

**EXCELLENCE IN LEADERSHIP,
MANAGEMENT AND GOVERNANCE**

Management Programme for
Offender Learning



Adult Learning Improvement Network (ALIN)

The
Education
& Training
Foundation



FOREWORD:

The Adult Learning Improvement Network (ALIN) has been commissioned by the Education and Training Foundation as part of their 'Excellence in Leadership and Management Programme' to assist in the development of Managers with responsibility for Learning, Skills and Employment working in the Prison Service or equivalent within privately run prisons.

The [HM Inspectors of Prisons Annual Report 2013-14](#) forms a background to the commissioning of this work as amongst other things it identified that:

- *too many Governors do not take learning and skills seriously*
- *little evidence that the new learning and skills contracts had led to improved outcomes for prisoners*
- *53% of provision Required Improvement or was judged to be Inadequate*

The Adult Learning Improvement Network (ALIN) team have a wealth of knowledge and experience of this area of work. The ALIN team recognise the commitment, passion and drive of the Managers and staff who work in this sector, impacting on people's lives and creating a step change to reducing reoffending.

This booklet links through each of the modules with the Management Development pack, providing supporting resources and documentation.

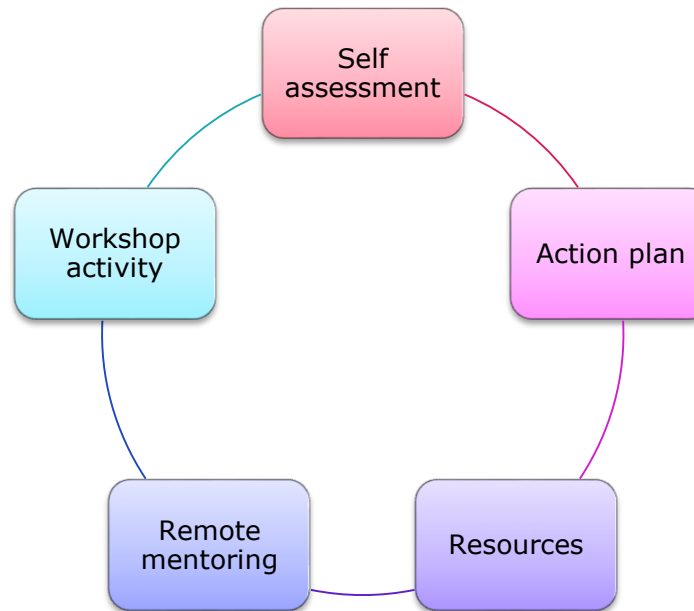
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Adult Learning Improvement Network (ALIN)

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A RANGE OF SUPPORT MECHANISMS:



The support programme for Management, Learning, Skills and Employment Managers and influencers within learning and Skills contains ten modules/areas of managerial responsibility.

The self-assessment tool identifies areas of support generating an individual action plan linking to a range of resources to support personal development.



SUPPORT PROGRAMME CONTENTS

[Module 1:](#) Improving the quality of teaching, learning and assessment

[Module 2:](#) Curriculum design and management

[Module 3:](#) Performance management of staff

[Module 4:](#) Ensuring effective communication and flows of information both internally and with external partners

[Module 5:](#) Management and use of performance data

[Module 6:](#) Promoting safeguarding (including health and safety) and equality and diversity

[Module 7:](#) Effective partnership working with subcontractors and other stakeholders

[Module 8:](#) Using feedback to improve the quality of education, training and work provision

[Module 9:](#) Self-assessments and improvement planning

[Module 10:](#) Planning for external inspection / audit

[SUPPORT RESOURCES](#)



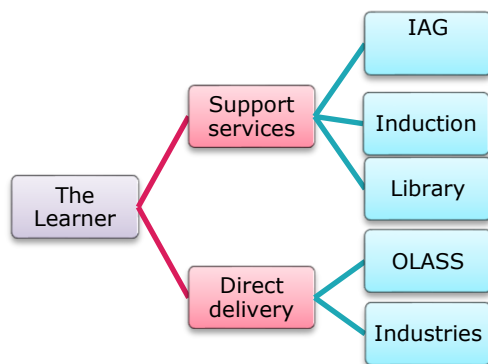
MODULE 1:

IMPROVING THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Establishing policies and procedures for the observation of teaching, learning and assessment

Establishing policies and procedures that include all interventions is vital. OLASS and other contracted in providers will have their own policies and procedures but it is important that the prison have their own overarching strategy, policies and procedures to ensure the quality of teaching, learning and assessment. The prison needs to get into the habit of regularly observing and recording the quality of all its learning and skills provision. During inspection you can expect to carry out shared-observations with one of the inspection team, so you need to be familiar with making informed judgements. A sample [template for peer or paired observations](#) is available as a resource (MP Mod 1 R2)

Learning and Skills interventions may include:



Remember:

When writing your own policy for Observations of Teaching and Learning (OTL&A) ensure you have sections on:

- Purpose and aims of the policy
- Scope of the observations i.e. who is to be observed
- Frequency and cycles
- Observation criteria
- Guidance for observers
- Identifying and prioritising staff development and training
- Moderation and standardisation



Effective training of observers

Not everyone is comfortable about being an observer.

