

Handbook for the inspection of learning and skills training for young adults and adults in custody

This handbook provides guidance for prisons, their providers, Her Majesty's Inspectors (HMI) from the Office for Standards in Education, Children's Services and Skills (Ofsted) and additional inspectors on the implementation of the Common Inspection Framework for inspecting all young adult (18–21 years old) and adult prisoner education and training within the further education and skills sector. This is updated to align it with the revised Common Inspection Framework 2012 which came into effect for Ofsted learning and skills inspections from September 2012.

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Introduction

This handbook is published by Her Majesty's Chief Inspector (HMCI) of Education, Children's Services and Skills. It provides guidance for prisons and all their providers, Her Majesty's Inspectors (HMI) from the Office for Standards in Education, Children's Services and Skills (Ofsted) and additional inspectors on the implementation of the Common Inspection Framework for inspecting all young adult (18–21 years old) and adult prisoner education and training within the further education and skills sector.

Her Majesty's Inspectorate of Prisons (HMI Prisons) leads the inspection of prisons and works to its inspection framework known as *Expectations*.¹

HMI Prisons' *Expectations* takes into account the Ofsted Common Inspection Framework so that inspection activities can contribute more effectively to both Ofsted's and HMI Prisons' inspection findings. This handbook is now also updated to align it with the revised Common Inspection Framework 2012 which comes into effect for Ofsted learning and skills inspections from September 2012.

HMI Prisons and Ofsted conduct the inspections jointly to integrate the inspection processes. This handbook sets out how Ofsted inspectors inspect and report against the Common Inspection Framework within *Expectations* together with HMI Prisons. The learning and skills and work activities report will be published within the HMI Prisons report under Section 3: 'Purposeful Activities' and in line with the Common Inspection Framework.

This handbook is available to prisons and other organisations to ensure that they are well informed about the process and procedures of inspection. It has two parts:

- **Part 1:** Guidance for inspectors, prisons and their providers on the preparation for, and conduct of, inspections of learning and skills and work activities
- **Part 2:** The evaluation schedule of the Common Inspection Framework in the context of prisons and guidance on how it will be used by inspectors to complete Ofsted's contribution to HMI Prisons report including the *Record of main findings*. This part also sets out how the Common Inspection Framework is cross-referenced to HMI Prisons' *Expectations* inspection criteria.

Part 1. How does Ofsted inspect?

The *Common Inspection Framework for further education and skills 2012* – the Common Inspection Framework – was devised by HMCI in line with the Education and Inspections Act 2006. It sets out the judgements inspectors will make during

¹*Expectations* is the document that sets out the detailed criteria HMI Prisons uses to appraise and inspect prisons and includes Ofsted's Common Inspection Framework. These criteria are used to examine every area of prison life, from reception to resettlement, including safer custody, healthcare, good order, work, race relations and faith; www.justice.gov.uk/about/hmi-prisons/inspection-and-appraisal-criteria

inspection. A summary version of the Common Inspection Framework is available as a separate publication.²

The Common Inspection Framework sets out the principles that apply to the inspections of further education and skills under Part 8 of the Act. The Common Inspection Framework in the context of prison inspection comprises:

- Ofsted's principles of inspection
- the common evaluation schedule.

Ofsted and HMI Prisons have developed effective working relationships to reduce duplication of effort and improve prisons' experience of inspections. The inspection methodology assesses the impact of learning and employability skills across each prisoner's learning journey towards resettlement and rehabilitation. Ofsted's inspection findings are used by HMI Prisons as a key part of their inspection evidence base. These findings are published within the HMI Prisons' report.

Purposes of inspection

The overall aim of inspection is to evaluate the efficiency and effectiveness of the provision of learning and skills and work activities in meeting the needs of learners.

Inspection arrangements, together with other government initiatives, are intended to accelerate the pace of quality improvement in the further education and skills sector.

The main purposes of inspection are to:

- provide users with information about the effectiveness of the provision³
- help bring about improvement by identifying strengths, recommendations for improvement, highlighting good practice and judging what steps need to be taken to improve provision further
- provide the relevant Secretaries of State and other stakeholders with an independent public account of the quality of education and training, the standards achieved and the efficiency with which resources are managed
- arrive at findings and make judgements that may inform Ofsted's Annual Report and surveys.

How does inspection promote improvement?

The inspection of a prison promotes improvement by:

² *Common inspection framework for further education and skills* (120062), Ofsted, 2012; www.ofsted.gov.uk/resources/common-inspection-framework-for-further-education-and-skills-2012.

³ As defined in the Education and Inspections Act 2006, section 117(4), those who benefit, either directly or indirectly, from the services that Ofsted inspects or regulates: children and young people, parents and carers, adult learners and employers.

- setting expectations – the criteria and characteristics set out in the inspection frameworks and guidance indicate the quality and effectiveness of provision expected of prisons
- increasing the prison's confidence by endorsing its own view of its effectiveness when that is accurate, and offering a professional challenge (and the impetus to act) where improvement is needed
- recommending priorities for future action by prisons and other stakeholders and, when appropriate, checking subsequent progress
- fostering constructive dialogue between inspectorates, inspectors and the senior leaders and staff of the prison and its learning and skills providers
- complementing the prison's learning and skills and work activities self-assessment and promoting its rigour, thereby enhancing the prison's and its provider's capacity to improve their own provision.

Principles of inspection and regulation

The principles of inspection and regulation in prisons reflect Ofsted's values and ensure that our statutory duties are carried out efficiently and effectively. The principles focus on the interests of service users for prisons – young adults, and adult learners, employers and the community. They promote improvement in the services we inspect or regulate, and they promote value for money. They also take full account of our policies on equality and diversity.

All inspections carried out by Ofsted must comply with the following principles. Learning and skills inspections will:

- support and promote improvement
- be proportionate
- focus on the needs of users
- focus on the needs of providers
- be transparent and consistent
- be accountable
- demonstrate value for money.

Inspectors' code of conduct

Inspectors will uphold the highest professional standards in their work and ensure that everyone they encounter during inspections is treated fairly and with respect. These standards are assured through a code of conduct which is set out below.

Inspectors should:

- evaluate objectively, be impartial and inspect without fear or favour

- evaluate provision in line with frameworks, national standards or requirements
- base all evaluations on clear and robust evidence
- have no connection with the prison and stakeholders which could undermine their objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- endeavour to minimise the stress on those involved in the inspection
- act in the best interests and well-being of service users
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues.

It is important that inspectors explain to interviewees that, if requested, every effort will be made to protect the origin of the individual's comments when using them to form judgements. However, inspectors should also make clear that circumstances may exist in which it is not possible to guarantee that the identity of the interviewee will remain anonymous. The most likely scenario would be where other factors would make it easy to identify which individual had shared particular evidence. Additionally, inspectors have a duty to pass on disclosures which raise safeguarding issues, and/or circumstances where serious misconduct or potential criminal activity is involved, to the HMI Prisons team leader. Inspectors should, therefore, make clear that it may not be possible to guarantee confidentiality if an interviewee raises an issue that inspectors are obliged to report.

Inspectors will at all times comply with prison safety and security guidelines and Ofsted's code of conduct.

When inspecting prisons, how should staff engage with inspectors?

In order that inspection and regulation are productive and beneficial, it is important that inspectors and prison and provider staff establish and maintain a productive working environment based on courtesy and professional behaviour and with regard to the 'respect agenda' in prisons. Inspectors are expected to uphold the code of conduct but Ofsted also expects prison and provider staff to:

- be courteous and professional

- apply their own codes of conduct in their dealings with inspectors
- enable inspectors to conduct their visit in an open and honest way
- enable inspectors to evaluate the provision objectively against the framework
- provide evidence that will enable the inspector to report honestly, fairly and reliably about their provision
- work with inspectors to minimise disruption, stress and bureaucracy
- ensure the health and safety of inspectors while at the prison
- maintain a purposeful dialogue with the inspection team
- draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
- respect the fact that inspectors will need to observe practice and talk to staff and users without the presence of prison staff.

How are prisons selected for inspection?

HMI Prisons has responsibility for identifying the annual schedule of inspections. Their annual programme of prison inspection is based on a mixture of chronology and risk assessment. HMI Prisons consults with Ofsted and other inspectorates on their schedule of inspections.

When are prisons notified of their inspection?

HMI Prisons is responsible for notifying prisons of inspection dates.

What are the types of inspection activity?

The following table sets out the frequency and types of inspection. The type of inspection activity will be confirmed by HMI Prisons.

