Delivering Skills for Life:

The national strategy for improving adult literacy and numeracy skills
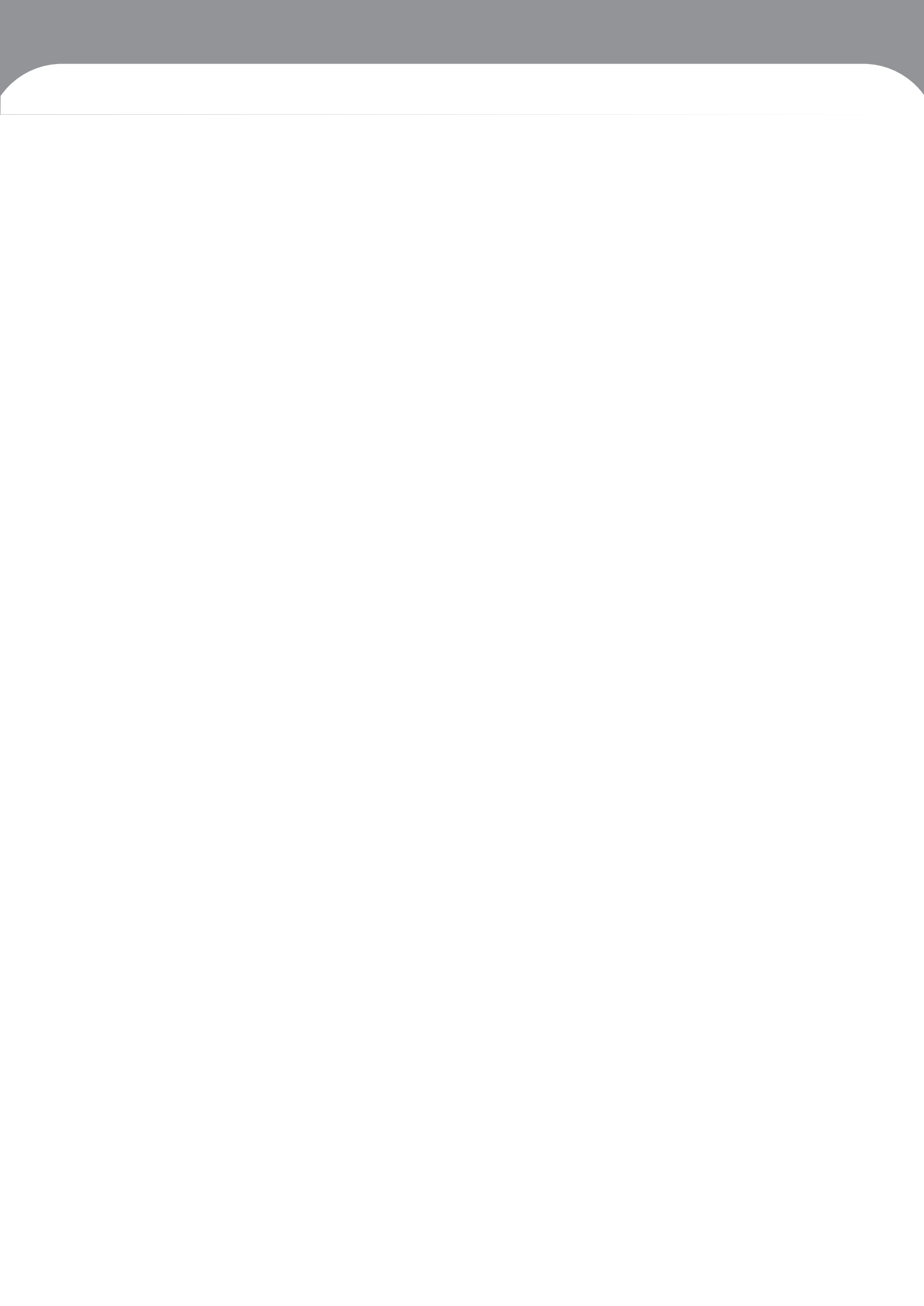
Raising Standards

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision

Prisons

CONSULTATION DOCUMENT

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Contents

Foreword

Each new learner must be given a high-quality learning experience that motivates him or her to keep on learning and to achieve.

Skills for Life (DfES, 2001)

At the present time, it is estimated that one in five adults in the United Kingdom has difficulties with literacy and/or numeracy. This is a situation that adversely affects both our economy and our society, but, equally importantly, has a debilitating effect on the life of individuals and their families. Without these essential skills, these individuals are more likely than ever to be excluded from our fast-moving society.

Since the launch of *Skills for Life* in 2001, we have gained an even greater insight into the effect that low levels of literacy and numeracy skills have on individuals and their families. Much has been done, and continues to be done, to bridge the skills gap and address the needs of these individuals.

One of the key ways of addressing these needs is through improving the quality of teaching and learning in literacy, numeracy and English for Speakers of Other Languages (ESOL) provision, and by increasing learner achievement through the new national infrastructure with its focus on teaching, learning and assessment arrangements. Together, these will contribute to removing the barriers to learning and raising achievement levels.

Over the past two years, much progress has been made and we have seen some exciting developments in improving literacy and numeracy provision and in making it more accessible and effective. We recognise that robust inspection and realistic self-assessment support and ensure the quality of these developments and result in continuous improvement. To assist this process and in response to requests from learning organisations we have developed this series of six contextual guides, each one tailored to the needs of a specific learning setting. The guides follow the publication of *Success in Adult Literacy, Numeracy and ESOL Provision* (DfES, 2002), which aimed to help learning institutions use the Common Inspection Framework to guide their work in raising the achievement levels of adult learners. These publications have been designed to complement the effective practice guides produced by OFSTED and the ALI that help to communicate the need for continuous improvement in literacy, numeracy and ESOL delivery, and offer practical advice both to those who are teaching this provision, and those responsible for inspecting it.

Each contextual guide in the series provides further help to providers, and in particular is designed to bridge the gap between understanding generic advice on improving quality, and taking appropriate and effective action in a specific learning context or setting, be that a general further education college, a prison, the workplace or in one of the varied settings found in adult and community learning. Providers need to feel confident that, if they put their learners at the centre of their provision and get the delivery right, good inspection grades will follow.

The guides are intended to provide practical help to providers in meeting this goal. As Director of the Adult Basic Skills Strategy Unit, I commend the guides to you, and hope that their use will help to secure the successful, positive and enhancing learning experiences for adults that lie at the heart of the *Skills for Life* strategy.

Susan Pember
Director, Adult Basic Skills Strategy Unit

Introduction

CURRENT ISSUES IN PROVISION FOR PRISON INMATES

Many prisoners lack literacy and numeracy skills, so the *Skills for Life* strategy is central to education in a prison context. For too many prisoners, education has been a negative experience, meaning that motivating them to learn by making learning relevant is crucial. The resettlement needs of prisoners are central to prison life, with emphasis placed on the literacy, numeracy and language skills that prisoners will require on release to cope with everyday life and find employment. *Skills for Life* is therefore integral to education in prisons, whether this takes place in the gym, vocational workshops, kitchens, estates, farms and gardens, through offending behaviour programmes or in the education department itself.

The needs of the individual learner must be at the heart of learning programmes. This is particularly true for prisoners, many of whom may have opted out of institutional learning at an early age. The *Skills for Life* strategy has enabled teachers to identify and meet specific and individual needs more effectively. This initiative, with its corresponding investment in resources, has raised the profile of literacy, numeracy and language skills across the secure estate. Prisoners now have greater access to opportunities for improving their basic skills. This may be achieved in an education department, in a work situation or at an appropriate educational establishment while released on temporary licence.

The context in which prisoners are held varies according to different degrees of security. Prisons hold remand, convicted or sentenced prisoners in high-security, closed or open prisons. Local prisons serve the courts, while training prisons offer the opportunity to acquire specific vocational skills. Particular prisons cater for those who have committed a specific type of crime, for example, sex offenders. Adults, young offenders or juveniles, both male and female, are educated in prisons.

Even though a number of factors may affect the achievements of inmates in prisons, good-quality provision takes account of these issues. Learning may be particularly difficult in the prison context for a variety of reasons. For example, some prisoners may be experiencing withdrawal symptoms from substance abuse, or may have learning difficulties and/or disabilities. In addition, there are the human problems of being separated from family and friends, and the emotional problems relating to the loss of freedom. Security is of paramount importance in prisons, and this means the prison population is transitory, since the movement of prisoners may be required for reasons of security, over-crowding or in response to prisoners' sentence needs.

The process of education in prisons is also liable to disruption by the requirements of the establishment. These might include, for example, the timetabling of legal or personal visits,

access to the gym, library, religious activities or offending behaviour programmes. In addition, access to education is restricted for some prisoners because they are assessed as being too great a security risk. In such circumstances, efforts are made to provide some form of education to ensure equality of opportunity.

The Offenders Learning and Skills Unit (OLSU) has the remit for funding and for policy development and it guides and supports prisons in the teaching of literacy, numeracy and ESOL in prisons. OLSU has worked in partnership with the Adult Basic Skills Strategy Unit in the delivery of staff development events to support the teaching of basic skills and key skills in prison workshops and in the development of learning materials that map key skills to specific occupational areas. OLSU is also responsible for setting and monitoring of key performance targets for literacy, numeracy and ESOL and key skills.

The *Skills for Life* strategy has been crucial in raising the awareness of Prison Service personnel of the central role that literacy, numeracy and language skills play in enhancing the life chances of prisoners. New initiatives have been piloted throughout the Prison Service to raise standards, increase learner opportunities and improve employability. For example, the Plus Project aims to improve individuals' life chances. The project adopts a holistic approach, and deals with the issues of accommodation, offending and addictive behaviour. Mentors support individuals into employment. Another example is the Pathfinder Project, which aimed to embed the *Skills for Life* strategy in a prison context. One prison for adult males was so successful in improving employability skills that it was held up as an example of effective practice.

THE SCOPE OF THIS GUIDE

This Guide is designed to help providers achieve excellence in their literacy, numeracy and language provision for learners in prisons. By taking each of the seven questions in the Common Inspection Framework in turn, it is designed to help providers undertake realistic self-assessment and secure continuous improvement by interpreting the requirements of the Common Inspection Framework within the context of the adult literacy, numeracy and ESOL curricula and their provision in speaking and listening, reading, writing and numeracy for these learners.

It also offers help by setting out the characteristics of effective practice in literacy, numeracy and language provision for prisoners, again in relation to the seven questions of the Common Inspection Framework. It contains practical examples and from successful providers ideas of how to achieve effective practice. It also makes reference to *Skills for Life* documents that have been designed to help providers improve their practice.

We wanted this series of guides to offer practical help to providers and teachers – a 'How to' guide that would really focus on what works. For that reason, as well as providing materials that can be adapted for different learning environments, the guides illustrate what success might

look like. For example, how do we know when a learner has made an important new step in their learning? What might be the outcomes of a successful initial assessment? The short descriptions of the progress made by real learners in real situations help to answer such questions.

Finally, the guides include comments from inspectors on this area of work in inspection reports and other documents. These extracts are included to help readers to gain an insight on how Her Majesty's Inspectorate of Prisons (HMIP), OFSTED and the ALI evaluate and report on this context for learning.

INSPECTION IN PRISONS

HMIP uses the Common Inspection Framework to make judgements about the quality of education and training provision in individual establishments. Inspections may be announced in advance, or unannounced. Prison inspection reports can be found at the Home Office website (www.homeoffice.gov.uk).

WHAT IS SUCCESS IN THE PRISONS CONTEXT?

Skills for Life can make a dramatic impact on prisoners' lives, and contribute to a reduction in re-offending. Some prisoners gain a qualification for the first time, leading to an increase in self-esteem, confidence and personal effectiveness. Such developments can improve family relationships, and help break the cycle of crime. Teachers can give examples of how improved literacy, numeracy and language skills have changed people's lives for the better. For example, at one local prison for men, prisoners have recorded story tapes for their children to listen to at home. Better literacy, numeracy and language skills also increase the possibility of prisoners gaining employment upon release. One male prisoner, who had served more than one custodial sentence, was encouraged to improve his literacy, numeracy and language skills in an open prison. He subsequently gained employment on release as a facilitator working with learners with learning difficulties. But the best evidence is perhaps what prisoners themselves say about how literacy, numeracy and language provision has changed their lives.

> *Without having basic skills support, I wouldn't have tried to get my dumper truck qualification, because I wouldn't have thought I could do it.*

> *When I came in here, I couldn't read; now I can write home to my girlfriend and she's proud of me.*

> *Doing the City and Guilds 9282 qualification has helped me to focus on other people's problems instead of being stuck in my own.*

> *I couldn't read when I came into prison, and now I have passed my Entry Level 2 test with the help of another prisoner who had done a teaching qualification in this education department.*

ACHIEVEMENT AND STANDARDS

1. How well do learners achieve?

1

1. HOW WELL DO LEARNERS ACHIEVE?

Effective practice which secures continuous improvement is evidenced by:

- success in achieving challenging targets, including qualifications and learning goals, and results over time;

- the standards of learners' work in relation to their learning goals;

- learners' progress relative to their prior attainment and potential; and

- the development of personal and learning skills.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
1.1 results and retention rates compare well with local and national averages.	1.1.1 goals are linked to the literacy, numeracy and ESOL curricula.
	1.1.2 the flexibility of the national qualifications enables most learners to achieve a certificate.
	1.1.3 learning is recorded for individual prisoners in terms of positive outcomes.
1.2 trends in performance over time show continuous improvement or the maintenance of very high standards.	1.2.1 retention rates are dependent upon the regime, but the new national qualifications have contributed positively to prison key performance targets.
	1.2.2 learning programmes are based on initial and diagnostic assessments, tutorials and sessional records, which contribute to the effective monitoring of achievements.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
1.3 the analysis of added value indicates that learners make at least the progress expected of them.	**1.3.1** initial and diagnostic assessments record the starting point of each learner.
	1.3.2 learners' progress is regularly reviewed.
	1.3.3 learning leads to individual progress, which is discussed regularly with the learner in review meetings and tutorials.
	1.3.4 lesson plans evaluate the impact of teaching and support.
1.4 standards are consistently high across the provider's work.	**1.4.1** learning links to targets that are contained within individual learning plans (ILPs), cross-referenced to the national literacy, numeracy and language curricula.
	1.4.2 achievements in literacy, numeracy and language are of consistently high quality, whether learning takes place in vocational workshops, the segregation unit, the hospital or in classrooms.
1.5 challenging learning goals and targets are achieved.	**1.5.1** goals are negotiated with the learners, and set in a context relevant to their resettlement needs.
	1.5.2 learning takes place at an appropriate pace to maximise full skill development, within the constraints of a prison setting.
	1.5.3 achievement, retention and attendance targets are set by the Prison Service to secure continuous improvement.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT IS JUDGED BY THE EXTENT TO WHICH LEARNERS…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS LEARNERS…
1.6 make significant progress towards fulfilling their goals and potential.	**1.6.1** have ownership of their individual learning plans (ILPs).
	1.6.2 receive effective initial and ongoing assessment to progress towards the achievement of their individual learning goals.
	1.6.3 negotiate short-term, achievable targets to ensure progress and promote success.
	1.6.4 are assisted to recognise progress and success through regular reviews of learning goals.
	1.6.5 make progress that is reviewed and recorded on individual learning plans (ILPs).
	1.6.6 see their success celebrated through peer and staff recognition, accreditation and presentations of awards.
1.7 are prepared for effective participation in the workplace and in the community.	**1.7.1** have a negotiated individual learning plans (ILPs) that enables them to function effectively in a prison context and prepares them for release.
1.8 progress to relevant further or higher education, training or employment.	**1.8.1** acquire transferable skills, increasing their confidence to take up education, training or employment upon release.
	1.8.2 have learning goals referenced to the national standards and core curricula.
	1.8.3 are given the opportunity to progress.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT IS JUDGED BY THE EXTENT TO WHICH LEARNERS…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS LEARNERS…
1.9 reach appropriate levels in basic and/or key skills consistent with their main programmes of study or training.	**1.9.1** following assessment, are provided with the opportunity to gain key skills that will enable them to progress with education, training or employment.

