



Opportunity or not?

A report on the availability and range of learning and skills in prisons in England and Wales by the Learning and Skills Support Group of the National Council for Independent Monitoring Boards

STATUTORY ROLE OF THE IMB

The Prisons Act 1952 and the Immigration and Asylum Act 1999 require every Prison and Immigration and Removal Centre to be monitored by an Independent Board appointed by the Secretary of State from members of the community in which the prison or centre is situated.

A Board is specifically charged to:

- Satisfy itself as to the humane and just treatment of those held in custody within its prison and the range and adequacy of the programmes preparing them for release.
- Inform promptly the Secretary of State, or any official to whom he has delegated authority as it judges appropriate, any concern it has.
- report annually to the Secretary of State on how well the prison has met the standards and requirements placed on it and what impact these have on those in its custody.

To enable the Board to carry out these duties effectively its members have right of access to every prisoner and every part of the prison and also to the prison's records (this does not include Prisoner Health records unless with express written permission, or staff personnel files).

Further information

Until April 2003, IMBs in prisons were known as 'Boards of Visitors' and IMBs in Immigration Removal Centres were known as 'Visiting Committees'. The principle of independent monitoring of prisons is one that has been around since Tudor times, although the IMBs of today are very different to those that existed in the past. IMBs in Immigration Removal Centres were established more recently following an inspection in 1989 of what was then Harmondsworth Detention Centre.

There are currently over 1850 board members at Prisons, Immigration Removal Centres and Short Term Holding Facilities in England and Wales.

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The Group is grateful to Jenny Barton of the Prison Reform Trust for her advice in preparing the questions regarding learning difficulties.

FOREWORD

Dr Peter Selby, President National Council for IMBs

The National Council is delighted that its Learning and Skills Support Group has compiled an account of prisons' learning and skills offerings as IMBs have experienced them.

The concern for learning and skills is but one example of the way in which IMBs make it clear that the reference to 'humane and just treatment' in the first of the IMBs' statutory objectives is not merely a reference to the absence of harm. We do exist to make sure that people in custody are not actually harmed while they are there; but we are concerned also to see that prisoners and detainees share fully in the opportunities for improving their skills that they will need if they are to be creative and flourishing individuals while in custody and on release.

This report will show just how much good work is going on, and how much better it could be if it some improvements in resourcing and management were made.

And it also shows that IMBs watch, and will continue to watch, this aspect of the life of places of custody with great attention. We should all be grateful for those who enable those in custody to learning and grow as persons, and we are certainly grateful for those who ensure that proper priority is given to that aspect of life in custody.



INTRODUCTION

A key role of an Independent Monitoring Board is that it must ‘satisfy itself as to the just and humane treatment of those held in custody within its prison and the range and adequacy of the programmes preparing them for release’. One of the major components of any resettlement programme is the provision and delivery of learning and skills.

Learning also has a value in its own right and there are many prisoners for whom specific vocational training is not relevant in the short term or even at any time, but there remains a need for learning.

Context of the study

1. Prior to July 2005, learning and skills for offenders were delivered by providers under contract to the Prison Service and also by Instructional Officers employed by the Prison Service. Beginning in 2004, the Learning and Skills Council (LSC) took responsibility for the development and delivery of learning and skills to offenders, both supervised by the Probation Service and in custody. The remit of the LSC does not extend to Contracted Prisons, where the Private Finance Initiative (PFI) Contractors have responsibility for providing a learning and skills service. Co-ordinating provision between prisons, both public and private sector, is essential as offenders move between both of these estates.
2. The Offenders’ Learning and Skills Service (OLASS) began in 2005 and was completed in 2006, when each of the nine Government Office regions were included in LSC delivery. The Department for Innovation, Universities and Skills (formerly the Department for Education and Skills) is responsible for the strategic policy development of learning and skills for prisons (and probation) and holds the budget. The National Offender Management Service (NOMS), which has the role of reducing re-offending through Regional Offender Managers, co-commission with the LSC the learning and skills provision in each region. The LSC awards contracts to providers, mainly further education colleges and private training companies.¹
3. In prisons, the contracted providers are responsible for identifying offenders’ learning needs and developing a curriculum to meet these needs. Prisons are responsible for encouraging the take up of available opportunities and facilitating participation.
4. The fundamental aim of OLASS provision is to increase employability with consequent reduction in re-offending, as well as improving life skills.
5. Increasing prison population and consequent movement between prisons raises concerns about continuity of provision and hence not all courses started are completed. The National Audit Office (NAO) has found that approximately one third of the courses commenced in