Inspection type: prisons	Criteria	Aims and publication arrangements
Full follow-up unannounced or announced	Risk-assessed by HMI Prisons	HMI Prisons and Ofsted conduct a full inspection and incorporate previous recommendations.
Full announced and full unannounced inspections	Risk-assessed by HMI Prisons	Inspection report published by HMI Prisons including Ofsted findings for all learning and skills providers.
Short follow-up unannounced	Risk-assessed by HMI Prisons	HMI Prisons and Ofsted report against previous recommendations.

inspections		
Survey inspection visits	Survey inspection visits may take place at a selected number of prisons each year, in consultation with HMI Prisons	To explore a specific aspect of a prison's work as part of a programme of surveys based on topics linked to national priorities.

How will consortia, partnerships and subcontracted provision be inspected?

All learning and skills and work activity provision that a prison is directly and wholly responsible for falls within the scope of the inspection. In addition, the inspection will include any provision carried out on behalf of a consortium or partnership, or under a subcontract, regardless of whether that subcontractor and consortium or partnership members have a direct contract with the Skills Funding Agency, Education Funding Agency, the Department for Work and Pensions or other funding agencies.

What happens before the inspection?

How are inspection teams selected?

All prison inspections will be led by HMI.

What information do inspectors use before the inspection?

On all inspections other than short follow-up unannounced inspections inspectors need to gain an understanding of the prison and the themes for the inspection before they begin their work on site. This is in order to make the best use of their time with the prison, and to make sure the inspection contributes to continuous improvement. The lead inspector will liaise with HMI Prisons to gather information pertinent to the inspection, including the HMI Prisons pre-inspection pack and information from the HMI Prisons pre-inspection visit.

The Ofsted lead inspector prepares a team briefing letter incorporating the themes for the inspection and gives clear direction to all inspection team members and the learning and skills nominee. This letter will be sent to the prison and other members of the inspection team (including HMI Prisons) using the pre-inspection evidence below and will reference additional documentation. It will not be possible to produce a team briefing letter for short follow-up inspections due to confidentiality and the short lead time for inspection notice to the prisons by HMI Prisons.

Inspectors will need:

- the prison's most recent learning and skills self-assessment report
- the prison's learning and skills development/improvement plan across all learning provision

- where available, the most recent period/year's recruitment/participation data and achievement and success rates, for accredited and non-accredited provision
- information provided by the prison on 'the information required for inspection' document
- feedback from HMI Prisons' surveys
- feedback from learners and other users
- the report from the previous HMI Prisons/Ofsted inspection
- the reports from any surveys carried out by Ofsted
- Skills Funding Agency, and other funding body, provider briefings
- additional information that the prison wishes to bring to the attention of the inspection team.

Inspectors will take full account of the prison's analysis and evaluation of the learning and skills and work activities performance across the prison. This will feature strongly when the issues for inspection and plans for the deployment of the team are discussed with the prison. The purpose of the team briefing letter is to provide a brief evaluative summary for the prison and the inspection team that identifies the key themes and areas for exploration on the inspection. The team briefing letter provides a concise analysis of the prison's learning and skills against HMI Prisons' *Expectations*, identifying the themes for the inspection. The prison and HMI Prisons team leader will receive a copy of the team briefing letter from the Ofsted lead inspector before the start of the inspection. The inspection team will use the identified themes as the basis for their inspection activities but will also be expected to generate their own themes.

How does the lead inspector plan the inspection?

The lead inspector will plan the inspection to ensure that the maximum amount of first-hand evidence possible is collected from education, vocational training and work activities they are engaged in. Observations of teaching, training, work activities and assessment are a key source of this evidence.

Inspectors will select the learning sessions, learners and, where appropriate, external employers to be seen during the inspection. The choice of learners and other users depends on a number of factors:

- the core day activities
- type and profile of prisoners and locations in the prison
- number on release on temporary licence and locations
- mode of delivery and attendance
- number of different providers
- prison regimes

- security issues
- changes in prison structure and staffing
- context of prison/prisoners.

To assist inspectors with their planning, the learning and skills nominee will provide a schedule of group and individual learning sessions and work activities that take place during the inspection period. Inspectors must comply with prison regimes, and work with the nominee to identify appropriate sessions they plan to see. The focus of any planned inspection activity must be on teaching, training, learning and assessment.

The lead inspector will inform the learning and skills nominee of any planned visits to learners at work outside of the prison before the inspection and ask them to inform those placements. However, the inspection team reserves the right to visit any learner or placement, and may cancel a planned visit or add additional ones to ensure that appropriate evidence is collected. Visits to external providers will be at the discretion of the lead inspector.

Where appropriate, the visits will be planned to observe a member of the prison's staff and/or provider's staff carrying out activities with learners, as well as providing the opportunity for the inspector to interview the learner(s) and placement staff. However, inspectors may visit learners and placements where such activity is not taking place. They may also carry out telephone interviews with placement staff instead of making a visit.

Inspectors will also meet with prisoners who are not engaged in learning and/or training activities and establish the reasons. This information will contribute to the inspection findings.

How do prisons and their providers prepare for their inspection?

On all types of prison inspections other than short follow-up inspections the lead inspector will confirm the range of documents that will be required for the inspection. The evidence should consist of working documents, not information prepared specifically for the inspection. As inspection is based on collecting first-hand evidence, documentation is kept to a minimum. Documents that need to be made available to inspectors are.

- records of observations of teaching, learning and assessment or information and advice sessions
- schedules of activities involving learners (showing locations and staff)
- evidence of the effectiveness of learner support activities
- complete and up-to-date data on learner numbers and learners' progress and achievements
- strategic and operational business plans
- development plan/improvement plan, operating statements, action plans arising from inspection, programme review or self-assessment

- details of relevant staff and contracted staff qualifications and experience and of staff development activity over the last two years
- evidence of compliance with the relevant safeguarding requirements, for example an up-to-date list of Criminal Records Bureau checks
- reports from internal and external verifiers
- minutes from key meetings.

The prison will inform all staff, learners, prisoners and other users and stakeholders about the inspection, emphasising that inspectors, subject to risk assessment, may visit any sessions involving learners either on the prison's premises or at other locations where prisoners have been released on temporary licence for training or employment-related opportunities. Inspectors may also have identified other users and partners of the prison they wish to meet.

Learners' work should be made available. Inspectors will normally need to see completed work as well as work in progress. The lead inspector will agree with the learning and skills nominee the most appropriate method for ensuring availability of learners' work. This should include:

- inspectors identifying the work of specific learners
- asking all tutors to have the learners' current work available during inspection
- requesting samples of work from a particular programme or group of learners.

What is the role of the nominee in the inspection?

Inspection has the strongest impact on improvement when the prison and its providers understand the findings that have led to the judgements. The learning and skills nominee attends all meetings of the Ofsted inspection team. By taking part in the discussions about evidence collected during the inspection, a learning and skills nominee can ensure that all appropriate evidence is taken into account, and report back to the prison's staff and providers on the progress of the inspection. The learning and skills nominee does not contribute to the decisions on judgements for the inspection.

Each prison is invited to nominate a senior member of staff with responsibility for learning and skills across the prison to act as the prison's main link with the inspection team. This person should:

- have a detailed understanding of the learning and skills and work activities provision, the prison's work and the prison regimes and security
- have the authority to carry out the role with autonomy.

The Ofsted lead inspector will ensure that the learning and skills nominee has the opportunity to hear the evidence on which inspectors have based their judgements.

The learning and skills nominee should raise any concerns about the evidence base with the lead inspector as soon as those concerns become apparent. The Ofsted lead inspector will keep the learning and skills nominee and HMI Prisons team leader informed of emerging findings as the inspection proceeds. The learning and skills nominee should respect the same conventions of confidentiality as all team members. The learning and skills nominee's responsibilities include:

- providing information to the lead inspector to enable them to plan the inspection
- briefing the learning and skills staff and their providers across the prison staff about inspection arrangements
- informing all learners, providers and stakeholders about the inspection
- attending all team meetings, including the final meeting to moderate judgements; however, learning and skills nominees may not participate in discussions that are directly related to inspection moderation decisions
- coordinating feedback arrangements, both during and after the inspection
- liaising with the lead inspector regarding the team's use of facilities, for example photocopiers and base room
- ensuring that staff are available for meetings as scheduled and that the necessary documents are available for inspectors.

What contact should lead inspectors make with the prison?

For full announced and full follow-up announced inspections, the lead inspector will telephone the prison one week prior to the inspection. Pre-inspection activities and contact with the prison should ensure that:

- good methods for communication and the exchange of information are agreed
- demands on the prison are kept to a minimum; the prison should not be required to produce additional documents for the inspection
- pre-inspection evidence is identified and arrangements made to collect the evidence
- arrangements for the inspection are agreed.

