

INSPECTION REPORT

HMP/YOI East Sutton Park

13 November 2006



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
- adult information, advice and guidance services (**nextstep**)

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 effectiveness

The grades given for achievement and standards and the quality of provision and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

Outstanding provision should typically have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 1. All strands within achievement and standards and the quality of provision will be graded 1 or 2.

Good provision should have leadership and management and at least two of the three strands within achievement and standards and the quality of provision judged to be a grade 2 or better. All strands within achievement and standards and the quality of provision will be grade 3 or better.

Satisfactory provision should have adequate or better grades in leadership and management and at least two of the strands within achievement and standards and the quality of provision grades. An adequate provider might have a range of grades for the strands within achievement and standards and the quality of provision, with no more than one graded 4.

Provision will normally be deemed to be **inadequate** where two or more of strands within achievement and standards and the quality of provision and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity. The descriptors for the four grades are:

- *grade 1 – outstanding*
- *grade 2 – good*
- *grade 3 – satisfactory*
- *grade 4 – inadequate*

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. HMP/YOI East Sutton Park (the prison) is an open resettlement prison for women. It has an operational capacity of 100. At the time of the inspection there were 98 women, of whom 30 per cent were African-Caribbean. The total number on roll included two young offenders who were following the same regime as the adults. The aim of the prison is the preparation of offenders for release and resettlement into the community.
2. The prison is managed jointly with HMP Cookham Wood, a closed prison for women, and Sir Evelyn House, a unit for juvenile offenders. The three prisons merged in May 2006 and now share the same governor, executive board and senior management team. The new establishment is known as Cookham Wood/East Sutton Park (CWESP). The head of activities and learning development, who is a member of the executive board and the senior management team, is responsible for education and training throughout the three prisons. The two sites have a joint strategy and work closely together to streamline and integrate the provision for offenders. Education and training programmes are offered at different levels at both sites to generate opportunities for progression.
3. The contract of 2,400 hours of education is operated by A4E. Approximately 56 women currently attend education classes which are offered each weekday, and on one evening each week. There is no educational provision at weekends. Programmes are offered in literacy, numeracy, information and communications technology (ICT), and social and life skills. A further 22 learners are following accredited training programmes in catering, horticulture and agriculture. Fifty-nine community and college placements are available to women at the prison. These placements are mainly part-time positions, of which 33 are paid work, 15 are voluntary or community placements, and 11 are college courses. Forty-eight women are currently placed, and some of these combine work and a college placement. The library service is provided by Kent Library services.

OVERALL EFFECTIVENESS

Grade 4

4. **The overall effectiveness of the provision is inadequate.** Achievement and standards and the quality of provision overall are inadequate. Employability and vocational training and literacy, numeracy and language support are inadequate. The quality of provision in personal and social development are satisfactory. Leadership and management are inadequate, as is the prison's approach to equality of opportunity.
5. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process includes all relevant stakeholders. All staff contribute to the individual departmental reports, and most of them understand the significance of self-assessment as part of quality improvement. A joint self-assessment report was produced in November 2006 for CWESP. This is the first joint self-assessment report and it is also the first self-assessment report produced by the prison. The self-assessment process makes very little use of data and does not include contributions from external partners or offenders. It is a new process for the prison, and is not yet linked effectively with business and development planning. Most of the individual departmental self-assessments are thorough and critical. Inspectors' findings matched many of the strengths and weaknesses identified, but some of the grades given by inspectors were lower than the self-assessed grades. The final joint report concerned

the self-assessment of the two prisons in the group and did not give a sufficiently clear indication of the specific strengths and weaknesses at the prison.

6. The prison has demonstrated that it has sufficient capacity to make improvements.

This is the prison's first inspection by the Adult Learning Inspectorate. The joint arrangements for the formation of CWESP have only recently been formalised. The governor and the head of activities and learning development at HMP Cookham Wood took over responsibility for the prison in May 2006. Much work has been carried out to organise staffing and learning and skills activities in both prisons and to set up joint working arrangements and progression routes for offenders. This work is beginning to improve offenders' learning and skills and the resettlement of offenders. However, many of these new arrangements are still in very early stages of development. Links between prisons and the associated departments within the prison are not established or co-ordinated sufficiently.