¹ *In Wales, the Welsh Assembly funds Learning and Skills. In addition, HMPYOI Parc is a PFI Prison*

custody are not completed, and that the cause of this in half of instances is due to transfer or release of prisoners.² The NAO estimates that uncompleted courses cost the LSC as much as £30 million although they recognise that those who start courses but do not complete them still derive some benefit. They estimate that if 5 per cent of expenditure is wasted through incompleting courses, the cost would be £5 million. This survey found a very mixed situation regarding the data transfer between prisons.

6. The LSC inherited previous arrangements which continue to have a negative affect on current practices. The level of provision in individual prisons is often based on historical practice rather than current need.
7. Whilst in the general population there is evidence that by raising the levels of basic educational skills, employment prospects increase, there is little available evidence of the required portfolio of skills that will reduce re-offending.
8. There is a lack of clarity between funding for pre- and post- level 2 learning.
9. The NAO has observed:

“There is evidence drawn from the wider population that improving individuals’ basic literacy and numeracy skills increases the likelihood of them being in employment. There is little evidence, however, on the impact that learning and skills provision in general, other than that which aims to improve basic skills, has in reducing re-offending, and the evidence base for the particular mix of learning and skills provision for offenders that will be most likely to achieve greater employability and reduce re-offending is poor.”

The NAO goes on to say that “...despite the emphasis in the recent policy documents on the need to provide skills for employability, there is not a clear statement at the national level as to what the mix of learning and skills provision at each prison establishment should be.”² This was also the observation of the LSSG.

Some background facts

- Over half of prisoners have no qualifications (over two thirds of female adult prisoners)³
- More than half of all prisoners are at or below the reading skills of an 11 year old (level1); 81% have writing skills at or below level 1⁴
- Almost 90% of prisoners under the age of 21 re-offend within two years; almost two thirds of adult prisoners re-offend within 2 years.
- Nearly half of male sentenced prisoners were excluded from school and nearly two thirds were regular truants.⁵
- Education in prison (apart from the specific situation of those of school age) is not compulsory, although there is an expectation that the Prison Service would seek to engage and motivate offenders to

² *Meeting Needs? The Offenders’ Learning and Skills Service. NAO: Meeting Needs? The Offenders’ Learning and Skills Service. NAO March 2008*

³ *Home Office (2001) Through the Prison Gate: a joint thematic review by HM Inspectorates of Prisons and Probation, London, Stationery Office*

⁴ *Hansard, House of Commons written answers 9 January 2007*

⁵ *Singleton et al (2000) Psychiatric Morbidity among young offenders in England and Wales, London: Office for National Statistics*

participate through learner friendly regimes and pay rates comparable to other prison work.

- Those who are assessed as having low literacy/numeracy levels are encouraged to address them.

All prisons are required to deliver a core curriculum including a basic skills screening test, basic and key skills provision, English for Speakers of other Languages (ESOL), generic preparation for work and social life skills accredited programmes. All prisons are required to deliver ICT courses leading to other national qualifications.

The LSC has defined one of its four broad objectives as:

*“developing and reforming the way in which learning provision for offenders in custody is planned, organised, delivered and funded. We will work with NOMS and other commissioners to move away from historical arrangements by prioritising the availability and range based on personalised learner and employer need. The principal focus will be on skills for employment and employability.”*⁶

AIM OF THE STUDY

The principal objective was to look at the *availability and range* of learning and skills provision, focusing on those issues which could limit access and choice.

Method

The study took place in July 2008 and covered a two week period. All Boards except those at prisons housing juveniles only (given their statutory entitlement to education) and including those in the Contracted Estate, were invited to participate by completing a survey (Appendix A). Out of a total of 132 prisons, responses were received from the Boards at 89 of these, giving a 67% response. This level of response gives confidence in and credibility to the findings within the report and reflects the interest of Boards in learning and skills.

