

INSPECTION REPORT

HMP Dovegate

31 March 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 learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training 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

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.

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP Dovegate is a Category B training prison for adult males situated close to the town of Uttoxeter. The prison is run by Premier Prison Services Limited. It is a modern prison, opened in July 2001, with a therapeutic community that holds up to 200 prisoners which was added in November 2001. The therapeutic community was not inspected. The main prison has certified normal accommodation of 600 prisoners and an operational capacity of 660. All prisoners in the main prison have at least four years of their sentences left to serve. There are 10 living units in the main prison and 858 prisoners on roll. Approximately 38 per cent of prisoners are from minority ethnic groups and approximately 25 per cent are foreign nationals. The prison's staff provide education during the day and in the evenings. There is a range of education and training courses, including information and communications technology (ICT), social and life skills, languages, and key skills. Additional activities are offered in the evenings and these include languages, art, drama, music, and modelling. Training programmes include horticulture, industrial cleaning, hairdressing, and painting and decorating. The prison's production workshops offer basic employment but do not offer formal accredited training. There are additional employment opportunities for prisoners as cleaners, library and visits orderlies, and laundry workers. Painting and decorating, hairdressing, ICT and foundation programmes were inspected.

2. The senior management team consists of a director, who has overall responsibility for the prison, the director of therapy, five assistant directors and a clinical manager. The education manager manages education and training and reports to the assistant director for programmes. The curriculum manager is responsible for 11 full-time and three part-time staff, including a curriculum officer, five instructors and five tutors. There are vacancies for one tutor and one instructor. In addition, there are 43 learning support assistants who are prisoners selected to support learners individually or in small groups, and some teach. All tutors are either qualified teachers or are working towards a formal teaching qualification at a local college, which they attend for half a day each week. All staff, except the learning supports assistants, meet every week for a formal staff meeting.

SCOPE OF PROVISION

Construction

3. There are 10 learners on construction training programmes, all of whom are working towards an externally accredited certificate in painting and decorating. Education staff appointed by the prison provide all of the training and there are some limited opportunities for practical work in the prison buildings.

Information & communications technology

4. There are 52 learners on ICT training programmes. One full-time member of staff provides training in information technology (IT) leading to accreditation at levels 1 and 2. Two learning support assistants provide training in introductory IT and computer programming. Introductory IT is accredited by learndirect and learners have the opportunity to gain certificates in word processing, and database and spreadsheet applications. Computer programming is not accredited. Education for these programmes is provided in the day time. Most learners attend IT training as part of a wider programme of education. Additional activities in IT are offered in the evenings.

Hairdressing & beauty therapy

5. There are approximately 20 learners on the register, although there are rarely more than 10 learners in training at any one time. The prison has been offering hairdressing courses in its purpose-built salon since January 2002 and employs one member of staff, who is an occupational specialist, as a hairdressing tutor. Two learning support assistants work alongside the tutor. Learners are able to work towards a basic hairdressing course which has similar criteria to the national vocational qualification (NVQ) at level 1 in hairdressing. The only other available course is a male hygiene course which covers aspects of personal care, good grooming and healthy living. Courses take place over five half-day sessions covering 10-20 weeks. The learners work towards key skills for one half day each week. None of the hairdressing courses are accredited, but successful learners are given an in-house certificate of achievement.

Foundation programmes

6. The education department offers training in literacy, numeracy, English for speakers of other languages (ESOL), business administration, social and life skills, and open learning for general certificates of secondary education (GCSEs). There are three full-time tutors and there is one vacant full-time position. There are 122 learners. The self-employment course, the open learning for maths GCSE, and much of the teaching in literacy, numeracy, and language skills relies on the recruitment and training of suitable learning support assistants, of whom there are 23 working in foundation programmes. Learning takes place in the main education centre for 44 of the learners, and on one of the prison's accommodation wings for a further 78 learners.

ABOUT THE INSPECTION

Number of inspectors	6
Number of inspection days	22
Number of learner interviews	60
Number of staff interviews	12

OVERALL JUDGEMENT

7. The quality of the provision is not adequate to meet the reasonable needs of those receiving it. More specifically, HMP Dovegate's leadership and management are unsatisfactory. Its approach to equality of opportunity is satisfactory, but its quality assurance arrangements are very weak. The quality of learning in construction and foundation is good, but in ICT and hairdressing it is unsatisfactory.

