



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

Guidance on the inspection of education and training in HM custodial establishments in Wales

January 2008



**BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE**



Foreword

This guidance is intended for inspectors and will apply the Common Inspection Framework to the provision of education and training in custodial settings. The Common Inspection Framework is the framework within which Estyn inspects education and training in Wales.

The terms learner and provider are used in the Common Inspection Framework, and these terms are used throughout this handbook of guidance. The provider in this guidance is a provider of offender learning and skills. This might be the prison itself, a further education college or a voluntary organisation. We inspect the standards and quality of education and training provision at the invitation of Her Majesty's Inspectorate of Prisons.

How to obtain Estyn publications

Estyn publications referred to in this guidance are available from Estyn, Anchor Court, Keen Road, Cardiff, CF24 5JW and on the website www.estyn.gov.uk. All queries should be addressed to enquiries@estyn.gsi.gov.uk.

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1 Introduction

Aim of the guidance

The quality of learning and skills provision during an offender's sentence, whether it takes place inside or outside a custodial setting, is critical to whether or not an offender can secure sustainable employment/self-employment or other constructive engagement in voluntary and community work. This quality will also be central to achieving the Government's target of significantly reducing reoffending.

The guidance in this handbook explains how inspectors will apply 'The Common Inspection Framework for Education and Training in Wales' to the inspection of learning and skills in custodial establishments. It is supplemented by further contextual guidance, which takes account of the expectations of the National Offender Management Service (NOMS) Wales, and the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS), and which are set out in 'Learning to Change – Developing Skills to Reduce Re-Offending in Wales'.

Some aspects of learning and skills in custody impact on other areas of the establishment's regime, and these are inspected by Her Majesty's Inspectorate of Prisons to the standards set out in its inspection framework 'Expectations'.

The Common Inspection Framework focuses on:

- the achievements of learners;
- the quality of the education and training provided; and
- the effectiveness and efficiency of leadership and management.

The framework applied to custodial establishments centres on five key questions that apply to the provider as a whole, as well as to aspects of its work such as areas of learning, subjects, courses, programmes and occupational areas.

The guidance and the suggested sources of evidence do not constitute a checklist. Inspectors will reach their judgements using appropriate evidence drawn from a range of sources.

Providers should use this guidance to help them in their self-assessment processes.

Learning and skills in custodial settings may be provided directly by the establishment's staff, or contracted out to external providers. Inspectors will consider all learning and skills provision that constitutes part of offenders' learning journey and meets offenders' learning needs. This provision includes opportunities for learning or work experience on day release for those individuals eligible for Release on Temporary Licence (ROTL).

Inspectors will:

- inspect and grade how well learners achieve in the areas of:
 - (1) literacy, numeracy and language skills;
 - (2) employability and vocational training; and
 - (3) personal and social development;
- inspect and grade how effective teaching, training and assessment are in the areas of:
 - (1) literacy, numeracy and language skills;
 - (2) employability and vocational training; and
 - (3) personal and social development;
- inspect and grade how well learning experiences meet the needs and interests of learners and the wider community;
- inspect and grade how well learners are cared for, guided and supported, including the provision of effective Information, Advice and Guidance (IAG) services; and
- inspect and grade the leadership and management of education and training provision.

Inspectors will use grades to summarise inspection judgements and will use the following five-point scale:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

Inspection reports will give a clear grading for each of the five key questions of the framework. These are:

Key Question 1: How well do learners achieve?

Key Question 2: How effective are teaching, training and assessment?

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Key Question 4: How well are learners cared for guided and supported?

Key Question 5: How effective are leadership and strategic management?

In operating this framework, we will:

- ensure that inspection is of high quality and responsive to the need of all learners;
- fully involve providers in the inspection process;
- relate inspection to the provider's self-assessment report;
- incorporate an element of peer evaluation in the inspection process;
- minimise any requirements for documentation and preparation;
- focus inspection on priority areas of National Assembly policy, including tackling social disadvantage, equality of opportunity and sustainable development;
- apply the principle of equality for both Welsh and English to all our inspection work, providing bilingual services whenever they are appropriate;
- be constructive in identifying and supporting providers with serious shortcomings; and
- use the framework fairly and consistently across all sectors of education and training.

In conducting the inspection, inspectors will:

- carry out their work with integrity, courtesy and due sensitivity;
- evaluate the work of the provider objectively;
- report honestly, fairly and impartially;
- communicate clearly and openly;
- act in the best interests of learners; and
- respect the confidentiality of all information received during the course of their work.

