

INSPECTION REPORT

HMP Stanford Hill

7 December 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 Stanford Hill (the prison) is part of a new Sheppey Cluster regime which was formed in 2006. The clustering arrangements draw together three prisons. As part of this management arrangement, the focus for the prison as an open establishment has moved towards improving opportunities for offenders to work within the community. The prison is situated on the Isle of Sheppey close to the town of Eastchurch, and is on the site of a former Royal Air Force base. The site has been used as a prison since 1950. Many of the buildings are former Royal Air Force accommodation and have been converted to their current use. Much of the accommodation was built in 1986, and a resettlement unit was built in September 2002. The prison accommodates category D sentenced adult male offenders. Its operational capacity is 465, and the current population is 380. Of these, foreign nationals currently form 10 per cent of the prison population. Many of the vacancies have been filled from the overcrowded category C estate. The average length of offenders' stay has reduced significantly during the past six months. Twenty-seven per cent of offenders stay for less than a month, and 26 per cent for less than three months.

2. Offenders are employed in a variety of workshops, some of which are operated by external employers. Workshops include electrical assembly, harness manufacture, printing, stores, cleaning, recycling, lift truck driving and horticulture. Education courses are available through the A4e, which is the lead provider. Offenders can also participate in prison development pre-release and enhanced thinking skills programmes. A listener scheme is available for offenders who are considered to be at high risk of suicide or self-harm. Offenders have access to a purpose-built gymnasium, outdoor sports facilities and a swimming pool. Offenders who qualify under the terms of their sentences and are close to completing them may go out of the prison on home detention curfew, stage 1 and stage 2 release on temporary licence. They may take part in community and restorative justice work placements, external college courses, and paid employment before their release. Approximately 80 offenders are carrying out stage 1 and stage 2 release on temporary licence work.

OVERALL EFFECTIVENESS

Grade 3

3. **The overall effectiveness of the provision is satisfactory.** More specifically, achievement and standards and the quality of provision, which includes employability and vocational training, and personal and social development programmes, are satisfactory. Literacy, numeracy and language support was found to be good. Leadership and management are satisfactory, as is the prison's approach to equality of opportunity.

4. **The inspection team had some confidence in the reliability of the self-assessment process.** The self-assessment process included most staff from the vocational areas of the prison, but documents to support the self-assessment report have not been completed consistently in all areas. A new self-assessment system has been produced which is linked to an overall quality calendar to ensure that the process is carried out in a systematic way. The report included course reviews and data was used to support judgements. The resulting self-assessment report was sufficiently critical, and identified most of the strengths and weakness found by inspectors. The education contractor carried out its own self-assessment which was used in the overall prison report.

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

The prison focuses clearly on quality improvement and has adapted well to the realigning of education and training within a clustered management system. The prison has been successful at identifying weakness within the provision, but has been slow to introduce action plans to resolve those weaknesses. The change to a new management structure and a new education provider has been managed well, and the quality of the provision in education has been maintained and improved. The prison has recognised the need for additional accredited training in the vocational areas, and plans are at an advanced stage to introduce additional opportunities.

KEY CHALLENGES FOR HMP STANDFORD HILL:

- continue to improve standards of teaching and learning
- develop a skills for life strategy to support learners
- improve recognition and recording of personal development
- broaden the range of education and training provision to meet the needs of the changing prison population
- harmonise quality assurance arrangements for all education and training
- improve the co-ordination and promotion of education and training

GRADES

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

Achievement and standards and the quality of provision		3
Contributory grades:		
Employability and vocational training		3
Literacy, numeracy and language support		2
Personal and social development		3

Leadership and management		3
Contributory grades:		
Equality of opportunity		3

ABOUT THE INSPECTION

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	66
Number of staff interviewed	48
Number of employers interviewed	4
Number of subcontractors interviewed	1
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	9

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 achievement in PE and industrial cleaning
- good standards of teaching and learning in PE
- good monitoring of learners' progress in PE, horticulture, and industrial cleaning

Weaknesses

- inconsistent use of individual learning plans
- insufficient linking of work skills to employability

Literacy, numeracy and language support

Strengths

- very good achievement of literacy and numeracy qualifications
- good standards of teaching and learning in most sessions
- very effective use of peer support work in skills for life

Weaknesses

- no formal strategy for skills for life
- inadequate classrooms and space for individual support in workshops

Personal and social development

Strengths

- good skills development in art and music
- good use of peer support to develop learners' personal and social skills

Weaknesses

- insufficient development and recording of learners' personal and social skills
- restricted range of courses within the prison