KEY FINDINGS

Achievement and standards

8. **Achievement rates for all training programmes are good.** For example, over 70 per cent of those starting the ESOL and social and life skills programmes gain a qualification. Learners who complete the hairdressing course are awarded an in-house certificate. The prison has yet to get awarding body approval for the qualification.

9. **Retention rates for all training programmes are satisfactory.** In many cases they are above 75 per cent. Many learners leave training programmes due to transfers to other prisons or starting employment in the prison. Employed prisoners earn twice as much as learners.

10. **In all practical training programmes learners gain good practical skills.** However, the training provision across the prison is limited and does not offer a wide range of skills and qualifications to meet employment needs. The production workshops offer no formal training or nationally accredited qualifications.

Quality of education and training

11. Eighty per cent of the learning sessions observed were satisfactory or good.

12. **Learning support assistants provide learners with exceptionally good support.** Learners respond to them well and appreciate their help. Many of the learning support assistants have completed education and training courses and are able to help learners gather evidence for their qualifications.

13. **Many learners have particularly good literacy and numeracy support from the learning support assistants,** but it is largely unstructured and informally recorded. The prison has recently introduced an outreach teaching programme to the accommodation wings. Learners with significant barriers to education value the opportunity to learn at their own pace and in their own environment. **However, there are too few staff to meet the needs of all of the learners who need additional learning support.** Key skills development is an integral part of many areas, and support material is being further

developed for all of the training programmes.

14. **While there is good unit achievement of the level 1 in ICT, there is little achievement at level 2, and no progress beyond this level.** The education section does not have sufficient ICT resources to meet demand and there are long waiting lists to join the programmes.

15. Staff in hairdressing and painting and decorating training programmes are qualified and experienced. Attendance is good and there are sufficient opportunities for learners to gain experience. However, there are learners working as barbers on the accommodation wing who have not been trained in the hairdressing department. The prison has not yet gained approval for the qualification and some learners have been waiting for over a year for formal recognition beyond an in-house certificate of achievement. **The prison does not make use of the works department to enable learners to further develop their practical painting and decorating skills in the wider prison environment.**

16. There is an extensive library which includes some vocational text books, and a range of literature suitable for learners from minority ethnic groups. There are also large print and picture text books. Access is limited to the library during the day and evenings due to staff shortages.

Leadership and management

17. **There has been rapid development of the education programme and some accredited training.** The prison was only established 18 months before the inspection, but it has already developed a curriculum, which includes some accredited programmes.

18. **The staff induction and training are good.** Most of the staff who do not have a teaching qualification are working towards one with a local college.

19. **There is good access to the education centre for learners who have restricted mobility.** For example, a lift provides access to the second-floor classrooms and there is a toilet which accommodates a wheelchair.

20. **The prison has made good efforts to widen participation in learning.** The use of learning support assistants and an outreach training programme has extended learning into the prison's accommodation wings and segregation units.

21. **Teaching resources are insufficient in many areas.** The teaching team is small and can only offer a limited range of courses. Some of the teaching staff are also trained as custody officers and supervise prisoners when there is a staff shortage, which often means that classes are cancelled.

22. **Strategic planning is inadequate.** The prison does not have a formal education strategy and there are few written plans or performance targets. Plans, priorities and expertise are not shared across the prison.

23. **There is insufficient use of data to contribute to decisions.** The education department does not have a comprehensive management information system and does not record data in a way that allows retention or achievement rates to be easily and routinely determined. It does not routinely analyse retention and achievement rates or use the information to set targets for improvement.

24. **There is insufficient accredited vocational training.** In the production workshops prisoners carry out a range of production work, but none of it is used to accredit skills in manufacturing. There is little formal development of skills.

25. **There is little reinforcement of the staffs' understanding of equality of opportunity.** There has been no recent staff training in equality of opportunity beyond that received at induction.

26. **The prison's quality assurance arrangements are inadequate.** There is no strategy for quality assurance of education and training, and few formal quality assurance procedures.

27. **Internal verification is weak** and most takes place at the end of learners' programmes, with little ongoing internal verification and observation of assessments.

28. **The self-assessment process is weak.** The prison's most recent self-assessment report did not recognise some significant weaknesses or have a comprehensive assessment of the prison's leadership and management. A significant number of the weaknesses that the report identified are still weaknesses.