KEY CHALLENGES FOR HMP/YOI EAST SUTTON PARK:

- continue to develop structured opportunities for resettlement
- improve the collection of management information and the management of performance
- improve the planning and management of learning and skills
- implement and establish effective quality improvement arrangements
- ensure that appropriate assessment contributes to the planning of individual learning and training
- develop and manage skills for life which is the government's strategy on training in literacy, numeracy and the use of language, throughout the prison

GRADES

grade1= outstanding, grade 2= good, grade 3= satisfactory, grade 4= inadequate

Achievement and standards and the quality of provision	4
Contributory grades:	
Employability and vocational training	4
Literacy, numeracy and language support	4
Personal and social development	3
Leadership and management	4
Contributory grades:	
Equality of opportunity	4

ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	13
Number of learners interviewed	42
Number of staff interviewed	15
Number of employers interviewed	3
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	6
Number of partners/external agencies interviewed	1
Number of visits to the provider	1

The following strengths and weaknesses were identified during this inspection:

Achievement and standards and the quality of provision

Employability and vocational training

Strengths

- very good success rates in catering
- good standard of work in horticulture and agriculture
- good range of qualification and training opportunities

Weaknesses

- weak planning of individual learning
- inadequate monitoring of performance
- insufficient preparation and support for jobsearch
- poor co-ordination and communication

Literacy, language and numeracy

Strengths

- good pastoral support

Weaknesses

- poor standards of work
- inadequate assessment, planning and monitoring of learning
- inadequate management of learning

Personal and social development

Strengths

- good development of skills

Weaknesses

- inadequate planning and monitoring of individual personal and social development

Leadership and management

Strengths

- clear strategic direction

Weaknesses

- inadequate collection and use of management information
- inadequate planning and management of learning
- inadequate quality improvement arrangements
- inadequate arrangements to improve the achievement and standards of all offenders

WHAT LEARNERS LIKE ABOUT HMP/YOI EAST SUTTON PARK:

- 'the personal development course has enabled me to assess my strengths and weaknesses'
- the opportunity to attend classes and earn bonus payments for achieving qualifications
- the helpful tutors
- being able to go out to work
- induction has improved

WHAT LEARNERS THINK HMP/YOI EAST SUTTON PARK COULD IMPROVE:

- the levels of courses offered - more higher level programmes
- support to find jobs
- the speed of response to applications for college courses
- access to courses - shorter waiting lists and fewer delays
- the coherency of approach
- access to the personal presentation course
- the equipment in the gymnasium

DETAILED INSPECTION FINDINGS

ACHIEVEMENT AND STANDARDS AND THE QUALITY OF PROVISION Grade 4

Achievement and standards

Employability and vocational training

7. A high proportion of learners in catering achieve their national vocational qualifications (NVQs). Over the past three years the success rate has been over 80 per cent. In agriculture and horticulture, learners gain good skills and knowledge and produce portfolios to a very good standard. Learners' portfolios are well presented and contain good descriptions of the work carried out, together with a good range of evidence which includes photographs, personal writing, drawings and sketches and witness testimonies. ICT learners demonstrate adequate knowledge and skills. Learners with previous computing experience progress quickly through their programmes of learning, and demonstrate some good skills.

8. Those learners visited at work are learning useful vocational skills and demonstrate good employment and personal skills. Their timekeeping and attendance at work is good and they make a positive contribution to their employers' businesses. Some learners develop good additional skills through employers' own training programmes. Those learners working in the farms develop useful employability skills as well as vocational skills.

Literacy, numeracy and language support

9. Achievement rates for literacy courses are satisfactory. In the past 12 months, of the 29 entries for level 1 and 2 literacy qualifications, 72 per cent of learners achieved a qualification. Pass rates were higher for level 2 entries, at 75 per cent. Achievement rates for numeracy courses are unsatisfactory. Of the 14 entries in the past 12 months for level 1 and 2 numeracy qualifications, 59 per cent of learners achieved a qualification. Of these, only 40 per cent of learners entered for level 2 achieved the qualification. Many learners are entered for tests at an inappropriate level. Since January 2006, 12 learners have achieved communication key skills at level 2, and 3 learners have achieved level 2 information technology key skills qualifications.