In the case of full follow-up unannounced and full unannounced inspections, the lead inspector will contact the senior person responsible for learning and skills in the prison after HMI Prisons inspectors have made initial contact in the preceding week of the inspection. This will usually be the Thursday of the preceding week. In these circumstances the lead inspector will meet with the nominee on the first morning of inspection to discuss and confirm the inspection activities for the week and ensure that the nominee understands their role and responsibilities.

In the case of short follow-up unannounced inspections the lead inspector will not have prior contact with the nominee and will arrive at the prison on the first day of the inspection with the HMI Prisons.

For all inspections, other than short follow-up unannounced inspections, to ensure the prison understands the inspection process, the lead inspector will hold a pre-arranged planning meeting by telephone conference call or, in exceptional circumstances, by a visit with the learning and skills nominee. The agenda for the meeting should include:

- introductions
- update on recent developments at the prison
- inspection team members (including the nominee) and their responsibilities
- scope of the inspection, including the key issues/themes
- arrangements to inform all learners, prisoners and stakeholders about the inspection
- arrangements to collect the views of learners, prisoners and external partners during the inspection and to feed back findings, including:
 - pre-arranged meetings for learners or learner representatives
 - visits/phone calls to learners and employers at work
 - informal meetings or individual interviews arranged by inspectors during the inspection
 - information on learner views presented in the self-assessment report
 - the inclusion of learner views, as referenced by HMI Prisons' survey
- arrangements for the lead inspector to have information on the inspection planning sheet
- arrangements for observing teaching, learning and assessments (see guidance and protocols)
- arrangements to review learners' work
- pre-arranged meetings with key members of staff/management
- arrangements to confirm the location of inspectors (where applicable)
- confirmation of data for all learning and skills across the prison to support judgements on outcomes for learners
- documents to be made available during the inspection
- team meetings and feedback meetings – times and venues
- domestic arrangements regarding, for example, base rooms, refreshments and car parking
- security and health and safety of inspectors

- final feedback, evaluation and reporting arrangements.

Pre-arranged meetings with learners and key staff and visits to learners at work or on external sites, where applicable, should be agreed as quickly as possible.

To ensure that the lead inspector has a clear understanding of the scope and range of provision, the learning and skills nominee will complete the inspection planning sheet provided by the lead inspector and return it to the lead inspector prior to the inspection.

How do inspectors seek the views of learners, employers and other partners about the prison's work during inspection?

The views of learners and prisoners are central to inspection. Inspectors will speak to learners and prisoners in a variety of settings during the inspection. The views of learners and prisoners will be collected through the HMI Prisons' pre-inspection questionnaire. This survey includes questions about prisoners' learning and skills experience. Ofsted inspectors receive the analyses of this survey in advance of the inspection. Where applicable, the views of employer and provider will be collected through meetings during the inspection.

Prisons are asked by HMI Prisons to notify all current prisoners and relevant other users of the inspection, and include details of how they may inform the inspectors of their views.

The findings of HMI Prisons' pre-inspection prisoner survey are used by inspectors when HMI Prisons' inspectors hold focus group meetings with prisoners at the start of the inspection. At these focus groups they follow up any issues the pre-inspection survey may have identified and, where relevant, share this information with Ofsted inspectors. They do **not** replace dialogue with learners during the inspection.

During the inspection, inspectors will use available opportunities to talk to as many prisoners as possible so they have the opportunity to express their views about their learning and progress towards resettlement.

Inspectors will take account of views expressed to them by learners, prisoners and employers, the independent monitoring board, senior staff, the nominee and other staff.

Surveys of learners' and prisoners' views carried out by the prison, providers, Skills Funding Agency or other organisations provide additional evidence for the inspection, and may indicate themes for further exploration. They do not take the place of dialogue with learners during the inspection.

The prison should be strongly encouraged to seek the views of any significant partners/stakeholders in the prison's work and to reflect these in its self-assessment.

The lead inspector will take account of the views of HMI Prisons and any external views on the performance of the learning and skills and work provision, for example in briefings from commissioning and funding bodies.

What happens during the inspection?

How many days does an inspection take?

Ofsted involvement in full announced, full unannounced and full follow-up announced and unannounced inspections will normally last five days on site. A short follow-up unannounced inspection will normally last one day for Ofsted inspectors. The number of inspectors involved in the inspection will vary according to the type of inspection and, in exceptional circumstances, the size of prison or establishment.

For all inspections other than the short follow-up inspection, Ofsted inspectors will normally arrive by Monday 12pm or if they start on any other day of the week they may start earlier – for example 9am. The lead inspector may under exceptional circumstances attend the governor’s briefing with HMI Prisons on Monday morning. For short follow-up inspections the Ofsted inspector will normally inspect on the Tuesday or Wednesday.

Who will be on the inspection team?

The team’s size is determined by the type of the inspection and the complexity of the prison being inspected. The team will consist of HMI.

The Ofsted inspection team will focus on learning and skills and work activities as part of the HMI Prisons’ *Expectations* criteria aligned to the key aspects of the Common Inspection Framework

How do inspectors use their time during the inspection?

On full announced, full unannounced and full follow-up announced and unannounced inspections HMI Prisons requests Ofsted to inspect the management of learning and skills and work activities, which includes capacity to improve, provision of activities, quality of provision, education and vocational achievements, library, physical education and healthy living and education, training and employment within resettlement. Employability is the key theme of the learning and skills and work activities inspection. Through these arrangements, inspectors will gather evidence to inform their judgements using the HMI Prisons *Expectations* and relevant criteria from the Common Inspection Framework, as described in Part 2 of this handbook and contained within HMI Prisons’ *Expectations*.

Inspectors will collect evidence on which to base their judgements from a range of sources including:

- evidence from learning and skills activities covering employability training; literacy, numeracy and English speakers of other languages; personal development and social integration

- evidence from work and training activities
- discussion and examination of evidence from learners and staff
- other relevant documents.

The lead inspector will ensure that the findings are based on evidence from across the provision, including different types of provision and different learner groups.

Judgements on management of learning and skills and work activities, quality of provision and educational and vocational achievement will usually be made on the penultimate day of inspection at a moderation meeting, attended by the lead inspector, Ofsted team members and the prison learning and skills nominee.

After this meeting, the Ofsted lead inspector will attend HMI Prisons’ final moderation meeting at which the prison’s healthy prison assessments for safety, respect, purposeful activity and resettlement are agreed, taking account of the inspection findings for learning and skills.

The time allocated to inspection will be used mainly for collecting first-hand evidence. The lead inspector will ensure that:

- sufficient evidence is gathered so that judgements about the prison are secure and reliable
- all inspectors record evidence on evidence forms
- the main judgements about the prison are agreed by the inspection team
- the conduct of inspectors is of a high standard so that professional relationships are strong and inspectors’ work is respected
- members of staff receive well-informed, helpful feedback on any teaching, training and assessments observed by inspectors
- the learning and skills nominee, together with other relevant individuals, receives well-informed and helpful feedback about the activities in the prison and the main findings of the inspection.

Sample outline inspection plan for five-day full announced or unannounced and full follow-up prison inspections.

This sample is only a guide. Plans for each inspection will differ according to circumstances. Shorter inspections follow a similar pattern within their timescale.

Schedules should allow time for a lunch break, comprise reasonable working hours and reflect the prison’s regime. The lead inspector will need to plan briefing meetings with the nominee.

Monday	Activity
Morning	Initial meetings/briefings – inspectors and learning and skills nominee Inspection activity

Afternoon	Inspection activity Ofsted team meeting to identify emerging judgements
Tuesday	
Morning	Meeting between lead inspector and nominee Inspection activity
Afternoon	Meeting with HMI Prisons Inspection activity Ofsted team meeting to identify emerging judgements
Wednesday	
Morning	Meeting between lead inspector and nominee Inspection activity
Afternoon	Meeting with HMI Prisons Inspection activity Meeting with prison governor – emerging findings Ofsted team meeting to clarify key judgements
Thursday	
Morning	Meeting between lead inspector and nominee Ofsted moderation meeting Ofsted feedback to senior staff and other representatives
4–6pm	Final meeting with HMI Prisons
Friday	
	HMI Prisons' final feedback with Ofsted

Collecting and using evidence

Most inspection time is spent collecting first-hand evidence, particularly through observations of teaching, training, work activities and assessment. Observations will take place, as appropriate, wherever learners are receiving teaching, training, work activity experience or assessment. Inspectors should ensure that observations include specific attention to the quality of learning for individuals and different groups of learners, either in individual or group sessions. Any specific groups should be identified in the team briefing letter where applicable and/or through subsequent discussion with the prison and in response to any emerging issues, for example from discussions with learners.

