INTRODUCTION FROM THE DIRECTOR OF REGIMES

1. This PSO sets out guidance and mandatory requirements on how education is to be provided to prisoners. It is linked to processes 7000 - Strategic Management and Integrated Planning Procedures and 4200 Education and Training/Prison Service Education Curriculum Framework - the core curriculum.

Performance Standards

2. This PSO underpins the Performance Standard relating to Education.

Output

3. This PSO explains the educational services which must be provided to prisoners in accordance with the Prison and YOI rules.

Implementation

4. This PSO comes into effect from 1 June 2000.
Impact and Resource Assessment

5. Funds for education services have been allocated from the Comprehensive Spending Review (CSR). The only additional costs incurred by establishments will be for materials.

Mandatory Action

6. *Area Managers, Governing Governors and Directors and Controllers of contracted-out prisons must ensure that staff, in particular Education Contractors and Instructional Officers, are aware of the content of this PSO.*

Audit and Monitoring

7. The contents of this PSO are subject to compliance auditing by the Standards Audit Unit. Compliance is monitored by Area Managers, Education Services and Heads of Groups and Services.

Contact

8. Further information is available from the following:

   Penny Robson, Chief Education Officer, Education Services, 8th Floor, AMP House, Dingwall Road, CR0 2LX. Tel: 0208 760 1816.

Ken Sutton
Director of Regimes

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INTRODUCTION

1.1 The purpose of education within prison is to address the offending behaviour of inmates, by improving employability and thus reduce the likelihood of re-offending upon release by:

- ensuring that all sentenced prisoners are offered the Basic Skills Agency (BSA) screening test on reception, as part of the induction process. In addition, those prisoners being held on remand, who are able to participate in education classes, must have been offered the BSA screening test before attending education classes;
- providing a core curriculum of basic and key skills to ensure that all inmates who have literacy and numeracy skills below level 2 competence are able to achieve nationally accredited qualifications, which will contribute to the Governments National Learning Targets for Education and Training (NTETS);
- establishing a Progress File for every prisoner in full or part-time education which includes an individual action plan and specific targets (the Progress File will replace the National Record of Achievement); and
- maximising the number of inmates who have access to education by ensuring that delivery is predominantly part time and is delivered flexibly to multiple sites.

STATUTORY REQUIREMENTS

2.1 Prison Rules 1999 make provision for education for adult prisoners under rule 32:

Rule 32

(1) Every prisoner able to profit from the education facilities provided at a prison shall be encouraged to do so.

(2) Educational classes shall be arranged at every prison and, subject to any directions of the Secretary of State, reasonable facilities shall be afforded to prisoners who wish to do so to improve their education by training by distance learning, private study and recreational classes, in their spare time.

(3) Special attention shall be paid to the education and training of prisoners with special educational needs, and if necessary they shall be taught within the hours normally allotted to work.

(4) In the case of a prisoner of compulsory school age as defined in section 8 of the Education Act 1996(a), arrangements shall be made for his participation in education or training courses for at least 15 hours a week within the normal working week.

2.2 and for young offenders under rule 35 of the Young Offender Institution Rules:

Rule 35
Provision shall be made at a young offender institution for the education of inmates by means of programmes of class teaching or private study within the normal working week and, so far as practicable, programmes of evening and weekend educational classes or private study. The educational activities shall, so far as practicable, be such as will foster personal responsibility and an inmate’s interests and skills and help him to prepare for his ‘return to the community’.

In the case of an inmate of compulsory school age as defined in section 8 of the Education Act 1996, arrangements shall be made for his participation in education or training courses for at least 15 hours a week within the normal working week.

In the case of an inmate aged 17 or over who has special educational needs, arrangements shall be made for education appropriate to his needs, if necessary within the normal working week.
In the case of a female inmate aged 21 or over who is serving a sentence of imprisonment or who has been committed to prison for default, and who is detained in a young offender institution instead of a prison, reasonable facilities shall be afforded if she wishes to improve her education by class teaching or private study.

NB: The Prison Rules are written in the masculine, however they refer to both male and female prisoners unless there is a specific indication to the contrary

ESTABLISHMENTS

3.1 Education provision within prisons must respond to the individual needs of prisoners, paying regard to a range of needs including emotional and behavioural difficulties, learning difficulties and criminogenic factors.