Board members involved in the study spoke at length with Heads of Learning and Skills, Education Managers and also to other education staff, reception and other operational staff.

A smaller survey was carried out with prisoners, recognising that the prisoner voice is an important part of any comprehensive survey. It should be noted that the Prisoner Education Trust (PET) (www.prisonerseducation.org.uk) has conducted such a survey (October 2008) throughout the entire prison estate, in conjunction with the prisoners' newspaper *Inside Time*. The Prison Reform Trust (PRT) also completed such a survey: Time to Learn - prisoners' views on prison education 2003 (www.prisonreformtrust.org.uk).

Another aspect of learning that is not covered by this study is distance learning, which the PET survey covered.

⁶ *Developing the Offenders' Learning and Skills Service: The Prospectus September 2007*

Prisons of all categories, with the exception of Juvenile only prisons were included in the survey. See Appendix A.

The survey was structured as follows:

1. Assessment and Records
2. Prisoners with Special Educational Needs
3. Prisoners not on normal location
4. Provision
5. Operational Issues
6. Quality Assurance

THE REPORT

Executive Summary

The following are the main observations from the completed questionnaires:

- There is evidence of much good practice but this is not uniform. The good practice is largely due to the dedication of local staff, both operational and teaching.
- Provision to address the needs of those with mental health and special educational needs is very patchy, often poorly identified and limited in range.
- Nationally, there appears to be a lack of clarity of long-term and strategic planning for learning and skills provision. This is exacerbated by the need for tendering and re-tendering to secure the funding for core and additional contracts. This could threaten continuity and sustainability of the provision, made worse by population pressures in the prison system.
- Assessment processes are often informal leading to lack of consistency.
- There is little evidence of the 'learner's voice.' However, there is some good practice but it is not universal.
- There appears to be a lack of understanding and variation in understanding of terminology such as 'Mental Health' and 'Special Educational.'
- The historic distribution of resources is not necessarily linked to current needs.
- There is a feeling of endless assessment as a consequence of the various documentation and transfer mechanisms following prisoner movement.
- Mostly paper records compounds records transfer difficulties. These are not always available to external education providers on release.
- There is limited prisoner engagement in the assessment process.
- Too many courses are abandoned.
- There is little provision for those whose enthusiasm for the learning process is limited, following their deprivation in compulsory education.

- There is limited availability of access to courses above level 2.
- Information, Advice and Guidance (IAG) does not appear to address complex learning issues.
- Education staffing difficulties: e.g. absence cover; perceived lack of career prospects.
- Churn (the frequent and often unplanned movement of prisoners throughout the system): results in courses not completed; records not following prisoners; courses not on offer at receiving prison.
- There are operational difficulties whereby staff are not available to escort prisoners to classes and libraries thereby disrupting learning.
- Usually, classrooms work well and workshops are well equipped.
- There is a wide recognition of the contribution made by the educational voluntary sector.
- There needs to be common understanding of all of the terminology embracing the whole area of special educational needs.

The survey document is at Appendix 2.

Section 1: Assessment and Records

- The majority of Boards (97%) responded that new prisoners were assessed
- Over half (55%) of assessments were recorded electronically on the prison's own system with a further 23% on a system available outside the prison
- Almost three-quarters (72%) were recorded using a paper based system
- Whilst 92% of prisoners had an Individual Learning Plan (ILP), only 18% were stored electronically. 27% of prisoners never kept a copy of their ILP and 15% only sometimes.
- In 94% of prisoner transfers, learning and skills information was forwarded; in 28% of cases was this done electronically.

It is apparent that there is considerable scope for the extension of the use of electronic recording of information relating to a prisoner's learning and skills achievements and needs. It is also apparent that there are widespread variations in practice. There were many instances of lack of awareness of the process with reception staff.

