

QUALITY ASSURANCE AND IMPROVEMENT

CONTENTS

1. Quality Assurance and Continuous Improvement

2. Training Needs Analysis and recommendations

2.1 Annual Self-Assessment Report

2.2 Development plan

2.3 Negotiated Three Year Development Plan

2.4 Quality Improvement Group

3. Performance management

3.1 Internal and external moderation report

4. Ofsted

5. CPD

1. Quality Assurance and Continuous Improvement

Employment, training and skills opportunities are provided in all prisons at various volumes and progression levels depending on the prison category and the demographics of the prison population. In addition to basic literacy and numeracy 'Skills for Life' qualifications, further training opportunities, classroom based and vocational, are available to support individuals who have employment aspirations and where their individual learning and sentence plans recommend that they engage in training.

Most qualifications offered are on the Qualifications and Credit Framework (QCF) giving learners the opportunity to achieve credits that contribute to a full qualification. Access the following link for more information <http://qcf.skillsfundingagency.bis.gov.uk/>

The Skills Funding Agency is able to provide information on the number of learners engaged in learning and skills provision funded by the Skills Funding Agency, (formerly the Learning and Skills Council) from the Individualised Learner Records (ILR).

Quality assurance gives a measurement of the quality status of an activity and quality improvement demonstrates what needs to be developed and measures progress. This is not a one-off activity; performance should be under a constant cycle of plan, action, review, measure performance and plan including areas for improvement. There are several models of quality improvement available for reference. See the Excellence Gateway at the following web link. [Excellence gateway](#)

The following model may support the development of a quality process that can be implemented across the whole organisation.

- Employment Training Skills Needs Analysis and recommendations
- Self Assessment Report and Action plan
- 3 Year Development Plan
- Quality Improvement Group
 - Internal and external moderation reports
 - Ofsted Inspection and recommendations action plan

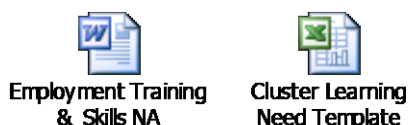
2. *Employment Training Skills Needs Analysis/ Cluster Learning Need*

The negotiated and agreed learning and skills offer should result from an annual Employment Training and Skills needs analysis. All relevant partners should engage with this process and led by the governor/director's representative, work towards negotiated and agreed objectives. These should be feature within an annual self-assessment report and development plan described in the next section.

The following is not an exhaustive list of considerations for an analysis report:

- the prison population; ethnicity/ foreign nationals
- conviction type
- average length of stay
- formative and summative evaluation results
- learner and staff surveys and recommendations
- previous year's data of functional skills needs and attainments
- labour market intelligence for regions of release
- labour market sectors reflected within the establishment
- progression data / Higher education etc.

The needs analysis will form an important part of discussions between the prison, lead governors/director and cluster leads; learning providers and other partners in determining provision under the agreed partnership arrangements.



The cluster learning needs template should enable the strategic learning offer reflecting where relevant, progression opportunities for prisoners transferring to other prisons. It focuses on sector labour market intelligence in the releasing regions to ensure that the employment aspect of the process is addressed.

2.1 Annual Self Assessment Report

Self-assessment reports should be produced on at least an annual basis by providers of government funded training in order to say 'this is where we are now'. It should make clear judgements linked to the Common Inspection Framework and grade areas of provision in the same way as Ofsted inspection reports. Use the Common Inspection Framework (CIF) questions as a guide to making judgements. If all activity is linked to the CIF as a tool for measuring quality, ongoing development can be evidenced and progressed. See link to Handbook for Inspection.



Handbook for the inspection of 9/2009

The annual self assessment report should be developed as a result of the ETSNA which evidences the need for the identified learning offer. Contributions should be from all aspects of the prison using a means the collection of evidence that demonstrates judgements about the quality of provision. The judgements are linked to Ofsted grades which are as follows:

Grade	Description
1	Excellent
2	Good
3	Satisfactory
4	Inadequate

When judging the performance of provision, take into consideration whether the activity you are grading is exceptional or if the performance is what is expected. For example; 'Numeracy - 98% of students attend all sessions'. This is what is expected which is therefore not exceptional, therefore should be deemed as satisfactory, grade 3.