1.9.2 acquire key skills that are integrated into work undertaken in vocational workshops, the gym and offending behaviour programmes to enhance learning and assist resettlement. |
| **1.10** develop the skills of critical evaluation, research and analysis. | **1.10.1** are encouraged to take responsibility for their own learning, developing skills, improving self-confidence and raising self-esteem. |
| **1.11** develop the attitudes and skills necessary to maintain lifelong learning, including the capacity to work independently and collaboratively. | **1.11.1** have learning goals referenced to the national standards and core curricula, and are given the opportunity to make progress.

1.11.2 have the opportunity to access a wide curriculum, allowing them to develop transferable skills while in custody and on release.

1.11.3 are encouraged to develop self-confidence, and to take responsibility for working independently and with others, both in a prison context and on release. |
| **1.12** attend regularly and are punctual. | **1.12.1** agree a compact which includes attendance and punctuality, where this is within the learner's control. |

HOW TO ACHIEVE SUCCESS

Making judgements about learners' achievements can be problematic in a prison context, where prisoners may be:

- experiencing emotional difficulties

- experiencing withdrawal symptoms from substance abuse

- in education for only a short time

- in need of specialist support.

These issues are tackled through the use of focused assessment activities linked to individual learning plans and careful review and monitoring of learners' progress. Learner support has, naturally, a key role too.

Assessment

The needs of the individual prisoner must be at the heart of any learning programme. Assessing literacy, numeracy and language needs through initial and diagnostic assessment is the critical starting point. Assessment tools must be applied with the utmost sensitivity since some prisoners may find it difficult to admit they have literacy, numeracy or language needs. In addition, at the time of assessment, they may be experiencing problems such as substance abuse withdrawal or emotional trauma.

Screening will identify whether a prisoner has low skill levels and an initial assessment will suggest an appropriate starting point. Individual diagnostic assessment will then identify strengths and areas for development, giving a detailed learner profile against the national standards and the curricula. Prisoners' self-confidence, previous experience of learning, attitudes to literacy, numeracy and language skills and preferred learning styles will all be discussed at this stage.

The Basic Skills Agency (BSA) initial assessment is useful in this context. The results of initial assessments are sent to OLSU, not the Home Office. The results of assessments should be discussed with the prisoner, and ideally a written report given to them. Electronic initial assessments are being developed and piloted. Their advantages are that prisoners can work at their own pace and confidentially, without peer pressure. The result can be a more accurate assessment, which more realistically reflects the prisoner's skills.

Individual learning plans

The results of initial and diagnostic assessments that take account of prisoners' prior knowledge, interests, their long- and short-term goals and preferred learning styles all feed into the individual learning plan (ILP). Clear, specific and manageable targets should be negotiated

to enable prisoners to achieve their short- and long-term goals. Prisoners who are allocated to work or training, rather than education, may also have a prison training plan. In these cases, a holistic approach can produce an integrated plan that encompasses education and work targets.

Targets in ILPs must be defined in measurable terms so that achievement, especially in non-externally accredited programmes, can be assessed, measured and recorded. All targets set for prisoners must make clear and explicit reference to the levels, skills, knowledge and understanding used in the national standards and curricula.

Teachers should state aims, objectives and learning outcomes clearly, ensuring that teaching and learning activities, including resources used, offer prisoners the right opportunities to acquire and practise their literacy, numeracy and language skills.

Prisoners should have access to their ILPs. Because of the transitory nature of prison life, they should be encouraged to take ownership of their ILPs. The average length of time spent in one location can vary from two or three weeks to many years. Irrespective of the length of stay, comprehensive records should be kept for each prisoner. Regular attendance should be encouraged, as this has a very positive influence on attainment and progress. Session plans must be reviewed to evaluate outcomes and progression effectively. Opportunities should be provided for prisoners to develop and practise skills in incremental steps to ensure a meaningful learning experience. A consistent and structured approach to using session plans and ILPs will help bring about continuous improvement.

Review and monitoring

The transitory nature of the prison population creates problems in producing accurate retention rates. Even so, full and careful records of the number of prisoners attending education should be maintained and monitored. Contractually, providers must send their learner records to a receiving prison to ensure continuity of learning when prisoners are transferred.

Regular monitoring and reviews of the targets must be carried out with all prisoners as part of the formative assessment process. Prisoners' full involvement in assessments will keep them motivated, receptive to learning and clear about what they are learning and its relevance to their needs, interests and aspirations. Like all learners prisoners respond positively to confirmation of their progress and achievement.

The review process will enable teachers to evaluate their teaching and gather evidence for learner achievements. Progress reviews offer opportunities to revise ILPs, establish the possible need for further diagnostic assessments and amend learning targets.

Support for learners

A range of teaching and learning methods should be employed by all teachers to meet the different learning needs and styles of prisoners. Differentiated and extension activities will cater for the often *spiky profile* that is characteristic of adult learners, enabling prisoners to experience success and more independent learning. The presence of volunteers or paid assistants in the classroom often contributes to significant progress by prisoners.

Support provided to learners from teachers, volunteers, learning support assistants or non-specialist staff helps prisoners to apply their literacy, numeracy and language skills in the workplace and in the wider community on release. Prisoners should have the opportunity to achieve learning goals and qualifications that will enable them to move on to the next stage in their education, training or employment on release.

Teaching and learning methods must encourage prisoner participation to improve self-esteem, confidence and peer interaction. Skills of negotiation, debate, organising their own learning and group discussions contribute significantly towards evidence for all of the key skills as well as providing the springboard for other qualifications including NVQs.

The Adult Basic Skills Strategy Unit's Regional Co-ordinators are responsible for *Skills for Life* at a regional level. They can give you specific support and advice on implementing and securing continuous improvement for literacy, numeracy and ESOL provision.

WHAT IS SUCCESS?

Linking vocational and key skills

In one prison, staff and prisoners recognise and value the importance of key skills to employers, and learners work towards gaining relevant qualifications. The wider key skills support the achievement of individual learning goals and help with reintegration into the community upon release. Guidance notes and checklists are given to teachers to support them in cross-referencing key skills to vocational and academic programmes.

Jermaine

Jermaine is an inmate working on the demolition of road humps on the prison road. Jermaine says, 'I am 30 years old and I have been here for three months. I came from another prison. I had an assessment. I done a test to show them what level I am in education. Then, I done IT and basic computers at Level 1 and 2. Today I am working with construction operatives. I have learned about dumper trucks. I have taken three tests: road safety, working on dumper trucks and working on fork lifts. To do the questions you have to be able to read. I have done a maths test also. When I leave prison I want to continue with my work. What I really want to do is computer repair. I will have to read good for that. I have got 13 months of my sentence left to do.'

Chris

Chris Fone is the Adult Education Co-ordinator at an open prison. Chris says, 'My job is to assess young men for their basic skills needs and to build these needs into classroom work or integrate them as part of our outreach programme. Here we support basic skills in the workplace as part of a work-placement arrangement prior to men leaving prison.

'Every inmate that comes into the education department (and not all do) is screened. From there, we try to discuss and negotiate their needs. We do the BSA test to work out their level of skill. Then their needs will be incorporated into an education programme, where the inmate will have a diagnostic assessment.'

What does Chris' work involve day-to-day? 'I assess and diagnose their problems in a way that they want to come back into the education centre and begin to address those needs. These may be needs in the workplace. For example, it may be someone who needs to read an operating manual. He may not have reading skills sufficient to be able to do a particular job. Once the learning programme is in force, we review that within two or three weeks, and a new diagnostic test takes place. We then form a new learning plan from that new information.

'Take Carl, for example. We received his transfer notes from his sending prison. These indicated that he was working towards Level 1. That gave me a good indication of the level he needed to work at. Carl was sent from an allocating prison where he would have gone straight from court when sentenced. He would then have been risk-assessed, and from this risk assessment it would have been decided which prison he should be sent to. If they are non-violent they have every chance of moving quickly through the system into an open condition.'

What is Carl doing now? 'Carl is now in an open prison. In the last nine months of his time, he will go into a proper job. Even when they are working outside the prison, they can come into evening classes. So if they have problems in their jobs with literacy or numeracy, we can address these needs in the evenings,' says Chris.

'This prison is a working prison – every man has to have a job. So we have very few discipline staff in relation to the number of prisoners. A lot of the men need to be doing jobs like cleaning, keeping the prison maintained. Some work preparing food. We need to have inmates doing these jobs to make the prison work. So we use the opportunities about the prison to teach basic skills.'

What about the future? Chris adds, 'Teaching basic skills will become even more relevant after April 2003 as we will be receiving life prisoners who will be coming to prepare to go outside after being inside a long time. They will need basic skills to write letters to get jobs and to be able to do jobs.'

Extracts of effective practice from recent HMIP inspection reports

'Individual learning plans and records of work were kept and maintained in student folders retained in the classrooms, and there were monthly re-assessments and reviews.'

'There was a strong commitment to ensuring that education programmes were linked to some relevant form of accreditation; most were rightly set at Entry Level or Level 1. Attempts to plan to build on young people's previous achievements were made more difficult because of the short stay of most trainees, but records were efficiently passed on to other providers once sentences were known.'

'Good attention was paid to portfolio-building, so that work could be continued at other establishments if necessary. The quality of work seen in learners' portfolios was good.'

'External moderators commented on the quality of learner portfolios. The department did not unnecessarily re-assess those prisoners whose records had been forwarded, or who reported that they had been assessed within the previous month unless they were willing to repeat the assessment.'

'Scores were posted on the prison computer database and made available as part of sentence-planning so that any basic skills needs could be considered in determining allocations and targets.'

'Sessions invariably contained trainees with a wide range of prior attainment and capabilities, from those with good GCSE grades to those (the large majority) who had none, many having lost contact with the education system a long time ago.'

'Learners joining a basic skills programme had a further diagnostic assessment of their basic skills needs. Each learner had an individual learning plan, which included appropriate short- and long-term targets for improving his literacy and numeracy.'

'Priority was given to meeting the prisoners' needs for basic education. Teachers, together with learners, drew up individual learning plans, and learning targets were monitored at the end of each session and reviewed every six weeks. Learners made significant progress towards fulfilling their goals and their potential. They were actively encouraged to gain qualifications with a strong emphasis on key skills qualifications.'

THE QUALITY OF EDUCATION AND TRAINING

2. How effective are teaching, training and learning?

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2

2. HOW EFFECTIVE ARE TEACHING, TRAINING AND LEARNING?

Effective practice which secures continuous improvement is evidenced by:

- how well teaching and training meet individuals' needs and course or programme requirements;

- how well learners learn and make progress; and

- learners' progress relative to their prior attainment and potential.

IN THE COMMON INSPECTION FRAMEWORK TEACHING AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH TEACHERS…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS TEACHERS…
2.1 show knowledge, technical competence and up-to-date expertise, at a level consistent with effective teaching, training and assessment of the course or programme.	**2.1.1** undertake continuous professional development in the application of the *Skills for Life* infrastructure.
	2.1.2 have a clear understanding of the *Skills for Life* infrastructure through national and cascaded training.
	2.1.3 have a clear understanding of the social, emotional and cognitive aspects of learning that pertain to prisoners and their environment.
2.2 plan effectively with clear objectives that all learners understand.	**2.2.1** assess the needs and interests of each prisoner to formulate an appropriate individual learning plan (ILP).
	2.2.2 plan learning that takes into consideration initial screening, diagnostic assessment and prior learning.
	2.2.3 ensure that the content of the learning programme is relevant to the needs and interests of the learner using the national standards and curricula, and taking into consideration the particular prison context.

IN THE COMMON INSPECTION FRAMEWORK TEACHING AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH TEACHERS…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS TEACHERS…
2.3 use methods and styles of teaching and training that are consistent with the aims of their programmes and learners' personal objectives.	**2.3.1** match the teaching methods to individual learning needs.
	2.3.2 enable learners to experience a wide range of teaching and learning styles.
	2.3.3 use well-designed materials that are mapped to the new standards and curricula, and that are relevant to the interests, experiences and levels of ability of the learners.
	2.3.4 provide appropriate support for learners undertaking vocational training, linked to resettlement needs.
2.4 challenge and inspire learners.	**2.4.1** ensure that learners who are demotivated, or who display challenging behaviour, receive support through individual tutorials or small-group teaching to address low self-esteem.
	2.4.2 incorporate a variety of learning methods and introduce innovative strategies to motivate learners.
	2.4.3 have high expectations of what learners can achieve, even in a short timescale, and plan lessons accordingly that will challenge and inspire them.
2.5 set, use and mark assignments and other tasks in a way that helps learners to progress.	**2.5.1** use formative assessment and the ILP to evaluate learners' progress.
	2.5.2 provide feedback, which needs to be immediate because of organisational constraints.
	2.5.3 provide feedback that promotes self-confidence for learners.

IN THE COMMON INSPECTION FRAMEWORK TEACHING AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH TEACHERS…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS TEACHERS…
2.6 with learners, develop individual learning plans informed by initial assessment that are reviewed and updated regularly.	**2.6.1** work with learners to ensure that initial and diagnostic assessments inform the ILP, with specific short-term learning objectives against which progress can be monitored and assessed. **2.6.2** ensure that ILPs are regularly updated to take account of progress made.
2.7 promote good working relationships that foster learning.	**2.7.1** foster good relationships with learners that promote the acquisition of high self-esteem and enable learners to understand their own learning needs. **2.7.2** create opportunities for groupwork within which each learner is enabled to develop communication and collaborative skills.
2.8 use materials and teaching methods that promote equality of opportunity.	**2.8.1** use curriculum content, materials and methods that avoid stereotyping and challenge discriminatory statements and behaviour.

IN THE COMMON INSPECTION FRAMEWORK TEACHING AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH LEARNERS…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS LEARNERS…
2.9 acquire new knowledge and skills, develop ideas and increase their understanding.	**2.9.1** develop and demonstrate the confidence to extend their skills and apply them in a range of settings.
2.10 understand and are confident in what they are doing, how well they are progressing and what they need to do to improve.	**2.10.1** each have an ILP that they own and understand. **2.10.2** know that teachers will measure progress against the ILP and that they will agree future learning needs and goals to enable further progress to be made.

IN THE COMMON INSPECTION FRAMEWORK TEACHING AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH LEARNERS…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS LEARNERS……
2.11 apply effort to succeed with their work, work productively and make effective use of their time.	**2.11.1** understand the importance and benefit of their application to learning. **2.11.2** are given appropriate praise and encouragement by their teachers.
2.12 are stimulated and show interest in their work.	**2.12.1** have an ILP and a programme of work that reflect their own preferred learning styles and pace.

HOW TO ACHIEVE SUCCESS

Teacher training

All teachers of literacy, numeracy and ESOL should be suitably qualified to nationally recognised standards. They should have attended training in the use of the adult literacy, numeracy, ESOL and Pre-entry Level curricula as appropriate. In addition, they should all be familiar with the principles of the *Access for All* materials. Vocational teachers should be trained to be able to support learners who have low levels of literacy, numeracy or language skills and be able to meet prisoners' skills needs within vocational contexts. Teaching and learning observation documents should be reviewed to ensure that literacy, numeracy and ESOL support are embedded in all lesson plans, schemes of work and tutorial records. Regular staff training to support teaching and learning will help ensure that all teachers are confident with the new emphasis on achievement and quality resulting from the *Skills for Life* strategy.