Other first-hand evidence includes: discussions with learners and analysis of their work; analysis of prison and provider records and documents; meetings with learners, employers, staff, senior prison staff and the prison's partners where appropriate. Information held by the prison that relates to learning and skills and work activities must be made freely available for inspectors, and the prison should cooperate in the task of collecting evidence.

Observation of teaching, training and assessment

Inspection of the quality of teaching, training, learning and assessment and the impact it has on the quality of learning, provides direct evidence. It informs inspectors' judgements about the outcomes for learners, the quality of provision and leadership and management. It also contributes to HMI Prisons' judgements against expected outcomes and healthy prison assessments. Inspectors will capture evidence from a variety of learning activities, for example through: direct observation; evaluation of learning materials and their use by learners; the use of technology to deliver and assess learning; and examining what learners can do and make as a result of their learning.

Inspectors will also conduct formal observations of teaching, training or assessment activities. These should be of sufficient length to ensure the inspector has enough evidence to form clear judgements and give a grade descriptor. The inspector will usually provide feedback to the person observed. This will normally include the grade descriptor awarded, with a short summary of the strengths and areas for development. Other forms of learning activity that are not teaching, training or assessment sessions may be graded, for example progress reviews.

Inspectors will conduct short, focused observations of activities including Her Majesty's Prison Service contract workshops, vocational training and work-related training. These will usually last approximately 15 minutes and have a specific focus, for example learner support, use of information and learning technology, attendance, or personalised learning. Inspectors will not normally give feedback to the person observed following these sessions

The lead inspector will give the prison overall feedback on the quality of teaching, training and assessment, but they will not produce a profile of the grades awarded.

Inspectors will observe as many sessions as is possible in a number of ways. However, no minimum or maximum requirement is set. The number of observations should be proportionate to the type and size of the prisoner population, the type of activities taking place, and be based on the themes for inspection identified in the team briefing letter where applicable.

Inspectors evaluate a learner's progress: the rate of learning and acquisition of knowledge and skills leading to the achievement of agreed and relevant objectives. This may, for example, be how quickly they achieve their learning goals and/or the volume of learning that is successfully completed in a set time.

How are data used on inspection?

Inspection involves the use of a range of data about the prison's learning and skills activities. The source and type of data used varies with different types of provision, some of which may be provided via the funding bodies, individual contractors and, where appropriate, the data service. This may include completion of individual learning plans, achievements, timely progress to further education and training and employment.

Inspectors will analyse the performance of the prison's learning and skills using the most recent appropriate data before and during an inspection where applicable. Analysis may be at overall prison level, at individual contractor level or at the level of individual subjects, different groups of learners or according to length of prisoner stay or types of provision.

While data alone will not lead directly to judgements, the primary data source, which is the relevant measure of success for each type of provision, will provide key evidence for outcomes for learners.

How is the self-assessment report used during inspection?

A prison's self-assessment report will continue to provide Ofsted inspectors with crucial evidence to support judgements about the Common Inspection Framework's main aspects. Inspectors will use the report to assess risk, monitor standards and plan for inspection. During the inspection, findings will be compared with those in the prison's self-assessment report, and a conclusion reached on the accuracy of those judgements.

Ofsted does not require a prison to produce a learning and skills self-assessment report in any prescribed format. However, thorough self-assessment and effective action planning are essential to tackle identified areas for improvement, including provision that is satisfactory but not improving, and should be an integral part of the quality improvement arrangements that include all the prison learning and skills providers.

How is evidence recorded?

During inspection, inspectors will collect, analyse and record evidence and their judgements on evidence forms. The evidence forms, together with any briefings, plans or instructions prepared by the lead inspector and responses from learners contribute to the evidence base for the inspection. The lead inspector is responsible for compiling and assuring the quality of the evidence base.

How are judgements agreed?

The evidence base is collated to ensure that the lead inspector can align the team's findings to complete Ofsted's findings to the HMI Prisons' *Expectations* report.

The Ofsted lead inspector will ensure that judgements about the prison learning and skills activities are agreed by the inspection team. Judgements will be supported convincingly by the evidence base and will identify the key findings and what the prison should do to improve. Emerging findings will be discussed with HMI Prisons, the learning and skills nominee and, where appropriate, senior staff at regular intervals. The learning and skills nominee will be given the opportunity during the evidence collection stages of the inspection to provide further evidence should the prison wish to do so.

The overall judgements for learning and skills and work activities will reflect all the evidence considered by the inspection team. Final judgements will be made when all first-hand evidence has been collected and considered, and will represent the corporate view of the Ofsted and HMI Prisons inspection teams.

At the Ofsted moderation meeting on full announced, full unannounced and full follow-up announced and unannounced inspections, the inspection findings will be referenced to the evaluative statements and descriptors in the Common Inspection Framework and an Ofsted *Record of main findings* will be completed.

The *Record of main findings* provides the lead inspector with a set of assessments that are used to inform Ofsted's contribution to the healthy prison assessments.

What meetings are held during inspection?

To secure judgements, the inspection team holds a number of team meetings. The learning and skills nominee is a full participant at all of these meetings except those awarding judgements for the inspection. The meetings will include:

- an initial team meeting to brief the team and prison managers on the shape of the inspection, clarify any issues relating to their roles and receive a brief update from the prison
- attendance for approximately 30 minutes by the lead inspector at the mid-day meeting of HMI Prisons to provide Ofsted's initial emerging findings. A written draft of Ofsted's initial draft findings will be provided by the Ofsted lead inspector to the HMI Prisons lead in bullet form by 9am on the penultimate day of inspection (usually Thursday)
- daily team meetings, usually at the end of each inspection day although this is the jurisdiction of the lead inspector, to allow inspectors to feed back their findings and emerging judgements to the team (inspectors use these meetings to collect evidence from each aspect of the Common Inspection Framework and *Expectations* and identify issues still to be followed up. The meetings enable the learning and skills nominee to hear the emerging judgements and identify any additional evidence opportunities)
- an Ofsted moderation meeting, where applicable, to determine the inspection outcomes; this will usually be held on the penultimate day of the inspection and the aims are to:
 - agree the main findings using both *Expectations* and the Common Inspection Framework
 - using the guidance in Part 2 of the handbook, award overall descriptors for management of learning and skills and work activities, quality of provision and educational and vocational achievements
 - confirm evidence of safeguarding and vulnerability in order to contribute significantly to HMI Prisons' judgements on safety and respect

- complete the inspection judgements and record them on the *Record of main findings*
- agree the key areas for improvement that should: be tailored specifically to the needs and context of the prison; refer to the weakest areas of performance that are hindering the prison’s improvement; include satisfactory areas that could be further improved; help outstanding prisons maintain and develop their performance; and provide precise, specific areas for improvement
- a feedback meeting to provide a wider audience of the prison’s senior staff, providers, representatives of the funding body and others with the opportunity to hear the key messages from the inspection, before publication of the report
- attendance by the lead inspector at HMI Prisons’ final team moderation meeting to agree the main findings that will be fed back to the governor and to make an assessment of the prison against the four healthy prison areas of safety, respect, purposeful activity and resettlement – Ofsted’s inspection findings are the main contribution to Section 3: ‘Purposeful Activities’ in the HMI Prisons inspection report; these findings provide a valuable insight into all other areas of the inspection of the prison
- attendance at the governor’s debriefing by HMI Prisons, attended by the Ofsted lead inspector who contributes the highlights of the findings of the activities section and appropriate resettlement pathway of HMI Prisons’ *Expectations* report.

How is the quality of inspections assured?

All inspectors are responsible for the quality of their work. The lead inspector must ensure that inspections are carried out in accordance with the principles of inspection and the code of conduct. In addition, Ofsted monitors the quality of inspections through a range of formal processes. Some prisons are visited by Ofsted staff to assure the quality of the inspection. In other cases the inspection evidence base is evaluated.

All prisons are invited by HMI Prisons to take part in a post-inspection evaluation so that their views about the inspection can contribute to the development of inspection. This evaluation is shared with Ofsted to contribute to their quality improvement arrangements.

What happens after the inspection?

What feedback is provided to the prison?

Before leaving the prison, the lead inspector should ensure that the prison and its providers are clear:

- about grade descriptors in the *Record of main findings*

- that the grade descriptors awarded are provisional and may be subject to change through report moderation
- that the main points provided in the feedback will be referred to in the text of the report (a copy of the key strengths and areas for improvement will be left with the nominee and passed to the HMI Prisons lead inspector)
- about the key areas for improvement
- about the procedures leading to the publication of the report.

What are the written outcomes of the inspection?