Staff who have completed audit or internal verification of one form or another may be more suitable to the requirements. Most people require specialist training in order to make clear, unbiased and objective judgements and to deliver feedback in a manner that promotes development and fosters improvement.

Remember:

The key aspect for observers to question, is “what impact is this having on the learning experience?”

Observation records and feedback processes

All observations, be they “walk through”, 10 minute or a full planned observation should be followed up with an appropriate form of recorded documentation. You could think about creating a rolling observation which is built up over a period of time with brief comments about what has been observed during each walk through or 10-minute observation. This will help form a clearer impression of the quality of that provision. Aural feedback should always be given to the member of staff in charge of the session, followed up by written confirmation. If there isn’t an opportunity during the observation, then at an agreed time as soon as possible after the observation. A range of [observation templates and tracker](#) forms are available as resources within Module 1.



10 Minute Observation Template

Course.....	
Tutor/Trainer	Date.....
Observer.....	Area/Activity
Observed.....	
Context	
<div></div>	
Planning/Documentation	Evidence/Comment
Is there a lesson plan in place?	

Remember:

Inspectors will triangulate what they have observed, prison records of observations, staff training, and discussions with staff before making a judgement

Improving underperformance

Your teachers, trainers and instructors are your most valuable and valued resource. Managing underperformance is a delicate matter and should be managed carefully. The key aspect is that the individual member of staff should feel valued and supported. Understanding why performance is poor or what has caused a change in performance levels is key to helping an individual to make the necessary improvements. If the associated policies and procedures are implemented appropriately then the process of making the required improvements will be much easier. Early intervention is key to starting the process and ensuring positive outcomes can be achieved within a short timescale. Being kind or over considerate does not always help matters. If poor performance becomes ingrained it can be very difficult to make progress.





Strategies for helping staff include training or re-training, peer support or buddying, visits to other establishments or observation of colleagues and other identified best practice.

Fundamental to the success of the support being provided, is the establishment of clear and manageable targets, regular support, monitoring, reviews and feedback. The whole process needs to be viewed as development and support not a threat. To see how inspectors report on performance management within the leadership and management sections see the [extracts from the Common Inspection Framework and Inspection Handbook](#) (MP Mod 1 R 7)

Standardisation and moderation of the teaching, learning and assessment process

These are important processes and will require a small team to carry them out effectively. This team could include, the HoLSE, Internal Quality Assurer (IQA) and one other manager (industries, kitchen, gym). It is a good idea to occasionally have an independent or external member on the team to increase the validity of the process. Essentially you need to be assured that if any of your observers carried out an observation of a particular member of staff, then the same outcome would be achieved. If there are large numbers involved, then it may be necessary to review samples from each observer and from every area of provision. All sessions that have been graded as Outstanding or Requires Improvement should also be reviewed and monitored accordingly.

For further guidance see [Moderation and Appeals](#) (MP Mod 1 R 6)



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MODULE 2: CURRICULUM DESIGN AND MANAGEMENT

Conducting a learner and employer needs analysis

In order to arrive at the correct balance of provision for your establishment, it is expected that you will conduct an annual needs analysis which takes full account of the identified needs of your current population, as well as any planned changes to the prison population or function.

The needs analysis will consist of a wide range of activities which are listed in the [Guide for new learning, skills and employment managers in offender learning](#)

The results of this analysis will inform your discussions with your OLASS provider when negotiating the curriculum offer they can provide. The findings may also need you to enter into negotiations about the prison regime, with your Governing Governor or other appropriately senior managers, to review the extent and nature of the vocational training offer. The balance of your learning, skills and work offer will therefore be influenced by a number of internal and external factors. Combined with the results of learner and employer surveys, and analysis of your data returns, this information will inform your planning and development for future provision, as well as providing content for your SAR and contributing to preparation for inspection or audit.