Successful providers ensure that all prisoners complete a learning styles questionnaire at induction to establish their preferred style of learning. Detailed records of these are kept and taken into account when designing courses for individual learners. Teachers endeavour to adapt their teaching methods and materials to take into account the varied ways that learners learn, catering for those who learn better visually, by auditory means or learners who prefer to experience learning by doing – tactile or kinaesthetic learners. All teachers refer to the *Access for All* materials and resources for strategies to support the diverse needs of prisoners, including those with specific learning difficulties and/or disabilities. Use may also be made of *Reaching All*, an inclusive learning handbook for prisons and Young Offenders Institutions supporting people with learning difficulties and/or disabilities. This publication was the result of work by a multi-agency national working party. Many prisons that are achieving success in their literacy, numeracy and ESOL provision set aside additional one-to-one teaching and learning sessions to support prisoners who need additional help, for example, because of dyslexia. Such support is particularly well received by prisoners.

Individual learning plans, which should set clear and challenging short-term targets for skills development, must be informed by a detailed assessment of learners' needs. These assessments must be sensitively and methodically applied. Prisoners' prior knowledge and interests must be taken into consideration in the formulation of short-, medium- and long-term goals. In effective practice, the contents of the learning programme are negotiated with the learner and all the targets are clearly referenced to the national standards in literacy, numeracy and ESOL.

It is important that teachers encourage prisoners to take responsibility for their own learning, and to become analytical about how best they learn. They should be offered ample opportunities to apply their skills and knowledge in work and in real-life contexts. One prison encourages learners to evaluate their own performance either on diary sheets or through the wider key skill of 'Improving Own Learning and Performance'.

Teaching strategies

Teachers will need a keen awareness of the range of teaching strategies and pedagogy that promotes literacy, numeracy and language development. Careful planning and preparation will ensure the use of a variety of teaching modes and methods. These include, for example, whole-group activities, working in small groups, pairwork, independent work and role play, which is particularly useful for language learning. Teaching techniques include writing frames, cloze exercises and scaffolding techniques, all of which are effective in engaging learners and sustaining their interest. Teachers should employ open and closed questioning techniques to develop prisoners' analytical and critical thinking, and to allow learners of all abilities to contribute equally to group discussions. Extension work needs to be used to reinforce and consolidate learning, and to maintain the interest of those learners who learn quickly.

Planned lesson outcomes must be SMART – specific, manageable, achievable, realistic and timed. Effective teachers plan and organise activities according to the ability levels of prisoners and differentiate their written and oral questions according to prisoners' needs. All prisoners must be suitably challenged in daily sessions and should be encouraged to practise and apply the skills and concepts they have learned in context. Teachers should also use more direct teaching strategies to teach new terminology and concepts, introduce new skills and consolidate or extend previous work.

Individual sessions should link to prisoners' longer term objectives. Topics for discussions, including skills and knowledge development, must be based within the broader contexts of prisoners' needs and motivations. Teachers in one prison link basic and key skills to national vocational qualification (NVQ) programmes taught in the plastics workshop, physical education programmes, jobs courses and the Open College Network's social and life skills courses. This prison is developing more linked courses in relevant industries and in the catering sector.

Effective practice means that the curriculum offers greater flexibility and choice to motivate particularly challenging groups of learners, and to put their individual needs at the heart of the planning and teaching process.

Learning materials

All learning materials must take due consideration of the needs and interests of all prisoners, avoid stereotyping and promote cultural diversity and equality of opportunity. Materials should also offer some scope for differentiation and the opportunity for prisoners to acquire and develop their literacy, numeracy and language skills.

All materials that are used to promote literacy, numeracy and ESOL skills should be mapped to the new national standards. The *Skills for Life* learning materials, which have detailed guidance and notes for tutors, should be put to good use by teachers. The differentiated and extension activities have been particularly welcomed by those delivering literacy, numeracy and language programmes.

Formative assessment

Effective teachers carry out regular formative assessments of prisoners' progress against the goals in their ILPs. In addition to periodic progress reviews, the best prison education providers have daily sessional records of work which provide the basis for ongoing formative assessment. These provide prisoners with opportunities to reflect on their achievements in lessons and the anticipated outcomes. Evidence for key skills portfolios and Entry Level qualifications offer opportunities for groupwork, discussion, talks and constructive feedback. All sessions, including any accompanying materials, must take account of the national standards and the new curricula and prisoners' achievements should be recorded in a manner sufficiently robust to provide accountability for funding received.

In summary, the most effective adopts a holistic approach to literacy, numeracy and language development. Programmes need careful design and planning, with thorough consideration of teaching methods, assessment procedures, use of resources, learning contexts and settings.

The *Skills for Life* professional development programme for staff across all sectors is to be announced shortly by the Learning and Skills Council. The programme will provide core curricula and specialist training for all staff engaged in teaching adult literacy, numeracy and ESOL, including those who work with learners with learning difficulties and/or disabilities. Training at Level 3 for vocational specialists will also be provided. The programme leads staff to take relevant qualifications. Further information on the new qualifications framework for teachers of literacy, numeracy and ESOL can be found in *A guide to the Skills for Life Teaching Qualifications* framework available through www.dfes.gov.uk/read-writeplus.

WHAT IS SUCCESS?

Programme audits

In one prison, teachers carry out programme audits and task analysis for their vocational programmes of study in order identify the basic skills demands within them. Teachers then find opportunities to integrate literacy, numeracy and language support within their courses of study. In addition to this very effective use of vocational contexts, prisoners' interest is sustained by using topical events. New topics and ideas are introduced regularly, for example, current news stories, Comic Relief, the Read On campaign etc.

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Carl

Carl is an inmate at an open prison. He works on the prison farm. The prison is very keen that inmates gain national accreditation. At the moment Carl does not have any accreditation. One of his main aims is to get Open College Network Literacy at Level 1 and then move on to Level 2 exams. Carl says, 'I booked myself into a childcare course and I am doing meditation studies. I want to get as many qualifications as I can before I get out. I have done some literacy and this has helped with my spelling, you know, making proper sentences, where to put full stops and commas. I have done more things here than when I was out or in school. I have had the willpower to actually do things while I have been here. While you are here you have got the opportunities to do things. When I get out I still want to do my studies. I want to get back into work and I want to be able to write letters to get my little boy back. Being here in prison has given me the kick up the **** [backside] I really needed.'

Using technology

The best practice exploits technology as far as is permissible within the prison context. One prison uses specially designed multimedia materials to motivate and engage prisoners, especially those coming into computerised learning for the first time. The innovative packages include pictures, animations, games, music and videos that relate to real-life and work situations. These multimedia resources capture and maintain prisoners' interest, thereby providing them with plenty of opportunities to develop literacy, numeracy and language skills in a structured and meaningful way.

Extracts of effective practice from recent HMIP inspection reports

> *'The more effective classes were characterised by: clear sessional objectives for learners; a variety of methods that met a range of learning styles; tasks and activities with real-life contexts and purposes; all reinforcement opportunities for basic/key skills taken; and value added by tutors through sharing tips and experiences.'*

> *'Well-qualified teaching staff demonstrated knowledge, technical competence and up-to-date expertise at a level consistent with effective teaching for the courses being offered. They planned effectively with clear objectives, and used methods and styles of teaching that were consistent with the aims of their programmes and learners' objectives.'*

> *'All the trainees benefited from the sessions they attended and made at least some degree of progress. For most, the most pressing need was to improve their reading and writing and the teaching of literacy skills featured strongly in all the sessions seen.'*

> *'The quality of teaching was high, and was invariably supportive, sensitive and patient. Teachers were suitably qualified for the courses they taught, and were enthusiastic in their approach, often dealing with very challenging groups. Lessons were well prepared on relevant topics and followed well-chosen approaches to learning. The teaching was flexible in style and took due account of the wide range of ability in most sessions. The careful planning also took account of the inevitable lack of continuity of attendance between sessions and the changes within them. A distinguishing feature of all the teaching was how teachers used the foci of different sessions, whether Do It Yourself Handyman, Money Management, Preparation for Work or Information Technology, to address identified literacy and numeracy needs through the use of relevant Life Skills contexts leading to accredited and worthwhile qualifications.'*

'The teaching and sequencing of activities took account of the low concentration span of many learners, with activities and the pace of lessons well judged. All sessions were characterised by good relationships between teacher and learner and humour was often used on both sides. A particular strength of the teaching was that all trainees were treated as individuals, with respect and dignity, and many followed personally devised programmes that dealt with individual needs; for example, some benefited from additional help with their reading provided by voluntary outside helpers.'

'Individual learning plans for basic skills had been redesigned to allow targets to be cross-referenced to the national core curricula for literacy and numeracy. Teachers showed highly developed interpersonal and negotiating skills and made learning active and participatory.'

'Tutors demonstrated a high standard of interpersonal skills, and were particularly effective at drawing on their own and students' interests and experiences to make the learning relevant and purposeful. Student learning plans and records of work were well kept.'

'Much positive and constructive verbal feedback was given in class, but teachers also need to consider those learners whose learning styles require a record of how they did or hints and tips for improvement.'

THE QUALITY OF EDUCATION AND TRAINING

3. How are achievement and learning affected
   by resources?

3

3. HOW ARE ACHIEVEMENT AND LEARNING AFFECTED BY RESOURCES?

Effective practice which secures continuous improvement is evidenced by:

- the adequacy and suitability of staff; and

- the adequacy, suitability and use of specialist equipment, learning resources and accommodation.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS TEACHERS…
3.1 there are enough qualified and experienced teaching, training and support staff to match the demands of programmes and the range of learners.	**3.1.1** have undertaken or are undertaking the necessary national training in literacy, numeracy and ESOL.
	3.1.2 use a wide range of teaching methods, including ICT.
	3.1.3 are skilful in the management and planning of teaching to all types of groups, in different settings within the organisation.
	3.1.4 are skilled in recognising and using appropriate strategies with learners with learning difficulties and/or disabilities as outlined in *Access for All*.
3.2 the professional development of staff contributes to their effectiveness.	**3.2.1** whose subject specialism is not literacy, numeracy or ESOL have access to training that will help them to develop learners' skills.
	3.2.2 have access to regular professional development to help them improve learners' skills in literacy, numeracy and ESOL.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS TEACHERS…
3.3 specialist equipment and materials are used, including facilities which are relevant to the workplace and meet current industrial standards.	**3.3.1** use updated and revised resources that support the infrastructure set out in *Skills for Life*.
	3.3.2 use materials to promote equal opportunities.
	3.3.3 have access to ICT materials to support learners with specific learning needs.
	3.3.4 use materials that are appropriate to the workplace and prisons context.
	3.3.5 ensure that resources used reflect the needs and interests of learners, including those with specific learning difficulties and/or disabilities.
3.4 accommodation provides a suitable setting for good teaching, training and learning and support for learners.	**3.4.1** have access to suitable accommodation for the purpose of teaching and learning within the prison setting.
	3.4.2 use the most suitable accommodation for confidential interviews.
	3.4.3 have a flexible approach to the use of accommodation to maximise efficiency.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS TEACHERS…
3.5 learners have access to learning resources that are appropriate for effective independent study.	**3.5.1** encourage learners to continue their basic skills learning outside the education department and provide the necessary support materials.
	3.5.2 promote regular use of library and ICT facilities wherever possible to enhance and improve learners' skills.
	3.5.3 ensure that resources are of high quality, regularly updated and are appropriate to learners' needs and the aims of the programme.
	3.5.4 ensure that resources are stored and displayed so that all learners have access to them, within the constraints of prison security.
3.6 learners work in a safe and healthy environment.	**3.6.1** aim to provide an environment that is conducive to effective and meaningful learning within the particular prison context.
3.7 resources are used to best effect in promoting learning.	**3.7.1** use learning materials, resources and teaching styles designed to meet the individual needs of each learner and that are appropriate to the prison environment.
	3.7.2 aim to provide education in an appropriate venue and at a time that is convenient for and appropriate to learners, in collaboration with other prison departments.
	3.7.3 ensure that all materials used are appropriate to prisoners' needs.
	3.7.4 ensure that resources and materials positively promote diversity.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND LEARNING ARE JUDGED BY THE EXTENT TO WHICH…	**SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS TEACHERS…**
3.8 learning resources and accommodation allow all learners to participate fully.	3.8.1 ensure that accommodation and learning resources are available to learners with a specific need.
	3.8.2 identify specific learner needs and ensure that support staff, where these are available, can support the learner.

HOW TO ACHIEVE SUCCESS

Staff qualifications and training

The new qualifications framework and subject specifications for literacy, numeracy and ESOL teachers must form the basis of all future qualifications gained by specialist subject teachers involved in prison provision. All volunteers and support workers should undertake recognised initial training in supporting literacy, numeracy and ESOL development. These staff must be of high calibre, be skilfully deployed and well supervised to ensure that prisoners receive the help that they need. Vocational teachers should undertake literacy, numeracy and ESOL training courses wherever possible leading to national accreditation.

In effective provision, all literacy, numeracy and ESOL staff are well qualified to teach literacy, numeracy and language, but in addition, the majority of staff in education who work in IT, cookery, health and safety and social and life skills also hold specialist basic skills qualifications. New teachers and volunteer assistants must work towards achieving literacy, numeracy or ESOL qualifications and existing staff have access to continuous professional development to update their skills.

Training teachers to use good-quality learning materials is an integral part of the *Skills for Life* strategy to help providers offer high-quality learning programmes for adult learners. All good prison providers ensure that teachers avail themselves of these training programmes and use the materials, which have undergone rigorous quality assurance procedures and are referenced to the national standards and curricula for literacy, numeracy and ESOL.

There must be established procedures for staff training and development in the use of good-quality resources that will support effective practice in teaching and learning. Continuous professional development in this area will ensure that teachers understand how class, disability, gender, age, race and religion affect the development of skills in literacy, numeracy and ESOL. The *Access for All* training and guidance documents are proving particularly useful in ensuring

that all prison teachers, including those who work part time, are meeting the diverse needs of prisoners.

Vocationally linked materials will ensure that prisoners see the relevance of literacy, numeracy and ESOL to their programmes of study. Teachers must endeavour to place prisoners on an appropriate programme of learning that relates to the national standards and that meets each prisoner's needs. In a prison context, it may not always be possible to achieve an ideal match between a prisoner's aims and aspirations and the programme of learning, but as close a match as possible should be the aim. Teachers should be skilled in using the adult literacy, numeracy, ESOL curricula and *Access for All* as tools to customise resources to suit workplace contexts and settings.

ICT and e-learning

The *Skills for Life* strategy places a strong emphasis on the use of ICT to promote good-quality teaching and successful learning. Many effective prison providers ensure that computers are available in every classroom. Used proficiently and with careful planning, the computer and associated ICT resources are vital learning tools. ICT is a strong motivator and a most useful resource in promoting literacy, numeracy and language skills in the prison context. However, ICT must be seen as part of a whole learning programme, and planning the use of ICT as part of that programme must always begin with the learning objectives. Experienced teachers ensure that prisoners do not become distracted by the intricacies of particular software, but instead keep the learning objective and task in mind.

The learning environment

Effective providers do all they can to ensure that the learning environment in the prison has a positive influence on the teaching and learning that takes place. The classroom atmosphere is friendly and non-threatening to both staff and prisoners. Unacceptable behaviour must be challenged and teachers should maintain a friendly yet professional relationship with prisoners. Careful attention must be paid to health and safety issues to ensure that the physical environment does indeed enhance learning.

A full range of resources including books, CDs, videos and audio-tapes should be freely available to support prisoners' learning needs. Effective practice relies upon a well-stocked library, one that is regularly monitored and updated, with adequate study areas for prisoners wherever possible.