Leadership and management

Strengths

- good strategic planning within the current prison management structure
- very effective arrangements to support learners working in the community
- wide promotion of diversity
- systematic and very effective quality assurance arrangements in education

Weaknesses

- insufficient co-ordination of education and training
- inadequate quality assurance arrangements for some aspects of vocational training
- insufficient promotion of education and training

WHAT LEARNERS LIKE ABOUT HMP STANFORD HILL:

- 'the art classes - they calm me down'
- 'the help and support from peer advisers'
- 'the education department - the atmosphere is relaxed'
- 'the education staff are good at what they do'
- 'the staff are friendly and approachable'

WHAT LEARNERS THINK HMP STANFORD HILL COULD IMPROVE:

- opportunities to gain qualifications
- the pay in education
- the weights room in the gymnasium
- the rewards and incentives for peer support workers
- the quality of the food
- regime times - to avoid being late for class
- better information provided at induction about what is available in the prison

DETAILED INSPECTION FINDINGS

ACHIEVEMENT AND STANDARDS AND THE QUALITY OF PROVISION Grade 3

Achievement and standards

Employability and vocational training

6. The success rate for qualifications in industrial cleaning and physical education (PE) is very good. In industrial cleaning, 88 per cent of learners achieve at level 1, and most learners who progress to level 2 are successful. Learners who carry out cleaning duties in the prison are professional in their approach, take pride in their work and demonstrate good skills.

7. In PE, learners gain accreditation in a number of short courses as well as nationally recognised qualifications up to national vocational qualifications (NVQs) at level 2. Many of these qualifications strongly promote the employment opportunities of learners in the leisure industry. The overall success rate was 91 per cent, with very good success rates for level 2 NVQs. Learners who progress to high-level courses become peer tutors and develop confidence in preparing and presenting sessions for other learners. Learners develop good communication skills and are able to plan and deliver learning sessions to a very good standard. Learners work to a consistently high standard and many have gained employment in the leisure industry.

8. Success rates in information and communications technology are satisfactory, but have decreased over the past year, with many learners leaving the programmes before completing them because of transfers to other prisons, or release. Achievements in horticulture courses are satisfactory, with 11 of the 14 learners who began a certificate of competence during the current period achieving the qualification. Achievements of NVQs at level 1 are low, with few learners completing their programmes.

Literacy, numeracy and language support

9. All learners who completed courses in literacy and numeracy during the period 2005-06 achieved a qualification. Retention varied throughout this period from 48 per cent to 68 per cent, with a high number of learners transferring to another prison, or completing their sentences and leaving prison before completing the course. Recently monitoring of retention has improved with tutors maintaining detailed records on reasons for leaving. The number of offenders requiring English for speakers of other languages (ESOL) support has reduced significantly as foreign national offenders have been moved from the prison, and the average length of stay for most offenders has shortened to five weeks. Standards of offenders' work are generally satisfactory

Personal and social development

10. Learners rapidly develop good skills in art and music and quickly become confident in developing new skills. Learners in art display good practical skills in drawing, painting and sculpture. Many learners are capable of producing creative pieces of papier-mâché sculpture, which include a large Thomas the Tank engine moneybox which was made for learners' children. In 2006, offenders won four national awards. In 2005-06, 37 learners achieved a full award at level 1 and 2.

11. Learners' musical skills are developed effectively, often from very basic levels, enabling them to join a prison band. In under four months, two learners have become sufficiently competent to be invited to join an external brass band. Most learners on the Spanish course have gained units towards a reading and writing qualification and are well on their way to achieving a full qualification. Other learners are working towards a speaking and listening qualification.

12. In art, music and Spanish, learners are developing personal and social skills that they recognise as improving their own and their families' lives and relationships. Learners feel more confident and have more self-esteem as their skills develop and their communication skills are much improved.

Teaching, training and learning

Employability and vocational training

13. Standards of teaching and learning in PE are good. Learners are well motivated and enjoy the practical and background knowledge sessions. A range of accredited courses is available in PE, and learners are given good advice and guidance by tutors about how the courses can lead to employment opportunities. Background knowledge sessions are carried out in a separate classroom which is well resourced with equipment such as interactive white boards. Background knowledge sessions are linked well to practical work. Lessons are well planned and tutors use peer tutors effectively to help provide a high level of individual support to learners. Peer tutors are well supported by the prison instructors and appreciate that the opportunity to work in this role is good for their own development. Prison instructors know their learners well and use a variety of teaching styles to meet the range of needs. Prison instructors receive good opportunities for staff development with many either holding or working towards teaching qualifications.