The following strengths and weaknesses were identified during this inspection:

Leadership and management

Strengths

- rapid development of education programme and some accredited training
- good staff induction and training
- good access for learners with restricted mobility
- good work to widen participation in training

Weaknesses

- insufficient teaching resources
- inadequate strategic planning
- insufficient use of data to contribute to decisions
- insufficient accredited vocational training
- little reinforcement of staff understanding of equality of opportunity

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- inadequate quality assurance arrangements

Construction

Strengths

- good rate of achievement
- diverse range of evidence in learners' portfolios
- well-established and effective recording and monitoring of learners' progress

Weaknesses

- insufficient use of training opportunities in the prison
- poor resources in some practical training areas
- delayed provision of certificates of achievement

Information & communications technology

Strengths

- good achievement of unit accreditation
- particularly good use of learning support assistants

Weaknesses

- insufficient progress beyond level 2
- incomplete systems for planning and recording learning
- insufficient teaching and learning resources

Hairdressing & beauty therapy

Strengths

- particularly good support for learners
- good written work produced by learners
- well-planned key skills

Weaknesses

- insufficient progression opportunities
- slow progress towards gaining awarding body approval
- poor training resources

Foundation programmes

Strengths

- good achievement rates on some courses
- effective use of learning support assistants to support learners
- good progress by learners in literacy and numeracy
- good use of outreach to engage learners
- effective recording and monitoring of learning

Weaknesses

- insufficient training in literacy, numeracy and language skills
- poor use of individual learning plans

WHAT LEARNERS LIKE ABOUT HMP DOVEGATE:

- the opportunity to work with IT
- flexibility of attendance
- the relationship with staff and relaxed learning environment
- being taught by other learners
- access to education on the prison's wings

WHAT LEARNERS THINK HMP DOVEGATE COULD IMPROVE:

- the access to and quality of information on courses and procedures
- access to higher level qualifications, including GCSEs
- reducing waiting lists
- better information at induction
- provision of laptop computers on the prison's wings

KEY CHALLENGES FOR HMP DOVEGATE:

- to develop a coherent and inclusive quality assurance strategy and processes to monitor the quality of training and provide a basis for continuous improvement
- to develop a structured and inclusive strategy for developing learners' literacy, numeracy and language needs
- to develop an effective management information system to support decisions
- to provide adequate resources to maintain and improve the range and quality of training
- to develop the curriculum so that it provides clear accredited progression routes
- to establish clear roles and responsibilities for managing awarding body accreditation and certification processes

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

29. Leadership and management are unsatisfactory. Equality of opportunity is satisfactory while quality assurance arrangements are very weak.

The following strengths and weaknesses were identified during this inspection:

Strengths

- rapid development of education programme and some accredited training
- good staff induction and training
- good access for learners with restricted mobility
- good work to widen participation in training

Weaknesses

- insufficient teaching resources
- inadequate strategic planning
- insufficient use of data to contribute to decisions
- insufficient accredited vocational training
- little reinforcement of staff understanding of equality of opportunity
- inadequate quality assurance arrangements

30. The prison has only been open for 18 months and has already developed a curriculum which includes a range of learning opportunities and accredited programmes. Accredited courses include literacy and numeracy, ESOL, IT, horticulture, painting and decorating, adult teaching, and teaching support qualifications. The prison is an approved centre with four awarding bodies and also offers an introduction to learndirect through a local learndirect hub and open university courses. It has also developed a good range of evening courses as additional activities. The prison makes good use of prisoners' existing skills by using them as additional teachers to share their skills and knowledge. The prison has also developed an innovative and effective outreach programme to provide education in the accommodation wings.

31. The prison has good induction and training to support its staff, many of whom are inexperienced. Most of the staff who do not have a teaching qualification are working towards one with a local college. Although the prison is approved to offer adult teaching qualifications, staff attend an external course in order to benefit from mixing with staff from other organisations. Prisoners working as learning support assistants receive good training to support learners. Many have taken a basic skills teaching support qualification and there are plans to extend this to all learning support assistants. Although

occupationally competent, the hairdressing tutor is working towards an NVQ at level 3. Physical education (PE) staff have carried out extensive training to allow them to offer a range of qualifications to learners. All staff have an annual appraisal where their individual learning needs are identified and agreed.