> **The Learning and Skills Council is in the process of updating its guidance,** *Adult Literacy, Numeracy and ESOL: A Guide to Learning and Skills Council Funding 2002/03*. **It is expected to be ready for publication in June 2003.**

WHAT IS SUCCESS?

Excellence in learning materials

One prison provider ensures that basic skills teachers meet once a term to review learning materials. All teachers are provided with a checklist to ensure that all learning materials promote equality of opportunity. Teachers agree that learning materials must be age appropriate and learner centred in their approach, with clear aims, objectives and learning outcomes. They should be of high quality, use 'real-life' contexts and offer learners the opportunity to acquire and develop basic skills. The materials are open to differentiation and accessible to prisoners with different levels of skills. Special attention is paid to issues of cultural diversity, including the appropriateness of language and visual images. Equally importantly, teachers are in agreement that all good learning materials must avoid stereotypes, be practical, relevant, up to date and adaptable. Teachers have all availed themselves of either the two-day Skills for Life materials training or the Supported Phase 2 one-day cascade event. These training days, which build on existing effective practice, have been particularly useful in providing exemplar materials to contribute to existing resources and materials development.

Accessible learning resources

One provider offers regular training in adapting authentic materials from the workplace. Materials are made more accessible by examining layout, vocabulary and checking for readability. Teachers aim for a readability level that will enable the majority of prisoners to understand the information given. Teachers use a checklist and follow clear guidelines that include:

- *keeping readability level down to 10*

- *keeping the sentence length short*

- *discarding unnecessary information*

- *using a clear, good-sized font*

- *avoiding having too much information on one page*

- *using graphics and illustrations wherever possible.*

Activities teach the skills and knowledge needed to simplify and adapt materials without loss of meaning. The effectiveness of highlighting important points is also stressed.

Bringing resources to the learner

In one prison, the teachers are adaptable, versatile and creative in planning and managing teaching and learning in the main education department, in the workshops, in the segregation unit and in the prison wings. Once teachers have identified learning needs or difficulties, extra support is offered wherever the learner may be sited in the prison. Appropriate accommodation is provided wherever possible within the prison. Teaching accommodation is not always available on all the wings, such as in the basic regime and the segregation unit, but teachers make effective use of available tables and chairs for short one-to-one teaching sessions with individual prisoners. Confidential interviews are sometimes impractical in the prison setting, but teachers aim to interview prisoners discreetly. Once out of earshot of other prisoners or staff, learners are quite happy to share concerns about their literacy, numeracy and language needs, including perceived barriers. Prisoners who express an interest in continuing their studies 'in cell' are encouraged to do so, and teachers endeavour to provide such prisoners with appropriate resources to suit their particular needs.

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Chris

*Chris is an inmate at an open prison. He recollects, 'Years before this place was a prison, it was a boys' borstal. Many of the boys came from the middle of Birmingham and they didn't know anything about animals. They would arrive here on the farm at 6.30 a.m. On this particular day, the boys were told to do the milking. They were told they **must** wash the cows thoroughly before milking and were given a bucket with disinfectant. When the prison officer came back he was very cross because the cows had not been washed. When he questioned the boys, they said they **had** washed the cows. They had washed the cows' faces!'*

Extracts of effective practice from recent HMIP inspection reports

'The teaching accommodation was clean and bright, with a good standard of decoration. The environment was stimulating with a range of notices, posters and displays, including those that celebrated students' achievements.'

'The attractive learning environment made an important contribution to the actual learning. Not only was the wall display attractive but also it was well used to celebrate students' achievements and provide an incentive for others. In several lessons, teachers used the work to make important teaching points. All teaching rooms were attractive places for learning.'

'The learning environment was light, bright and stimulating, and well respected by prisoners.'

'There was a good teacher—learner ratio: two experienced teachers worked with up to 12 learners providing appropriate support to complete the set assignments.'

'Those prisoners interested in education applied through the labour board; we were told the average waiting time to start on education was less than two weeks. As with employment, pay for education was linked to the incentives and earned privileges (IEP) scheme. Staff could award bonuses for outstanding achievement or performance.'

'Good use of ICT was made as a tool for learning, although some curriculum areas were disadvantaged by not having access, even by staff, to the type of up-to-date resources obtainable over the Internet.'

'Tutors used an extensive range of appropriate learning materials and equipment, including computers and cassette recorders.'

THE QUALITY OF EDUCATION AND TRAINING

4. How effective are the assessment and monitoring
   of learners' progress?

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4

4. HOW EFFECTIVE ARE THE ASSESSMENT AND MONITORING OF LEARNERS' PROGRESS?

Effective practice which secures continuous improvement is evidenced by:

- the suitability and rigour of assessment; and

- the uses of assessment in planning learning and monitoring learners' progress.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND PROGRESS ARE JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS LEARNERS…
4.1 forms of assessment and recording are suitable for the courses and programmes being followed.	**4.1.1** make progress in line with individual learning goals and national standards. **4.1.2** have access to a variety of assessment methods to measure progress.
4.2 assessment is fair, accurate and carried out regularly.	**4.2.1** are assessed regularly and monitored in relation to specific objectives set within their individual learning plans (ILPs). **4.2.2** have specific negotiated learning goals to be achieved within a relevant timescale.
4.3 initial assessment provides an accurate basis on which to plan an appropriate programme of work.	**4.3.1** are initially assessed using appropriate material to determine their skill levels. **4.3.2** identify their prior experience, knowledge and aspirations. **4.3.3** have their existing skills taken into account in their ILPs.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND PROGRESS ARE JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS LEARNERS…
4.4 assessment is used to monitor progress and inform individual learners about how they are performing and how they might develop further.	**4.4.1** experience regular assessment to underpin the learning process.
	4.4.2 are encouraged to participate in their own assessment process and in the review of individual learning goals.
	4.4.3 are encouraged to monitor their progress through involvement in interim assessments.
	4.4.4 receive regular, sensitive feedback.
	4.4.5 have their progress recorded and are given clear and constructive feedback to enable them to take responsibility for further learning.
4.5 achievements towards learning goals and qualifications are recorded and accredited.	**4.5.1** collect evidence of their progress.
	4.5.2 collect and collate a relevant range of evidence of achievement.
	4.5.3 help to keep effective records outlining specific learning gains, including those in vocational skills, where appropriate.
4.6 assessment information, including the analysis of the performance of different groups of learners, is used to guide course and programme development.	**4.6.1** have the outcomes from assessment used to inform, plan and design relevant learning activities that enable them to work towards national qualifications at an appropriate level.

IN THE COMMON INSPECTION FRAMEWORK ACHIEVEMENT AND PROGRESS ARE JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS LEARNERS…
4.7 assessment, verification and moderation procedures follow regulatory body requirements.	**4.7.1** are kept fully informed of the requirements and regulations of the qualifications, whether in-house or national, that they are working towards.
	4.7.2 produce relevant evidence or attend test sessions where prison security allows.
4.8 those with legitimate interest, such as employers or parents, are clearly and regularly informed about learners' progress.	**4.8.1** have their progress reported to the relevant forums, such as sentence-planning, lifer review boards, and resettlement review boards as appropriate to prison requirements.

HOW TO ACHIEVE SUCCESS

Initial screening and assessment

There must be systematic procedures for assessments and monitoring of learning support. Effective practice not only makes a distinction between screening, and initial and diagnostic assessments, but also plans each one as a separate stage in the assessment process. While screening will discover whether a prisoner has potential literacy, numeracy and language needs, the initial assessment will establish the prisoner's level in relation to the national standards. Diagnostic assessment must be preceded by an interview, which will throw up issues such as lack of confidence and attitudes to reading and number skills. Potential barriers, as well as prisoners' preferred learning styles, could well be established at this stage. In addition, the diagnostic assessment will identify a prisoner's strengths and specific difficulties. Diagnostic assessment must be individual, specific and referenced to the curriculum. Close and careful consideration must be give to the principles underlying the application of assessments, and assessment tools must have undergone trials for validity, reliability and fairness.

The information from the diagnostic assessment and interview and the assessment of a prisoner's performance will inform the goals contained in that learner's individual learning plan. This should have clear and challenging short-term targets for skills and knowledge development. Effective diagnostic assessments enable properly targeted teaching to take place. Good teachers will use the outcome of the process effectively. In the best practice, teachers ensure that prisoners' prior skills, knowledge and interests inform this planning process.

Interview techniques

It is effective practice to use a checklist of questions to ask prisoners at the initial and diagnostic interview stages. However, this stage of the procedure must be handled sensitively, and careful consideration must be given to questioning techniques, as prisoners are more likely to be sensitive to probing by teachers. As one prison teacher puts it, 'Remember, a lot of them have been questioned to death.' They certainly do not need another inquisition, however well-meaning teachers may be.

Vocational and literacy, numeracy and ESOL assessment

Besides these nationally managed procedures, some prison providers have found it effective to employ their own vocationally linked assessments for prisoners. These tests determine whether prisoners have the literacy, numeracy and language skills necessary for the specific demands of a course of study, rather than simply assessing their general levels of literacy and numeracy. This combination of specialist subject knowledge, together with basic screening techniques, has succeeded in encouraging vocational teachers to consider the relevance of literacy, numeracy and language to the subjects they teach.

Progress reviews

Regular reviews of prisoners' progress must be integral to the formative assessment process. Formative assessment processes are used by effective providers not only to evaluate prisoners' progress and set new targets, but also to evaluate teaching and gather evidence of achievement. This process must take account of the 'distance travelled' by prisoners. Periodic reviews should inform decisions concerning further diagnostic assessments and future learning targets. Formal and informal methods of formative assessments are useful, but whatever method is used, assessment should always be made explicit to the prisoner. Assessments must be appropriately recorded and feedback must be given in a positive manner, and used to revise the prisoner's learning programme.

The recording of individual achievement is one key dimension of the *Skills for Life* teaching and learning infrastructure. Not only should teachers ensure that prisoners' progress is measured, but all prisoners should be encouraged to gain nationally recognised accreditation. Programmes of learning for prisoners should promote opportunities to work towards national qualifications and should be supported by the regime for key performance target purposes. In some prisons, non-accredited programmes are available and prisoners are encouraged to participate in them to improve their skills levels, aid the resettlement process and build their confidence in preparation for assessment leading to national qualifications.

One prison establishment offers prisoners the opportunity to gain Entry Level qualifications in literacy and numeracy. Prisoners at Levels 1 and 2 collect evidence towards their key skills portfolios and sit the national tests in literacy and numeracy. Those on long-term stay have the

opportunity to secure a full key skill in communication on application of number whilst others secure national certificates in literacy and numeracy.

The summative or end-of-phase accreditation process is particularly useful in validating the personal achievement of prisoners. Accreditation helps meet the Government target of helping 750,000 adults improve their literacy and numeracy skills by 2004. More importantly, the recognition of external accreditation by employers is an added bonus for this client group, who need all the help they can get on release.

The progress of all prisoners should be reported to sentence-planning staff, lifer review boards, home leave boards and probation and wing staff, as appropriate.

Successful providers continually monitor the quality and rigour of the internal moderation process, which should be in line with the policy of the provider. Internal verification processes must also ensure consistency and maintain standards. Prisoners' portfolios should be verified by well-trained and qualified internal verifiers, who meet regularly to review and monitor the effectiveness of the procedure.

All assessors must have specialist literacy, numeracy or ESOL qualifications and be well trained to assess prisoners' work against set criteria. All teachers must attend regular training on how to interpret prisoners' performance on assessment tasks. Ongoing support must be provided to all new teachers, including constructive comments and suggestions for improvements. Moderators' reports should show clear evidence of consistency in standards across all provision. A copy of the moderator's report must be sent to the senior manager responsible for the provision to ensure that the action points are carried out. Moderation and verification procedures must be used to promote consistency in standards.

> **There are moves to make tests available on demand and on-screen to improve access and provide a more motivating and rewarding experience for learners. A CD of practice on-screen tests, including the mini-tests that give a preliminary indication of which level to try, will soon be available via the Read Write Plus website, as well as being distributed with the test toolkit. This will include the review feedback for each test item.**

WHAT IS SUCCESS?

Lucinda

Lucinda is an inmate at a closed women's prison. Lucinda says, 'I am 19 years old. Since I have been in this prison, as well as the childcare, I have been to English classes. I have done a bit of writing and some spelling. I can't remember what the writing was about. When I bathed the baby I made sure his back was not falling. I probably could have dried him a bit more.'

Teacher reviews

The provider for one prison holds monthly teacher meetings to review assessment procedures, examine prisoners' tasks and agree on levels. The literacy, numeracy and ESOL curricula are proving particularly useful as standardisation tools. Managers are closely monitoring the assessment procedures to ensure that effective practice is shared on the theory of assessment design and that underlying principles are being put into practice.

Work logs

One prison provider uses a daily log of work, which serves as a tool for formative assessment of prisoners' progress. Prisoners are actively involved in discussing learning gains and challenges in daily sessions and they record these in their daily logs. All teachers are offered training in understanding the difference between constructive feedback and criticism. Teachers are given comprehensive guidelines and checklists to support the process. They are encouraged always to start with the positives and to make their meaning clear to prisoners. The collaborative nature of the process is constantly stressed and prisoners are encouraged to identify choices that promote personal growth and development.

Extracts of effective practice from recent HMIP inspection reports

> *'Both the general education course, which offered a range of basic skills accreditations, and the oral communication course accredited by the English Speaking Board, were intended to help prisoners develop sufficient skills to participate in the Adapted SOTP [for sex offenders].'*

> *'While much positive and constructive verbal feedback was given in class, there was an effective system for ensuring that detailed information on progress was recorded and fed into the review process, both within the department and for sentence-planning and parole reports. This also provided learners with tangible evidence of the milestones they had achieved.'*

> *'Tutors kept detailed records of learners' progress, so that this information could be forwarded to the learner when he left the prison. Learners who had already been identified as dyslexic received highly appropriate basic skills training and most made good progress.'*

> *'Teachers kept careful and up-to-date records of daily work and progress, focused on the individual action plans that each learner had. Given the high turnover at the prison, these records proved invaluable, particularly as some (about a quarter of those attending the classes visited) return and are able to begin on appropriate work promptly. The record-keeping across the department was outstandingly good. Written work was carefully and frequently assessed and supportive and realistic comments made. Oral feedback on progress was also effective, distinguishing between achievement and attainment.'*

THE QUALITY OF EDUCATION AND TRAINING

5. How well do the programmes and courses meet the needs and interests of learners?

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5

5. HOW WELL DO THE PROGRAMMES AND COURSES MEET THE NEEDS AND INTERESTS OF LEARNERS?

Effective practice which secures continuous improvement is evidenced by:

- the extent to which courses or programmes match learners' aspirations and potential, building on prior attainment and experience; and

- how far programmes or the curriculum meet external requirements and are responsive to local circumstances.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEARNERS' NEEDS ARE MET IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
5.1 learners have access to an appropriate range of courses or programmes and, where appropriate, achieve suitable qualifications.	**5.1.1** learners' resettlement needs, interests, experiences, aims, ambitions and aspirations, together with cultural and social diversity, inform the planning of courses and programmes.
	5.1.2 courses and programmes are mapped to the national standards and core curricula for literacy, numeracy and ESOL.
	5.1.3 courses and programmes focus on the development of relevant skills, knowledge and understanding as identified through sentence-planning.
	5.1.4 courses and programmes are interesting, meaningful, motivational, relevant and flexible, and are set within an appropriate context.
	5.1.5 courses and programmes have carefully designed schemes of work with clear aims and assessment procedures.
	5.1.6 courses and programmes are amended to reflect the outcomes of regular reviews and evaluations.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEARNERS' NEEDS ARE MET IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
5.1	**5.1.7** learners have the opportunity to learn and develop literacy and numeracy skills as an integral part of academic, recreational and vocational programmes.
	5.1.8 courses and programmes are informed by a careful analysis of the literacy, numeracy and language skills of learners, and what is required for them to reach their learning goal.
5.2 the curriculum or an individual programme of work is planned and managed effectively to provide coherence and progression.	**5.2.1** all courses and programmes are developed within the framework of the national standards and curricula for literacy, numeracy and ESOL.
	5.2.2 the planning of courses and programmes takes into account the skills learners need to progress to more advanced programmes, and employment and resettlement programmes.
5.3 the curriculum or programmes of work are socially inclusive, ensuring equality of access and opportunities for learners.	**5.3.1** learners have the opportunity to study for national qualifications in literacy, numeracy and ESOL wherever they are located in the prison.
	5.3.2 learners of literacy, numeracy and ESOL are given the entitlement to learning that mirrors their experience and aspirations.
	5.3.3 the content of courses and programmes is carefully considered to reflect the diverse past experience of learners and their varied resettlement needs.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEARNERS' NEEDS ARE MET IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
5.3	**5.3.4** learning activities incorporate materials that reflect the cultural and social diversity of the learners.
5.4 learners have the opportunity to broaden their experience and enhance their personal development through a suitable variety of enrichment activities.	**5.4.1** opportunities are available to broaden the learning experience in line with the prison regime. **5.4.2** where the prison regime allows, enrichment activities are offered and these do not require high levels of literacy, numeracy and language skills.
5.5 programmes of work take account of community and employer needs.	**5.5.1** a careful analysis of the literacy, numeracy and language skills needed to function within the prison environment, and for resettlement, informs the planning of courses and programmes.
5.6 legal requirements in relation to religious education and collective worship are fulfilled where they apply.	**5.6.1** learners' religious backgrounds are fully taken into account in teaching methods, resources and materials.
5.7 multi-site provision and resources are effectively integrated to give a coherent programme of learning.	**5.7.1** individual learning activities, opportunities and goals benefit from as wide a range of learning contexts and settings as possible within the prison regime.