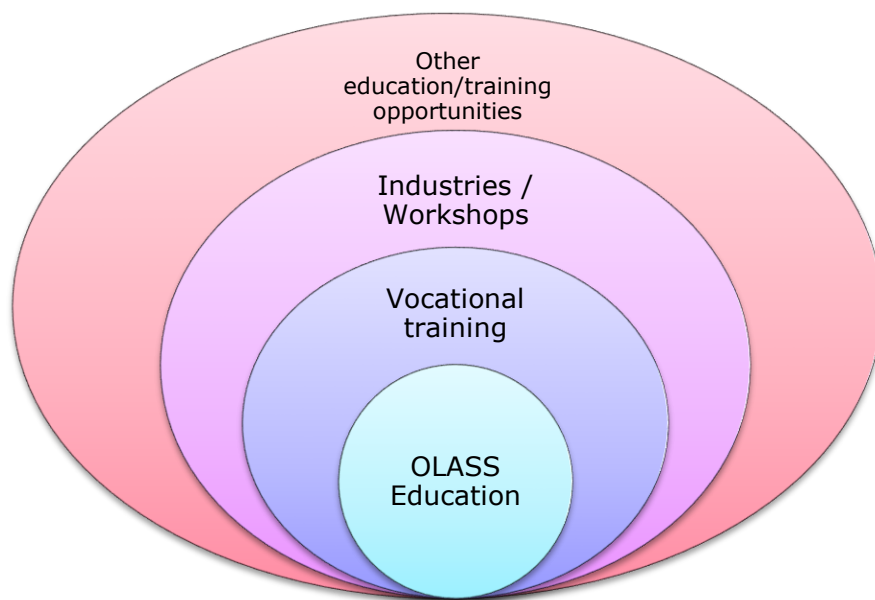
A [sample needs analysis template](#), which you may want to use or adapt, is available as resource (MP Mod 2 R 1)



Reviewing resources to match with curriculum planning

Depending on the type of establishment that you work in, the range of provision available will vary for a number of reasons. For instance, a category C resettlement prison holding prisoners with sentences longer than 4 years, ought to have more vocational workshops than a local prison holding shorter sentenced prisons.

The PSI for Prisoner Employment, Training and Skills [PSI 2012/06](#) provides clear guidance as to what you should provide.



Learning, skills and training provision must take account of the type of prison, e.g. local, high security, YOI or female, the nature of prisoners' offences, length of sentence, previous attainment, and personal aspirations as well as the nature of learning, skills and training opportunities available in the region to which prisoners will be resettled.



Curriculum design – content, levels and progression

The mixture of education, training and employment on offer may look like this.

A [sample curriculum design tracker](#) is available as resource (MP Mod 2 R 2) which allows you to track current provision against future planned developments for each of the different curriculum areas.

What would your answer be to each of these key questions?

Why is this person in this particular class or workshop?

Does it link to their sentence / custody plan targets and identified individual needs?

Are they here to suit the needs of the prison or prisoner?



Awarding body management including assessment practice and certification procedures

The expected assessment practice for individual qualifications will be stipulated by the designated awarding body and will include procedures for any external verification. As an establishment offering qualifications it will be a good idea for you to draw up a Prison Wide Assessment Policy demonstrating that assessment decisions are fair and relevant to the qualification being followed and conducted in an open and transparent manner. The policy should also include an Appeals Procedure indicating the three stages of appeal and to whom the appeal is made at each level in case an agreement cannot be found at the initial stage. It is a good idea to keep a record of all certificates claimed for, received and passed onto learners. If originals are to be passed onto the learner it is a good idea to keep a copy in their education / training file for future reference in case the original goes missing.

Quick Tip:

Keep a record and copy of all certificates awarded to learners in their education / training file.





Carrying out a curriculum quality review

As a major exercise this could be carried out annually. However, many of the different components that contribute to the quality review will have been collected over a period of time, such as historical achievements data showing any trends or patterns, needs analysis, surveys and reviews. Hence the review will be informed by a wide range of information, data and feedback. It is also important to seek the views of learners about the course that they are undertaking.

There are two sample survey forms available for this module as resources (MP Mod 2 R 3 and R 5) Student perception of courses (SPOC). The [first one](#) is designed for use in education, [the second](#) can be used throughout the prison/YOI wherever learning, training and instruction takes place. You can adapt either of these to generate an EPOC (Employer perception of courses). This could be given to internal employers, trainers or instructors to record their views of the quality and appropriateness of the courses, as well as sending them out to any external employers that you have links with for resettlement, reintegration of consultation.

A [sample Quality Calendar](#) is available as resource (MP Mod 2 R 4)

		MP Mod 2 R4		The Education & Training Foundation	
		Quality Calendar		HMP/YOI	
Annual overview					
January	February	March 27 (Thursday) QMS Meeting	April	May	June 27 (Thursday) QMS Meeting
Read out Learning & Skills needs analysis questionnaire	Library Contract meeting	Review & removal of R&A's	Review return and report on findings from S&S NA	Library Contract meeting	Collecting S&S evidence
Collection of data	Review of Activity Allocation and Request Policies Collection of data	Quarterly review of data Collection of data	Collection of data	Collection of data	Quarterly review of data Collection of data
July	August	September 27 (Thursday) QMS Meeting	October	November	December 27 (Thursday) QMS Meeting
	Library Contract meeting Alternative Learning and Skills work	Quarterly review of data	Curriculum Quality Review	Library Contract meeting	Quarterly review of data
Collection of data	Collection of data	Collection of data	Collection of data	Completion of S&R Collection of data	Final signing of Action Plan Collection of data

Quick Tip:

Adapt the Student Perception of Course form to seek views from employers / trainers and instructors.