32. The management of prisoners' literacy, numeracy and ESOL needs is inadequate. There is no basic skills tutor and this aspect of the provision is poorly co-ordinated. The prison identifies the literacy and numeracy level of all prisoners when they first arrive through a standard, nationally recognised assessment. Most of them have literacy and numeracy needs but there is insufficient training to support them. The literacy level of 80 per cent of the prisoners is at or below level 1 and the numeracy level of 65 per cent is at or below level 1. The initiative to take education into the prison's accommodation wings has improved prisoners' access to basic skills training, and those who participate in these sessions are well supported. However, there is little support for prisoners who are not part of a formal training programme. For example, no structured support is available to prisoners who work in the workshops.

33. There are insufficient teaching resources to provide education and training in many areas. The teaching team is small and can only offer a limited range of courses. Some good use is made of prisoners' existing skills and knowledge to teach other prisoners, but this is restricted to what is available rather than what is needed. A new member of staff was recruited to run outreach training in the prison's accommodation wings, which has been very successful, but this training is limited by the time available to visit all of the wings and is too reliant on learning support assistants who are inadequately monitored. Some teaching staff are trained as custody officers and supervise prisoners when there is a staff shortage, which means that classes are often cancelled or run by other prisoners. Classrooms are very small and teaching resources are severely limited in many areas.

34. The prison does not have a formal education strategy. Managers and staff have a view of how they want to develop the training, but there are few written plans to identify how it will be achieved, and the necessary resources and actions. There are few performance targets to measure success. While the development plan derived from the self-assessment report sets targets for improvement, it does not do so in sufficient detail. For example, the main priority is to achieve accreditation for all training programmes, but it is not known when. Plans, priorities and expertise are not shared across the whole prison. For example, the industrial workshops have investigated the possibility of accrediting laundry courses, but have not made use of the existing expertise in the education department. One accommodation block has identified a link officer for education, but the other has not. The prison recognises the need to have a clear and coherent education strategy but has yet to implement one, although the new assistant director of programmes has re-established the prison's quality assurance improvement group.

35. Data are not used sufficiently to contribute to decisions. The prison's education department does not have a comprehensive management information system. It does not routinely analyse retention and achievement rates and use this information to set targets for improvement. Data are not recorded in a way which allows retention or

achievement rates to be easily and routinely determined. For example, the prison is not able to identify the proportion of prisoners who have literacy or numeracy needs, or quantify the success of those who have received support. A survey of prisoners has been carried out to identify the type and range of courses they would like, but this has not been analysed or used to plan future training. Learners' preferred learning styles have been established, but this information is not used to plan education. Throughout the inspection, the prison was unable to provide useful data on the achievement of learners on computing courses.

36. In the industrial workshops prisoners carry out a range of production work, but there is insufficient accredited vocational training. Some prisoners are given additional responsibility as team leaders, which involves some quality assurance activities, but none of this work is used to accredit skills in manufacturing and there is little formal development of skills. One member of staff in the laundry has nearly completed an assessor's qualification and has had initial discussions with a private training provider to accredit the area for assessment of laundry qualifications. However, liaison with the education department is minimal and the opportunity to take advantage of the existing accredited centre and expertise has not been taken.

Equality of opportunity

37. The prison has an equal opportunities policy, which it reviews annually. The recruitment of staff makes reference to this policy and recruitment trends are analysed. The prison takes action taken to counter any imbalances in recruitment. The prison has a system to analyse its population but this is not used in relation to the achievements of those attending education. The prison has a nominated race relations officer who chairs diversity group meetings, which take place periodically to resolve reported complaints and to discuss other related problems. There are documented complaints procedures, which are effectively implemented. Complaints of a racial nature are treated separately and discussed at diversity meetings. There are regular staff meetings but these do not include discussions on equality of opportunity. There is good access to the education centre for learners who have restricted mobility. For example, a lift gives access to the second floor classrooms and there is a toilet adapted to accommodate a wheelchair. Education provision is extended to the prison's accommodation wings and the segregation unit. The use of 43 learning support assistants, who provide education on the wings and in the education centre, increases the number of learners participating in education. They can provide language support for up to seven languages and provide an unofficial translation service to other prisoners. Learning support assistants are positive role models for new learners and they are able to work supportively with a diverse range of learners.

38. The education centre promotes equality of opportunity by displaying sections of policies and providing information to learners. However, there has been no recent staff training in equality of opportunity beyond standard prison induction training to update staff, reinforce understanding and increase awareness. The prison's data systems are not used to effectively monitor referrals to education or learners' subsequent achievements and successes. There are substantial waiting lists in some areas of learning, but these are

not used effectively to ensure that all learners have the same opportunity for access to education.