HOW TO ACHIEVE SUCCESS

Use of the national standards

The national standards for literacy, numeracy and ESOL must form the basis of all literacy, numeracy and ESOL programmes for prisoners. The context-free nature of the curricula means that programme design, teaching and management must always be informed by the wider contexts of learners' needs, interests and motivations. Prisoners in particular will learn better if they see the relevance and benefits of improved literacy, numeracy and language in their daily lives.

All courses or programmes should include carefully designed schemes of work and lesson plans that make clear and explicit reference to the levels, skills, knowledge and understanding in the national standards and curricula. For example, ESOL lessons must address learner needs across the four skills of speaking, listening, reading and writing, using the guidance in the ESOL curriculum. Aims, objectives, context, teaching and learning methods, resources to be used and assessment procedures should all be well documented. Schemes of work for vocational courses must identify the basic and key skills elements of the course of study and include arrangements for monitoring and reviewing the quality of the course in terms of literacy, numeracy and language learning.

Equality and diversity

It is crucial that the prisoners' individual circumstances, in terms of their resettlement needs, interests, experiences and aspirations, are used to inform the planning of courses and programmes. Teachers must promote equality of opportunity by paying due consideration to issues of cultural and social diversity in their planning and delivery process. Courses and programmes should be amended according to the outcomes of regular reviews and evaluations that take into account teacher and prisoner perceptions.

Materials used to develop prisoners' literacy, numeracy and language skills must reflect effective practice in teaching and learning as promoted in the *Skills for Life* strategy. They must be of high quality and interactive. Good learning materials will show an understanding of gender differences and respect for cultural and ethnic differences.

Appropriate arrangements must be in place for all prisoners to practise their faith if they so wish. The prison structure should support prisoners' religious practices by offering facilities such as a multi-faith prayer room.

Progression

Courses or programmes should focus on the development of relevant skills, knowledge and understanding as identified through, for example, sentence-planning. All prisoners should be encouraged to gain nationally accredited qualifications, which will build their confidence and stand them in good stead on release.

Vocational and academic teachers should work closely with specialist literacy, numeracy and ESOL staff to explore ways of adapting teaching methods and resources to support the development of both basic and key skills. Differentiated activities must be planned to meet the needs of learners with varied abilities, backgrounds and interests. Learning materials must reflect the variety of contexts in which prisoners use literacy, numeracy and language skills. In this way, prisoners will receive the opportunities they need to develop these skills as an integral part of academic, recreational and vocational courses. A wide range of delivery modes will ensure that the needs of the majority of prisoners are met.

Individual learning activities, opportunities and goals should be set in as wide a range of learning contexts and settings as possible within the regime. This might include, for example, outreach provision and teacher-supported library visits. The planning of courses and individual learning programmes should also take into account the skills prisoners need to progress to more advanced courses of study or employment and resettlement programmes.

Education staff, prison personnel and external agencies should offer prisoners structured and informal advice about potential progression routes to other education, training or employment opportunities. Resettlement issues, such as housing, substance abuse and education and training, are addressed from the beginning of a prisoner's sentence. In the best practice, staff introduce prisoners to relevant provision in their home area on release. While prisoners are in custody, they may be released on temporary licence to pursue training, work or educational opportunities. During this time, they are supported and encouraged by prison and education staff, as well as by the host agency.

Programme planning should take into account work that prisoners can undertake while serving their sentences, as well as on their return to the community. Ideally, prisoners should have a clear educational progression route from custody to release.

Success in Adult Literacy, Numeracy and ESOL Provision **is published by the DfES on behalf of OFSTED and the ALI. The ALI and OFSTED guides aim to help inspectors and staff in colleges to evaluate standards and the quality of post-16 provision. The DfES guide identifies the seven key questions set out in the Common Inspection Framework and details what is expected of learning organisations where programmes of literacy, numeracy and ESOL are provided. The guides help learning institutions to:**

- **carry out an analysis of their organisation's strengths, weaknesses and opportunities**

- **devise an action plan.**

WHAT IS SUCCESS?

Enrichment activities

One prison provider offers enrichment activities in the form of social and life skills courses, which explore scenarios that are familiar, accessible and engaging to most prisoners. Enrichment is broadened by having some activities that are outside the prisoners' current experience – poetry and reading activities are popular, for example. Cross-prison events are offered regularly. These value the varied cultural backgrounds and interests of prisoners, and recent events have included:

- *Black History week*

- *Employers' Forum, where prisoners meet prospective employers*

- *Participation in national achievement awards, for example, the Koestler Creative Awards*

- *Adult Learners' Week*

- *A local Adult Learners' Award*

- *Health promotion day.*

Meeting religious needs

In one prison, education staff are aware of the religious needs of inmates and value these needs. Those who wish to pray during the working day are allowed to attend services in the chapel. A room in the education department has been set aside for private prayer during Diwali and Ramadan. A poster was designed by a desktop publishing group for display in the chapel using designs created by inmates in the art class.

Visits

In one prison, a teacher arranged individual visits to a farm, a catering establishment (where one inmate gained a Health and Hygiene certificate) and a construction project to support inmates with basic skills needs. All three inmates involved in the visits are undertaking work-based accreditation. Some inmates found reading manuals and health and safety notices difficult , so a programme to support them was put in place.

Counselling

Prisoners in one prison get the opportunity not only to seek counselling from The Samaritans if they need it, but also to train as Listeners themselves. Interested inmates undergo a six-month training course in listening and befriending skills. They gain a certificate at the end and become part of The Samaritans group. Other prisoners in need can be put in touch with helpers by asking any member of staff; for example, the health care team, the Chaplaincy, probation staff, visitors or staff from any other department of the prison. The Samaritans also offers support, care and guidance to friends and families of inmates who are finding it hard to cope.

Preparing for release

One prison contractor offers a 'Focus Course' aimed at prisoners who are due for release or resettlement. The programme is a hybrid of directed training sessions, workshops and career guidance. Activities include sessions on the skills needed to prepare a professional CV and to write a letter of application. Learners are also taught interview skills, telephone skills and they take part in activities to promote soft skills such as a morale-boosting course called 'the Feel Good Factor'. Advice is also given on how and when to disclose convictions under the Rehabilitation of Offenders Act 1974. The education department arranges careers interviews with an advisor from the local Careers Service, who visits the prison each month.

Naseb

Naseb is at an open prison. He says, 'I am a prisoner but I also teach. Since being in prison, I have done the [City and Guilds] 9282 qualification. I teach English at Entry Level 1. I teach four hours a day. I work one-to-one. First, inmates are assessed using a written test. I negotiate a plan of work with them. I set targets for three months and for six months. I design a learning programme around what will be of benefit to them. I put in anything they need, even everyday needs. Sometimes it's banking or job interviews or filling in forms or writing letters.'

Does Naseb take part in assessment? 'No, I don't assess inmates. But the targets I set have to reach the national targets. I like helping people. I helped in art and computing before. Sometimes, its difficult teaching someone who is a prisoner, the same as you. I am teaching in [the local] college. I have to go there today. I go on my own to [the] college. I am doing Level 1 and Level 2 maths. I have also just completed an alcohol-counselling course.'

Extracts of effective practice from recent HMIP inspection reports

'In the vocational training workshop, and in some workplaces, the department was developing the mapping and accreditation of naturally occurring evidence for key skills. This was in addition to the discrete key skills sessions offered in Education.'

'A recent initiative had been to support with basic skills sessions a Reasoning and Rehabilitation course for prisoners with learning difficulties.'

'Education provision was well integrated within the prison. The prison had been running a 'multi-skills course' which enabled up to 36 prisoners at a time to work towards a City and Guilds qualification in plastering, plumbing and woodwork. The education department provided the integrated English and maths coursework, which was delivered in a well-appointed classroom in the industries building. This course was run as a rolling programme, and prisoners who had signed up to it were held at [the prison] to enable them to complete it.'

'Key skills had been very successfully integrated throughout the education programme. The way in which art, woodwork and cookery had been used to accredit these skills, as well as having their own accreditation, was impressive.'

'All but one curriculum area had at least one teacher trained to support basic skills within their work, for example, in PE courses, or mapping the drama elements of the 'Taking Control' course for young offenders to communications key skills. There was also a rolling programme for identifying and supporting the basic skills needs of prisoners on work parties. Prison staff had been included in basic skills training.'

'Effective practice was developing in other areas such as the support for key skills accreditation for trainees in the construction workshops and the search for an appropriate course to prepare prisoners for self-employment.'

'Part-time work was available to enable prisoners to attend education classes.'

'Tutors were both versatile and flexible in responding to the range of learners and to the demands of the roll-on, roll-off provision necessary when population turnover is high and average length of stay a matter of weeks.'

'About 54 per cent of the prisoners who completed a basic skills diagnostic test on entry to the prison were found to have basic skills needs. These were addressed through courses such as Independent Living Skills and Key Skills. Roughly three-fifths of the education provision was directly aimed at the improvement of prisoners' basic skills. Literacy and numeracy classes were included in evening class and part-time provision. Often, basic skills were taught through a subject such as cookery, art or needlework. This encouraged participation from learners who would lack the confidence to attend a class labelled mathematics or English.'

THE QUALITY OF EDUCATION AND TRAINING

6. How well are learners guided and supported?

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6

6. HOW WELL ARE LEARNERS GUIDED AND SUPPORTED?

Effective practice which secures continuous improvement is evidenced by:

- the quality and accessibility of information, advice and guidance to learners in relation to courses and programmes and career progression;

- the diagnosis of, and provision for, individual learning needs; and

- the access learners have to relevant, effective support on personal issues.

IN THE COMMON INSPECTION FRAMEWORK THE QUALITY OF I.A.G. IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
6.1 support arrangements are planned and managed coherently.	**6.1.1** learners have access to specialist support services in a place and at a suitable time within the constraints of a prison setting.
	6.1.2 staff providing specialist support services are appropriately trained, qualified and sensitive to the specific requirements of learners with literacy, numeracy and ESOL needs.
	6.1.3 support is available in literacy, numeracy and ESOL for learners whose primary learning goal goes beyond discrete basic skills development, such as those undertaking NVQs in prison training workshops.
	6.1.4 the roles and responsibilities of all staff who support learners are clearly defined within the management structure.
	6.1.5 there is effective liaison between support teachers, staff responsible for primary learning goals and staff who undertake sentence-planning, including checks and feedback on basic skills gains.

IN THE COMMON INSPECTION FRAMEWORK THE QUALITY OF I.A.G. IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
6.1	**6.1.6** staff co-ordinating, managing and supporting the learning process, some of whom may be prison staff, understand the difference between advice, guidance and counselling and implement each appropriately.
6.2 impartial guidance enables learners to choose the course or programme which is right for them.	**6.2.1** learners receive early and relevant responses to their enquiries and are interviewed as soon as possible, within the constraints of the prison regime.
	6.2.2 learners are able to have a discreet, individual interview to discuss their learning needs, expectations, aims, ambitions and aspirations, although this may be in a classroom setting.
	6.2.3 learners receive the help they need to undertake an appropriate programme.
	6.2.4 learners receive advice and guidance that is objective, impartial, accurate, relevant and timely.
6.3 careers education and guidance are effective in guiding learners towards opportunities available to them when they have completed their studies or training.	**6.3.1** staff help learners to identify and pursue progression routes, particularly in preparation for resettlement.
	6.3.2 arrangements are made for learners to attend interviews either on release or as part of release on temporary licence arrangements.

IN THE COMMON INSPECTION FRAMEWORK THE QUALITY OF I.A.G. IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
6.4 procedures are in place for recognising poor punctuality, non-attendance and poor performance early and for taking appropriate action.	**6.4.1** staff discuss any problems relating to commitment, participation or skill development with learners at appropriate opportunities. **6.4.2** staff are sensitive to learners' needs, and respond quickly and effectively to issues that arise.
6.5 induction programmes enable learners to settle into their programmes quickly, to understand their rights and responsibilities and the demands of the course or programme.	**6.5.1** learners have access at induction to the literacy, numeracy and ESOL programmes that are available to help them improve their skill levels. **6.5.2** learners understand the requirements of their learning programmes, and the commitment needed to succeed.
6.6 individual learning needs are accurately diagnosed and learners receive effective additional support throughout their studies or training.	**6.6.1** initial screening and diagnostic assessment procedures provide an accurate assessment of learners' needs and inform individual learning plans (ILPs). **6.6.2** learners receive the specialist support they need, within the constraints of a prison setting, to facilitate progress.
6.7 learners have effective personal support to help them complete their course or programme, including access to specialist support services.	**6.7.1** each learner has tutorial support from staff who understand their role and responsibilities. **6.7.2** staff who provide support possess appropriate qualifications and expertise in literacy, numeracy and ESOL and have access to continuous professional development.

IN THE COMMON INSPECTION FRAMEWORK THE QUALITY OF I.A.G. IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
6.8 guidance and support are sensitive to equality of opportunity.	**6.8.1** learners are made to feel welcome, and are valued by staff and treated with respect. **6.8.2** learners are supported in a sensitive and professional manner and fully appraised of their learning entitlement.
6.9 partnerships with other providers and relevant agencies involved in advice and guidance are effective.	**6.9.1** support mechanisms are in place to enable learners to obtain advice to tackle potential barriers to learning, within the constraints of a prison setting.

HOW TO ACHIEVE SUCCESS

Information, advice and guidance

There must be well-established procedures in place to advise, guide and support prisoners with literacy, numeracy and ESOL needs. Rigour must be applied to entry, advice and induction arrangements to enable prisoners to access suitable programmes of study within the prison establishment. Advice offered to prisoners must be given with the utmost sensitivity and care, as these learners are likely to feel the stigma of their particular circumstances, in addition to that associated with literacy, numeracy and ESOL needs. At induction, prisoners must be given clearly stated entitlements, including a detailed description of the range of support that is available to them.