Providing effective curriculum and progression IAG to learners

The specific details relating to the level of IAG to be given to your learners will be contained in the annually agreed SLA/Funding Agreement set up between the Prison, the SFA and your contracted provider, currently the National Careers Service (NCS). All prisoners on entry to custody have access to the NCS as part of induction. Aspirations, career goals and learning need are recorded in a Skills Action Plan which should be made available to all relevant service providers within the prison/YOI in order to support learning progress. The NCS will also issue a Unique Learner Number (ULN). Your NCS representative is responsible for identifying learners eligible to be enrolled onto learning, skills and work provision available in your establishment and as part of the review process, identifying appropriate progression routes. They will also conduct mid and end of sentence reviews to update any identified plans and targets for release. The important aspect about IAG relating to progression is that it should be timely, unbiased and linked to sentencing planning targets.

Further details about the role and responsibilities of your IAG/NCS provider are available in the [Guide for new learning, skills and employment managers](#) in offender learning. A short power-point presentation about [meeting the needs and interests of learners](#) is available as resource (MP Mod 2 R 6)



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MODULE 3: PERFORMANCE MANAGEMENT OF STAFF

Effective induction and mentoring of new staff

Recruiting people to work in the prison service is not easy, it can be a lengthy and costly exercise. So, having invested hugely in the recruitment process it is vital that all new staff receive a full and thorough induction before they are required to carry out any of their job specific tasks. This can also involve additional expense, but if you are to retain staff and have them perform to the best of their abilities it will be cost effective in the long term.

Think about it:

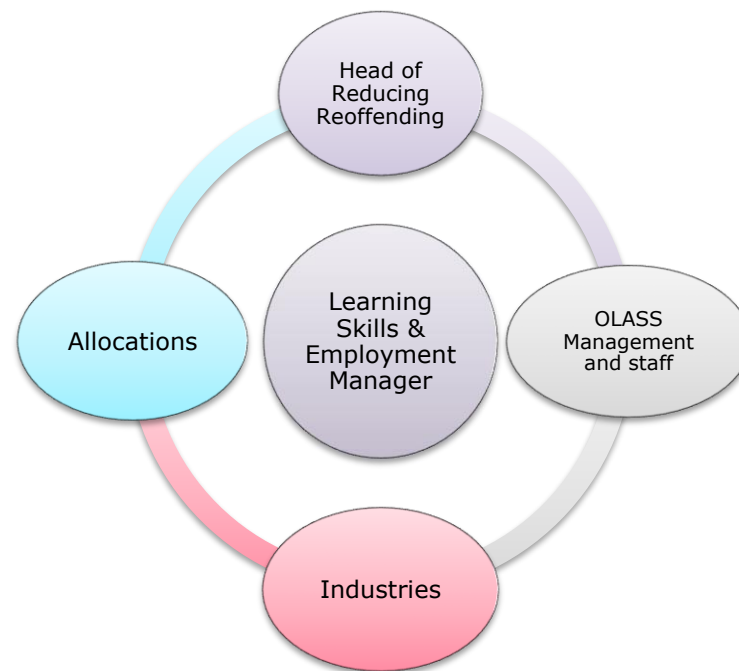
Far too often there is a temptation to put a new member of staff in front of a group of learners before they are actually ready. It might suit the prison to have an additional class running, but if that member of staff then leaves, as they were not ready, you're in an even worse position.

A [sample induction check list](#) for new staff is available as resource (MP Mod 3 R 1)



Performance review – individual discussions, formal observations

It is quite possible that in your role you will not directly line manage any staff, and yet the success of your areas of responsibility is linked directly to the performance of others, who will be managed by other heads of department, custody managers or Governors. Therefore, it is imperative that you establish clear means as to how you can review their performance through formal and informal processes. The diagram below illustrates how your role might sit with other areas of the prison that you work with and that you oversee indirectly.





Maximising the impact of staff appraisals

If you don't directly line manage any staff, then you are unlikely to be involved in staff appraisal procedures. However, you will be involved in one to one's and interviews with staff which could form part of that process. A [sample template of a One to One interview](#) for a new member of staff is available as resource (MP Mod 3 R 2) Staff appraisal in whatever form it takes place is often the main activity for identifying areas aspects of training and development for your staff. But you will also pick up on some training needs from your observations of performance and your routine "walkthrough" of your classroom and workshop areas.

Improving performance through effective training and development

Training and development is one of the most effective ways of staff being able to up-date and improve their performance. This can be via attendance at external training events but can also be as simple as shadowing a colleague in the same work area as them or even in a different one depending on what aspect of training and development has been identified for them. Peer reviews are also an excellent means of sharing effective practice and gaining an appreciation of your colleagues' area of work and responsibilities. Before investing in expensive conference fees, you should consider what experience and expertise you already have within your workforce or partnership organisations. For example your NCS provider may have staff who are very competent with ICT who could train some of your staff in return for some Safeguarding or Equality and Diversity training for their staff.