Some comments made to Boards by Education staff:

'Incoming paperwork is haphazard at best. No common paperwork exists.' (Women's)
'We are trying to establish good practice but IT systems do not exist to help.' (Adult Cat B)
'(Records) not always accompanies prisoner and needs to be chased.' (Adult Cat D)
'Because of the info being paperbased prisoners have to be assessed again as they arrive before the paperwork.' (Women's)

Section 2: Prisoners with Special and Additional Educational Needs (SEN)

- There were a whole variety of responses regarding the means of identifying SEN prisoners on reception. This ranged from just under half (49%) being assessed/screened as part of the induction process to 7% reporting that assessment was only in place for those prisoners who opted for education.
- Less than half of Boards (43%) reported a formal referral procedure was in place for prisoners with SEN although a similar number reported informal good practice.
- Response from 12.5% of Boards indicated that there was a written procedure in place for providing help for prisoners with limited reading and writing ability. 67%, however, indicated that informal processes were in place.

There is a wide variety of approaches in place to dealing with the matter of identifying prisoners with SENs. Staff are to be congratulated on the clear wish to follow good practice but there is an inconsistency of approach.

- Three-quarters (76%) of Boards responded that prisoners with SEN could physically access opportunities for work with accredited training and 85% could access education.
- Most Boards (86%) reported that good practice was followed in the sharing of information about prisoners with SEN between different departments/professional staff. However, more than half of these do not have formal procedures in place.
- Over half (63%) of Boards reported that Education Staff are qualified in Special Needs Education and 41% state that there is a recognised co-ordinator for prisoners with additional needs.
- There is evidence of good practice in support provision for those with SEN.
- There is only limited information available to staff across all areas of the prison about the support that is available:

One Board reported:

'Toe by Toe is available to/for non-readers.' Cat D)

Other comments were received as follows:

'Language support is a great priority.' Foreign Nationals

'General misunderstanding of what constitutes Special Needs.' (Cat D)

'The whole SEN area is underfunded. There is no funding for Dyslexia or learning support assistants. Support is ad hoc and dependent on volunteers and staffing levels.' (Cat B)

'Mental health is a big problem. Education staff have been on awareness training. Healthcare have an in-reach nurse and there is a chief psychologist. Although all prisons hold many prisoners with mental health problems there is no statistical data to back this up. They are conveniently diagnosed as suffering from a 'personality' disorder so not treatable and not a mental health problem. (Cat C Trainer)

'(Mental health) not seen as an issue and nowhere is it quantified; strong reliance on mental health team to cope with problem.' (Cat D)

Section 3: Prisoners not on normal location

The provision of education for prisoners not on normal location e.g. in Segregation, Healthcare is very varied. For example, in Segregation 40% of Boards report full availability and for Healthcare this is 26%. The figure is 64% for those on basic regime.

Boards have submitted the following comments:

'The physical environment and economic constraints prevent prisoners not on normal location from accessing the full range of opportunities.' (Cat B)

'There is limited access for prisoners with disabilities.' (Cat B)

'Prisoners not on normal location do not get full access to the education programme.' (Cat A)

Section 4: Provision

There is a general assumption that the provision of Learning and Skills is focused on the needs of the labour market. However, only 43% of Boards report employer involvement in planning provision. There is much evidence of embedding basic skills within training provided.

- It is worth noting that 81% of Boards report that the rate of pay for those in Education is comparable with that paid to those doing other work. What is not evident is whether bonus payments are matched.
- Half of Boards report that there are sufficient NVQ Assessors.
- 28% of Boards report that prisoners can continue their education on transfer with the rest stating that it was sometimes possible. This appears to be due to the unavailability of the course.
- Almost half (48%) of boards report that prisoners get their first choice of course whilst 44% report that prisoners are allocated. 26% state that prison needs take priority.
- Boards consistently report good training and education facilities. Whilst classrooms are generally not overcrowded it should be noted that participation in education was, in the period covered by this survey, 52%.

Boards have received comments such as these:

'There are not enough NVQ Assessors and verifiers so courses are not completed.' (Cat B)

'There is a lack of access of courses available outside.' (Cat D)

'Women are given education bonuses for achievement.' (Women's)

'There is a heavy emphasis on literacy and numeracy to meet targets.' (Cat C Trainer)

Section 5: Operational Issues

- One quarter of Boards report that Prison Officer staffing levels does affect access to learning and skills. This is mainly due to there being no staff available to escort prisoners to the education location.