10. Learners' standard of work is poor. Their files are poorly organised and do not support the development of study skills and independent learning. Learners' work does not reflect specific learning objectives and it is often unfinished and not dated. There is too much emphasis on the completion of worksheets and few examples of sustained writing. Marked work does not identify specific action points to help learners improve and does not contribute to the learning process.

Personal and social development

11. Offenders develop a good range of personal and social skills. Women on external paid work and voluntary work placements in the community develop good employability skills. They learn to work in teams, to liaise with customers, and good timekeeping. Working in the prison farm and gardens, offenders develop self-confidence and a sense of responsibility as they look after animals, fulfil external horticultural production contracts, and manage the farm shop. Several women regularly represent

the prison farm at the Kent Show, where they develop their communication skills, liaise with the public and take responsibility for displaying the animals. Women who work in the prison kitchen not only take responsibility for the day-to-day food preparation, but also develop their skills further by helping to prepare buffets for visitors. In the formal social and life skills classes, women develop action-planning skills and learn how to manage money and how to disclose a criminal record when being interviewed for a job.

12. Achievements are satisfactory overall in the social and life skills classes. Of the 46 starters during the past year, 26 have completed the programmes and 24 have achieved Open College Network accreditation at level 2 and 3. The standard of work in course files is satisfactory overall. Some learners produce work which is satisfactory at level 2, and others produce good portfolios.

Teaching, training and learning

Employability and vocational training

13. In ICT lessons, learners work individually on a range of modules at different levels. Learners concentrate well on their own learning and receive appropriate support from their tutor when needed. There is little formal teaching in catering, agriculture and horticulture. The management of attendance and timekeeping in lessons is weak.

14. Resources are satisfactory overall. Computing facilities are adequate for the courses offered, and classrooms provide an appropriate learning environment.

15. Communications and co-ordination are poor. Learners are sometimes moved out of a work area to fill vacancies elsewhere in the prison, and are unable to complete their qualifications. There is insufficient collaboration among the staff responsible for outside activities, for training in the prison, and education. For example, there are no opportunities to link the retailing skills learned at work and the retailing NVQ provision in the prison. There are no central records of learners' achievements, or of programme performance.

16. The planning of individual learning is weak. Individual learning plans do not have suitable targets and information. In the worst cases they have unhelpful aims, such as to achieve a qualification with little or no consideration as to how it will be achieved. Plans do not identify the units to be achieved, or set target dates. Some learners have unrealistic aims, such as a qualification which requires more time than is available. The better plans list the units to be achieved, together with appropriate target dates, although they still do not detail sufficiently how these will be achieved.

17. Monitoring of learners' performance is inadequate. There is little structured or useful data available to managers and staff. Tutors and assessors keep their own records of learners, but there is no consistent structure, and no collection of central performance data. Eleven learners study with external colleges and providers. Their progress, achievements or standards of work are not monitored. The prison is unaware of much of the skills development which takes place at work.

Literacy, numeracy and language support

18. Pastoral support for learners is good. Tutors establish supportive and productive relationships and work hard to motivate learners and improve their morale. Classrooms provide a welcoming learning environment and include displays of learners' work.

Recent improvements in the induction process provide good information about literacy and numeracy classes. Sentence planning includes an important discussion with learners about literacy and numeracy targets and about gaining qualifications to support resettlement.

19. The assessment, planning and monitoring of learning is inadequate. Initial assessment during induction provides information about individual learners' literacy and numeracy levels. However, the assessment does not provide learners with a realistic assessment of their individual needs. They often join programmes which are not appropriate for them. The prison does not carry out diagnostic assessments to contribute to learning targets. Records of learners' progress are poor. They are not related in any effective way to the achievement of learning objectives, and do not evaluate development needs.