39. The prison has an extensive library, including vocational text books and a range of literature suitable for learners from minority ethnic groups. There are also large print and picture text books. However, access to the library is limited during the day and evening due to staff shortages.

Quality assurance

40. There is no strategy for the quality assurance of education and training, and there are few formal procedures. Teaching and learning, and the work of the learning support assistants, are not systematically monitored. Although some observations of teaching have taken place and feedback has been given to teachers, these refer only to staff.

41. The prison's management does not have a comprehensive record of the monitoring of the quality of the education and training provision. It is over reliant on external bodies to monitor the quality of learning and assessment. The education manager has overall responsibility as centre co-ordinator for all of the awards, and is also the internal verifier for many, but this post is vacant. Little data are available to measure the success of programmes, and there is little sharing of good practice among tutors or learning support assistants. For example, most tutors have their own version of individual learning plans or use them in different ways.

42. With the exception of painting and decorating programmes, internal verification is weak. Most verification takes place at the end of a programme and only involves sampling of learners' portfolios of evidence. There is little ongoing internal verification or observation of assessments. There are few central records of internal or external verification and most are held locally by assessors. Managers see external verifiers' reports before they pass them to tutors but there is no system to ensure that they take action.

43. Self-assessment is relatively new for the prison. The first report was produced in April 2002 and was written by the curriculum manager. It was a fair reflection of the education provided, although it did miss some significant weaknesses. It did not have a comprehensive assessment of leadership and management and made little comment on quality assurance. The development plan had insufficient detail about how targets were to be achieved and was not used as a tool for improvement. A significant number of weaknesses identified in the most recent self-assessment report are still weaknesses. Work on a second report has started and the process is more systematic and inclusive.

AREAS OF LEARNING

Construction

44. Training in painting and decorating is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good rate of achievement
- diverse range of evidence in learners' portfolios
- well-established and effective recording and monitoring of learners' progress

Weaknesses

- insufficient use of training opportunities in the prison
- poor resources in some practical training areas
- delayed provision of certificates of achievement

Achievement and standards

45. Achievement rates for the qualification are good. This is the third course that has been offered and learners have achieved a 100 per cent pass rate for the previous two courses. Learners are making good progress towards achieving their certificate. Retention rates are satisfactory and remain constant at approximately 65 per cent. Most learners leave the training programme because they are transferred to other establishments or released from prison. The course is very popular and has a long waiting list. Learners often participate in other training programmes while on the painting and decorating course. For example, many successfully complete a self-employment course, which provides them with a wide range of skills and improves their chances of employment when they are released. Learners compile good portfolios of evidence, which are well organised and contain a variety of sources of evidence. The contents meet the requirements of the awarding body and include written notes, results of observations of assessment, and photographs of their work. For most of the background knowledge requirements, tutors provide the learners with good notes.

Quality of education and training

46. The background knowledge and practical training are good and are provided by a qualified tutor who has wide experience of the construction industry. The tutor has a thorough understanding of the requirements of the qualification and the learners fully understand what is required of them.

47. There are adequate arrangements in the prison for the initial assessment of learners' literacy and numeracy skills during induction. This is supplemented by discussions and further informal assessment by the tutor, who identifies learners' support needs and provides them with adequate support, in addition to that provided more formally by the industrial cleaning tutor. This tutor uses support materials which are related to painting and decorating techniques, and provides the learners with the opportunity to gather evidence towards their key skills. The painting and decorating tutor attends a local college to work towards additional teaching qualifications.

48. The monitoring and recording of learners' progress is well established and effective. There are structured lesson plans and each learner has an individual learning plan. The tutor discusses progress with the learners each week and completes an action plan with specific targets. The tutor monitors learners' work carefully and every opportunity is taken for assessment by direct observation. There is excellent recording of progress, with details shown on charts which record completed NVQ units. Learners know exactly where they are in their training programme. There are long waiting lists for the programme and the tutor has worked closely with the awarding body and prison staff to reduce the time taken to achieve the qualification from 14 weeks to 10 weeks. The prison is meeting the required number of contact hours by extending the working day. Learners commented that this makes the training programme more like a real working day and they respond well to the challenge. Average attendance rates are good at over 90 per cent.