Quick Tip:

Consider what experience you already have within your teams and with partners and utilise it.



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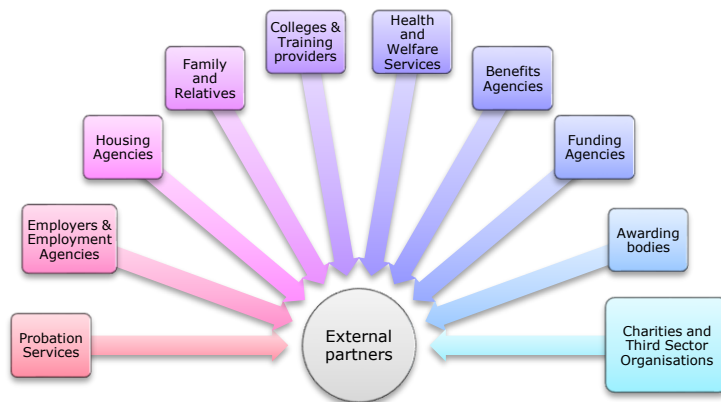


MODULE 4:

ENSURING EFFECTIVE COMMUNICATIONS AND FLOW OF INFORMATION BOTH INTERNALLY AND WITH EXTERNAL PARTNERS

Devising an effective operational process manual

It would be a good idea for you to pull together a process manual or chart that ensures all parties are clear of their role and responsibilities as well as the means by which information is to flow between internal and external agencies. Some Service Level Agreements (SLAs) and Contracts have this as part of contracting arrangements. The [chart below](#) is available as a resource for use or adapting as resource (MP Mod 4 R 1)





Effective team meetings and action planning

Ensuring that meetings are well attended, run smoothly and meet the identified objectives is no easy task within a prison/YOI setting. Your Quality Improvement Group (QIG) meetings will require attendees from almost all areas of the prison, as well as some external representative. Planning and preparation to ensure that the meetings function well and are effective is your responsibility.

For more guidance and ideas on how to develop effective team meetings and action planning, [watch our short video](#)

Reporting of provision

There a range of ways in which you can be kept informed of the quality of your own provision as well as that of partner organisations and sub-contractors.

It is for you to determine how you want to collate relevant aspects of this information and incorporate them into Performance and Contract/SLA reviews.

These will include but not be restricted to:

- Data and information collected as part of performance monitoring
- Daily, weekly and monthly returns to finding or governing organisations
- Attendance records, absence and retention reporting
- Qualification achievement rates
- Appraisals and staff performance development reviews and action plans
- Observations of activities – formal, recorded, 10 minute and walk through
- Internal and external audits of standards
- Internal and external verification of academic and vocational qualifications
- Contract or SLA review meetings
- Quarterly reports submitted to the Quality Improvement Group

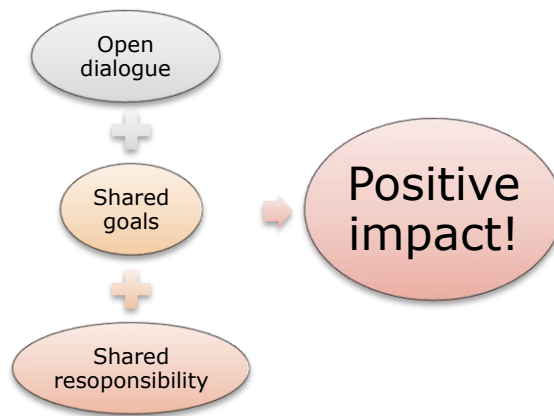


Sharing information and practice with partners/sub-contractors

This aspect of provision is often criticised by Inspectors. This is often the case when they have noted a particularly good example of practice in one area of the prison that has not been shared with others. Such as the recognising and recording of soft or personal development skills that are not captured within the main qualification aims and objectives.

The process for ensuring that information and examples of effective practice are shared as widely as possible is through all the channels listed in the section above.

Communications



Remember:

Sharing the information is only half the task. The most difficult and important part is to ensure that the information is acted upon and used to make improvements. It is a good idea to instigate a process by which you are kept informed of the impact of this sharing of information and ideas. That way you have a record of physical evidence of the effectiveness of your internal and external communications