The Ofsted lead inspector will draft the Section 3: 'Purposeful Activities' section of the HMI Prisons report (excepting the 'time out of cell' part).

This will include the findings of the inspection set against the expected outcomes described in 'Section 3 Purposeful Activities' of *Expectations*. The text, balance and tone of the report must reflect the judgements made about the provision. Reports should be based convincingly on the evidence. They should be **written in the past tense**, in plain English, be free of jargon and be accessible to learners.

The lead inspector will ensure that the feedback given at the end of the inspection is reflected in the written report. The report will contain judgements that have been explained to the prison.

The Ofsted report for HMI Prisons is divided into the following sections:

- a summary of inspection findings
- Ofsted grading of the following areas: outcomes for prisoners engaged in learning and skills and work activities; quality of learning and skills and work activities; and leadership and management of learning and skills and work activities – these grades contribute to and influence the healthy prison assessment
- main inspection findings, including:
 - management of learning and skills and work activities (including aspects of safeguarding and equality and diversity)
 - provision of activities
 - quality of provision
 - education and vocational achievement
 - library
 - physical education and healthy living
 - employment training and education.

The report contains all the judgements covered in the feedback and includes a commentary on:

- the provider's main strengths, including any areas of outstanding practice, and the main recommendations for improvement
- how well groups of learners achieve and enjoy their learning
- outcomes for different groups of learners
- the effectiveness with which leaders and managers:
 - communicate ambition and drive improvement
 - promote equality and tackle discrimination
 - ensure that safeguarding procedures are effective.

The lead inspector provides a first draft of the 'Section 3: Purposeful Activities' section of the report to HMI Prisons after the inspection. The report also forms part of HMI Prisons' evidence base for their inspection. Judgements in the report cannot be changed unless factual errors or omissions have a significant bearing on them. Any such changes are the responsibility of the lead inspector in consultation with HMI Prisons.

When is the report issued?

HMI Prisons works with the National Offender Management Service and Ofsted to complete the accuracy checks. HMI Prisons publish a final copy of their report, usually 16 weeks after the inspection.

The relevant funding bodies, for example the Skills Funding Agency, are notified when the reports are published.

How do prisons complain about their inspection?

Any concerns the prison has about the inspection of learning and skills should be raised and resolved with the HMI Prisons' team leader and the Ofsted lead inspector during the inspection, where possible. If the concerns are not resolved by these means, or the person expressing the concerns does not feel that due weight is being given to their concerns, or an independent view is sought, then the person raising the concern, or someone acting on their behalf, should contact the Ofsted helpline on 0300 123 1231. The call will be answered by a member of the National Business Unit at Ofsted and passed to an appropriate person with the required knowledge of inspections, who will try to help to resolve the issues.

If it has not been possible to resolve concerns in the manner described, then individuals or prisons may decide to lodge a formal complaint. The complaints procedure is available on our website.⁴

Ofsted investigates and sends the complainant a response which is informative and aims to answer all of the points of concern within 20 working days. Ofsted also

⁴ *Complaints procedure: raising concerns and making complaints about Ofsted* (070080), Ofsted, 2010; www.ofsted.gov.uk/publications/070080.

includes details of how to ask for further internal and independent review if the complainant is not satisfied with the resolution of the complaint.

Part 2. Evaluation schedule for the inspection of further education and skills

Introduction to the evaluation schedule

The *Common Inspection Framework for further education and skills* 2012⁵ is devised by Her Majesty's Chief Inspector (HMCI) in line with section 133 of the Education and Inspections Act 2006.⁶ It takes account of the Education Act 2011⁷ and informs all of Ofsted's further education and skills inspections.

The Common Inspection Framework sets out the criteria that inspectors make judgements against when they inspect education and training in England for learners aged 14–16 attending a college course or learning programme and for learners over the age of 16 except for those in school sixth forms or higher education.

Inspectors will use this evaluation schedule when they inspect further education and skills provision under Part 8 of the Education and Inspections Act 2006. They should interpret the evaluation schedule in the context of each provider being inspected.

The evaluation schedule has been adapted for Ofsted inspection of learning and skills and work activities as part of prison inspections for this part of this handbook. It is cross referenced to HMI Prisons' *Expectations* 2012 inspection criteria.

Section A. Background to the evaluation schedule

The key judgements made during inspections

Inspectors will make three key aspect judgements:

- outcomes for prisoners engaged in learning and skills and work activities
- quality of learning and skills and work activities, which includes teaching, training, learning and assessment
- effectiveness of management of learning and skills and work activities.

In making these judgements, inspectors must evaluate the evidence for each. Inspectors will use the following grading scale:

- outstanding
- good
- requires improvement
- inadequate.

⁵ *Common Inspection Framework for further education and skills* (120062), Ofsted, 2012; www.ofsted.gov.uk/resources/120062.

⁶ Education and Inspections Act 2006; www.legislation.gov.uk/ukpga/2006/40/contents.

⁷ Education Act 2011; www.legislation.gov.uk/ukpga/2011/21/contents.

In making their judgements, inspectors must consider which descriptor best fits the evidence available.

Groups of learners

Primarily, inspection evaluates how individual learners benefit from their programmes and learning and work activities. We must test the prison's response to individual needs by observing how well it helps all learners to make progress and fulfil their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support. Depending on the type of prison, such learners may include:

- disabled learners, as defined by the Equality Act 2010, and those who have special educational needs⁸
- men
- women
- young adults
- groups of learners whose prior attainment may be different from that of other groups
- those who are academically more or less able
- learners for whom English is an additional language
- minority ethnic learners
- Gypsy, Roma and Traveller learners
- lesbian, gay and bisexual learners
- transgender learners
- older learners
- learners of different religions and beliefs
- teenage mothers
- other vulnerable groups.⁹

English, mathematics and functional skills

'English, mathematics and functional skills' is a general term that applies to all learning that aims primarily to improve a learner's skills in these core subjects. For some learners this will be entry level literacy and numeracy; for others it will be the application of these core skills in a vocational context. For others, it might be achieving a GCSE grade A* to C in English and/or mathematics.

In this guidance, English, mathematics and functional skills includes:

⁸ HMCI has a statutory duty to report on the outcomes and provision for disabled pupils/learners and those who have special educational needs.

⁹ In this handbook, the term 'groups of learners' are groups included in this list.

- literacy and numeracy at entry level and higher
- functional skills level 1 and 2
- GCSEs in English and mathematics.

Section B. The evaluation schedule

Outcomes for prisoners engaged in learning and skills and work activities

Outcomes for prisoners include: achievements that take account of learners' attainment and their rate of progress; progress by different groups of learners; the quality of learners' work; skills development; and progression, including into employment, further or higher education.

Inspectors will consider the main purpose of the particular type of provision when they prioritise the impact that each of the criteria will have on the achievement of prisoners engaged in learning and skills and work.

Criteria

In judging outcomes for prisoners, inspectors **must** evaluate the extent to which:

- all learners achieve and make progress relative to their starting points and learning goals
- achievement gaps are narrowing between different groups of learners
- learners develop personal, social and employability skills
- learners progress to programmes leading to higher-level qualifications and into jobs that meet local and national needs.

All learners achieve and make progress relative to their starting points and learning goals

To make this judgement, inspectors will consider the extent to which:

- learners attain their learning goals, including qualifications, and achieve challenging targets
- learners' work meets or exceeds the requirements of the qualifications, learning goals or employment
- learners enjoy learning and make progress relative to their prior attainment and potential
- learners make progress in learning sessions and/or in the work place, and improve the quality of their work
- learners attend, participate in, arrive on time and develop the right attitudes to learning.

Further guidance

Where relevant, inspectors should take into account:

- important learning objectives that are additional to learners' learning goals
- social and personal development, including employability skills
- achievement data in different settings
- the quality of learners' work and their ability to demonstrate knowledge, skills and understanding, with particular attention to the level of skills reached by different groups of learners.

Achievement gaps are narrowing between different groups of learners

To make this judgement, inspectors will evaluate:

- any significant variations in the achievement of different groups of learners
- learners' progress during their programme compared with their starting points, with particular attention to progress by different groups of learners.

Further guidance

Where relevant, inspectors should take into account:

- how well the achievement, including progress, and progression data of different groups are collected, analysed and used to set targets to improve the performance of underachieving groups
- data relating to social and economic deprivation, prior attainment, minority groupings and any other identifiable groups
- local and national performance data.