14. Tutors in PE, horticulture and industrial cleaning use good systems to monitor learners' progress. Learners' progress is recorded on a wall chart that successfully records each of the elements achieved by the learners towards their qualification. Tutors use this chart effectively to identify any learners who are falling behind and may benefit from individual support. Tutors also use the system to target the types of activities carried out by learners to ensure that the requirements of the qualification are fulfilled. The wall charts are updated on a daily basis and provide a good planning tool to assess the needs of the individual and the group as a whole.

Literacy, numeracy and language support

15. Standards of teaching and learning are good. Offenders are involved effectively in purposeful learning. Schemes of work and lesson plans are detailed, particularly in ESOL sessions. Tutors make effective use of teaching methods such as role-play, discussions, and games, but some lessons rely too much on paper-based activities. Dyslexia support sessions are particularly creative and stimulating. The outreach support to individuals in workshops is highly valued by learners. Peer support workers provide good support and guidance to learners in literacy and numeracy lessons. The support workers have a good rapport with learners and challenge and reinforce learning effectively. They work sensitively with learners at pre-entry literacy levels, using the Toe-by-Toe programme outside the classroom and, usually, in the learners' cells.

16. Classrooms for literacy, numeracy and language support are inadequate. The rooms are cramped and the furniture and fittings are poor. Tutors have difficulty moving freely between tables to give individual support and coaching to learners. Outreach sessions

in workshops take place in cramped and noisy conditions that do not create a positive learning environment.

Personal and social development

17. Peer support is used well to help learners develop personal and social skills. Learning sessions in art and music make particularly effective use of peer support in creating a positive teaching environment. In art, tutors have become skilled at using peer tutors effectively to create a calm, supportive atmosphere which is acknowledged by learners as helping them to become more relaxed, as well as developing their creative skills. In music, the exuberant and enthusiastic brass instrument teaching is infectious and enjoyed by learners, who relish their new skills and the opportunities that these will bring them on their release. Learners receive individual coaching from peer tutors in both subjects. They increase their self-esteem and confidence, and speak of the ways that their new skills improve their family relationships.

18. Spanish language classes are taught effectively and peer tutors work hard with the new learners, introducing them gradually to the subject. Learners quickly gain confidence in using a language that is new to them. Individual coaching is provided by the peer support workers who help tutors to support learners to develop this confidence. Other learners, who are fluent in Spanish, help the tutor by working with their peers to practise their speaking and listening skills before being assessed.

19. The specialised subject training for peer support workers is organised effectively. In the sports centre these workers then deliver these skills to their peers. The NVQ at level 3 in information, advice and guidance is delivered by a voluntary organisation within the prison and learners learn alongside the prison staff. Two information, advice and guidance peer support workers hold the level 3 NVQ, and two others are currently working for the qualification.

Range of provision

Employability and vocational training

20. Twenty learners are currently attending courses in basic computer literacy, and computer literacy and business technology. Learners are required to have achieved literacy at level 1 before beginning the course. A business start-up programme is proving popular with learners and includes an innovative pilot about accounting, using a standard commercial accounting software programme. Learners are able to join a range of higher-level courses by attending external colleges, or through distance learning.

21. Vocational training does not give sufficient attention to linking work skills to employability. Offenders have good opportunities to work in a variety of workshops which operate to a good commercial standard and emphasise the work ethic, and the quality and quantity of work produced. However, this work is not planned sufficiently to enable learners to recognise the progress that they are making and the work skills they are developing. Most workshops have good opportunities for learners to progress from simple tasks to more complex ones, and most of the activities require training. Learners are not given achievement targets and are unsure of what they need to do to progress. The programme does not recognise the new skills developed by learners, who find it difficult to match their development with their employment prospects.

22. Learners have access to a good range of activities, and some of the workshops provided by external companies have good links to employment. However, many of the

workshops do not have sufficient accredited training to enable learners to identify the skills that they have acquired. Plans are at an advanced stage to introduce accredited training to three of the workshops.

Literacy, numeracy and language support

23. The range of courses meets the needs of learners from entry level to level 2. Over 50 per cent of offenders have literacy skills that are below entry level. Most offenders attend full-time literacy and numeracy courses. Skills for life programmes, which deliver the government's strategy on training in literacy, numeracy and the use of language, form 50 per cent of the education courses, and 8 per cent of courses are for ESOL. Offenders who achieve level 2 literacy and numeracy often progress to information technology courses, or flexi study, and occasionally university courses. There is no skills for life strategy. Tutors work to national standards, but do not co-ordinate and evaluate the full range of provision to include outreach and literacy support in learners' cells.