2 Standards

Key Question 1: How well do learners achieve?

<p>Inspectors should evaluate and report on the standards achieved by learners, including:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which learners:</p>
<ul style="list-style-type: none"> • their success in attaining agreed learning goals 	<p>1.1 achieve good standards in their work;</p> <p>1.2 achieve agreed learning targets and goals within appropriate timescales;</p> <p>1.3 acquire literacy and language, numeracy and workplace skills, appropriate to their learning goals; and</p> <p>1.4 acquire appropriate levels in other key skills including bilingual competence.</p> <p>In making their judgements inspectors should also consider:</p> <p>1.5 the rate of retention and achievement in terms of the numbers of learners completing their programmes and the number achieving their learning objectives; and</p> <p>1.6 whether trends in performance show continuous improvement or the maintenance of high standards and for different groups of learners.</p>
<p>Inspectors should evaluate and report on the standards achieved by learners, including:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which learners:</p>
<ul style="list-style-type: none"> • their progress in learning 	<p>1.7 increase literacy and language, numeracy and workplace knowledge and skills;</p> <p>1.8 understand what they are doing, how well they are progressing and what they need to do to improve;</p> <p>1.9 make good progress towards fulfilling their potential and moving on to the next stage of learning;</p> <p>1.10 have the capacity to work independently, including developing the skills necessary to maintain lifelong learning;</p>

<ul style="list-style-type: none">• the development of personal, social and learning skills	<ul style="list-style-type: none">1.11 show motivation, work productively and make effective use of their time;1.12 behave responsibly and show respect for others;1.13 achieve high levels of attendance and punctuality within the constraints of the regime;1.14 develop the capacity to work independently, including the skills necessary to maintain lifelong learning;1.15 progress well in their personal, social, moral and wider development;1.16 demonstrate an awareness of equal opportunity issues and a respect for diversity within society;1.17 are prepared for effective participation in the workplace and the community;1.18 develop a mature attitude to self-improvement;1.19 are engaged constructively in voluntary and community work;1.20 show a reduction in offending behaviour;1.21 are more thoughtful; and1.22 show increasing self-confidence.
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Further considerations

In making their judgements, inspectors should also consider the issues set out below.

The background of the learner in terms of their skills levels, potential and previous educational experiences needs to be taken into account.

Every learner in custody is expected to have an Individual Learning Plan (ILP), which they agree with the learning provider and Offender Manager (where it forms part of an offender's supervision plan). The plan gives details of the learner's progression route and should be signed by the learner and the learning provider. Learning providers and the Offender Manager should keep the learner's ILP up to date, including its match with the offender's supervision plan. They should ensure that it travels with the learner between prisons and between the custodial and community-based aspects of their sentence. This is particularly important for those learners with additional learning needs.

For learners on entry and level 1 programmes, the attainment of qualifications may not always fully reflect achievement. Many of these learners may achieve well without gaining formal qualifications. For some offenders sustainable employment/self-employment will not be a realistic outcome, through, for example, health, addiction and offence related risk issues.

The development of personal and social skills is a key function of learning and skills provision and should be used to support other learning and skills development, particularly basic skills. This aspect of learning gives offenders the opportunity to develop a wide range of practical, cognitive and social skills relevant to their needs. In co-operation with other prison departments, including the Physical Education (PE) department, Healthcare and the Chaplaincy, it can also help to improve the physical and mental well-being of offenders.

Sources of evidence could include:

- data about retention and achievement rates, and progression rates into further training or employment on release;
- key performance target data;
- accredited and non-accredited learning programmes;
- recognition and recording of progress and achievement (RARPA);
- assessment results;
- data about trends over time;
- observation of learners at work;
- learners' written and practical work;
- observation of interviews between learners and staff about learners' standards of work and achievements;
- interviews with teachers, trainers and wing officers;
- interviews with learners;
- initial assessment/diagnostic records and individual sentence/learning plans;
- attendance registers;
- sentence plan reviews;
- waiting lists; and
- regime monitoring forms.