HMI Prisons' Expectations

Prisoners are occupied in activities that benefit them, enhance their self-esteem and improve their well-being and chances of successful resettlement – Section 3(4) *Activities learning and skills and work activities.*

Prisoners, including those in work, achieve challenging learning goals that include suitable qualifications. In the absence of such qualifications, developed skills are recognised and recorded – Section 3(6) *Activities learning and skills and work activities.*

Prisoners enjoy their learning and make progress and produce work of a standard relative to their prior achievement and potential – Section 3(6) *Activities learning and skills and work activities.*

Prisoners acquire literacy and numeracy and/or language skills to meet their identified needs – Section 3(6) *Activities learning and skills and work activities.*

There are no significant variations in the achievement of different groups of prisoners – Section 3(6) Activities *learning and skills and work activities*.

Prisoners attend learning and skills and work regularly and punctually – Section 3(6) Activities *learning and skills and work activities*.

Learners develop personal, social and employability skills

To make this judgement, inspectors will consider:

- the development of English, mathematics and functional skills required to complete learners' programmes and progress
- the achievement of additional qualifications and/or experience gained in the workplace
- broader skills relevant to learners' progression and career aims, such as communication, teamwork, leadership, taking responsibility, reflective thinking, problem-solving, independent enquiry and employability.

Further guidance

Where relevant, inspectors should take into account:

- financial literacy/capabilities and competence
- learners' spiritual, moral, social and cultural development
- learners' effectiveness in the workplace, including their knowledge and understanding gained through training
- learners' understanding of their rights and responsibilities in learning and skills and work activities at the prison and as citizens in the prison community
- learners' development of skills in, and knowledge and understanding of, sustainable development.

Learners progress to courses leading to higher-level qualifications and into jobs that meet local and national needs

To make this judgement, inspectors will consider:

- how well learners progress to further learning and/or employment or gain promotion
- how well learners develop an understanding of careers and progression opportunities, and their ability to benefit from training and development opportunities
- learners' acquisition of qualifications and the skills and knowledge that will enable them to progress to their chosen career, employment and/or further education and training

- learners' progression routes, and the extent to which these meet local, regional and national priorities
- the extent to which learners with severe and complex learning difficulties gain skills and progress to become more independent in their everyday life.

Further guidance

Inspectors should take into account:

- learners' understanding of their intended progression route
- where learners are employed, opportunities to undertake more demanding roles to extend their knowledge and skills.

HMI Prisons' Expectations

The learning and skill and work provision is based on an effective analysis of the needs of the prison population and relevant local and national labour needs – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Prisoners due for release are encouraged and effectively supported to progress to suitable further education, training or employment – Section 4(12) Resettlement *Pathway two: education, training and employment*.

Prisoners are prepared effectively before commencing outside placements in the community – Section 4(12) Resettlement *Pathway two: education, training and employment*.

Prisoners due for release participate in a timely and effective resettlement programme that meets their individual needs – Section 4(12) Resettlement *Pathway two: education, training and employment*

Prisoners develop relevant knowledge, skills and understanding which contribute to their personal development, economic and social well-being – Section 3(6) Purposeful Activity *learning and skills and work activities*.

Prisoners eligible for release on temporary licence (ROTL) attend work or education placements in the community that are effective in increasing their employability on release – Section 3(5) Purposeful Activity *learning and skills and work activities*.

Quality of provision in learning and skills and work activities including the quality of teaching, training, learning and assessment

The most important purpose of teaching and training is to promote learning and improve outcomes for learners. A rigorous and informative assessment process is essential to successful learning, as is the support learners receive.

Inspectors will consider the main purpose of the particular type of prison when they prioritise the impact that each of the criteria will have on the quality of teaching, training, learning and assessment grade. Inspectors will make reference to achievement when considering an overall judgement on the quality of teaching, training, learning and assessment.

Criteria

In judging the quality of teaching, learning and assessment, inspectors **must** evaluate the extent to which:

- learners benefit from the high expectations, engagement, care, support and motivation from staff
- staff use their skills and expertise to plan and deliver teaching, training, learning and support to meet each learner's needs
- staff initially assess learners' starting points and monitor their progress, set challenging tasks, and build on and extend learning for all learners
- learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning
- teaching, training, and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims
- appropriate and timely information, advice and guidance supports learning effectively
- equality and diversity are promoted through teaching, training and learning.

Learners benefit from high expectations, engagement, care, support and motivation from staff

To make this judgement, inspectors will consider:

- how well learning methods in teaching, training, coaching and mentoring, inspire and challenge all learners and enable them to extend their knowledge, skills and understanding
- the extent to which teaching, training and coaching encourages and develops independent learning
- whether high but realistic expectations are used to motivate learners
- how well learners are cared for and supported to achieve their learning goals
- whether procedures to monitor learners' participation, progress and attendance lead to prompt action to address identified problems.

Further guidance

Where relevant, inspectors should take into account:

- how the different needs of groups of learners are met
- the effectiveness of learning outside learning sessions through technology, reviews, mentoring and tutorials
- care and support in their broadest forms, both in and between learning sessions.

Staff use their skills and expertise to plan and deliver teaching, training, learning and support to meet each learner's needs

To make this judgement, inspectors will consider:

- how learning is planned to meet individual learners' needs and makes best use of staff knowledge and skills
- how effectively and creatively staff use resources, including accommodation, equipment and technology, and specialist advice and guidance to promote and support learning
- the relevant qualifications, training and experience of teachers, trainers, assessors, coaches, mentors and support staff
- the attention that is paid to the quality and safety of learning resources, particularly in specialist areas and practical settings
- how effectively learning is monitored during sessions, including where learners are receiving additional learning support
- the promotion and development of independent learning skills, for example through the use of a range of technologies, including a virtual learning environment.

Further guidance

Where relevant, inspectors should take into account:

- how staff reflect and evaluate the success of learning sessions
- how well learning programmes develop learners' skills and knowledge, are up to date and relevant, and meet external requirements
- how learning materials are used during and outside learning sessions, including those available in a virtual learning environment.

Staff initially assess learners' starting points and monitor their progress, set challenging tasks and build on and extend learning for all learners

To make this judgement, inspectors will consider how well:

- learners' additional support needs are quickly and accurately identified early in their programme through effective initial assessment, leading to appropriate planning and support throughout the duration of their programmes
- staff work with learners to develop individual learning plans that are regularly informed by ongoing assessment
- learners are set challenging short- and longer-term learning goals that are reviewed and updated regularly
- staff assess learners' performance and progress, and monitor assessment practices to ensure they are timely, regular, fair, informative and reliable
- planned assessment/assignment activities build on previous knowledge and extend learning for all learners.

Further guidance

Where relevant, inspectors should take into account:

- the context of assessment in relation to the learning objectives
- the use of technology in assessment
- the assessment of personal, learning and thinking skills
- the effectiveness of procedures to monitor learners' participation and attendance, and whether staff take prompt action to address any identified problems appropriately and bring about changes and improvements based on challenging yet realistic targets
- how well achievements towards learning goals and qualifications are celebrated, recorded and accredited
- how well assessment, verification and moderation procedures follow regulatory body requirements.

Learners understand how to improve as a result of frequent, detailed and accurate feedback from staff following assessment of their learning

To make this judgement, inspectors will evaluate:

- the extent to which learners understand their progress towards their learning goals and what they need to do to improve
- how well learning objectives are understood by learners and progress is recorded in feedback to learners
- the feedback on learners' work, such as the accuracy and consistency of marking, and the correction of spelling, grammatical errors and inaccuracies

- learners' understanding of what they have to do to improve their skills and knowledge, which is checked and reflected in subsequent tasks and activities.

Further guidance

Where relevant, inspectors should take into account:

- how well the provision enables learners to build on what they have already achieved and experienced before starting their programme
- how learners improve their skills and understanding through the review and checking process
- whether parents, carers and employers are kept informed of the progress and attendance of learners under the age of 19 (and vulnerable adults up to 25).

Teaching and learning develop English, mathematics and functional skills, and support the achievement of learning goals and career aims

To make this judgement, inspectors will evaluate the extent to which:

- teaching and learning supports learners to develop the English, mathematics and functional skills they need to achieve their main learning goals and career aims
- learners' progress in literacy, numeracy, language and functional skills is monitored and reviewed, and their work is marked carefully
- learners appreciate the importance of improving their English, mathematics and functional skills as appropriate, in the context of their learning goals and life ambitions.

Further guidance

Where relevant, inspectors should take into account:

- the success of different strategies used for improving the English, mathematics, functional and language skills of different groups of learners
- whether staff have the qualifications, experience and skills needed to teach English, mathematics and functional skills.

HMI Prisons' Expectations

Individual needs are promptly and accurately identified and plans to meet those need are effectively recorded – Section 3(4) Purposeful Activity *learning and skills and work activities*.