Whatever the criteria that is used, please evidence your decision. An example of a pre self-assessment report is available in the link provided.



Sample Pre-SAR Strength-Weakness

2.2 Self-Assessment Development Plan

The self-assessment development plan will be established from activities Self-assessment report identified as needing improvement. The development plan should show the objectives required, with targets and dates, for improving an activity or area. There are a range of templates used across the estate for this purpose. The following template is an example which can be adapted for your use.

Ensure that the plan is shared with the senior management team and all personnel that contribute to the process. Please see the following links from the Excellence Gateway.

[Self Assessment Tool](#)
[Self Assessment Process](#)

2.3 3 Year Development Plan

A 3 year development plan should include all projected outcomes agreed with delivery partners and relevant interventions.

Governors/Directors must ensure that the establishment has a 3-year development plan.

2.4 Quality Improvement Group

The Quality Improvement Group (QIG) is a quality meeting chaired by the HoLS or governors appointed representative with responsibility for learning and skills in the establishment.

All areas within the prison with learning and skills can be represented on this group and contribute to the strategic address of quality improvement to ensure that the delivery of learning and skills is adequate, reviewed and improved.

3. Performance management

Monitoring the performance of activity will assist the measurement of effectiveness of activities and contracts supporting employment training and skills.

The following, which is not exhaustive list of areas should considered when managing performance. These measures will support preparation for inspection, internal and external moderation processes.

- Budget for employment learning and skills
- Number of sessions planned
- Number of sessions delivered
- Target number of learners
- Number of learners attending classes/learning opportunities
- Number of attendees
- Target number of qualifications
- % of achievements of exams/qualifications
- % of failures of exams/qualifications and reasons
- Consider cost of failures

Identify reasons for failures and whether these can be addressed
Self-assessment grade
Inspection grade

3.1 Internal and external moderation report

Assessment, internal and external moderation processes will be determined by the course awarding body, however it is good practice to ensure that all assessment and internal moderation is aligned. This process can be considered as part of the QIG for standardisation.

- Assessment
- Internal moderation across all delivery periodically
- External moderation – report recommendations to be included within the Self Assessment Development Plan (SADP) if appropriate
- Any changes to the SADP should be raised at the QIG

4. Ofsted

Ofsted brings together the wide experience of four inspectorates to make a greater difference for every child, and for all young people and adult learners, in England. Adult, Juvenile and Young Prisoners institutions are subject to Ofsted inspections and reports which result, contribute to Her Majesty's Inspectorate of Prisons visit reports and recommendations. <http://www.ofsted.gov.uk>

As well as conducting inspections, there are a number of support tools provided by Ofsted on line that can be used to assist in the quality processes and to enable an establishment to utilise data effectively.

The Prison's HoLS or governor's appointed representative has the responsibility for preparing for the inspection. They will ensure that all relevant documentation is available including management information documentation which would be provided in a specific format.

The Ofsted handbook provides guidance on inspection for inspectors colleges and providers of further education; work-based learning; adult and community learning; provision funded by the Department for Work and Pensions; and Nextstep provision. There is a separate handbook for inspecting judicial services.

Headings for the common inspection framework are as follows:

- Outcomes for Learners
- Quality of Provision
- Leadership & Management

Please access the following links for details of the inspection process and Common Inspection Framework and pertinent statements and the Ofsted Inspects handbook.



Handbook for
Inspection 2009



Ofsted Inspects
2009

Please access the following link for useful information on prisoners serving less than 12 months and longer sentences.



Prisoners Serving 12
months or less



Offenders Serving
Longer Sentences

5. Continuous Professional Development

All staff involved in delivery of learning must hold relevant qualifications appropriate to the role they are undertaking. These qualifications should reflect the service delivery arrangements and adhere to any reforms to the training, qualifications and continuing professional development of teachers, trainers and instructors.

Guidance on the reforms is available at: www.lifelonglearninguk.org

Please access the following link for information regarding HoLSE or staff in an equivalent role CPD advice.



HoLSE CPD