- Over one third (38%) of Boards report that some lessons are cancelled and 40% of Boards report lessons being cancelled due to education staffing difficulties.

It is worth noting :

The Disability Discrimination Act (DDA) requires that all public services, including criminal justice organisations, have a duty to eliminate discrimination and harassment of disabled people. For the purposes of the Act, whether a person is disabled is generally determined by reference to the effect that an impairment has on that individual's ability to carry out normal day-to-day activities. The impairment must be physical or mental and have long-term adverse effects on normal day-to-day activities. (DDA Revised Guidance 2006). The following list of impairments, which cannot be exhaustive, includes: dyslexia, autistic spectrum disorders and learning difficulties/disabilities.

The Prison Service Order PSO 2855 states that:

"It is Prison Service policy....that disabled prisoners are not discriminated against in any aspect of prison life and that equality of opportunity in accessing all parts of prison life, and in particular to address their offending behaviour and be resettled is offered to all prisoners."

Some comments have been received as follows:

'Churn due to overpopulation means many courses are not completed.' (Cat B)
'The curriculum is to respond to needs. (Cat B)
'Prisoners complain about lack of opportunity to undertake training and achieve qualifications that will be useful for them when they leave prison.' (Cat C Trainer)
'Interruptions in classes when prisoners are being called out is resulting in poor attendance.' (Cat D)
'There is low morale amongst education staff. Recruitment is a problem.' (Cat A and Cat B)
'(The) provider does not provide cover for staff absence and appears to make little attempt to co-ordinate holidays to minimise impact on provision.' (Cat C Trainer)
'Lessons are not cancelled when teaching staff are off sick because of goodwill and dedication of staff who cover for each other. However, workshops are frequently closed or restricted in numbers because of staff sickness.' (Cat C Trainer)

Section 6: Quality Assurance

There appears to be a lack of long-term and strategic planning for Learning and Skills provision. This is exasperated by the need for constant re-tendering of the contract. Stability of provision appears to be threatened. There are concerns about the lack of the prisoner's voice in Learning and Skills
 The following is a rare example of good practice in this area:

The Education Manager also seeks prisoners' advice through what is known as the 'User satisfaction surveys' i.e. frequent opportunities for prisoners to comment on current courses and suggest new one. (Women's)

ALI (Adult Learning Inspectorate)/Ofsted (Office for Standards in Education) inspect all provision frequently. Copies of these reports can be found at www.ofsted.gov.uk

Appendix A

Participating Boards

Askham Grange	Kirkham
Ashwell	Kirklevington
Birmingham	Lancaster Farms
Bedford	Lewes
Blantyre House	Leyhill
Blundeston	Lincoln
Brinsford	Littlehey
Bristol	Liverpool
Brockhill	Low Newton
Buckley Hall	Lowdham Grange
Bullingdon	Moorland
Bullwood Hall	Morton Hall
Camp Hill	New Hall
Canterbury	Northallerton
Cardiff	Nottingham
Castington	Norwich
Chelmsford	Parc
Dartmoor	Parkshurst
Deerbolt	Peterborough
Doncaster	Portland
Dorchester	Preston
Dovegate	Ranby
Downview	Rye Hill
Drake Hall	Send
Durham	Shepton Mallet
East Sutton Park	Shrewsbury
Eastwood Park	Springhill
Edmunds Hill	Standford Hill
Elmley	Stocken
Everthorpe	Stoke Heath
Exeter	Styal
Featherstone	Sudbury
Forest Bank	Swaleside
Foston Hall	Swansea
Full Sutton	Swinfen Hall
Gartree	The Mount
Gloucester	Thorn Cross
Guys Marsh	Warren Hill
Hewell Grange	Wayland
Highpoint	Wealstun
Hindley	Werrington
Holloway	Whatton
Holme House	Winchester
Hull	Wolds
Kennet	Wymott
Kingston	

91 Boards out of eligible 132 (68.9%)

Appendix B

Numbers in Education at Prisons included in survey

Category	Totals: in Residence	in Education
Males A	573	512
B incl Young Adults (aged 19-21)	14,547	4,514
C	14,315	7,429
D	3,309	1,334
YOI	5,822	2,518
Total Males	39,244	16,684
Female Adults and Young Adults	2,767	861
Totals	42,011	17,545