20. Assessment does not provide sufficient information for the planning of teaching and learning. Although learners complete learning style questionnaires, there is little evidence that these are used to plan learning activities which build on learners' strengths. Too much teaching is dominated by the use of worksheets, many of which are of poor quality and do not always match learners' ability levels. Learning activities do not challenge learners sufficiently to develop new understanding and skills. Punctuality and the monitoring of attendance are unsatisfactory.

Personal and social development

21. Learners are well motivated and well supported by their tutors and peers in social and life skills classes. Learners demonstrate sound knowledge of the objectives of each of the planned modules and have a satisfactory understanding of how their own skills have developed. The management of attendance is poor. Learners are not prepared enough for the courses. Many of them leave programmes before completion, sometimes because they gain an external, paid work placement, or sometimes because the course is not what they expected. There is little or no follow up of those learners who leave their programmes before completing them, and no action has been taken to improve the recruitment and selection processes for these programmes. Most classes are small and not operating at full capacity. A popular, non-accredited personal presentation class is provided on one evening each week. This class is oversubscribed and has a waiting list for places.

22. The planning and management of individual learners' personal and social development are inadequate. Learners often develop personal and social skills in their work, training and education classes, but these are not recorded or centrally collated. The personal and social development needs of individual offenders are not routinely assessed or identified, and there is no structured approach to developing these skills. Pockets of support are available through induction, from tutors and officers, Jobcentre Plus and the **nextstep** adviser. However, the overall development of offenders' personal and social skills is not planned or monitored. Individual learning plans do not record learners' achievement of personal, social and life skills goals. In the other areas of prison life, and in external placements, offenders do not routinely reflect on how that work is contributing to their personal and social development.

Range of provision

Employability and vocational training

23. Learners have access to a very wide range of learning. Within the prison there are opportunities to achieve a wide range of horticulture and agriculture qualifications from level 1 to level 3, catering awards at level 2, and ICT qualifications at level 2. Industrial cleaning was not available during inspection because of staff absences. When learners are eligible for release on temporary licence, they are able to attend full-time and part-time education and training in the community. Eleven learners attend a wide variety of vocational and professional courses, including motor vehicle maintenance, chainsaw training, hair and beauty, business administration, and health and social care. One learner is studying for a degree part-time at university, and another is working towards a professional qualification by distance learning while employed.

24. Once learners are eligible for release on temporary licence they can work outside the prison, either in paid or unpaid work placements. Forty-eight per cent of women attend paid work, unpaid work or education and training outside the prison. Some combine these aspects. For example, one learner has a paid job in a garage and attends college for one day each week.

Literacy, numeracy and language support

25. The range of literacy and numeracy courses is small and does not meet the needs of all learners. They have a wide range of ability levels and needs, and lessons are not planned well enough to manage learning effectively. Many learners have strong vocational ambitions and the literacy and numeracy support provided within vocational activities is inadequate.

Personal and social development

26. A satisfactory range of opportunities is offered to offenders to allow them to develop their personal and social skills. The range of formal classes is not wide, but there are many opportunities through other work, activities and external work placements for women to develop useful skills. The prison education department offers accredited social and life skills classes on two afternoons each week, offering a rolling programme of four modules which is usually offered at six-weekly intervals. These modules include personal development planning, budgeting and money management, assertiveness and decision-making, and an introduction to care. A non-accredited personal presentation class is offered on one evening each week.

Guidance and support

27. The offender management unit is beginning to link sentence planning with learning and skills and personal development. The recently formed outside activities group is beginning to co-ordinate the granting of temporary licences to enable offenders to take up their external placements more quickly and further develop their employability skills.

28. Not enough support is provided for learners to find appropriate, good-quality work placements. Learners who are eligible to work outside are identified just before they become eligible and are asked to apply for approval. Once approved, an appointment is arranged with Jobcentre Plus to help them to find work. This is not co-ordinated with other available support, such as the **nextstep** adviser. Offenders are expected to take responsibility for finding a job, but not enough support is given to those learners who

need help to develop their independence. The library has some resources and some newspapers are available in the main area of the prison, but these resources are not part of a coherent support package. Following the interview with Jobcentre Plus, learners are allowed out of prison for one day each week for four weeks to look for work. Many learners find this daunting and are not able to make effective use of this time.

