouts and assignments are generally satisfactory. However, in some sessions, resources are inappropriate and there is over-reliance on the use of worksheets. In some sessions, young children's stories and books are used for adult numeracy and literacy support, while in other sessions there is little differentiation of resources to cater for the ability range of learners. Most portfolios are not well presented and are untidy. The work is not cross-referenced to the curriculum and learners have little pride in their portfolios. However, the quality of work produced by learners in art sessions is very good and the portfolios produced are equally good and well organised.

33. Tutors offer good basic skills support on the wings and in the workshops. For learners who feel unable to attend educational sessions, staff prepare individual work for them to do in their cells. Work is assessed during regular wing visits. Also, some learners are able to work effectively in the workshops but lack the confidence to attend classes. Individual assignments are prepared for these learners. During the wing visits by education staff, other contacts are made with prisoners and prison officers and discussions about progress are able to take place in an informal way. Prisoners feel able to discuss their educational options and staff encourage them to take part. This contact is an important part of the provision for prisoners and education staff. However, it only takes place during the week in the day. Some prisoners who are in employment during the day, cannot access support.

34. The achievement rates are good. In the period October to December 2002, there were 288 new prisoners registered at HMP Dartmoor. Of these, 100 were identified as having a learning support need. Between them, learners achieved 204 accredited awards from entry level to level 2 across the whole range of courses. Many learners have progressed to higher level awards during their time in education. Some learners have achieved a level 2 literacy award after achieving the level 1. However, there is no formal process to measure achievements in comparison with initial assessment results.

35. There is a good range of courses available to learners. Courses take place in the

education centre, the vulnerable prisoners unit, the resettlement unit, on the wings and in the workshops. Courses are offered from entry level to level 3. Courses include literacy and numeracy at all levels, ICT at levels 1 and 2, social and Life Skills, and art at levels 1 and 2. A range of other part-time courses have recently been introduced and include history, sociology and adult studies which can lead to access to higher education. The education centre has recently introduced an information, advice and guidance service in the centre. Good links have been made with some external agencies and guest speakers offer sessions on careers, benefits and employment opportunities. Learners are also able to book time for individual meetings with guest speakers. Currently, there is no provision for English for speakers of other languages (ESOL). Some of the learners who are speakers of other languages on current courses and in the education centre are carrying out a survey of needs. Many opportunities to accredit naturally occurring evidence towards the achievement of a range of key skills are not taken. In many sessions, learners work on group projects, while in others learners manage their own learning.

36. There is good teaching accommodation in the education centre and resettlement unit. The education centre is a purpose-built unit containing classrooms, ICT suites, art rooms and administrative offices. Rooms are well decorated and contain furniture and a range of teaching facilities which are suitable for learners. There are examples of learners' work displayed on the walls. There are also good ICT facilities which allow the learners to produce good work. The resettlement wing has recently been refurbished to a high standard. The education staff use a classroom in the centre, which is fully equipped with video/audio equipment which is suitable for the courses. There are also teaching rooms in the vulnerable prisoners unit, but these are poor and consist of wooden partitioning in a large area. There is peripheral noise in this area and poor furnishing. However, it is planned to move this section to new premises in the near future. In all teaching areas, there is an atmosphere of mutual trust which is conducive to learning.

37. Individual learning plans are poor. The results of initial assessment are not routinely recorded on the plans. Learning goals which are recorded are mainly the achievement of a specific award or qualification. They do not identify measurable, realistic targets or record learners' progress. They are not used as a working document. Individual learning plans do not comprehensively describe all aspects of learners' experiences in education and training. They are not always kept up-to-date and learners are unaware of their importance. Also, progress reviews are poor. The inadequate individual learning plans makes target-setting during the review process difficult. Little use is made of milestones towards the achievement of learning outcomes and consequently reviews do not include realistic targets. There are few action points for learners to work towards and achieve before the next review. Learners' comments are not sought or recorded. There is little cross-referencing between session content and the review of progress. Many learners are unable to complete their studies for a variety of reasons, but records do not include the progress they have made. The education centre staff are currently unable to supply comprehensive details of progress and attainments.

Good Practice

The education centre staff and learners have built an intranet system to enable the completion of an essential module in an international computer course. Learners are now able to simulate the use of email. Currently eight learners have achieved this module and the intranet initiative is soon to be introduced in other prisons in the Southwest region.