Personal and social development

24. The range of courses within the prison is restricted. The main courses are art and music. Art classes are held on five afternoons and four evenings each week. Music classes are provided twice each week in the evenings and focus on brass instruments only. Recreational Spanish, which is accredited by the Open College Network at level 2, is offered on one evening each week. However, there is access to a range of personal and social development courses outside the prison. Thirty-seven short courses are offered which relate to personal and social development. The prison's records do not show which of the courses have been applied for and attended by the learners, and the quality and value of these courses to learners is not evaluated. A recently introduced pre-release course does not have enough learners. Six of the 12 offenders who are due for release during the next month and have been targeted for the one-week, mornings-only course, did not attend course interviews.

25. Education, training and employment provision is not used sufficiently to develop and record offenders' personal and social skills. Many offenders move to the programme from closed conditions. The self-management, unescorted movement and more relaxed environment provide opportunities to test, recognise, develop and improve learners' key traits for successful resettlement. The prison does not review and record key personal and social skills, such as punctuality, attendance, behaviour, attitudes, manners and use of language in order to set or recognise the personal and social development of learners and help them progress. Punctuality at education evening sessions for art, music and Spanish is poor. The start time for these sessions is the same time as residential wing roll-call. The pre-release course has a significant number of vacancies, and the music sessions are operating at less than 50 per cent.

Guidance and support

Employability and vocational training

26. Learners' inductions into workplaces and education programmes are appropriate. They receive good individual support from tutors and workshop staff, and have the support of literacy and numeracy tutors who visit workshops to provide specific help. However, in most workshops, the areas for individual support in literacy and numeracy are cramped and do not create a positive learning environment. In PE, tutors provide good support and use peer tutors effectively to ensure that learners receive good individual support in practical and background knowledge sessions. Throughout all the vocational areas of the prison, offenders work easily and comfortably with each other with a high degree of mutual respect. The environment in workshops and training areas is professional and supportive, and learners can quickly develop new skills with confidence. Tutors are skilled at identifying where individual support is needed and provide it in a sensitive, non-threatening way. Good support is provided for learners who are working outside of the prison, and good links have been established with Jobcentre Plus and external agencies to help learners find work.

27. Individual learning plans are not used consistently. They do not provide sufficient support to help learners identify the progress they have made and what they need to do to progress and achieve their qualifications. Target-setting for learners, even in the best cases, is not clear enough, and in the worst cases there are no targets, leaving learners unsure of what is expected of them and when.

Literacy, numeracy and language support

28. Standard literacy and numeracy assessments are used to identify the most appropriate level of study for learners, and tutors continue to assess and clarify learners' needs throughout the course. The library has a good range of books and tapes for learners who have poor literacy skills. There is a wide range of books in foreign languages. Staff are supportive and helpful to learners and problems are resolved with sensitivity and understanding.

29. The prison has no skills for life strategy to promote its overall strategic approach to literacy, numeracy and language support. This is recognised by the prison and an overall strategy for the cluster of prisons is to be developed. Tutors work to national standards, but do not co-ordinate and evaluate the full range of provision, to include outreach and literacy support in the cells.

30. The classrooms provided for literacy, numeracy and language support are inadequate. The rooms are cramped and the furniture and fittings are poor. Tutors have difficulty moving freely between the tables. Outreach sessions in some workshops take place in cramped and noisy conditions.

Personal and social development

31. Peer support workers use their skills to help offenders with information, advice and guidance about resettlement issues. There is dedicated peer support for housing, education, training and employment, and an information, advice and guidance surgery to deal with finance and debit problems. Some of these peer support workers have a lot of related employment experience in similar fields. They are supported by a small team of prison staff and a range of external agencies, such as Jobcentre Plus, Citizens Advice Bureau and the National Association for the Care and Resettlement of Offenders.

LEADERSHIP AND MANAGEMENT

Grade 3

32. With the current management structure of a clustered prison, the strategic planning for education and training is good. The objectives for education and training in the prison are clear, with a strong focus on improving the quality of the provision. This has the full support of the senior management board. Staff have responded well to recent changes to the overall management structure, including the development of the clustered approach that draws together three local prisons, the change to a new education contractor and the significant change in the prison population. The operation plan for the prison is part of the overall plan for the cluster. The plan has clear performance indicators to measure progress, but in places it was difficult to interpret information solely in terms of HMP Stanford Hill. The senior management board meets monthly, with a short meeting taking place every week. Progress reports from the manager responsible for the operational management of education and training are presented at these meetings to inform senior management.

33. The prison has very effective arrangements to support learners who are working in the community. They make an application for the opportunity to go outside the prison to work and the risk assessment process is thorough. Learners who meet the criteria for working in the community are well supported. Prison staff ensure that, where possible, employment opportunities are offered near to where learners live when they are released, and most learners who progress to paid employment continue to be employed upon release. Many learners follow education courses as well as working, and training is often funded by the employer. The prison has established valuable links with employers, and some of the workshops in the prison are operated by external employers. Many offenders have been successful at gaining employment on their release.