All prisoners receive timely and accurate initial assessment, taking account of any records of prior learning and achievement, to provide a clear understanding and

record of their learning and skills needs including literacy numeracy and language support, employability and vocational training, and social and life skills – Section 3(5) Purposeful Activity *learning and skills and work activities*.

Prisoner participation in learning and skills and work activities is based on identified sentence planning and individual learning needs – Section 3(5) Purposeful Activity *learning and skills and work activities*.

Prisoners receive a high standard of teaching, training, and learning which inspires, challenges and enables them to build on and extend their knowledge skills and understanding – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Staff have appropriate qualifications and expertise – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Work environments are appropriate, representative of those outside of prison and improve the employability of prisoners – Section 3(5) Purposeful Activity *learning and skills and work activities*.

Prisoners are involved in setting achievable and clearly defined individual learning goals that are based on identified needs – Section 3(5) Purposeful Activity *learning and skills and work activities*.

Prisoners receive timely and accurate reviews and records of their progress and achievement – Section 3(5) Purposeful Activity *learning and skills and work activities*.

The range of learning and skills and work activities is sufficient to meet prisoner's needs – Section 3(5) Purposeful Activity *learning and skills and work activities*.

Prisoners are able to combine work and study – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Prisoners are not prevented or deterred from participation in activities through disincentives, unofficial punishments or clashes in their personal schedules – Section 3(4) Purposeful Activity *learning and skills and work activities*.

Allocation to activity places is timely, equitable, transparent and appropriate – Section 3(4) Purposeful Activity *learning and skills and work activities*.

Library materials are reflective of the diverse needs of the prison – Section 3(7) Purposeful Activity *learning and skills and work activities*.

When transferred, an accurate record of the prisoner's learning needs and achievements is sent promptly to the receiving prison – Section 4(12) Resettlement *education, training and employment*.

Appropriate and timely information, advice and guidance support learning effectively

To make this judgement, inspectors will consider the effectiveness of:

- timely information, advice and guidance provided to learners on their next steps in training, education and employment
- the provider's pre-course information and advice and that provided through links with other relevant organisations
- guidance and induction to introduce learners to the structure and demands of their programme, and their rights and responsibilities as learners
- planning to provide coherent progression routes for learners.

Further guidance

Where relevant, inspectors should take into account:

- the extent to which timely information, advice and guidance enables individuals to gain greater learning autonomy and decreases dependence on others
- the availability and quality of advice and guidance on learning and personal issues
- whether staff have the necessary qualifications, experience and skills to give information, advice and guidance.

HMI Prisons' Expectations

Prisoners receive effective and timely information, advice and guidance on learning and skills and work to meet their immediate and longer term needs – Section 3(5) Purposeful Activity *learning and skills and work activities*.

Prisoners benefit from individual care and support that promotes learning and development and helps them achieve their potential – Section 3(5) Purposeful Activity *learning and skills and work activities*.

Learning and skills and work promote equality and recognise diversity – Section 3(5) Purposeful Activity *learning and skills and work activities*.

Prisoners are encouraged and effectively supported to continue on their learning programmes when transferred to other prisons – Section 4(12) Resettlement *education, training and employment*.

Equality and diversity are promoted through teaching and learning

To make this judgement, inspectors will evaluate how well:

- teaching, training, learning and assessment promote equality, support diversity and tackle discrimination, victimisation, harassment, stereotyping and bullying¹⁰
- staff use materials and teaching methods that foster good relations and are sensitive to and promote equality of opportunity
- staff are aware of and plan for individual needs in teaching and training sessions.

Further guidance

Where relevant, inspectors should take into account:

- whether learning activities motivate and engage all learners, whatever their age, ability and cultural background, and that they are suitably demanding
- the impact that teaching and training has in promoting the learners' spiritual, moral, social and cultural development
- how well staff plan sessions to fully meet the needs of different groups of learners
- how well staff maximise opportunities in sessions and all learning contexts to promote equality of opportunity and awareness of cultural and linguistic diversity.

Effectiveness of the management of learning and skills and work activities

The main focus in judging the effectiveness of the management of learning and skills and work activities is how successfully it has an impact on improving achievement and teaching, training, learning and assessment for all learners.

Inspectors will consider the main purpose of the particular type of prison when they prioritise the impact that each of the criteria will have on the effectiveness of the management of learning and skills and work activities.

¹⁰ In this handbook, 'bullying' includes cyber-bullying and prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability.

Criteria

Inspectors must evaluate the extent to which leaders and managers at all levels, including, where relevant, governors:

- demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance
- improve teaching, training and learning through rigorous performance management and appropriate professional development
- evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement
- successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community
- actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap
- safeguard all learners.

Leaders and managers demonstrate an ambitious vision, have high expectations for what all learners can achieve, and attain high standards of quality and performance

To make this judgement, inspectors will consider:

- the clarity of vision, corporate mission and strategic direction demonstrated and implemented by leaders and governing or supervisory bodies (if applicable) that aspire to excellence, sustain improvement and raise expectations for all users
- how well leaders promote the ambition of high achievement for all learners
- how well leaders raise standards through clear and realistic strategies for planning, developing and improving learning programmes and services
- whether demanding targets are set and met throughout the organisation, and quality and performance are monitored rigorously
- how well staff at all levels demonstrate high ambitions for all learners and a commitment to securing sustained improvement.

Where there is a governing or supervisory body, inspectors will consider their effectiveness, including how well they:

- know the provider (that is, the prison) and understand its strengths and weaknesses through appropriate involvement in self-assessment

- support and strengthen the provider's leadership and contribute to shaping its strategic direction
- provide challenge and hold the senior leader and other senior managers to account for improving the quality of learning and the effectiveness of performance management systems
- work efficiently, including through having a systematic approach to meeting statutory duties and approving and monitoring priorities that are focused on improving teaching, learning and assessment.

Further guidance

Where relevant, inspectors should take into account:

- the extent to which staff understand their role in, and contribution to, achieving the strategic direction
- how well leaders and other staff work with external stakeholders to ensure that the provider's strategic objectives and targets respond to local, regional and national priorities
- whether the provider has an appropriate management structure and sufficient staff and other resources to carry through its plans
- the extent to which governors and/or supervisory bodies have the skills and experience to fulfil their duties and to ask challenging questions to raise or maintain high standards and secure positive outcomes for learners
- how well the provider continues to make and sustain improvements by developing the capacity of leaders and managers.

HMI Prisons' Expectations

Management and staff structures for learning and skills and work are sufficient to progress plans for improvement – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Ambitious and relevant targets successfully improve outcomes for prisoners over time – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Data collected on outcomes and skills needs are accurate and sufficient and are used effectively in setting and meeting demanding targets and in evaluating the provision to improve outcomes for prisoners – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Partnerships in providing learning and skills and work provision are well co-ordinated and lead to demonstrable benefits for prisoners – Section 3(3) Purposeful Activity *learning and skills and work activities*.

The prison has productive links with suitable employers – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Leaders and managers improve teaching, training and learning through rigorous performance management and appropriate professional development

To make this judgement, inspectors will evaluate the extent to which:

- strategies are effective in improving the standard of teaching, training learning and assessment
- leaders and managers constantly review and develop the performance of teachers, trainers, coaches and mentors through dialogue, coaching, mentoring and support and training
- systematic and rigorous performance management is effective, including using appropriate procedures for tackling underperformance
- leaders, governors and supervisory bodies (where appropriate) monitor the quality of the experience provided for learners and their outcomes
- leaders seek out and share best practice, contributing to a coherent programme of professional development
- resources, including staff, accommodation, facilities and technologies, are developed and used to support learning
- managers ensure that staff have the experience and skills needed to carry out their roles.

Further guidance

Where relevant, inspectors should take into account:

- the use of comprehensive arrangements to monitor and evaluate the quality of all aspects of the planning and implementation of learning activities
- how leaders, managers and teachers analyse and evaluate the impact of teaching, training, learning and assessment on learners' outcomes
- the effectiveness of strategies to engage with parents, local schools and external agencies to ease transition to the provider, particularly for learners with significant barriers to learning.

Leaders and managers evaluate the quality of the provision through robust self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement

To make this judgement, inspectors will consider whether:

- the provider has a sound track record of improvement and has developed the capacity to sustain improvement
- leaders and managers evaluate the quality of any subcontracted provision through rigorous self-assessment, taking account of users' views, and use the findings to promote and develop capacity for sustainable improvement

- there are effective arrangements for quality assurance that maintain high standards and identify and tackle underperformance
- the provider's self-assessment process is rigorous and the subsequent evaluations are appropriately detailed and accurate
- learners are fully engaged in reviewing, reflecting on and improving provision
- the analysis and evaluation of data on learners' performance, progress and progression are used effectively to improve standards
- quality improvement plans include ambitious and realistic targets and associated actions that show how the provision will be developed for learners
- the implementation and impact of actions to improve quality are monitored and evaluated.