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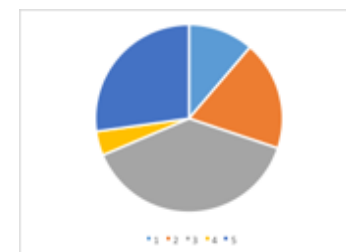
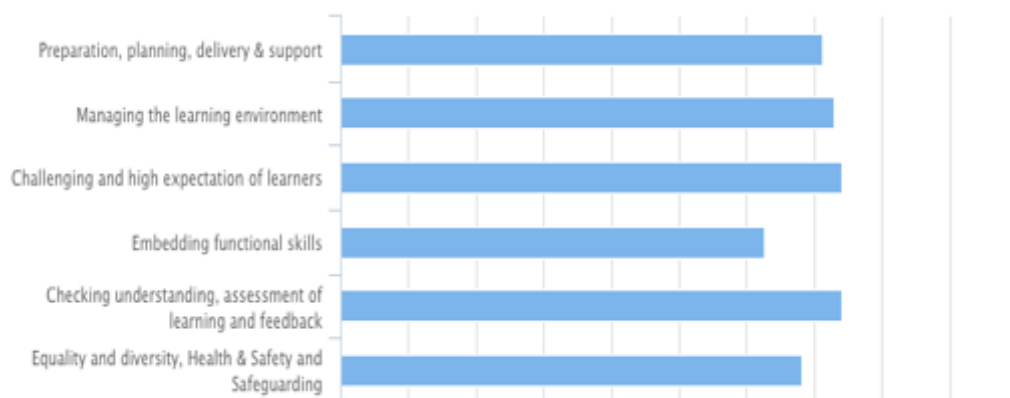




MODULE 5: MANAGEMENT AND USE OF PERFORMANCE DATA

Software programme training – familiarity with chosen management information system

Although there are central recording and monitoring systems within the Prison Service, it is often the case that individual establishments also have some locally produced or adapted management information systems, which may or may not be linked. It will be up to you to see how robust and useful the ones available to you are. The topic of software programmes and MIS will be covered during the workshop for Module 5 and you will also be able to have more detailed 1:1 discussion with your mentor. For more information about qualifications in offender learning and how to record them, [see resources for Module 5](#) (MP Mod 5 R 3 and 4)





Collection and recording of performance data and information

You will need to collect, collate and analyse data and statistics from a number of sources, covering a wide range of activities. The recording and collating points will range from **hourly, daily, weekly, monthly to annually**, and will be correlated into weekly, monthly and annual returns or reports.

This will include:

- The number of prisoners inducted and tested for ability and previous levels of attainment
- The number of foreign nationals or ESOL learners and the % of provision available to meet their needs
- Actual educational levels for every prisoner in the establishment
- The total number of spaces in all areas of learning, skills, training and work
- Total numbers allocated and attending these spaces
- The correlation between numbers identified with an English or maths need and the number of places on offer in these subjects
- numbers failing to attend and where possible the reasons for non-attendance
- numbers withdrawing including reasons for withdrawal
- achievements at all levels for all accredited provision including partial or unit as well as whole qualification successes
- progression rates for all learners between levels as well as lateral progression



Effective analysis of performance data and information

Many establishments collect a whole range of data and information but rarely collate it in such a way as to form interrogations as to what it is telling them. Consider what the learning & skills attendance figures below tell you? Does this data suggest the provider is performing well? ([MP Mod 5 R 1](#))

Learning & Skills	Allocated	Attendance	Efficiency
Aug-14	87	77	67
Sep-14	80	76	61
Oct-14	82	77	63
Nov-14	80	72	58
Dec-14	77	77	59
Jan-15	77	67	52
Feb-15	79	73	58
Mar-15	84	72	61
Apr-15	84	75	63
May-15	79	71	56
Jun-15	79	72	57
Jul-15	82	66	54
Totals	969	876	709
Average	80	73	58

Remember:

How you use your collected data and information to inform change, development and improvements is the most important aspect. The most successful providers make full use of ALL their management information to drive up standards and maximise development opportunities

Where data has not been used effectively inspectors have said “*insufficient use of data to evaluate fully the quality of all provision*”. To Improve the Provider should - Better evaluate the quality of all learning and skills through the effective analysis and use of data to inform actions for improvement.



Presentation of performance data to meet funding body and inspectorate requirements

Within your establishment there will already be a range of reporting points and templates for data and information collection relating to learning, skills and employment. These will involve the completion of weekly/monthly returns to be sent to your Business Unit for submission to Area, Divisional or Head Office. Many of these will have pre-set templates for completion such as those designed to record purposeful activity and regime hours. But you may need to devise methods and systems for collecting the initial data from all the various areas of your responsibility and possibly, if you are to create a complete picture, from some areas managed by other Heads or Custodial Managers.