49. There is insufficient use of training opportunities. While the prison employs some prisoners as painters, learners on the painting and decorating course are unable to use their learning opportunities due to the prison's regimes. However, learners are able to gain some real work experience and practise a range of practical skills by decorating walls and other areas in the education department. The tutor teaches decorative techniques, such as rag-rolling, which are above the requirements of the qualification. Learners appreciate the opportunity to practise their skills and good use is made of learning support assistants, who have often completed the course themselves. They also give effective support for the learners when compiling their portfolios of evidence.

50. While the practical training areas are adequate to meet the requirements of the certificate and the awarding body, some of the resources are poor. For example, only a few of the individual training cubicles have ceilings for overhead paper-hanging and there is no separate area for training in background knowledge. The paint smells, noise and dust often disturb learners' work, as well as the learners who are attending the industrial cleaning course who have to pass through the painting and decorating workshop. The painting and decorating workshop has inadequate domestic and industrial electrical supplies for some of the power tools needed for the course. This work has to be carried out elsewhere in the education department.

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51. The painting and decorating training programme is well managed. Sessions are well planned and maximum use is made of the practical training areas and restricted work-experience opportunities. Staff from a local college of further education provide internal verification, which is good and follows procedures thoroughly. The external verifier is from the same college. The education manager receives the external verifier's reports and discusses it with the tutor to agree actions, which they then monitor. There is a long delay in the awarding body producing the certificates. This was identified by the education manager and the matter is being resolved.

Information & communications technology

52. Training in ICT is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement of unit accreditation
- particularly good use of learning support assistants

Weaknesses

- insufficient progress beyond level 2
- incomplete systems for planning and recording learning
- insufficient teaching and learning resources

Achievement and standards

53. There is good achievement of unit accreditation. Between 2002-03, 46 learners worked towards introductory certificates in IT and 35 of them gained a certificate. Most learners work towards qualifications at level 1. During 2002-03, 46 learners started training in level one qualifications and eight of them achieved full certificates. A further 15 learners achieved units towards the qualification. Level 2 qualifications are offered and small numbers of learners work towards these, but there have not been any achievements at level 2. More learners achieve unit accreditation than full level 1 certificates. Some learners make rapid progress and want to learn more advanced techniques relevant to their employment aims, but there are no opportunities for learners to achieve qualifications at level 3. The education department is exploring the possibility of providing higher level qualifications but these require significant development of intranet and IT resources. Learners are enthusiastic about learning IT skills and are motivated to progress further.

Quality of education and training

54. The full-time member of staff has teaching qualifications and a high level of subject competence. Good use is made of learning support assistants and software to support reading and writing skills. One learning support assistant has achieved the initial certificate in teaching literacy, numeracy and language, which helps support learners with additional learning needs. The use of learning support assistants extends IT training to an additional 15 learners who otherwise would remain on waiting lists. They have also allowed a group of 10 learners to gain introductory IT skills before progressing to courses at levels 1 and 2. The learners who have an interest in software development are able to

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develop skills with a learning support assistant who is qualified to degree level in programming. They are good role models and encourage other prisoners to participate in educational activities. There is good interaction between learning support assistants and learners, who are very positive about the benefits of being taught by fellow learners. Teachers use a variety of methods to engage learners in learning, such as demonstrating, explaining, practical activities, handouts and open questioning techniques. Learners work well individually and with other learners.

55. Assessment of learners' work is generally satisfactory and achievement towards qualifications is recorded appropriately when assessments are carried out. Recently, the full-time member of staff responsible for assessment, was seconded to other work for six weeks, which has delayed some learners.

56. Systems to plan and record learning activities are incomplete. Schemes of work do not specify learning objectives in detail and not all learners have an individual learning plan. Most of the plans are brief, do not detail training needs sufficiently or reflect the objectives of the training programme. Monitoring documents are not fully updated to indicate learners' progress and learners are provided with little information to show what they have achieved and what more they need to do to progress further. There are informal systems to gather information on learners' previous experience, qualifications and aims. Teaching staff have access to the results of literacy, numeracy and language tests, but they are not used to plan appropriate levels of support.

57. There are insufficient staff to monitor the use of printers and scanners. They are located in a separate room and learners' access to them is restricted. There are only two printers serving 30 computers and some learners are unable to collect examples of their work. The main computer room has adequate space for learners to carry out written work, but in one room which is made available for laptop users, there is inadequate desk space. There are insufficient textbooks for all learners. When additional learning needs which significantly hinder progress in IT are identified, support is provided in separate literacy, numeracy and language classes. In IT lessons, there are few specific learning materials to support learners with reading difficulties and for those learners whose first language is not English.