Further guidance

Where relevant, inspectors should take into account:

- the extent of involvement of staff from across the organisation, including franchised and subcontracted provision, and their understanding of their role in securing improvement
- the involvement of learners, local schools, community groups and employers in the design, review and evaluation of the provision
- the extent to which the provider has effective processes for monitoring and evaluating performance and tackling weaknesses
- the effectiveness of arrangements to gather the views of all learners and ensure representation on decision-making groups, regardless of individual circumstances, mode of attendance and geographical spread
- whether learners are confident about their contribution to the improvement of the provider, and evidence of their views being listened to.

HMI Prisons' Expectations

Arrangements to assure and improve the quality of learning and skills and work are sound and have demonstrable and sustained impact – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Staff at all levels, contribute to securing sustained improvements for prisoners – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Self-assessment of learning and skills and work is timely, accurate and reports are suitably inclusive of the views of prisoners, staff, partners and stakeholders – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Clear and realistic action and development plans ensure tangible improvements to the outcomes for prisoners – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Leaders and managers successfully plan, establish and manage the curriculum and learning programmes to meet the needs and interests of learners, employers and the local and national community

To make this judgement, inspectors will consider:

- how well data and information on learners’ and employers’ needs, and local and national priorities, are used to review and plan the provision
- whether learning programmes are accessible in terms of timing, location, mode of delivery and duration, and are structured to provide a coherent and substantive course of study at different levels with a variety of interesting and useful activities to meet learners’ individual needs, including for those under-represented in learning and those with learning difficulties and/or disabilities
- whether learning programmes contain appropriate attention to improving learners’ English, mathematics and functional skills and ensuring development of their employability skills
- the effectiveness of the management of education, training and work activities in ensuring that the range, content and flexibility of the learning offer provides all learners with choice and opportunities for progression to higher levels of study and employment
- the extent to which learners are on the appropriate learning programmes
- how well learning programmes are planned and managed
- the flexibility of arrangements for training and assessment to suit learners’ and employers’ needs.

Further guidance

Where relevant, inspectors should take into account:

- how the provider considers employers’ views and information on performance, skills and labour demand to identify training needs
- the extent to which the range and content of learning programmes and services are relevant to local communities and national priorities
- whether learning programmes, including those developed with schools, local authorities, employers and others, are effective in encouraging participation by young people who are at risk of leaving or who are not in education, employment or training
- how partnerships with schools, employers, community groups and others enable learners to develop new skills and gain knowledge and qualifications

- how effectively curriculum planning meets learners' spiritual, moral, social and cultural development needs.

Leaders and managers actively promote equality and diversity, tackle bullying and discrimination, and narrow the achievement gap

To make this judgement, inspectors will evaluate the extent to which:

- equality and diversity aspects are built into the provider's strategic plans, the impact of plans is monitored and follow-up action is taken to address areas for improvement
- appropriate policies and procedures are implemented to actively promote equality and diversity among staff, learners, employers and other partners
- training in equality and diversity is effective and leaders, managers, governors or supervisory bodies (where appropriate), staff and learners understand their roles and responsibilities in relation to equality and diversity
- challenging targets are set, the performance and destinations of different groups of learners are carefully monitored and appropriate action is taken to close any identified gaps
- the impact of a provider's work in relation to equality and diversity is thoroughly assessed and appropriate actions are taken in response
- learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider
- incidents and complaints specifically about equality, diversity and bullying are proactively managed and acted upon, including, where appropriate, providing counselling and support
- arrangements to ensure all learners can participate in learning, including those with learning difficulties and/or disabilities, work well and learners have opportunities to give their views on the provision

Further guidance

Where relevant, inspectors should take into account:

- where the provider is a public body, how well it has taken action to fulfil its responsibilities under legislation
- whether effective action is taken to ensure that the ethnic profile of staff and governors broadly reflects that of the learner population
- the arrangements for reporting on the promotion of equality and diversity to governors or supervisory bodies

- the effectiveness of arrangements to protect learners from bullying, harassment and discrimination, including training for learners, teaching and support staff, and governors/supervisory bodies on equality and diversity
- whether learners are referred effectively to counselling and support and, where appropriate, both are offered.

HMI Prisons' Expectations

A key assessment in HMI Prisons' *Expectations* is respect: prisoners are treated with respect for their human dignity.

Learning and skills and work promote equality and recognise diversity – Section 3(5) Purposeful Activity *learning and skills and work activities*.

A sufficient quantity of purposeful activity places are accessible to the prison population – Section 3(3) Purposeful Activity *learning and skills and work activities*.

Establishments accurately record the purposeful activity hours in which prisoners participate – Section 3(4) Purposeful Activity *learning and skills and work activities*.

Prisoners are not prevented or deterred from participating in activities through disincentives, unofficial punishments or clashes in their personal schedules – Section 3(4) Purposeful Activity *learning and skills and work activities*.

Pay rates are equitable –Section 3(4) Purposeful Activity *learning and skills and work activities*.

Leaders and managers safeguard all learners

To make this judgement, inspectors will evaluate the extent to which:

- safeguarding arrangements are in place and regularly reviewed to keep all learners aged 14–18 safe
- staff, leaders, governors and supervisory bodies (where appropriate) and volunteers receive appropriate training on safeguarding, which is regularly updated
- leaders, governors and supervisory bodies (where appropriate) fulfil legislative requirements, such as those for disability, safeguarding and health and safety
- appropriate arrangements for health and safety protect staff and learners from harm
- those in need, or at risk of significant harm, are effectively identified and appropriate action is taken.

Further guidance

Where relevant, inspectors should take into account:

- whether providers have a single, central record of all checks on staff and volunteers where appropriate
- the provider's compliance with its statutory duty to assist local children's services departments on child protection matters and, as appropriate, to liaise with the Local Safeguarding Children Board
- whether the provider takes appropriate action when a learner reports concerns
- whether there is a designated senior member of staff in charge of safeguarding arrangements who has been trained to the appropriate level
- whether the provider has contact details for a parent, carer or person acting in loco parentis¹¹ for learners aged up to 18 (and up to age 25 for learners with learning difficulties and/or disabilities)
- whether policies on bullying and discrimination are implemented effectively
- the extent to which all learning and development sites provide a safe learning environment, and safe working practices are promoted in training and at work
- whether thorough risk assessment and checks on staff across the provision provide the basis for a provider's safeguarding policy and plans.

HMI Prisons' Expectations

A key assessment in HMI Prisons' *Expectations* is safety: prisoners, even the most vulnerable, are held safely.

Prisoners use safe working practices and feel safe when involved in learning and skills and work – Section 3(6) Purposeful Activity *learning and skills and work activities*.

Facilities and resources meet the diverse needs of prisoners, and provide safe and effective support for learning and skills and work – Section 3(5) Purposeful Activity *learning and skills and work activities*.

¹¹ Coming from the Latin for 'in place of a parent', this refers to the legal doctrine under which an individual assumes parental rights, duties and obligations without going through the formalities of legal adoption.

Glossary of terms

Activity	One of the range of learning activities that includes education, training and work a learner may take part in, including taught sessions, training, assessments, reviews of progress, coaching and job search, both on and off the prison's premises.
Aspect	Term used to describe one of the main areas of the Common Inspection Framework. These are: outcomes for learners; quality of provision; and leadership and management.
Foundation learning	All provision below level 2.
Foundation Learning programme	Programmes that support achievement and progression through entry level and level 1 towards level 2 or, as appropriate, towards other destinations such as open, supported or voluntary employment, further education or training and increased levels of independence.
Learner	A person taking part in education, training and personal development programmes and/or wider prison work activities and/or seeking information or advice on learning opportunities or employment.
Learning	Attainment of learning goals, including qualifications; development of skills; and gaining of knowledge and understanding, including information and advice on learning, development and employment.
Learning and skills nominee	The learning and skills nominee is a senior member of staff from the prison, who is the key link between the prison and the inspection team.
Provision	The range and type of learning available.
Record of main findings	A template for recording grades awarded for the main aspects of the Common Inspection Framework.
Senior staff	Governing governor, directors, governors, functional/operational heads, heads.
Tariff for inspection	The tariff for inspection refers to the number of inspector days allocated to that inspection. It consists of preparation days for HMI, on-site days for HMI and additional inspectors and post-inspection days for report writing.
User	Young adults, adult learners and employers, parents and carers.