Prisoners must also be given appropriate advice and guidance to prepare them for release. Information on progression opportunities and advice on appropriate courses should be made available to prisoners. Prisoners should be given the opportunity to reflect on their learning and discuss possible progression routes. Aspirations and personal circumstances should be examined sensitively. Opportunities that can be explored include voluntary work, further education and self- or other employment. Arrangements must be made for prisoners to attend interviews on release, as part of the release on temporary licence procedures. This should be recorded in the Resettlement File.

Assessment and induction

The processes of screening and initial and diagnostic assessment must be effective and thorough. The interview stage is particularly important in offering prisoners the opportunity to highlight their perceived needs and concerns so that the necessary support can be put in place.

Attitudes to reading, writing and number skills, including previous learning experiences, will be established at this stage. Specific barriers faced by prisoners whose first language is not English are usually highlighted in the interview. Extra value needs to be placed on prisoners' perceptions of their strengths, as building on learners' strengths is easily the most effective key to skills and knowledge development. Teachers must also spend time exploring prisoners' goals, aspirations and ambitions, giving accurate, impartial advice as appropriate. This can only happen if teachers themselves are clear about the range of support services available and properly understand prisoners' entitlement to them. Teachers must also be aware of partnership links with other agencies. Prisoners must feel valued throughout the assessment process.

All prisoners should take part in an induction programme on arrival in prison. This may include input from staff from various departments in the prison, such as health care staff, drugs workers, the Chaplaincy, staff in vocational workshops and teaching and support staff. Information is given to prisoners about the opportunities that exist for them to improve their skills while they are serving their sentences.

Specialist services

While it is acknowledged that access to a wide range of specialist services in a place and at a time appropriate to prisoners' individual needs may sometimes be restricted by the constraints of the regime, best practice should strive to ensure that all prisoners have access to specialist support services. These would include, for example, CARATS (that is, Counselling, Assessment, Referral, Advice, Throughcare, Service), the National Association for the Care and Resettlement of Offenders (NACRO), the Careers Service, the Chaplaincy and The Samaritans.

Entitlement

All prisoners must be made aware of their entitlement to high-quality literacy, numeracy and language support that is suited to their particular needs. Following screening initial and diagnostic assessments, any prisoner identified as needing support must be offered an individually planned programme of learning which offers them the possibility of progress. The ILP, with clearly defined targets for skills development, is a key dimension of any planned programme of learning. The adult literacy, numeracy and ESOL curricula will enable teachers to reference targets effectively, adding rigour to the review process.

Feedback

Prisoners must be offered regular, prompt and constructive feedback, which will contribute to the recording of achievements. In reviewing ILPs with learners, sensitive, relevant feedback and encouragement is needed to enable prisoners to improve and extend their skills. Teachers must aim to raise prisoners' self-esteem and confidence in preparation for release.

Staff training

The use of skilful and well-trained support staff is particularly effective for prisoners with very poor literacy, numeracy and language skills, who may benefit from one-to-one support. Raising awareness of teaching and learning styles must be supported through staff development for teachers in the prisons. Teachers must be aware of the implications of the range of learning styles for curriculum planning and delivery. Models used must be simple and meaningful to all staff and prisoners alike, and should match the skills, expertise and knowledge of those using them.

Learning styles

All staff need to be trained to 'translate' the messages that prisoners give them about their learning, as learners are unlikely to be able to define their learning styles from the outset. Teachers must recognise that their preferred style of teaching may not match a prisoner's preferred style of learning, and they must be prepared to offer a variety of teaching styles so that no individual prisoner is significantly disadvantaged. There is a balance to be achieved, however, and teachers must appreciate that, while learners may have preferred learning styles, they will need to obtain information using a variety of styles in order to prepare for lifelong learning. The *Skills for Life* learning materials and the *Access for All* training both offer useful ideas for helping teachers understand the different learning styles by interpreting the comments made by different types of learner. The Basic Skills Quality Initiative (BSQI)* materials also offer suggestions on support elements that promote basic skills for learners who learn visually, by auditory means or through 'doing' – tactile or kinaesthetic learners.

Vocational and literacy, numeracy and language

In offering support, teachers in literacy, numeracy and language need to work creatively and collaboratively with vocational specialists to ensure that the literacy, numeracy and language needs of learners on occupational programmes of study are met. This will increase literacy, numeracy and ESOL teachers' knowledge of vocational courses, giving them increased confidence and credibility.

Multiple gains occur for all staff and learners when vocational staff work in partnership with basic or key skills specialist staff to plan courses and assignments.

The DfES has produced two resource packs for learners with specific needs. *Basic Skills for Adults with Learning Difficulties or Disabilities* is on CD, and it aims to support staff development in this area. *Working with Refugees and Asylum Seekers: Support materials for ESOL providers* provides information and training materials for all organisations and teachers offering ESOL provision to refugees and asylum seekers in the post-compulsory education sector. A downloadable pdf version is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/teachingandlearning).

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* BSQI was replaced in spring 2003 by the Skills for Life Quality Initiative. All BSQI materials will gradually be replaced and updated.

WHAT IS SUCCESS?

Additional support

One prison offers extra support to learners with specific difficulties such as dyslexia, and all teachers who support these learners are well qualified and receive relevant specialist training in offering guidance to prisoners with differing needs. Some teachers have gained qualifications in counselling skills, and all personal teachers receive training to support prisoners' needs as part of the tutorial process. Every prisoner accessing education must have a named personal teacher responsible for ensuring that they have access to appropriate advice and support to enable them to complete their programme of study.

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Lorraine

Lorraine, who is at a women's closed prison, is making chilli con carne in the cookery class. After some initial reluctance, she called us back to take this picture. Lorraine says, 'Since I have come to this class I have learned how to weigh and cook. I have also been to a computer class and I have done some art. Since I have been in here I have done a detox 1. I'd like to educate myself. It's like I was on drugs outside, but while I have been in here I can use the computer so when I go outside I can find work. I will be able to write on my application form that I can use a computer!'

Careers education and guidance

One Young Offenders Institute has produced careers guidelines and support in the form of a staff resource pack. This has ensured that all personal teachers are equipped with useful sources of information, advice and guidance to assist them in meeting a prisoner's needs in ways that most benefit the individual. The prison has a clear policy for life skills and careers education and guidance. A named senior manager is responsible for guidance and support within the prison establishment. The policy states that inmates can only realise their full potential when they are empowered to make their own personal and career decisions based on an understanding of themselves, their skills and their aptitudes. A planned programme of careers education and guidance and social and life skills, including access to relevant, up-to-date careers information, with measurable targets to track individual progression, is offered to all inmates. Strong and collaborative links are maintained with other agencies such as Connexions and the local Careers Service. Annual reviews and an evaluation of the programme are carried out. Action points arising from these evaluation processes are set to ensure continuous improvement.

Joint session planning

In one prison, basic and key skills teachers are increasingly involved in supporting vocational staff in planning assignments that will highlight the basic and key skills elements of vocational programmes. This clearly helps teachers to draw out the underpinning skills they need to teach, and prisoners learn the transferable skills and knowledge they need. This has meant an effective professional development process for vocational teachers, who are now finding the adult literacy, numeracy and ESOL curricula and Access for All useful resources for supporting the process of teaching and learning. Teachers on vocational programmes have found the integrated activities particularly useful, and are increasingly responding to the prisoners' spelling, reading, grammar and number needs in context. All teachers have found that basic skills acquisition is more effective when integrated into prisoners' main programmes of study. Prisoners also see the relevance of literacy and numeracy to their own learning.

Extracts of effective practice from recent HMIP inspection reports

'Prisoners who scored below Level 1 on the BSA assessment received a letter with a priority offer of classes. They were also visited by a basic skills tutor on the wing or in the workplace to encourage them to attend education. [The department] was planning to move to a model where new receptions would be given a tour of the department using current students as guides and champions.'

'Some learning support was provided both by outside volunteers and through using appropriate prisoners as learning assistants.'

'In the education department, staff provided encouraging learning environments that were particularly good for learners with additional support needs.'

LEADERSHIP AND MANAGEMENT

7. How effective are leadership and management in raising achievement and supporting all learners?

7

7. HOW EFFECTIVE ARE LEADERSHIP AND MANAGEMENT IN RAISING ACHIEVEMENT AND SUPPORTING ALL LEARNERS?

Effective practice which secures continuous improvement is evidenced by:

- how well leaders and managers set a clear direction leading to high-quality education and training;

- how effectively, through quality assurance and self-assessment, performance is monitored and evaluated and how effectively steps are taken to secure improvement;

- how well equality of opportunity is promoted and discrimination tackled, so that all learners achieve their potential;

- where relevant, the extent to which governors or other supervisory boards meet their responsibilities; and

- how effectively and efficiently resources are deployed to achieve value for money.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
7.1 clear direction is given through strategic objectives, targets and values that are fully understood by staff, including subcontractors and work placement providers.	**7.1.1** leaders and managers are well informed and knowledgeable about *Skills for Life* and the new teaching and learning infrastructure.
	7.1.2 managers are aware of key performance targets which are set by the Prison Service for the achievement of learning outcomes.
	7.1.3 the institution promotes staff awareness of the needs of learners with low levels of skills through continuing professional development.
	7.1.4 managers set clear strategic goals for the development of provision through annual action-planning, and ensure that all staff at all levels understand these goals through regular staff and curriculum meetings.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
7.1	**7.1.5** the strategic plan for the prison takes account of learners' needs.
	7.1.6 literacy, numeracy and ESOL provision is effectively and coherently led and co-ordinated by a specific member of staff with overall responsibility for basic skills.
	7.1.7 a senior manager has overall responsibility and accountability for the provision.
	7.1.8 an audit of the provision is regularly carried out, and is used to inform the development plan.
7.2 demanding targets for retention, achievement, progression and employment are set and met.	**7.2.1** challenging and meaningful targets are set for recruitment, retention, achievement and progression in consultation with the prison governor.
	7.2.2 targets for retention and achievement are agreed with the governor, and the prison meets or exceeds them.
	7.2.3 a system of moderation or internal benchmarking is in place to facilitate continuous improvement.
7.3 the quality assurance arrangements are systematic and informed by the views of all interested parties.	**7.3.1** rigorous procedures for assessing and monitoring the quality of literacy, numeracy and ESOL provision are in place.
	7.3.2 the application of assessment and monitoring procedures is consistent across the prison.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
7.4 rigorous self-assessment leads to identified priorities and challenging targets for improvement.	**7.4.1** clear criteria are in line with the teaching and learning infrastructure and prison targets against which the quality of provision can be judged.
7.5 priorities are supported through responsible financial management.	**7.5.1** full advantage is taken of the funding available for literacy, numeracy and ESOL.
	7.5.2 funding is targeted efficiently and effectively and used in the best interests of the learners.
7.6 staff understand and are fully involved in the organisation's quality assurance arrangements.	**7.6.1** there is effective communication and common understanding among the staff of the evidence needed to demonstrate the effectiveness of the provision.
	7.6.2 all staff know, support and apply the organisation's quality assurance arrangements to literacy, numeracy and ESOL provision.
7.7 the information needs of managers and other staff are met and management information is used effectively to the benefit of learners.	**7.7.1** management information systems are appropriate to the constraints of the prison estate.
	7.7.2 management information systems provide staff with accurate and relevant information.
	7.7.3 staff use information on learners, learning and performance for monitoring learners' progress and planning and recognising achievement.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
7.8 performance management, staff appraisal and review are effective in improving the quality of provision.	**7.8.1** a system of performance indicators defines and measures improvements in provision through key performance targets and contract monitoring.
	7.8.2 there are clear criteria for the recruitment and employment of staff that reflect the diversity of literacy, numeracy and ESOL learners and their needs.
	7.8.3 appropriate training opportunities exist for all staff, and performance management is effective at all levels and in all contexts.
	7.8.4 training and development programmes leading to national qualifications are available for all staff engaged in teaching and supporting literacy, numeracy and ESOL.
7.9 there are explicit aims, values and strategies for promoting equality for all, and these are reflected in the provider's work.	**7.9.1** the prison's ethos welcomes and values the diversity of learners and staff and encourages balanced and mutually respectful relationships between them.
	7.9.2 a welcoming and adult environment is created, with roles and responsibilities for staff and learners commensurate with equal opportunities.

IN THE COMMON INSPECTION FRAMEWORK HOW FAR LEADERSHIP AND MANAGEMENT ARE EFFECTIVE IS JUDGED BY THE EXTENT TO WHICH…	SUCCESS IN ADULT LITERACY, NUMERACY AND ESOL PROVISION IN THE PRISONS CONTEXT MEANS…
7.10 governors or other supervisory boards effectively oversee the provider's strategic direction, and regularly monitor the quality of provision and their own performance.	**7.10.1** managers and leaders set clear strategic goals for the development of teaching, learning and performance.
	7.10.2 prison governors and advisors from the Prisoners' Learning and Skills Unit work together to set challenging targets.
	7.10.3 appropriate resources are allocated to provision and progress towards the targets is monitored on a regular basis.
7.11 there are effective procedures for dealing with appeals and complaints.	**7.11.1** the prison's requests and complaints procedures are implemented across the prison.
	7.11.2 learners with basic skills needs are assisted to complete the relevant paperwork in cases of requests or complaints.
7.12 efficient and effective use is made of resources.	**7.12.1** resources are continually monitored and updated, within the constraints of prison budgets, to meet new standards and take part in initiatives.
	7.12.2 the deployment of resources is carefully monitored to ensure efficiency and effectiveness.
7.13 the 'best value' principles of comparison, challenges, consultation and competition are applied in securing resources and services.	**7.13.1** the institution can demonstrate, through data provided for contract monitoring, that 'best value' is achieved in terms of positive outcomes.
	7.13.2 resources are reallocated as necessary to meet the literacy, numeracy and ESOL needs of learners and support the resettlement agenda.

HOW TO ACHIEVE SUCCESS

Management commitment

Managers must have a clear understanding of what constitutes effective practice in literacy, numeracy and ESOL provision, and a sound knowledge of appropriate criteria against which to judge its quality and its relevance to all learning provision within their establishment. Leadership should be strong and responsive. Senior management must provide a clear strategic direction. The training needs of prisoners with fragile literacy, numeracy and language skills must not be seen as the sole responsibility of teachers, who are sometimes unable to influence change. Senior management support is crucial to success.

All effective providers will ensure that a named staff member has senior management responsibility for *Skills for Life*. This manager must show a genuine passion for this area of work, and must have a strong overview of the organisation and the influence that is needed to effect necessary changes. More importantly, this senior manager is the key to breaking down the internal structures that impede the development of a consistent approach across all programmes of study.

Quality improvement

In the past Basic Skills Quality Initiative (BSQI)* has been particularly useful in adding an important dimension to quality improvement in prisons. The 'six-stage process for quality improvement' has meant that prison providers using the BSQI have well-co-ordinated programmes with strong evidence of coherence, strategic planning and leadership. Good providers use management information, targets and performance indicators as criteria for improving their basic skills provision. Good prison education providers also make full use of the range of materials designed to demonstrate effective practice in teaching and learning, learners' achievements, guidance and support, curriculum organisation and management, quality assurance and staff development. The trained BSQI facilitators are particularly useful, not only to advise on processes that ensure high-quality basic skills provision, but also to carry out staff training to reduce the ever-increasing workload of prison co-ordinators and managers in this area.

Quality assurance procedures must be well documented and understood by all prison staff, and systems for monitoring the performance of staff should be robust. The procedures should enable managers to identify poor performance and to take appropriate action to resolve difficulties in a sensitive and supportive way.