Appendix C

Prisoner comments

A short informal survey was undertaken with prisoners by members of the Group(see page 6 under Method). Some of the comments are as follows:

'I am on remand with only a short time to go. I have not been offered education.'
(Cat B)

*'I waited 2 months for Education and then I got a job.' I have heard that Education gets p****d off if students are taken away from them to work and the same if good workers are taken away from work to do education.'* (Cat B)

'To better myself and brush up on maths (why I am doing education). I could not afford a computer outside and now I am doing IT qualifications. It is a challenge. I am doing a long sentence and I want to carry on with my courses but there is nothing for me past level 2.' (Cat B).

'I am a traveller. I never went to school. I cannot read and write. I want to better and help myself so that I can help my children. I have passed all my exams since March '08. Education really wants to help me.' (Cat B).

A continuing concern of prisoners was the lack of continuity of provision of qualifying courses due to the churn factor.

Prisoners often do not participate in Learning and Skills because in work in some establishments they would be able to earn more money through bonuses.

'I am a wing cleaner. There are a lot of perks - more gym, time out of cell, access to the phone, more showers and extra food because I also work on the servery.'
(Cat B).

Appendix D

The Learning and Skills Questionnaire

NAME OF ESTABLISHMENT.....

CATEGORY.....

TYPE OF ESTABLISHMENT.....

OPERATIONAL NUMBER OF PRISONERS

AVERAGE NUMBER OF PRISONERS IN RESIDENCE EACH DAY DURING LAST WEEK
.....

AVERAGE NUMBER OF PRISONERS PARTICIPATING IN LEARNING, SKILLS AND ACCREDITED TRAINING EACH DAY DURING LAST WEEK
.....

IS THIS A FAIR REFLECTION OF AN AVERAGE DAY IN YOUR PRISON?
YES [] NO []

NAME(S) OF IMB MEMBER(S) COMPLETING THIS SURVEY

Please answer all the following questions by ticking boxes or filling in the required information. In some cases more than one answer is required for a question. Where relevant this survey should only be completed for prisoners who are/have been in learning, skills and accredited training, NOT the whole prison population.

Thank you for your help with this survey.
This survey covers the provision which is managed by the Head of Learning & Skills.

Please answer all the following questions by ticking boxes or filling in the required information. In some cases more than one answer is required for a question.

Where relevant this survey should only be completed for prisoners who are/have been in learning, skills and accredited training, NOT the whole prison population.

SECTION 1: ASSESSMENT & RECORDS

(1.1) For all new prisoners: when they come into the prison what learning & skills processes do they undergo? **Tick all that apply:**

- literacy assessment []
- numeracy assessment []
- 1:1 interview for employment & skills []
- individual advice & guidance session []
- none []
- any other assessment (please describe)

(1.2) Are the results obtained in (1) above recorded for each individual prisoner?

- Yes []
- no []
- don't know []
- sometimes (please explain)

(1.3) If yes/sometimes in (2) above, how is this information stored?

- electronically - on the prison's own system []

electronically - on a central system available outside the prison

paper based other (please describe)

(1.4) Does each prisoner in learning, skills & accredited training have an individual learning plan (ILP)?

yes

no

don't know

sometimes (please explain)

(1.5) If yes/sometimes in (4) above, how is the ILP stored?

electronically - on the prison's own system

electronically - on a central system available outside the prison

paper based

other (please describe)

If yes/sometimes in (4) above, does the prisoner keep a copy?

yes no sometimes don't know

(1.6) When a prisoner is transferred to another prison what information relating to learning & skills is transferred with him/her? **Tick all that apply:**

results of literacy, numeracy or other assessments

achievements/qualifications obtained while in prison

details of employment in prison

attendance at classes leading to a vocational qualification

attendance at sessions leading to other accreditation/qualifications

other (please describe)

nothing

(1.7) How is the information in (6) above transferred? **Tick all that apply:**

electronically *paper based* *other*

results of literacy, numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
achievements/qualifications obtained while in prison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
details of employment in prison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attendance leading to a vocational qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attendance leading to other accreditation/qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have ticked 'other' please give more details

(1.8) Please use this space to make any comments or observations on the information relating to learning & skills that accompanies prisoners being

(a) transferred into your prison

(b) transferred out of your prison

SECTION 2: PRISONERS WITH SPECIAL EDUCATIONAL NEEDS

This section covers prisoners with disabilities (such as lack of mobility, sensory difficulties etc.); prisoners with learning disabilities and difficulties (such as dyslexia etc.) BUT NOT prisoners with mental health problems.