3.2 Prison personnel within the establishment must have overall responsibility for managing the education contract, by ensuring that:

- There is a current order for teaching and induction services in place;
- Operational failures to deliver education are kept to a minimum by providing the contractor with notification of shutdowns, in accordance with the Education Contract;
- The current order uses all the allocated hours for teaching and induction purposes;
- There are a minimum of two education contract monitoring meetings per year, with recorded minutes;
- Education programmes will, wherever possible, be integrated into other activities within prisons;
- Education will make a clear contribution to throughcare by forming links with the probation service, training and employment organisations to support prisoners’ education, training or employment on release; and
- Physical education and skills training should be regarded as part of the planned education programme, with an increased emphasis on addressing offending behaviour.

EDUCATION DEPARTMENTS

4.1 Where circumstances reasonably permit, prison education departments must ensure that:

- a current Basic Skills Agency (BSA) Quality Mark is in place;
- BSA screening tests are undertaken as part of the induction process, with the results recorded on the LIDs database at establishments;
- an annual self-assessment report is completed in line with the Quality Assessment Framework produced by Prison Education Services in the document entitled Assessing the Quality of Education Provision in Prisons (1998);
- individual learning plans are completed with specific targets, using the Progress File, for every full and part time prisoner
following a formal course. This should inform the sentence planning process;

- all prisoners, including juveniles under the age of 18, Rule 45s, segregation and hospital unit prisoners have the opportunity to participate in educational activities;
- a modularised core programme of accredited basic and key skills is in place, which includes:
  a) Literacy and numeracy;
  b) Key skills;
  c) English for speakers of other languages (ESOL);
  d) Social and life skills units (accredited by the Open College Network);
  e) Generic preparation for work (accredited by the Accreditation Syndicate for Education and Training); and
  f) Information Technology.

- delivery of education is prioritised for those who have been assessed as having basic or key skills at level 1 or below; and
- education is delivered on a predominantly part time basis to multiple sites, five days per week for 50 weeks per year.

OUTCOME TARGETS

5.1 All education and training, and where possible PE, undertaken during the core day will be aimed at reducing offending behaviour as part of a prisoners’ sentence plan. Course details will, therefore, explicitly and routinely identify the criminogenic factors being addressed and should also identify measurable outcomes.

5.2 The education programme must enable prisoners to achieve nationally accredited qualifications in key and basic skills up to level 2, which will enhance their employability on release. The Prison Core Curriculum (PSO 4200) must be in place to facilitate this.

5.3 Opportunities for achieving key and basic skills in workshops, PE, catering and other vocational training will be provided by establishments, supported by the advice and guidance of the education department.

5.4 The establishment will need to ensure that education departments operate equal opportunities policies that are congruent with that of HM Prison Service and pay particular attention to the requirements of the RESPOND programme.

MONITORING ARRANGEMENTS

6.1 Education Services will rigorously monitor outputs by undertaking:

- The monthly collection of management information relating to the implementation of the education contract;
- The monthly collection of national accreditation and Basic Skills Agency induction results;
- Audit of education provision in accordance with Standard Audit requirements, based on a two yearly cycle, and against the performance standard for education provision; and
Quality Assessments, to review the performance of each education department on a four-year cycle, based on the format used to inspect colleges and training agencies.

6.2 *Education departments must produce an annual self-assessment report based on the Quality Assessment framework document entitled Assessing the Quality of Education Provision within Prisons (September 1998).*

6.3 Governing governors will undertake self-audits of education provision against performance management standards for education.

**RESOURCES.**

7.1 **Staffing** - There is likely to be minimal impact on staffing since education programmes in establishments are contracted out.

7.2 **Finance** - Improvements to prison education, as set out in this order will largely be financed through existing contract arrangements. In addition, Comprehensive Spending Review (CSR) funds have been allocated, prioritising the following areas:

- Improving key and basic skills;
- Young offenders; and
- Improving impoverished regimes.

7.3 **Regimes** - The regime in some establishments may change significantly as part time education combined with work becomes more common and more prisoners have access to educational activities.

7.4 **Materials** - The establishment must provide funds for materials which will include consumables, textbooks and accreditation fees, this must not conflict with any existing contractual arrangements.