Challenging targets for recruitment, retention and achievement rates should be set for individual courses, and progress towards the targets should be measured at team meetings. In the best practice, providers' procedures are sufficiently rigorous to allow staff to appraise

* BSQI was replaced in spring 2003 by the Skills for Life Quality Initiative. All BSQI materials will gradually be replaced and updated.

the quality of their own work and to develop action plans to remedy any problems that are identified through this self-appraisal process.

All prison education providers should put in place similar systems to appraise the performance of staff, reward their strengths, identify areas for development and provide the necessary support to enable them to improve their performance.

Providers must ensure that their *Skills for Life* action plan is linked to the organisation's strategic aims. This corporate approach to management is the key to creating a structure that will facilitate the development of a consistent approach to literacy, numeracy and ESOL support across the curriculum.

Managing Success: A study of the management systems and styles that promote the successful teaching of literacy and numeracy to adults was undertaken on commission by the Association of Colleges and is now available. The study identifies effective practice in further education and sixth form colleges in leading and managing provision. It has been designed to help staff in these institutions to review their current systems and structures, in the light of other's experiences, for leading and managing the delivery of literacy and numeracy provision.

The much-awaited *Skills for Life Leadership and Management* programme was recently announced by the Learning and Skills Council. The three-part programme will provide:

- **a professional training and development programme for leaders and managers**
- **management and further development of the quality initiative facilitator network**
- **staff and organisational development materials.**

Sally

Sally Naish is the education manager at an open prison. Sally says, 'My job is to manage the contract for prison education from the college. My job is to deliver the best possible service to the governor and the prisoners.

'Currently we have 30 students part time. Every single prisoner is involved in the Skills for Life programmes; it goes right across the prison. The most important thing is to respect the prisoners and their needs. Many got into difficulties that led to prison because they lacked basic skills. The men feel inadequate, they feel let down. An awful lot of people in prison have been in care. It is very important to match their programme to what they want to do.

'There are three or four things I think that contribute to high quality and standards. The quality of teaching staff and the commitment they have to what and whom they are teaching. The wonderful communication network that exists between prisoners and staff. The objectives for learning that are laid down clearly, because most prisoners need a structured learning environment. And the fact that an inmate knows, from the beginning, where he is going, what he is doing and what he needs to achieve.

'Where possible, inmates go on to an accredited course. There are others, who, for lots of reasons such as poor education, find accreditation difficult, but for them there are other ways they can show their gain. Many will leave here and enrol at a college. Others gain in confidence and leave not being frightened of an education department. We work hard so that they experience that wonderful feeling of satisfaction of having learned something!'

Lesson observation

One prison contractor has developed rigorous procedures for teaching and learning observations in line with the requirements of the Common Inspection Framework. All the paperwork relating to teaching observations has been revised to ensure that observers examine closely the basic skills elements in vocational programmes. Schemes of work, lesson plans and tutorial documents now include a section for teachers to incorporate literacy, numeracy and language development. Every basic skills member of staff is observed annually by a trained observer and comprehensive feedback is given to all observed teachers, orally and in writing. Prisoners are given the opportunity to comment on the quality of the tuition they receive by completing a learners' perception questionnaire. Action points arising from the observations are used to improve the quality of provision. An appraisal of the observed basic skills teacher must take place within 20 days of the observed session. Teachers have commented on the supportive nature of the teaching and learning observation framework.

Key skills champions

One prison contractor has gone to great lengths to ensure a systematic and effective support framework for basic skills teachers. This is in the shape of basic and key skills champions whose main purpose is to support prison staff in the development of literacy, numeracy and ESOL and to enable them to embed these areas of work within the curriculum. A job description was developed in consultation with teachers. Their remit and responsibilities are to:

- *ensure the successful implementation of the basic skills policy and action plan, including the tracking of screening, initial and diagnostic assessments and subsequent support*

- *help vocational teachers identify the literacy, numeracy and language requirements of learning programmes and assignments through detailed task analysis*

- *support the mapping of literacy and numeracy within schemes of work, ILPs and lesson plans*

- *advise on the curriculum and support elements that are most appropriate for the development of basic or key skills, using the various curricula as key teaching resources*

- *advise teachers on a range of strategies to minimise barriers to learning faced by prisoners in particular*

- *assist in the implementation of appropriate learning materials, including adaptation or simplification of materials as necessary*

- *attend regular meetings and briefings to ensure that activities are co-ordinated*

- *remain fully aware of, and involved with all the basic and key skills activities across all the prisons under the remit of the contractor*

- *update all prison teachers and senior managers on current initiatives.*

The champions have assisted teachers to link basic skills support effectively with vocational areas, ensuring not only the effective use of vocational contexts but also attending to the basic skills needs of prisoners within vocational programmes.

Involving staff

One prison provider ensures that all teachers have a clear understanding of the strategic objectives of the provider. Regular briefings, a quarterly basic skills newsletter and review meetings keep all staff well informed about curriculum developments and encourage them to take part in strategic and operational planning.

Extracts of effective practice from recent HMIP inspection reports

> *'Detailed course reviews took place three times a year and the education manager added to the reports completed by the course leaders. These reports included: staffing, resources, retention issues, timetabling, students' perception surveys and external verifier report information. In most cases, the proposed actions were to improve the learner experience. The course review formed part of the education department's self-assessment report.'*

THE PRISONS CONTEXT

What *Skills for Life* provision in prisons should include

An adult learning in literacy, numeracy and ESOL in a prison context will be underpinned by:

- the national standards for literacy and numeracy at Entry Level, Level 1 and Level 2

- the core curricula for literacy, numeracy and ESOL, with a curriculum framework for learners with learning difficulties and/or disabilities

- a common screening tool

- a common approach to initial assessment

- diagnostic assessment

- appropriate learning materials.

What an adult learner can expect

An adult learner receiving tuition in literacy, numeracy and ESOL in a prison context should expect:

- good advice on how to improve their skills

- a report resulting from their diagnostic assessment

- an individual learning plan

- a programme of learning relating to the national standards and matching their aims and aspirations

- full involvement in planning and reviewing their learning

- feedback and support on their progress

- flexible forms of learning which suit their needs and preferences

- a range of opportunities to acquire non-externally accredited achievements as a springboard to nationally recognised qualifications

- expert and impartial advice on progression routes to other education, training or employment opportunities.

What a learning organisation in prisons should provide

All providers of literacy, numeracy and ESOL in a prison context must:

- prepare and undertake an annual self-assessment that informs their plans to address weaknesses and secure continuous improvement

- monitor, recognise and record all learner progress through non-externally accredited achievement as well as through national qualifications

- raise the level of competence of all teachers of literacy, numeracy and ESOl by offering opportunities for continuing professional development and access to programmes of training that lead to nationally recognised qualifications.

The Adult Basic Skills Strategy Unit is committed to ensuring that all learners seeking to improve their skills have access to high quality materials and support in literacy, numeracy and ESOL irrespective of past experience, skill level or learning context.

Help for providers preparing for inspection

ANNUAL SELF-ASSESSMENT

As part of the process of continuous improvement, providers should prepare and undertake an annual self-assessment. Traditionally, education departments have prepared their self-assessment documentation independently of the rest of the prison establishment. The introduction of the Common Inspection Framework across the whole prison estate now requires the production of an integrated document that encompasses all areas of the prison. In each prison, there is a quality improvement group that formulates the self-assessment report for the prison.

In the tables at the beginning of each section of this Guide, there are statements linked to the Common Inspection Framework that indicate how effective practice in literacy, numeracy and ESOL provision may be achieved and evidenced. Providers may use these statements to gauge their performance. Providers must be realistic in their self-assessment and where provision is weak, an action plan should be drawn up to show how the provision can be improved. Targets for improvement should be SMART – specific, measurable, achievable, relevant and timed.

Staff must take ownership of the self-assessment process if it is to be a useful tool to improve provision. The report itself must be a working document, which is constantly reviewed and updated.

QUALITY IMPROVEMENT STRATEGY

The Offenders Learning and Skills Unit (OLSU) is responsible for steering the quality improvement strategy in prisons. OLSU is responsible for promoting the introduction into prisons of quality improvement groups, self-assessment, development plans and quality assurance arrangements. All prisons will be required to produce a three-year development plan, reviewed annually, as part of its strategy for quality improvement. OLSU works in partnership with the inspectorates to support and guide prisons in preparation for inspection. Currently, work is under way to develop data collection and evaluation procedures to provide greater understanding of the learning needs of prisoners and to inform strategic planning for learning.

MONITORING LEARNERS' PROGRESS

Providers must monitor and record learners' progress rigorously to ensure progression and continuous improvement. Teachers must receive training to ensure that they recognise individual need and can plan lessons accordingly. Individual learning plans (ILPs) must be negotiated with learners, and contain appropriate short-term targets and long-term goals. These should be reviewed regularly and learners encouraged to take ownership of their ILPs and targets. Staff must keep detailed records of individual work undertaken and progress made. These prove invaluable when prisoners are moved to other prisons. The information can be sent to the receiving prison so that the prisoner can continue their studies with as little disruption as possible. Schemes of work and lesson plans should be updated to ensure that learners' needs continue to be met.

Appropriate national accreditation must be offered to learners, giving them a sense of achievement, building their confidence and providing a springboard for progression. These qualifications have currency so that prisoners may continue their studies on release, should they so wish. Learners should also be given the opportunity to undertake non-externally accredited courses to enhance their learning, recognise their progress and to raise their self-esteem and confidence as they prepare for national qualifications. For inspection purposes, providers need to have accurate data collection systems to provide evidence of such achievements.

RAISING STAFF COMPETENCE

Staff are the key resource for any provider, so their development is an essential investment. Opportunities must be provided for all staff, whatever their role, to improve and enhance their skills. This may be achieved in diverse ways, such as:

- literacy, numeracy and ESOL awareness-raising for non-subject specialists and learning support staff
- through induction
- in security training
- mentoring
- making staff feel valued and respected
- appraisal
- management training
- teaching observations
- joint action-planning
- effective guidance and support for teachers
- ICT training
- regular team meetings, formal and informal
- specialist curriculum meetings
- in-house training
- external courses
- cross-working across departmental boundaries
- open and honest communication
- secondments
- counselling facilities.

While it is unlikely that any provider will be able to offer all of these opportunities to each member of staff, relevant staff development should address individual requirements. Before any staff development is undertaken, it should be clear how it will improve the experience of the learner and impact on the collective skills of the team.

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HMP Brockhill

HMP Featherstone

HMP Hewell Grange

HMP Nottingham

HMYOI Brinsford

HMYOI Brockhill

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WRITER BIOGRAPHY

This Guide has been written jointly by Dudley College staff working with prisoners. They are: Ada Adeghe, Gayle Careless, Chris Fone, Heather Hayes, Sandra Haynes, Anne McCleod, Anna Place, Carol Robinson, Kate Routley, Piers Smith, Sarah Spurry, Elizabeth Stoll and Gordon Todd. Collectively, they have many years' experience of literacy, language and numeracy learning and prison education. Without their constant dedication, many prisoners' lives would be impoverished; without their expertise, this Guide would not have been written.

THE RAISING STANDARDS SERIES

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Adult and Community Learning

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: E-learning

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Further Education Colleges

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Learners with Learning Difficulties and/or Disabilities

A Contextual Guide to Support Success in Literacy, Numeracy and ESOL Provision: Work-based and Work-related Learning

Success in Adult Literacy, Numeracy and ESOL provision. A guide to Support the Common Inspection Framework (ref: GCIF02/2002)

Resources

Unless otherwise stated, all publications and other resources are available from DfES Publications Tel 0845 60 222 60, or visit the Read Write Plus website (www.dfes.gov.uk/readwriteplus).

A guide to the National Test in Adult Literacy and Numeracy. DfES (ref: DSFL/NT)

Access For All: Guidance on making the adult literacy and numeracy core curricula accessible. Basic Skills Agency Distribution (0870 60 02 400)

Adult ESOL Core Curriculum. Basic Skills Agency Distribution (0870 60 02 400)

Adult ESOL Core Curriculum: Interactive CD version of the Adult ESOL Core Curriculum. Online versions of the Adult ESOL Core Curriculum with *Access for All* can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDAECC)

Adult Literacy Core Curriculum: Includes material on spoken communication. Basic Skills Agency Distribution (0870 60 02 400)

Adult Literacy Core Curriculum and *Access for All:* Interactive CD version of the Adult Literacy Core Curriculum, searchable and cross-referenced to *Access for All.* Online versions of the Adult Literacy Core Curriculum with *Access for All* can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDALCC)

Adult Numeracy Core Curriculum. Basic Skills Agency Distribution (0870 60 02 400)

Adult Numeracy Core Curriculum and *Access for All:* Interactive CD version of the Adult Numeracy Core Curriculum cross-referenced to *Access for All.* Online versions of the Adult Numeracy Core Curriculum with *Access for All* can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDANCC)

Adult Pre-entry Curriculum Framework for Literacy and Numeracy. Basic Skills Agency Distribution (0870 60 02 400)

Adult Pre-entry Curriculum Framework for Literacy and Numeracy: Interactive CD of the Adult Pre-entry Curriculum Framework for Literacy and Numeracy. Online versions of the Adult Pre-entry Curriculum Framework for Literacy and Numeracy can be accessed from the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula), along with details for ordering CD copies. DfES (ref: CDAPCF)

Basic Skills for Adults with Learning Difficulties or Disabilities: A resource pack to support staff development in this area. Also available on CD. DfES

Breaking the Language Barriers: The report of the working group on English for Speakers of Other Languages. DfES (ref: BLB)

Delivering Skills for Life: A briefing pack comprising a booklet and CD that is designed to assist organisations as they prepare to deliver the new teaching and learning infrastructure. DfES (ref: DSFL/booklet)

Delivering Skills for Life Toolkit: A shelf-top library box containing nine Adult Basic Skills Strategy Unit publications and a CD. DfES (ref: DSFL)

Diagnostic Assessment: In June 2003, the diagnostic assessment materials will be available to people who attended the training events. Invitations to order additional packs will be sent to curriculum managers in June 2003 and bulk orders of materials will be distributed from July 2003. DfES (ref: DAM3 (literacy), DAM2 (numeracy))

Freedom to Learn: The report of the working group into basic skills needs for adults with learning difficulties and/or disabilities. Available in large print. DfES (ref: FTLB)

Learning Materials: In June 2003, the learning materials will be sent to people who attended the training events. Invitations to order additional teacher packs and learner materials will be sent to curriculum managers in June 2003 and bulk orders of materials will be distributed from July 2003. DfES

Living our Lives: Life stories of 10 people with learning difficulties, a resource for learners and teachers. An audio CD is supplied with the books. DfES (ref: LOL)

National Standards for Literacy and Numeracy Skills. DfES (ref: NSALN)

On-line Mapping of Adult Literacy and Numeracy Standards to Occupational Standards: This DfES-funded project extends and enhances the BSA's Getting the Basics Right in… booklets, which map the adult literacy and numeracy standards to a range of occupational standards, working with a selection of sector skills councils. The on-line maps are intended for use in training and development for staff within each sector. The website is now live (www.dfes.gov.uk/readwriteplus/nosmapping). DfES

Pathways to Proficiency: Contains the results of the QCA's mapping report on the alignment of language proficiency scales for assessing competence in the English language. This includes tables comparing the equivalencies of the national standards with other language scales. A downloadable portable document format (pdf) version is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructureAccreditation). DfES (ref: PTP)

Planning Learning, Recording Progress and Reporting Achievements: This project has now produced draft guidance for consultation, models of effective practice and advice on the funding and audit implications of planning learning and reporting achievements (PLRA). These are available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/LearningInfrastructurePlanningLearning). DfES

Self-advocacy Action Pack: A pack written for adults with learning difficulties on speaking up and self-advocacy. An audio CD is supplied with the pack. DfES (ref: SAAP)

Skills Explorer: A CD with literacy and numeracy activities for learners at Entry Level. DfES

Skills Explorer for British Sign Language Users: Practical literacy activities for British Sign Language users at Entry Level. DfES (ref: SEBSL)

Skills for Life: a guide to funding adult literacy and numeracy learning programmes 2002–2003. DfES (ref: SFNFG 02/03)

Skills for Life: the national strategy for improving adult literacy and numeracy skills. DfES (ref: SFLLN)

Skills for Life: the national strategy for improving adult literacy and numeracy skills. Focus on delivery to 2007. DfES (ref: SFLNS2)

Subject Specifications for teachers of adult literacy and numeracy. DfES (ref: SS01/2002)

Subject Specifications for teachers of English for Speakers of Other Languages (ESOL). DfES (ref: ESOL/SS01/2002)

Tests and ESOL Qualifications: A detailed list of all accredited ESOL qualifications and the awarding body requirements for 2002 to 2004 is available on the teaching and learning section of the Read Write Plus website (www.dfes.gov.uk/readwriteplus/ESOLQualificationsReport).