Data collection and analysis is also important when securing funding, particularly in relation to bids for specific groups of learners where you will need to be able clearly demonstrate the identified need or shortfall. Knowing the educational achievement levels for each of the different groups held within your prison and being able to identify the shortfall in provision is vital to submitting evidence in support of your bids. This level of information is built up over a period of time and through a variety of means so that you develop a clear picture of your demographic. Consider the findings of your [needs analysis](#) conducted in Module 2. The extent of data and information required for inspections will be covered during the workshop for [Module 10](#) and the associated resources available, as well as the details contained in the [Guide for new learning, skills and employment managers](#) working in offender learning. A [sample template to record learner achievements](#) is available as resource (MP Mod 5 R 2)





Using performance data to measure programme and organisational performance

As mentioned above, careful analysis and scrutiny of performance data can inform all manner of changes and developments. In some instances, the data collected in relation to learner achievement and outcomes can form part of the background information prior to staff appraisals or observations of teaching, learning and assessment. In other cases it could be a powerful tool when discussing the impact on learning of prisoners consistently arriving late to work or education from the residential wings. As described in the [Guide for new learning, skills and employment managers](#) working in offender learning, you will need to work with managers and personnel from a range of areas and activities to affect a change or improvement in some matters.



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MODULE 6:

PROMOTING SAFEGUARDING (INCLUDING HEALTH AND SAFETY) AND EQUALITY AND DIVERSITY

Establish effective policies and procedures

It is very likely that your prison/YOI already has a Policies and procedures for safeguarding, safer custody, anti-bullying, equality and diversity and health and safety. However it would be a useful exercise to test them out against the range of [prompts and questions](#) contained in resource MP Mod 6 R 2 to be certain that you have all the angles covered. There is also a simple diagram identifying all of the documents, activities, procedures and qualification requirements that feed into Safeguarding which will you can also use as a [checklist](#). (MP Mod 6 R 3)

Managing the organisational single/central register

This central register is a really important document that the establishment is required to have, and is a record of all the clearances received for all staff currently being employed in the establishment. A significantly senior person should be responsible for maintaining and updating an accurate register that can stand up to scrutiny. As with many policies and procedures within offender learning this could be seen as a necessary procedure to counter any potential litigation. It is of course more than just that and is a clear indication of the measures you take to protect and safeguard all members of the prison community.



Promoting safeguarding and equality and diversity to staff, learners and other partners/stakeholders

This is the responsibility of the prison as a whole, that's why it appears under Leadership and Management at Inspection. However, everyone including learners, has a role to play in ensuring that the standards and expectations are maintained. No doubt many of your staff and the staff of your partner organisations, will have undertaken statutory or in-house training all these matters either as part of their induction or a staff development programme. You should however make sure that everyone has undertaken the training and is up to date with any checks or assessments that may be required. If your prison holds large numbers of ESOL or foreign national prisoners you may find the [translations](#) resource for safeguarding, care, protection and security useful. (MP Mod 6 R 4)

ochrona

بکنگ

Užtikrinimas

Sargāšana



Carrying out and documenting effective risk assessments

There will already be designated documentation for conducting risk assessments in the prison. Your health and safety manager will work with you to ensure that you have carried all the necessary assessments for your areas of responsibility. The security department will also be able to assist you with the appropriate safety and security measures for all tools and equipment used in your areas. This will include safe issuing of tools, monitoring usage, returning of tools as well as tool check procedures at the start and end of every session. As the manager responsible for learning, skills and employment you should keep copies of all assessments, procedures and policies for reference.

Managing concerns and complaints

As part of developing strategies for safeguarding, health and safety, equality and diversity, it is a good idea to include a section on reporting procedures and actions for dealing with any complaints or concerns. This should clearly outline what constitutes a concern or complaint, who it should be reported to, what the timescale for response and dealing with the matter is and what the possible outcomes might be if the complaint or concern is upheld. Finally there should be a brief section outlining the procedures in case a satisfactory resolution cannot be achieved, preferably internal.





Promoting safeguarding and equality and diversity through learning activity and resources

All staff should take every opportunity to promote safeguarding and equality and diversity through their learning resources, topics, behaviour and compacts that they establish with their learners. They should also actively challenge anything that's not acceptable and report all incidents through the appropriate channels.

Anyone involved in delivering safeguarding training to staff, learners or partners/sub-contractors may find the [Categories of Abuse](#) hand-out useful as a resource, which is available as resource MP Mod 6 R 1.



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MODULE 7:

EFFECTIVE PARTNERSHIP WORKING WITH SUBCONTRACTORS AND OTHER STAKEHOLDERS

Devising and implementing service level agreements (SLA)

For guidance on what key aspects should be considered when drawing up an SLA, and ensuring that it successfully meets all of your requirements, refer to resource [Guidance for Service Level Agreements](#) (MP Mod 7 R 1)

Partnership working – expectations and consistency of approach

Guidance and a sample template to carry out a [gap analysis](#) of different stakeholders expectations of an SLA (MP Mod 7 R 2) When applied to all of your partnership and sub-contracted provision this will ensure that you have a consistency of approach to the requirements and expectations of your SLAs.





Managing partner performance and improvement planning

If you have managed to include all of the aspects highlighted above into your SLAs, then managing the performance of your partners will be more straight forward, as you will have built into the agreement mechanisms, timescale and procedures for monitoring and reporting of performance. These should also include procedures for implementing action plans, reviewing of progress and measuring the impact of changes made. This will ensure that improvement planning is integral to your partnership arrangements.