58. Most learners are new to training in IT, and the beginners certificate and level 1 qualification are appropriate to their needs. The qualifications are nationally recognised certificates and learners appreciate the opportunity to gain IT skills. The training programme is flexible to meet the wider needs of learners and their activities in other areas of the prison. Most learners attend part-time IT education and are able to mix IT lessons with work activities elsewhere in the prison. Additional evening activities in IT allow those who work full-time to gain access to IT for personal use and for learning activities.

Leadership and management

59. Staff are unclear about learners' overall achievement and no monitoring takes place to show the achievement of different groups of learners. There has been little attempt to prioritise and rectify identified weaknesses in the provision. There are too few staff to ensure that the performance of learning support assistants is observed when they provide separate lessons. There are insufficient resources in some lessons particularly programming and level 1 and 2 qualifications. A small amount of learners' feedback has been collected, but this has not been used to make improvements.

Hairdressing & beauty therapy

60. Training in hairdressing is unsatisfactory.

The following strengths and weaknesses were identified during this inspection:

Strengths

- particularly good support for learners
- good written work produced by learners
- well-planned key skills

Weaknesses

- insufficient progression opportunities
- slow progress towards gaining awarding body approval
- poor training resources

Achievement and standards

61. Learners make good progress with their practical skills and develop their personal skills by working with other learners as clients in the salon. The learning support assistants help the learners to integrate themselves successfully into the salon environment and learners develop skills to a higher standard than the course requires. However, there are insufficient opportunities for learners to develop practical skills learned within the salon once they have finished the course. The prison employs a full-time barber.

62. The basic course matches the modules of the NVQ at level 1 in hairdressing. Learners who complete the course are awarded an in-house certificate. There are insufficient opportunities to progress onto higher level courses. The department is ineffective in meeting the needs of its learners in terms of progression and recognition of achievement. There is no formal accreditation as there is no awarding body approval to offer qualifications. Learners' written work is good, is marked promptly and feedback is given and recorded. Portfolios of evidence are well presented, with extensive evidence of background knowledge.

Quality of education and training

63. A detailed individual learning plan is produced for each learner on every course, which includes the course details and its modules. There is no standard learning plan and each tutor develops their own version. The learners are reviewed half-way through the hairdressing course and at the end.

64. Some of the learners have poor literacy, numeracy and language skills and the learning support assistants work effectively to help them improve. The prison does not have a member of staff who has relevant expertise in this area, but is in the process of recruiting. However, the learning support assistants and the tutors are providing effective, regular support.

65. One of the learning support assistants teaches the male hygiene course, which covers aspects of healthy living in prisons and is particularly effective in meeting the needs of learners in the prison environment. They also provide much of the practical training in gents haircutting, supported by the tutor. The tutor has a strong occupational background in hairdressing, but no prior teaching or assessment experience or qualifications. The tutor is also prison officer trained and is often called away from teaching to carry out prison officer duties. This severely disrupts the teaching and prisoners have to be sent back to the accommodation wings when lessons are cancelled.

66. Practical and background knowledge training takes place in a purpose-built salon, but some of the resources are inadequate. For example, the mirrors are vinyl and create distorted images and the lighting is particularly poor, with excessive glare and constant flickering.

67. Basic schemes of work are available for the course and session plans are produced for each session. There are comprehensive schemes of work for the key skills sessions, which are particularly well planned and are related to the vocational area. The key skills tutor has an excellent understanding of key skills and how to integrate them with the hairdressing teaching. The key skills tutor has produced materials which reinforce what is taught in the vocational area. Although, none of the key skills portfolios are complete, the work that has been produced to date is good.

Leadership and management

68. The prison has not taken the necessary actions identified by the external verifier in order to gain training centre approval. Learners are not able to gain formal national accreditation for their work and if they move on they have nothing to show for the work that they have completed. Also, any prisoner moved from another prison where they have been on a hairdressing course cannot have their skills accredited.