3 The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which teachers and trainers:</p>
<ul style="list-style-type: none"> • how well teaching and training meet learners' needs and the curricular or course requirements 	<ul style="list-style-type: none"> 2.1 stimulate and challenge learners to achieve excellence; 2.2 establish good working relationships that foster learning; 2.3 show good subject knowledge, technical competence and familiarity with recent developments in their field; 2.4 plan effectively and have clear objectives for taught sessions and other learning experiences that learners understand; 2.5 use a range of teaching and training methods and resource which secure the active engagement of learners from a wide range of backgrounds; 2.6 promote equality of opportunity and actively address diversity issues; 2.7 meet the language needs of the learners, including providing access to bilingual teaching and training; 2.8 plan to meet learners' individual needs flexibly and to monitor and review their progress; and 2.9 assess and record learners' achievements and progress fairly, accurately and regularly.

<ul style="list-style-type: none">• the rigour of assessment and its use in planning, monitoring and improving learning	<p>Also the extent to which providers:</p> <ul style="list-style-type: none">2.10 have considered whether there is a need for an initial assessment or a review of a recently completed assessment and have taken appropriate action;2.11 regularly monitor, assess, review and record learners' progress;2.12 appropriately record assessments in ILPs and take these into account at each transition stage;2.13 undertake an assessment of learners' suitability and capability to participate in work-related learning;2.14 ensure that assessment for work-related learning includes an evaluation of an individual's ability and aptitude to achieve the accreditation of learning necessary to enter the chosen employment route;2.15 meet the requirements of awarding bodies, for recording and accrediting learners' achievements;2.16 ensure that learners understand the purpose of assessment and are involved in planning their own progress and improvement; and2.17 inform other establishments and agencies about learners' progress and achievements.
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Further considerations

In making their judgements, inspectors should also consider the issues set out below.

There should be a range of teaching and learning approaches designed to motivate and reach all learners, encouraging them to work towards nationally recognised qualifications.

The learning provider will be responsible for delivering literacy, language and numeracy provision at all levels in a variety of locations and modes.

All discrete literacy, language and numeracy programmes should use the national standards and relevant national curriculum documents. Schemes of work should show evidence that basic skills are integral to the syllabus and there should be an appropriately qualified basic skills co-ordinator. All staff should be qualified or working towards a relevant qualification as advised by Basic Skills Cymru. The inspection should consider to what extent learning providers are up-to-date with the development of ICT.

The inspection should also consider what the learning provider is doing to provide training in transferable work skills, including the wider key skills within work-related learning programmes.

The assessment process should address the offender's risk management plan and learning interventions should take account of any risk factors. This is particularly important for offenders who are subject to Multi-Agency Public Protection Arrangements (MAPPA). Consideration should also be given to the extent to which assessment focuses on not only basic skills and work-related learning, but also broader life skills and resettlement needs.

Sources of evidence could include:

- observation of teaching and training in all sections of the establishment;
- progress reviews and sentence plan reviews;
- interviews with learners and staff about the quality of teaching, learning and assessments;
- individual learning/sentence plans;
- training and learning session plans;
- teaching and learning materials;
- staff qualifications;
- staff training and development plans;
- resource lists and maintenance/development plans;
- accommodation used for learning purposes;
- assessed work and assessment records;
- internal and external verifier reports;
- initial assessment records; and
- additional support materials.

<p>Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?</p>
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<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which learning experiences:</p>
<ul style="list-style-type: none"> • the extent to which learning experiences meet learners' needs and interests 	<p>3.1 meet learners' aspirations and, where appropriate, give them the opportunity to achieve accreditation, including provision for the learners who wish to undertake higher level studies;</p> <p>3.2 provide flexibility and progression;</p> <p>3.3 develop learners' basic and key skills, including IT;</p> <p>3.4 broaden and enrich learners' experience, through a variety of activities, such as 'time out of cell' activities, for example, recreational PE, evening classes, use of the library or other enrichment activities;</p> <p>3.5 promote learners' personal development, including their spiritual, moral, social and cultural development;</p> <p>3.6 give opportunities for independent study;</p> <p>3.7 are enriched by effective partnerships with other providers and with all interested parties;</p> <p>3.8 meet legal and course requirements;</p>
<ul style="list-style-type: none"> • the extent to which learning experiences respond to the needs of employers and the wider community 	<p>3.9 provide effective work-related education;</p> <p>3.10 ensure progression routes to employment/self-employment, further training or voluntary and community work;</p> <p>3.11 promote learners' bilingual skills and reflect the languages and culture of Wales;</p> <p>3.12 tackle social disadvantage and stereotyping and ensure equality of access and opportunity for all learners;</p> <p>3.13 promote education for sustainable development;</p> <p>3.14 take account of national priorities and local partnerships;</p> <p>3.15 take account of local labour market needs;</p>