34. Staff in the Working Out Unit work hard to ensure that health and safety requirements are met by employers, and that education and training providers and comprehensive job descriptions are available for offenders. Staff monitor learners' progress thoroughly by visiting them frequently on placement, the frequency depending on their risk assessment. During stage 1, offenders are offered project placements with charities or local authorities. At the time of inspection there was a waiting list for offenders awaiting approval to go out, and for some learners the waiting period had exceeded four weeks. There are not enough work placements on voluntary projects because of the seasonal nature of the work, and 12 learners were waiting for placements at the time of inspection. The Working Out Unit is managed through the prison offender management framework, whereas the information, advice and guidance section responsible for placing offenders in education and training provision lies within the reducing reoffending management framework. Staff from each section use different systems and processes for placing offenders and there is little sharing of good practice or resources.

35. Education courses are systematically and very effectively quality assured, and the results are used to make improvements. The prison has a good lesson observation system that contributes to staff development plans, with a clear emphasis on improving standards of teaching and learning. Regular course reviews take place, and are used in the self-assessment process. A detailed course handbook gives clear guidance about all aspects of each course. An appraisal process is well established and linked to individual staff development plans. Retention and achievement data are used effectively to analyse trends and review the overall quality of the provision. Accurate and timely records are maintained securely. The new education contractor has reviewed and improved some

systems such as the lesson observation form. Reports about progress are produced, and made available to the relevant manager.

36. There is not enough co-ordination of education and training within the prison. The various areas of education and training operate separately and are dispersed throughout the large prison site. There are no planned meetings to share good practice, and trainers and tutors only meet occasionally to gain mutual support and find common areas to promote good practice. Many of the areas of education and training work in isolation and a lot of work is duplicated. Documents are not standardised and different styles of individual learning plans are being used in different areas.

37. Arrangements for quality assurance in some aspects of vocational areas are inadequate. The prison has no procedures to ensure a systematic approach in all vocational areas and the use of individual learning plans and aspects of the induction process remain inconsistent. The prison has already identified this area as a weakness and the manager has developed a completely new quality assurance system. This system is comprehensive and covers all the key processes to ensure the quality of the learners' experience. A quality assurance calendar has been produced which is linked to key procedures, including the self-assessment process. However, this system has not been fully established. Informal systems exist and the manager receives progress reports from each of the vocational areas. Some quality improvement has taken place such as the introduction of accredited training to some of the workshops. However, informal systems are not thorough enough to ensure overall quality of provision and evaluate the effects of quality improvements.

Equality of opportunity

Contributory grade 3

38. Diversity is promoted widely throughout the prison through policies and procedures, marketing materials and various events. The comprehensive action plan is monitored regularly. Diversity events included a cricket competition, family days and faith celebrations, and received good feedback. Each department completes an impact assessment which reviews how their work promotes and affects diversity. Most staff have received diversity training. Staff and offenders work hard at creating a positive learning and training environment that is socially inclusive and promotes mutual respect.

39. A new consultative committee has been particularly welcomed, and includes a good representation of learners, but has had little effect as yet. Data about the ethnic background of offenders and participation in educating and training is monitored each month. Trends are examined and reviewed. For example, a recent assessment has highlighted the need to examine equality of access to the more popular jobs in the prison. The education contractor has provided guidance for staff about promoting equality and diversity in sessions. Complaints are monitored effectively. Learning and information materials are widely available in languages other than English. Learners with disabilities are supported through additional facilities such as visual fire alarms on the wing for offenders with hearing difficulties, and large-print materials for those with visual problems.

40. There is not enough promotion of education and training throughout the prison. Information given at the prison induction does not give offenders a sufficiently clear picture of the types of education, training and work opportunities that are available to them. The prison does not display visual images or pictorial information to illustrate the opportunities available in the prison and through external partners. Information about opportunities for offenders is produced in small, dense text that is uninspiring and difficult for offenders with poor literacy levels to read. Some areas of the curriculum,

particularly courses in personal and social development are delivered externally and restricted to learners who are eligible to be released on temporary licence.

41. The labour board, which allocates offenders to work, education and training, has no representative from the learning and skills department. Offenders' previous qualifications are considered during the selection process, but there is no specialist capable of understanding the range of education and training available in the prison. Pay for education is less than 50 per cent of earnings in the workshops, and is a disincentive for learners to access education. This situation, however, has been recognised by the prison and the current pay structure is under review.