Foundation programmes

69. Training in foundation programmes is good.

The following strengths and weaknesses were identified during this inspection:

Strengths

- good achievement rates on some courses
- effective use of learning support assistants to support learners
- good progress by learners in literacy and numeracy
- good use of outreach to engage learners
- effective recording and monitoring of learning

Weaknesses

- insufficient training in literacy, numeracy and language skills
- poor use of individual learning plans

Achievement and standards

70. Achievement rates for the ESOL and social and life skills programmes are good, with over 70 per cent of learners gaining a qualification. On the self-employment course, 75 per cent of learners gain partial or full accreditation. Many learners gain awards in literacy, numeracy and language skills, particularly at entry level, but management information on retention and achievement rates is not sufficiently detailed.

71. Learners receive effective support from the learning support assistants, particularly in relation to monitoring progress and offering encouragement. Many learners are successful in gaining numeracy and literacy skills. A graded reading programme which is designed to support dyslexic students, is used well to support adult learners. However, there is no specialist support from qualified basic skills tutors.

72. The outreach programme is particularly successful in engaging learners and encouraging them to complete a course of study. Punctuality and attendance at classes is good and many articulate learners take part. For example, during a social and life skills programme which examined cultural and religious influences on family life, learners spoke with clarity and perception about their own experience, and showed respect when listening to the views of others who came from different backgrounds.

Quality of education and training

73. Most teaching on foundation programmes is good or better. There was no unsatisfactory teaching. Planning on the self-employment course and on the social and life skills course is very good. Although some course and lesson planning refers to differentiation, there is no consistent attempt to account for the wide variety of learners' individual needs and interests. Information gained from the analysis of preferred learning styles is not used to help develop the design and provision of foundation programmes. All courses have appropriate accreditation and key skills training is integral to the schemes of work for most occupational areas. The provision, assessment and recording of key skills training are well supported by comprehensive paperwork.

74. The education department is in new accommodation but has relatively small rooms and narrow corridors. Some excellent examples of learners' writing, particularly poetry, are displayed in the department.

75. Training in literacy, numeracy and language skills is insufficient. There are insufficient basic skills tutors to meet the number of prisoners with identified additional learning needs. Over 80 per cent of prisoners have additional learning needs and there are long waiting lists. This was recognised as a significant area for development in the prison's most recent self-assessment report and remains a major problem. The recent resignation of the only full-time basic skills tutor means that there is no appropriately qualified specialist to meet the educational needs of 86 learners. There is too much reliance on learning support assistants to provide educational programmes rather than support tutors and learners in their learning activities. Learning support assistants tutor courses in literacy, numeracy and language, IT, maths GCSE, the self-employment course and Spanish.

76. Tutors use a wide range of good paper-based resources in their curriculum area. Although some inappropriate materials are used in the training of literacy, numeracy and language skills, there is a suitable range of relevant materials available to support learning.

77. After the initial assessment of learners' literacy, numeracy and language skills at induction, learners take a diagnostic assessment when they start a training programme in the education centre. At induction, prisoners also carry out an assessment of their preferred learning style. The information from the diagnostic and preferred learning style assessments is not used to help develop course planning or learners' individual learning plans.

78. There is poor use of individual learning plans. The start and completion of learning activities are effectively monitored and recorded, but this does not include ongoing assessment. Not all learners are provided with individual learning plans. Some are not sufficiently detailed to allow specific curriculum targets to be set or for learners' progress to be measured.

79. Learners are very positive about the support they receive. This is particularly marked

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on the accommodation wings, where learners who are too embarrassed to visit the education centre are able to relate to the learning support assistants with confidence. For example, one long-serving prisoner with considerable experience of other regimes is engaged in a learning programme for the first time. Individuals and small groups of learners regularly occupy some of the communal space and remain successfully focused on their learning for long periods of time. Learning support assistants are appointed following an application and interview process. On appointment, they receive a weekly wage and sign a contract, which includes an agreement to work towards an initial teaching award. Ten learning support assistants have achieved this award. However, most of them do not receive the appropriate level of supervision to ensure that any difficulties they encounter are overcome quickly.

Leadership and management

80. Although the prison's most recent self-assessment report identified the need for additional tutors to teach literacy, numeracy and language skills, there is a vacancy for a full-time basic skills tutor. No-one is employed to teach classes in the education centre. Of the 120 learners in education or on the waiting list at the time of the inspection, none are receiving support from a specialist basic skills tutor. There is no strategic planning or co-ordination of training in literacy, numeracy and language skills. The work of learning support assistants is not supervised sufficiently, and they are not given sufficient training relevant to the tasks they are required to perform.