	<p>3.16 develop the entrepreneurial and other skills needed to support economic development; and</p> <p>3.17 reflect national priorities for lifelong learning and reducing reoffending.</p> <p>Inspectors should also report on the extent to which:</p> <p>3.18 the provider is regularly reviewing and developing approaches to meet the needs of offenders by considering:</p> <ul style="list-style-type: none">• opportunities for further education, training and employment in the geographical areas where offenders are released;• levels of prior attainment;• the length and type of sentence being served; and• the cultural diversity of the population.
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Further considerations

In making their judgements, inspectors should also consider the issues set out below.

The fairness of allocation by providers to learning and skills programmes is important and inspectors need to take account of how the provider determines this, and if it is based on needs identified in the ILP and the sentence plan.

Work-related learning should be present in all areas of the prison, for example, laundries, kitchen and cleaning services and dedicated workshop activities. Learning programmes should feature opportunities for learning or work experience on day release.

The learning provider should ensure effective transition from custody to community settings. Learning providers should be working closely and sharing relevant information with prison resettlement units, offender managers, relevant probation areas and other learning providers to ensure a smooth transition from learning in custody to learning in the community.

Inspection will need to take account of the work of other agencies, including the Department for Work and Pensions, Careers Wales, employers and other IAG partnerships in the voluntary and community sector in terms of their impact on learners. For the small number of offenders in the community subject to Multi-Agency Public Protection Arrangements (MAPPA), appropriate arrangements also need to be in place, and information shared with appropriate agencies.

Consideration needs to be given to the development by prison staff, including the Learning and Skills Manager and the Quality Improvement Groups (where appropriate) of a whole prison plan to support learning in cells and in other locations, including the library. In particular, inspectors need to consider how the provider is planning to reduce reoffending through links with key agencies.

Sources of evidence could include:

- interviews with learners and staff about the content and context of the programmes;
- individual learning plans/sentence plans;
- local labour market information;
- promotional literature and advice given to learners;
- action plans for encouraging participation by people from different groups;
- records of communications with employers and other external agencies;
- certificates for additional qualifications gained;
- strategic and operational plans, including the provider's reducing offending strategy;
- learning and skills strategies;
- feedback from learners and other stakeholders; and
- offender throughput, including numbers of older, young adult, black and minority ethnic offenders and offenders with disabilities.

Key Question 4: How well are learners cared for, guided and supported?

Inspectors should evaluate and report on:	In making their judgements, inspectors should consider, where applicable, the extent to which providers:
<ul style="list-style-type: none"> • the quality of care, support and guidance to learners 	<p>4.1 plan and manage care arrangements and support services effectively;</p> <p>4.2 provide effective information, advice and guidance that helps learners to make informed choices;</p> <p>4.3 ensure that all offenders have full access to, and support in using IAG during learning, when planning progression, preparing for release and resettlement and during any community-based part of their sentence;</p> <p>4.4 have induction programmes that help learners settle in quickly, understand their rights and responsibilities and the demands of the course or programme;</p> <p>4.5 monitor learners' punctuality, attendance, behaviour and performance, and take early and appropriate action where necessary;</p> <p>4.6 have effective procedures for the protection of vulnerable learners and for dealing with appeals and complaints;</p>
<ul style="list-style-type: none"> • the quality of provision for additional learning needs 	<p>4.7 effectively diagnose individual learning needs;</p> <p>4.8 provide additional support to meet individual needs, including those for learners with learning and/or physical disabilities, sensory impairments and other special needs;</p>
<ul style="list-style-type: none"> • the quality of provision for equal opportunities 	<p>4.9 support and guide learners appropriately, taking account of their individual needs;</p> <p>4.10 promote education, training and work, to learners from under-represented groups;</p> <p>4.11 have effective measures to eliminate oppressive behaviour, including racial discrimination, bullying and all forms of harassment;</p> <p>4.12 demonstrate that equality and diversity are promoted and reinforced across all areas;</p>

	<p>4.13 secure equal access to learning for all offenders; and</p> <p>4.14 recognise, respect and promote equality and diversity.</p>
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Further considerations

In making their judgements, inspectors should also consider the issues set out below.

During induction, all offenders should be made aware of the Information, Advice and Guidance (IAG) services available, their practices and how to access them.