(2.1) How are prisoners with special educational needs identified at your prison? **Tick all that apply:**

accurate information accompanies prisoners transferred in

prisoners new to the system are screened/assessed as part

of induction

prisoners new to the prison are screened/assessed as part

- the prison has a learning disability in-reach service []
- the prison has a learning disability nurse []
- the prison has a learning disability psychiatrist []
- Healthcare shares information with other staff about
prisoners with learning disabilities []
- no involvement []
- other (please specify) []

(2.7) How are Education staff able to support prisoners with special educational needs adequately? **Tick all that apply:**

- Education staff are qualified in Special Needs Education []
(if 'yes' how many staff?.....)
- there is a co-ordinator in post for prisoners with additional needs []
- someone has responsibility for prisoners with learning disabilities []
- there is Special Education provision available []
- Special Education provision is available: across the prison []
 - as 1:1 support []
 - in the classroom []
- Education use diagnostic testing for specific learning disabilities []
- Prisoners are referred to Education from other parts of the prison []
- Educational support is available in Workshops []
- other (please specify) []

How is additional support funded for a prisoner once a need has been identified?

(2.8) Is written information available to staff across all areas of the prison about the support which is in place for prisoners with special educational needs? **Tick all that apply:**

- it's covered during staff induction []
- yes –across all areas []
- yes – across most areas []
- no – but everyone knows about it []
- no []
- if possible indicate those staff **unlikely** to know []
- other (please specify) []

(2.9) Please use this space to comment on provision for prisoners with mental health problems including the size of the problem

(2.10) Please use this space to make any further comments or observations on practices in your prison relating to prisoners with special educational needs

SECTION 3: PRISONERS NOT ON NORMAL LOCATION

(3.1) Is the full education programme, which is available to prisoners on normal location, also available to the following prisoners? **Tick all that apply:**

- in Segregation []
- in Healthcare []
- in VP Unit []
- in High Dependency Unit (HDU) []
- Cat A []
- on basic regime []
- disabled []
- other (please specify) []

Which of the following applies to the education programme available to prisoners not on normal location? Please give further information by **ticking the corresponding columns** relating to the different types of prisoner:

	Seg	Health care	VP Unit	HDU	Cat A	Basic	disabled
<i>provision is separate</i>							
<i>prisoners get less time</i>							
<i>prisoners do not have access to normal classrooms</i>							
<i>prisoners do not have access to Workshops</i>							
<i>all courses leading to national qualifications are available to them</i>							
<i>some courses leading to national qualifications are available</i>							

Do prisoners over 60 have access to learning & skills training?

yes no

(3.2) Please use this space to make any further comments or observations on practices in your prison relating to prisoners who are not on normal location:

SECTION 4: PROVISION

(4.1) The learning & skills on offer can aid resettlement. **Tick all that apply:**

- qualifications offered are wanted by employers
- employers are involved in planning provision
- work done in Training Workshops is meaningful
- work done in Contract Workshops is meaningful
- prisoners are prepared for self-employment
- prisoners improve their literacy
- prisoners improve their numeracy
- prisoners improve their IT
- prisoners can study beyond level 2
- other (please specify)

(4.2) Does the IMB receive Applications relating to learning & skills e.g. complaints about access to particular Workshops; access to classes?

no yes

If yes please list up to **5** of the most common complaints in your establishment made during the period of the last report:

- (1)
- (2)
- (3)
- (4)
- (5)

(4.3) Do prisoners have access to computers? **Tick all that apply:**

- no
- yes in IT classes/workshop
- yes generally on the wings
- yes for the internet
- other (please specify)

Do prisoners have access to computer based learning (e-learning)?