29. There is not enough co-ordinated jobsearch support in the prison and no formal jobsearch training or development. A work preparation course, which went some way in helping learners to prepare to find work, is no longer available. The more able learners take responsibility to find work and some have been successful. Many of them report that they simply take the first job offered in order to secure employment and to have the opportunity to work outside the prison.

30. During induction, learners carry out an initial assessment of their literacy and numeracy skills, and they are provided with information about education and training courses. There are no systems to monitor the effectiveness of initial advice and guidance. Learners are not supported to make a realistic appraisal of their ambitions and join a programme that is appropriate to their current level and needs. There are few arrangements to support additional learning needs such as the assessment and support of learners with dyslexia. The prison has no arrangements to provide literacy and numeracy support for learners within their vocational training, or within work placements.

LEADERSHIP AND MANAGEMENT

Grade 4

31. The senior management of activities, learning and skills has a clear strategic direction for the future of the prison. Early development work has established comprehensive pathways for work and resettlement and qualification progression routes throughout CWESP. The specific role of the prison in these plans is clear. The executive board and senior management team have a clearly identified perception of how the prison will complement the work carried out at the neighbouring estate, and how it will build on the resettlement routes already established. A key aspect of the plans is to make better use of shared resources. The prison is now able to offer more qualification progression routes to its offenders. It is also able to fulfil its work party obligations by earlier resettlement of risk-assessed offenders from the neighbouring prison. More offenders at the prison can now be released on temporary licence to external placements. Some of the provision, such as horticulture and catering, is now managed jointly on both sites.

32. New sentence planning and outside activities groups have recently been introduced. However, these plans are in a very early stage of development. They are not well established, or formalised in a written strategy with clear plans for implementation. The prison has no clear strategy to involve more learners in literacy and numeracy learning, and the integration of literacy and numeracy support into vocational areas is at an early stage of development. There is no clear outline or guidelines for the management and implementation of skills for life throughout the prison.

33. The collection and use of data are inadequate. The prison does not have a planned system to collect achievement data for the whole of the education and training provision. Information is kept in different formats by individual tutors and is not shared routinely, or used to monitor, evaluate or manage performance. Neither learners nor tutors have clear and measurable targets. There is no available data to analyse performance over time, and to plan improvements. Attendance monitoring is poor and punctuality and retention rates are not given adequate consideration. Classroom efficiency rates in the education department are low and no central information is collected or collated about training in the prison. A new system is being used effectively to record daily discharges from the prison to external placements. The new education contractor has very recently introduced a system to collect monthly data about numbers of learners, retention, achievements and attendance. However, the latter only applies to the education department and both systems are very new.

34. Education and training throughout the prison are inadequately planned and managed. Training and accreditation opportunities, such as those in cleaning, catering, horticulture and agriculture, are linked effectively with the work areas of the prison. However, many opportunities to develop accredited training have not been taken. The prison has outline plans to integrate literacy and numeracy into training, but there are currently no formal links between the work of the education department and the training areas within the prison. In many training areas, specific literacy or numeracy levels have been identified as necessary criteria to do the work. However, some offenders are allocated to work or training without having achieved these levels. There is no formal literacy and numeracy support in the work areas.

35. There are no links between the education department and work and training in the prison to allow the development of the personal and social skills learned by offenders in their social and life skills classes. The prison does not monitor, review or record the progress of those learners attending external college courses. It is not clear who has direct responsibility for managing work placements and no central group has

responsibility for monitoring and reviewing education and training development, or training in external placements. The key priority for the management of the farm and gardens is to ensure its safe and productive operation, but there is no formal mechanism for monitoring and developing education and training development. Regular meetings are held within each function, but communications within the wider education and training areas are ineffective. Each function has developed independently and there are not enough links between them to plan, manage and monitor offender learning and skills development effectively.