Consideration should be given to the extent to which providers are striving to improve this service. The inspection will need to consider whether all requests by offenders for advice and guidance are acted on promptly and whether IAG is accurate, up-to-date and balanced. IAG providers should make available information that encourages offenders to consider self-employment as a career option. For those offenders where sustainable employment/self-employment is not deemed a realistic outcome, IAG should contain options for voluntary and community work. IAG providers should have a clear understanding of disability and learning difficulties and the effect that particular disabilities such as mental health can have on learning.

Providers of advice on employment have contacts with local enterprise agencies and other bodies like Business Eye or Venture Wales concerned with the promotion of enterprise.

Inspection should consider to what extent learners are able to attend those activities that meet their needs and aspirations, including community-based activities, regularly and punctually. It should also look at how closely learning providers work with Heads of Offender Management and with specialist external agencies both during and after the offender's time in custody.

Learning providers should ensure they analyse the outcomes for under-represented groups and take appropriate action to promote education, training and work for those learners. Establishments should have policies and procedures to deal with appeals, complaints and grievances. Records should show that these are effective.

All offenders should be able to access activities including those on healthcare, segregation and those with vulnerable prisoner status.

Sources of evidence could include:

- observations of induction and preparation for release programmes;
- learning support sessions;
- IAG sessions;
- interviews with learners and staff;

- learning and additional support materials;
- results of initial assessment;
- individual learning plans/sentence plans;
- promotional literature and advice given to learners;
- action plans for encouraging the participation of people from different social groups;
- information about staff expertise, qualifications and experience;
- analyses of learners' feedback;
- policies relating to learners with learning difficulties and/or disabilities;
- health and safety policies, records of monitoring and records of risk assessments;
- records of partnership working with local agencies, organisations and employers;
- interviews with labour allocation staff;
- local pay policy;
- equal opportunities policy;
- ethnic monitoring statistics; and
- appeals, complaints and grievances policies and records of where these have been effective.

4 Leadership and management

Key Question 5: How effective are leadership and strategic management?

<p>Inspectors should evaluate and report on:</p>	<p>In making their judgements, inspectors should consider, where applicable, the extent to which leaders and managers:</p>
<ul style="list-style-type: none"> • how well leaders and managers provide clear direction and promote high standards 	<p>5.1 give clear direction through values, aims, objectives and targets that are fully understood by all those involved in providing education, training and other services;</p> <p>5.2 have a strategic plan for learning and skills with clear objectives linked to the prison's overall plan;</p> <p>5.3 recognise the central role of learning and skills in supporting the reducing reoffending function of the prison;</p> <p>5.4 have explicit aims and values that promote equality for all, and which are reflected in the provider's work;</p> <p>5.5 take account of national priorities and local partnerships;</p> <p>5.6 set and meet challenging, realistic targets and goals for retention, achievement, progression and continuous improvement;</p> <p>5.7 have in place effective systems for collecting and monitoring data to support performance management;</p> <p>5.8 analyse the participation and achievement of different groups of learners to identify how well all learners achieve their potential;</p> <p>5.9 manage and improve the performance of individual staff, teams and departments;</p> <p>5.10 undertake effective staff appraisal or review to promote their professional development and improve the quality of provision;</p> <p>5.11 develop effective partnerships with internal agencies and external organisations to ensure there are enough opportunities for learners;</p>

	5.12 monitor regularly the quality of learning provision of all providers, including external agencies;
<ul style="list-style-type: none"> • how effectively the provider's performance is monitored and improved through quality improvement strategies and self-assessment 	<p>5.13 are well informed about the performance of the areas for which they are responsible and use the information effectively;</p> <p>5.14 ensure that effective and comprehensive self-evaluation and quality assurance systems are in place, taking account of the views of learners, staff and other interested parties;</p> <p>5.15 set clear priorities and actions to bring about improvement;</p> <p>5.16 can show that actions taken have resulted in measurable improvements;</p>
<ul style="list-style-type: none"> • the adequacy, suitability and use made of staffing, learning resources and accommodation 	<p>5.17 ensure that there are enough qualified, specialist and experienced teaching, training and other support staff;</p> <p>5.18 support continuing professional development programmes to update the knowledge and expertise of staff;</p> <p>5.19 ensure that all staff are clear about their roles and responsibilities;</p> <p>5.20 ensure that all learners have access to appropriate learning resources that match the demands of their learning experiences;</p> <p>5.21 have accommodation that provides a suitable, safe and stimulating setting for good teaching, learning and support for all learners;</p> <p>5.22 have premises that are accessible to all learners and meet the requirements of relevant legislation;</p>
<ul style="list-style-type: none"> • how efficiently resources are managed to achieve value for money 	<p>5.23 make economic, efficient and effective use of available resources;</p> <p>5.24 support service priorities through adequate allocation of resources; and</p> <p>5.25 review regularly the use of resources and provision in order to ensure value for money and cost-effectiveness.</p>

Further considerations

In making their judgements, inspectors should also consider the issues set out below:

To what extent do leaders and managers of offender learning provision promote quality assurance and quality improvement of their offender learning services?