Tick all that apply:

- no
- yes in IT classes/workshop
- yes generally on the wings
- yes for Learn Direct courses
- yes for OU courses
- yes for ECDL
- yes for courses on the internet
- other (please specify)

(4.4) Are prisoners transferring in able to continue with their education/qualifications/training?

- yes
- sometimes
- no
- don't know

If sometimes or no in the above, why is this? **Tick all that apply:**

- training courses are not on offer
- classes are not available
- qualifications are not available
- offending behaviour programmes are not available
- cognitive skills programmes are not available
- security markers
- other (please specify)

In your experience is unavailability of learning & skills provision because (**tick all that apply**):

- the provision is oversubscribed
- it fails to be co-ordinated with that in feeder prisons
- other (please specify)

(4.5) Do prisoners get their choice of work/training/course? Tick all that apply:

- prisoners get their first choice
- prisoners are allocated
- prison needs for staffing (e.g. kitchens) come first
- prisoners are allocated to make up the numbers
- other (please specify)

(4.6) Are prisoners in Education paid? Please tick all that apply:

- prisoners are paid the same rate or better for Education as for other activities
- in cell Education face-to-face is paid
- in cell Education not face-to-face is paid
- prisoner distance learning in cell is paid
- other (please specify)

(4.7) Do you agree with the following statements about the learning & skills environment?

Please tick all :

yes no don't know

in relation to staff providing Education:

- staff receive on-the-job training

in relation to classrooms:

- there are enough classrooms to accommodate the provision

prisoners are crammed into classrooms
 classrooms are well equipped

in relation to staff in Training Workshops:

staff receive on-the-job training
 there are sufficient NVQ assessors

in relation to Training Workshops:

there are enough Workshops to accommodate the provision
 Workshops are overcrowded
 Workshops are well equipped
 equipment is comparable to that outside in employment
 Basic Skills are embedded in Workshop programmes
 Workshops are fully utilized

(4.8) Please use this space to make any further comments or observations on provision in your prison:

SECTION 5: OPERATIONAL ISSUES

(5.1) Would you describe your prison as 'overcrowded'?

yes
 no
 don't know

If 'yes' describe your reasons for saying so:

If 'yes' how does this impact on learning & skills provision? **Tick all that apply:**

there are long waiting lists for classes
 prisoners don't get a choice of Workshop
 prisoners with learning difficulties aren't identified
 inadequate support for prisoners with learning difficulties
 prisoners don't get help with reading & writing
 referrals don't get made
 prisoners going out to court cannot get back in
 staff can't take time off to train
 other (please specify)

(5.2) Does Prison Officer staffing affect learning & skills provision?

yes no don't know

If 'yes' how does this impact on learning & skills provision? **Tick all that apply:**

prisoners don't get to classes because there is no one to take them
 prisoners can't access the library
 lessons are cancelled because of operational difficulties
 staff don't get time for training

(5.3) Does learning/skills/Education staffing affect learning & skills provision?

yes no don't know

If 'yes' how does this impact on learning & skills provision? **Tick all that apply:**

lessons are cancelled because of staffing difficulties
 staff don't get time for training
 meetings for staff are cancelled

(5.4) Please use this space to make any further comments on operational issues:

SECTION 6: QUALITY ASSURANCE

(6.1) Who are the Education providers for your prison?

.....
.....

Do these providers have contracts with other prisons?

- yes
- no
- don't know

(6.2) How is the Education and Training curriculum in your prison decided?

How often is it reviewed?

- more than once a year once a year every two years
- every three years hasn't been reviewed

(6.3) How is the Education and Training provision in your prison funded?

Does your prison attract any other funding?

- yes no don't know

If 'yes' please state sources:

(6.4) In your opinion is the funding your prison receives flexible and responsive to meet prisoners' educational needs? Please indicate what evidence there is for your answer.

(6.5) Who monitors the quality of the provision in your prison and how?

(6.6) Are there any other comments that you would like to make in connection with Quality Assurance

(6.7) Are there any other comments that you would like to make about this survey?

This report has been prepared by the Learning and Skills Support Group (LSSG) of the National Council of Independent Monitoring Boards

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The report can be found on the IMB website at www.imb.gov.uk

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