Test and Qualifications in Literacy and Numeracy: This overview table of information on the QCA-accredited Entry Level literacy and numeracy qualifications is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/AdultLiteracyEntryLevelQualifications and www.dfes.gov.uk/readwriteplus/AdultNumeracyEntryLevelQualifications). DfES

The National Test Toolkit: The toolkit, incorporating the Move On course outlines and practice tests, will be available in June 2003. A specification for a three-year Move On project has been drawn up. An overview table of information comparing awarding body arrangements for the national tests is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/bank.cfm?section=523). DfES (ref: SFLNTT)

Working with Refugees and Asylum Seekers: Support materials for ESOL providers: This pack provides information and training materials for all organisations and teachers offering ESOL provision to refugees and asylum seekers in the post-compulsory education sector. It includes sections on Frequently Asked Questions (FAQs), learners, setting up ESOL provision, training, resources and sources of further information. It will be useful for anyone who works with refugees and asylum seekers and particularly helpful for organisations with little experience of this work. A downloadable pdf version is available on the Read Write Plus website (www.dfes.gov.uk/readwriteplus/teachingandlearning). DfES (ref: WRASPACK)

Yesterday I Never Stopped Writing: Guidance on developing community-based provision for adults with learning difficulties or disabilities. DfES (ref: YNSW)

GLOSSARY

Achievement

This does not necessarily mean the achievement of qualifications. It includes measurable improvement and progression in literacy, numeracy and for language skills in vocational, academic, social and personal contexts.

Adults

In education, adults include all learners after the age of 16; outside education, 18 is often taken as the benchmark age for adulthood, since it is the legal age of majority.

Appropriate

Describes a text, word, utterance, style, method or choice that is suitable for its intended audience, form or purpose. 'Appropriate' incorporates the idea that different contexts require different treatments and is in this respect to be differentiated from 'correct', which is associated more with the right grammatical formulation of an expression, or the 'right' choice or response, etc.

Assessment

Means collecting information in order to make decisions. Assessment should provide the information required to build and maintain a profile of the learner. This will enable teachers and trainers to establish and review both the learner's requirements and the learning opportunities that can be provided for him or her. It will also provide feedback to the learner on his or her progress.

Assistant

An assistant is likely to be the person providing additional training or teaching in literacy, numeracy and/or ESOL support.

Audience

The people addressed by a message in any medium. The term includes listeners, readers of print, film/TV audiences, and users of information technology.

Basic Skills

A shorthand to describe the skills which are the focus of the *Skills for Life* strategy.

Capacity

Availability of opportunities for literacy and numeracy learning.

Coherence

The underlying logical connectedness of a text, whereby concepts and relationships are relevant to each other and it is possible to make plausible inferences about underlying meaning.

Common Inspection Framework

Sets out the principles applicable to the inspections of post-16 non-higher education and training that meet the requirements under Part III of the Learning and Skills Act 2000. Inspections are carried out by the Office for Standards in Education (OFSTED) and the Adult Learning Inspectorate (ALI).

The Framework also includes the more specific evaluation requirements that apply to the inspection of individual providers of education and training. The requirements reflect the principles and the general requirements of the Act for Her Majesty's Chief Inspector of Schools (HMCI) and the Chief Inspector of Adult Learning to keep the Secretary of State informed about:

- the quality of education and training;

- the standards achieved by those receiving that education and training;

- whether financial resources made available to those providing that education and training are managed efficiently and used in a way that provides value for money.

The specific requirements for other types of inspections will be guided by the principles in the Framework insofar as they are appropriate. *The Common Inspection Framework for Inspecting Post-16 Education and Training February 2001.*

Common	Used to describe words, signs and symbols, patterns of spelling and grammatical constructions that occur frequently in the learner's everyday experiences, and also units, measures, instruments, tools, etc. that are widely used in everyday life in non-specialist contexts.
Context	The non-linguistic situation in which spoken or written language is used, and in which the learner is operating.
Curriculum	A planned approach to learning made up of identified activities.
Curriculum Framework	A document that sets out the entitlement to learning against which clear and detailed steps can be planned to enable learners to progress in a structured way.
Data	Information of a quantitative nature consisting of counts or measurements.
Discrete literacy, numeracy and ESOL provision	Where literacy, numeracy and ESOL is the main learning programme, literacy, numeracy and ESOL provision is inspected under area of learning.
Disability	*The Disability Discrimination Act* 1995 defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

English for Speakers of Other Languages (ESOL)	The ability to understand and employ English language in daily activities at home, at work and in the community to achieve one's goals, and to develop one's knowledge and potential.
Feedback	The ongoing reaction given by an audience to those communicating, which helps them evaluate the success of their communication. Feedback may be verbal or non-verbal (e.g. through facial expressions or action).
Images	Pictures, photographs, graphs, charts or graphical representations.
Indicators	• the specific learning outcomes towards which a learner will work. • the skills, knowledge and understanding that a learner will not only have acquired but also be capable of using and applying when he or she has been assessed to have achieved these outcomes. Indicators do not prescribe delivery or dictate the activities a learner will be doing.
Individual learning plan	The output of initial assessment, setting out what the learner plans to learn, by when, the ways he or she will undertake the learning and the resources required to bring the plan into action.
Initial assessment	This may include initial screening to identify whether learners require additional support. It may also include diagnostic assessment to identify the specific areas of literacy, numeracy and ESOL learners need to work on to achieve their main learning goal.
Key Skills	Literacy, numeracy and/or language learning concentrates on developing skills, knowledge and understanding, whereas key skills concentrates on their application. The key skills are Communication, Application of Number, IT, Improving Own Learning and Performance, Working with Others, and Problem Solving.
Learner	In relation to the literacy, numeracy and ESOL curricula, a learner is anyone over 16 undergoing a programme of education or training in any context.
Learning infrastructure	The term describes the new *Skills for Life* framework for delivering adult literacy, language and numeracy learning programmes. The key elements are: • National standards for adult literacy and numeracy, upon which all learning programmes are based. • The Adult Literacy Core Curriculum, Adult Numeracy Core Curriculum, Adult ESOL Core Curriculum and the Pre-Entry Curriculum Framework.

- The *Access for All* guidance manual that supports teachers in meeting the needs of learners with learning difficulties and disabilities.

- Screening, initial and diagnostic assessment materials for adult literacy, language and numeracy.

- Systems for developing individual learning plans (ILPs).

- Systems for recording learner progress and reporting learner achievements.

- National qualifications for adult literacy, language and numeracy, including the national literacy and numeracy tests, and systems for making these qualifications more accessible.

Learning objectives	Literacy, numeracy and/or language qualifications and other learning objectives that enhance learners' employment and career prospects.
Learning support	In relation to the literacy, numeracy and ESOL curricula, is the support provided to anyone over 16 undergoing a programme of education or training in any context.
Literacy, language and numeracy	The ability to read, write and speak in English and to use mathematics at a level necessary to function at work and in society in general.
Literacy	The ability to understand and employ printed information in daily activities at home, at work and in the community to achieve one's goals, and to develop one's knowledge and potential.
Literacy, numeracy and/or ESOL support	Learning that forms part of the learner's main learning programme. This could be offered on an individual or group basis in separate sessions or as part of the mainstream learning. It may include additional support for learners with specific learning difficulties.
Medium	The way in which language is transmitted from one person, or an agency, to another. The three basic media of language are phonic (speech), graphic (writing) and signing (sign language for hearing impaired people). The term is also used to denote the means of communication (e.g. television, telephone, film, radio, computer, press).
Mentor	A person providing additional support and guidance.
Milestones	Significant points along the continuum in this curriculum framework that have relevance to assessing a learner's attainment: that help identify the learner's literacy and numeracy skills at the most appropriate of these points.

National Qualifications Framework	The list of qualifications that have been accredited by the Qualifications and Curriculum Authority (QCA) in England, Wales and Northern Ireland. Qualifications are organised into three categories – general, vocation-related/vocational and occupational – and assigned to one of six levels (according to degree of knowledge, skills and understanding, autonomy, analysis and creative thinking within the qualification).
New Qualifications Framework for teachers of literacy, numeracy and ESOL	New qualifications have been introduced for teachers (Subject Specialists) at Level 4 of the NQF, and Subject Support staff (Level 3) in Literacy and Numeracy, available from Autumn 2002. Equivalent ESOL qualifications will be available from Autumn 2003. A new qualification for Adult Learner Support (Literacy/Numeracy/ESOL) at Level 2 will also be available from Autumn 2002.
	Summary of new qualifications
	Level 4 – Certificate for Adult Literacy/Numeracy/ESOL **Subject Specialists**
	Level 3 – Certificate for Adult Literacy/Numeracy/ESOL **Subject Support**
	Level 2 – Certificate for Adult Literacy/Numeracy/ESOL **Learner Support**
Numeracy	The ability to understand and employ numerical information in daily activities at home, at work and in the community to achieve one's goals, and to develop one's knowledge and potential.
Personal development skills	Key skills and skills that enhance learners' employment prospects.
Progression	The measurable improvement or development in learning or teaching that a learner or teacher has achieved.
Provider	Any organisation providing education and training.
Range	A measure of spread in statistics; the difference between the greatest and the least in a set of numerical data.
Skills for Life	In March 2001 the Government published *Skills for Life*, the national strategy for improving adult literacy and numeracy skills.
Style	A difficult term to define because of its many uses, but it can be defined as the selection of a set of linguistic features from all the possibilities in a language, in relation to context, purpose, audience.
Subject Specifications	Definitions of the knowledge, personal skills and understanding required by teachers and those who support teaching and learning in adult literacy and numeracy programmes. See *National Qualifications Framework, Teaching infrastructure.*

Teaching infrastructure	The new *Skills for Life* framework for delivering adult literacy, language and numeracy teaching programmes.

The key elements are:

- *New Subject Specifications for Teachers of Adult Literacy and Numeracy* (from 1 September 2002) and *English for Speakers of Other Languages* (from 1 September 2003) at Levels 3 and 4 of the National Qualifications Framework (from August 2002). These documents outline the essential skills and knowledge required of teachers and subject support staff involved in literacy, numeracy and ESOL provision.

- New qualifications for teachers and support staff involved with literacy, numeracy and ESOL provision, that recognise the subject specifications.

- New Level 2 Qualifications in Adult Learner Support to cater for a variety of support roles in literacy, numeracy and ESOL provision.

- Training programmes for teachers in the use of *Access for All* and the Core Curriculum and professional development programmes for existing staff.

ACRONYMS

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ABSSU	Adult Basic Skills Strategy Unit
ALI	Adult Learning Inspectorate
BSA	Basic Skills Agency
ESOL	English for Speakers of Other Languages
ICT	Information and Communications Technology
LLDD (or SLDD)	Learners with Learning Difficulties and/or Disabilities or Students with Learning Difficulties and or/Disabilities. It is recommended that both are shown in full instead of using the acronym of LLDD or SLDD.
LSC	Learning and Skills Council
OFSTED	Office for Standards in Education
Ufi/Learndirect	University for Industry

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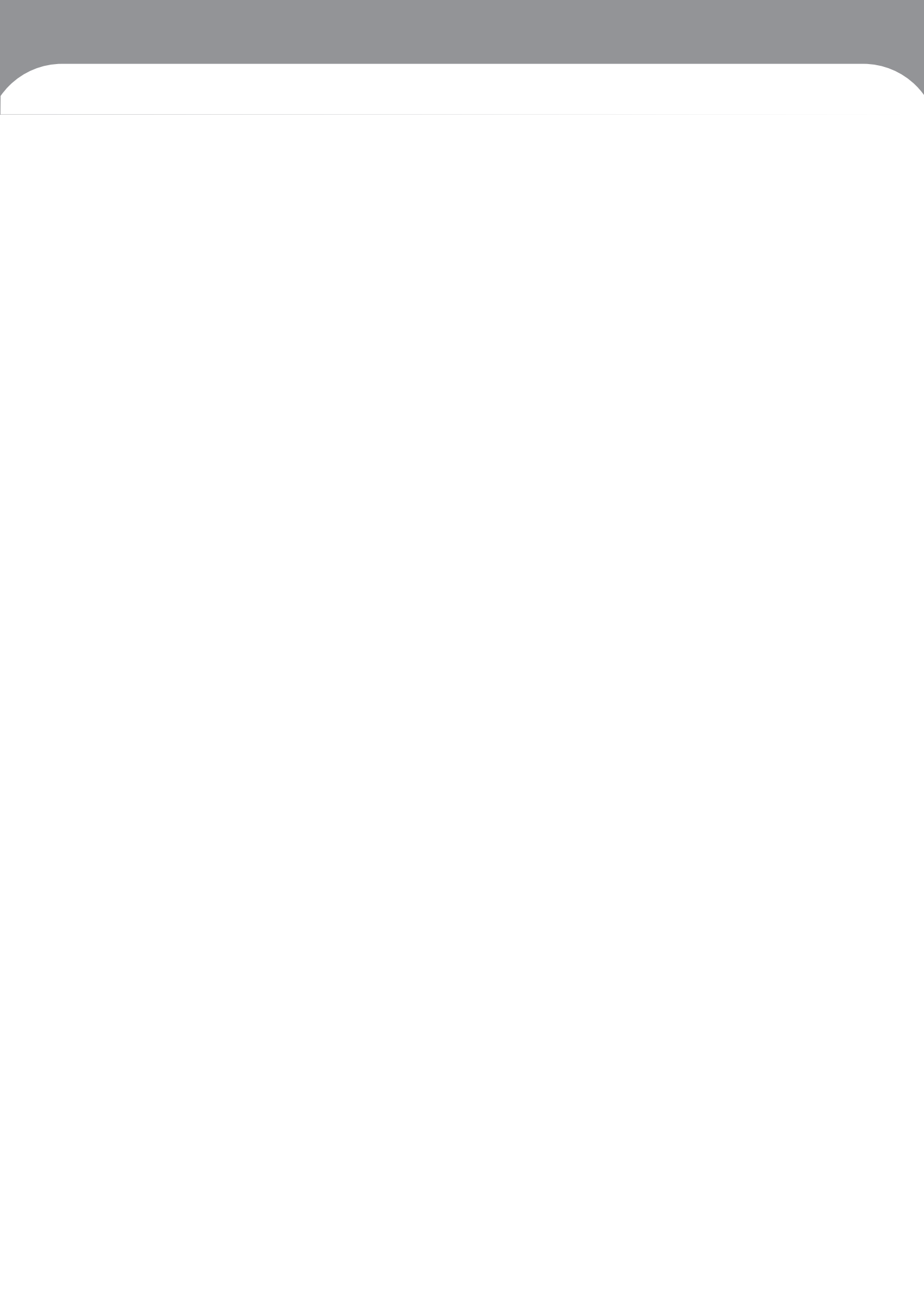
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