Consideration should also be given to how members of the Prison's Independent Monitoring Board meet their responsibilities by regularly reviewing and monitoring information about the performance of learning and skills.

Inspectors need to be aware of the following: the prison, through the Prison Service or private contractors accountable to NOMS Wales for the delivery of offender learning and skills as set out in the relevant Service Level Agreement (SLA). The performance management system for prisons allows NOMS Wales to agree targets with each establishment. This includes education and training provision. The Governor is accountable for the quality improvement strategy for learning and skills in the prison and frequently delegates this to the Learning and Skills Manager.

The inspection should also look at the extent to which providers ensure the efficient management of specialist resources, including staff, and have in place effective contract management arrangements for education and training delivered by external providers.

There should be contingencies for staff absences so that providers can maintain continuity in learning opportunities and a full prison timetable.

Sources of evidence could include:

- interviews with senior managers, education, training and workshop staff, contractors and other stakeholders, about the leadership and management of learning, quality assurance and improvement, and equality of opportunity;
- documents relating to operational/learning and skills plans;
- written comments from quality improvement group meetings;
- service level agreements/contracts;
- contract monitoring documentation;
- HMI inspection reports;
- standards audits;
- funding reviews;
- management information about participation, retention, and achievement rates;
- regime monitoring reports;
- equal opportunities monitoring data;

- anti-bullying policies;
- race equality impact statements;
- policies, procedures and systems for managing learning;
- complaints procedures;
- staff development records and staff details, including appraisal/performance reviews;
- observation of resources and accommodation;
- records of health and safety monitoring;
- promotional materials;
- self-assessment reports and development plans; and
- internal and external verification documents.

Appendices

Appendix A: The health and safety of the team

All inspectors have a responsibility to make sure that their working practices throughout the inspection are in accordance with health and safety regulations. Inspectors are not responsible for inspecting providers' compliance with health and safety regulations, which are audited by other authorities. However, inspectors have a duty under the 1974 Health and Safety at Work Act to promptly alert the lead inspector (HMIP) and provider to hazards they encounter during inspection or if they have concerns about potential health and safety issues. A note should be made of:

- the nature of the health and safety issue;
- how the problem was identified; and
- how and when the problem was reported to the lead inspector (HMIP) and the provider.

The note should be signed and dated.

Appendix B: The role of the nominee

The choice of nominee is very important, as the role is a difficult and demanding one. The nominee will normally be a senior member of staff who acts as the main link between the provider and the inspection team and who makes sure that the inspection team has access to all the relevant evidence. To be fully effective the nominee needs to:

- be in a senior position in education and training aspects of the organisation;
- have easy access to all involved in the delivery of education and training;
- be trusted by colleagues at all levels within the organisation;
- have an in-depth knowledge of how the organisation works;
- have a detailed understanding of the provider's learning programmes and operations;
- understand the organisation's quality assurance procedures;
- make sure that inspectors have reliable, accurate data;
- have enough confidence to challenge inspectors' findings and to help them to reach accurate judgements;
- exercise the objectivity appropriate to an external inspection process. The role is not that of an advocate or defender of the provider;
- look on the inspection as a valuable learning process which helps the organisation to move forward; and
- respect the strict confidentiality of all inspection discussions.

Agreed roles and responsibilities regarding the nominee:

Before the inspection the nominee should:

- become familiar with the framework and guidance for the inspection of education and training in HM custodial establishments in Wales;
- become familiar with Estyn's guidance on the role of the nominee;
- become familiar with the inspection documentation;
- take part in the discussions with the lead inspector Estyn in the pre-inspection visit;
- assist Estyn in arrangements for the inspection; and
- collate any education and training documentation required for the inspection.