36. Quality improvement arrangements are inadequate. A new quality assurance manual has been produced recently but its procedures are not being implemented across education and training. The prison's quality improvement group has only met once to agree on its terms of reference. It has not made a significant contribution to the prison's quality improvement arrangements for education and training. The teaching and learning observation process is weak and key judgements are focused on the performance of the tutor, rather than on the quality of the learning experience.

37. There is no system to observe teaching and learning in the work and training areas of the prison, or at external work placements. The progress of learners at external college placements is not monitored, recorded or discussed formally with them. Learning plans are quality audited, but this information is not used to improve the quality of recording of learners' progress and achievements. The process of course reviews is poor and does not contribute to the development of the literacy and numeracy curriculum. Action plans do not set challenging objectives for development. The appraisal process is weak, and although staff have undergone training, staff records are not up to date.

Equality of opportunity

Contributory grade 4

38. The prison has accurately identified the need to create a more supportive and responsive environment for offenders in order to support their independence and resettlement. Improvements include a listening campaign, encouraging offenders to make complaints, and abolishing unnecessary rules. Offenders are now able to participate in a wider range of work and college placements. The Vision team, an offender-led peer support group, provides an important range of support which includes induction and advice about a range of resettlement issues. The work allocation process is fair. The learning environment is supportive and learners and staff value each other and treat each other with mutual respect.

39. The prison's approach to equality and diversity is unsatisfactory. There has been no impact assessment for education. Diversity and equal opportunities managers have been appointed for the merged service and offenders are represented on the race equality action group. Although most staff have undergone equality and diversity training, this has not been updated in recent years. Equal opportunities data is collected, but there is no analysis to contribute to the development of education activities.

40. Arrangements to improve the achievement and standards of all offenders are inadequate. The prison has not developed a skills for life strategy which identifies key priorities and guidelines for development and resettlement. The establishment of skills for life within vocational activities is at an early stage of development. Although the new sentence planning system focuses very well on learners gaining qualifications to support successful resettlement, the arrangements to monitor learners' progress through their learning plans are not systematic.

41. The prison does not have sufficient arrangements and resources for additional learning support. Although induction has been improved, and includes a discussion of equality and diversity, the quality of information about the education programme is poor. The staff handbook is out of date, there is no current programme for the overall learning plan, and course descriptions are not inclusive. The poor presentation of the education programme does not encourage learners to participate and develop positive attitudes to learning and to improve their literacy, language and numeracy skills. The pay structure is not clear, and rates of pay vary significantly between the various work and education activities throughout the prison.

ANNEX 1

RANGE OF PROVISION AVAILABLE TO LEARNERS

At the time of the inspection, 38 per cent of offenders were engaged in accredited learning and 1 per cent were engaged in structured non-accredited learning. Their distribution is as follows:

Learning and skills activity	Levels	Provider	Number of current learners	Additional notes
ICT	1	A4E	4	New CLAIT
ICT	2	A4E	17	CLAIT+ & ECDL
ICT	3	A4E	1	Advanced word processing. Pitman
Literacy	1	A4E	2	OCR
Literacy	2	A4E	8	OCR
Literacy	3	A4E	4	OCR
Numeracy	1	A4E	2	OCR
Numeracy	2	A4E	9	OCR
Numeracy	No accreditation	Prison	2	
Social and life skills	3	A4E	7	
NVQ food processing and cooking	2	Prison	11	
A1 units	3	Prison	1	C & G
NVQ horticulture	1	Prison	1	C & G
NVQ horticulture	3	Prison	2	C & G
Skills for working life - equine	2	Prison	6	NPTC
NVQ retail	1	Hadlow college	1	
HND business administration	4	West Kent College	1	
Motor vehicle repair	2	Mid Kent College	1	
Land-based operations	1	BCTV	1	
Counselling skills certificate	2	Mid Kent College	1	
Health and social care diploma	2	West Kent College	1	
Hairdressing	2	Mid Kent College	1	
Beauty therapy	2	Bromley College	1	
Foundation studies art and design diploma	3	Kent Institute of Adult Education	1	
BA in social studies	4	University of Luton	1	
Legal secretarial course (ILEX)	2	North Kent College	1	

Note: some offenders are attending more than one learning programme

*denotes provision included in the inspection sample