During the inspection the nominee should:

- respect the **strict confidentiality** of all inspection discussions;
- respond to the requests for additional information;
- manage the expectations of the provider's staff and assist in resolving any problems that arise;
- contribute to discussion in team meetings but take no active part when grades are being awarded;
- be proactive in providing additional evidence following team meetings or the scrutiny of learners' work; and
- where appropriate, ask the inspection team to clarify judgements.

After the inspection the nominee should:

- contribute to checking the factual accuracy of the draft of the report; and
- play a full part in devising the action plan following the inspection.

Glossary

Term used in the Common Inspection Framework	Equivalent term in custodial establishments	
Organisation	Prison	A custodial establishment which may be a remand centre, or a dispersal prison, and/or an establishment where offenders are serving sentences. It may be a public or private sector prison
Provider	Prison education contractor voluntary organisations	Any organisation providing education and training programmes to the custodial establishment
Learner	Learner	A person on an education and/or training programme
Teacher/trainer	Instructional officer	A person (non-uniformed staff employed by the Prison Service) who provides education and training
	Assessor	A person qualified to assess learners
	Workplace supervisor	A person with competence in an occupational area with responsibility for training a learner in the workplace, but not necessarily qualified as a trainer or assessor
	Teacher/tutor/trainer	A member of the establishment's or contractor's staff who teaches on education programmes
	Mentor	A person providing additional support, guidance and advice to a learner

Learning goals	Sentence plans, custody plans, Individual Learning Plans, resettlement plans	These are intended to improve a learner's release, employment and career prospects.
Personal and learning skills	Key skills, life and social skills, and employment skills	These include all of the usual key skills, and those key skills that enhance learners' employment prospects, for example, anger management or enhanced thinking skills.

Other terms used

Offender	An individual aged 18 years and older held in custody. Remand prisoners are not offenders but the requirements outlined in this document apply equally to them.
Training workshops	Where learners are engaged in activities which provide an environment for developing employment skills. These workshops support NVQ training and assessment in areas such as the construction trades.
Industrial contract workshop	Where a learner is employed on waged work which the establishment is contracted to supply to external organisations and/or the Prison Service. This may or may not include training or qualifications.
Offender manager	This is a manager in the custodial establishment who co-ordinates and manages offender resettlement programmes and support. A regional offender manager will work outside the establishment to manage resettlement programmes. In Wales, this is the Director of Offender Management Wales.
Head of Learning and Skills	A senior manager appointed by the Prison Service who has responsibility for education and training within the establishment
Contractors	Providers to whom education, training, assessment or verification are contracted. This may be the custodial establishment itself.
Initial assessment	Identification of a learner's existing occupational and key skills, competence and knowledge before they begin their programmes of education or training. The offender assessment system (OASYS) is used in initial assessment primarily as a risk assessment tool.

Key performance targets	These are targets set by the Prison Service for most areas of the prison's activities. In terms of education and training, these usually relate to key work skills and accreditations at a range of levels.
Sentence/custody/resettlement plan review	A process where the sentence plans for offenders are reviewed. This may involve representation by education/training staff. Sentence plans are mandatory for offenders with sentences of 12 months or more.
Induction	The period when offenders enter the establishment for the first time, during which they are introduced to establishment regimes
Learning support assistant	A learner who provides support to other learners in the classroom or vocational training workshop
Under-represented groups	These comprise identifiable groups within the community, such as minority ethnic groups, older people, people with disabilities and, in some instances, men or women, who constitute a significantly low proportion of learners in a particular occupational area.
Inclusive learning strategy	A strategy for meeting the learning needs of learners with a range of additional support needs, for example for learners with mental health problems, learners with drug problems, learners with physical disabilities
Individual Learning Plan	The ILP contains the results of initial and diagnostic assessment, the agreed placement, long-term aims, measurable goals for the learning programme (with literacy, language and numeracy goals referenced to the national standards), other personal or social goals, targets, dates for review of progress, space to record achievement against the learning goals and targets, and qualifications or units of accreditation. The plan will give details of the learner's progression route and will be signed by the offender and teacher/trainer. Depending on the course, it will often include initial interview records, additional learning support information, teachers' records of activities and resources for each target, records of what has been learnt during each learning session, records of ongoing reviews of the learner's progress/achievement and any new targets set.
Information, Advice and Guidance Service	This is a service that provides a clear point of access to information and guidance appropriate to individual needs. IAG staff assess learning needs, plan offenders' learning programmes and offer advice on options for learning and work throughout the duration of the sentence.