Identifying and sharing effective practice

This can also be the case when they have noted a particularly good example of practice by one provider which has not been shared with others working in the same prison. Such as the [example a template for tracking a learners employability](#), which could be used by any of your partner organisations (MP Mod 7 R 4).

The process for ensuring that examples of effective practice are identified and shared as widely as possible is through the expectations section of your SLAs and can be exchanged through all the means identified in [Module 4](#). However, as is often the case this can only be really effective once clear communication channels between all parties have been established.

A sample [template to record case studies](#) of Effective Practice is available as resource (MP Mod 7 R 3)



Remember:

- Sharing the information is only half the task.
- The most difficult and important part is to ensure that the information is acted upon and used to make improvements.
- It is a good idea to investigate a process by which you are kept informed of the **impact** of this sharing of effective practice.
- Record and document the effectiveness and impact of partnership and stakeholder working.



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MODULE 8:

USING FEEDBACK TO IMPROVE THE QUALITY OF EDUCATION, TRAINING AND WORK PROVISION

Implementing a range of feedback actions and activities

Most of the methods that you should adopt to gather feedback are covered in [Module 2](#), [Module 5](#), [Module 8](#) and [Module 10](#) along with the identified links to the [supporting resources](#). This set of resources also provide you with a range of survey and questionnaire designs that you can use or adapt for your specific needs.

Gathering information and responses from prisoners can be difficult and in order to have sufficient information to inform changes you do need to have a reasonable high percentage of returns. Therefore you will need to send out surveys and questionnaires to most of the prison population remembering that you also need to get representative samples from all of the different groups within your prison/YOI.

Remember:

Whilst gathering feedback from surveys and questionnaires is an important aspect of driving changes and making improvements, it is imperative that you feedback findings and proposed actions for improvements to those who provided you with the feedback. Failure to do this will result in even lower returns in any future surveys that you conduct.



Feedback questionnaire and survey design

Prisoners tend not to like completing questionnaires and are very suspicious of what you will do with the responses, so it's a good idea to start with a statement of intent indicated what you hope to achieve from the exercise. Thank them for taking the time to complete the survey, state that you value their input and tell them how and by when you intend to feedback the findings. The design of your survey or questionnaire should make it simple to use and easy to read. It should be a maximum of 2 sides of A4 paper. Smiley faces or ticking numbers on the scale of 1 to 5 against a series of pre-set statements can be an easier method of eliciting responses, but you should also try to ask some questions that require a bit of free text in their response. Whatever the topic of your survey or questionnaire, it should be seen as inclusive and open to all groups. Sample survey templates for the process of Activity [Allocations](#), [Learner](#) and [Stakeholder](#) views are available as resources (MP Mod 8 R 1, 2, and 3)





Effective analysis of feedback information

Inviting people's views and opinions is fraught with problems and can be seen by some as an open invitation to offer criticism. Within a prison setting these views can often be misplaced and merely represent a personal view or an angst. Therefore, in analysing a complete set of returns it will be necessary to filter out some of the responses if you are to draw up a set of conclusions that is truly representative of the genuine feedback you have received and use this information to influence change and develop improvement actions.

Presenting and promoting feedback analysis and improvement actions

As mentioned above, it is really important that you feedback the outcome of your analysis of the returns. You should consider the percentage of returns that you have received against the numbers sent out and the proportion of returns received from the different groups within your population before arriving at any conclusions. Once you have collated all your findings and have been able to arrive at recommendations you should present this in a simple format using diagrams and charts if the information presents better in a visual format. When presenting findings and making recommendations for improvements, it is always a good idea to present three possible solutions. Each option should highlight the resources and requirements of achieving that option, outline the positive impacts of achieving it as well as identifying the consequences of not. That way the group or meeting that you are presenting your

Quick Tip:

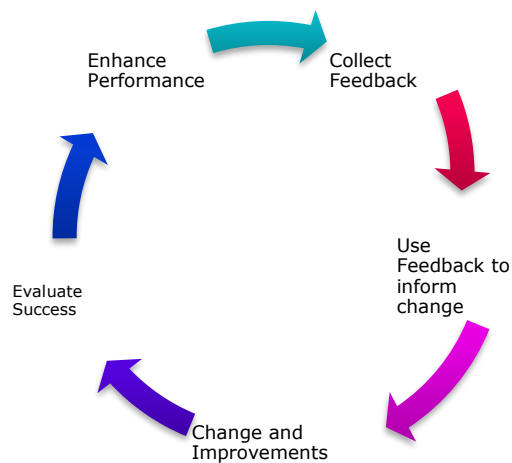
Try to present three possible improvement solutions to the feedback received.




findings to, feels it has been presented with choices to make a decision about. If you can draw up a balance between cost and benefits you can work this to your advantage.


Using feedback to impact and improve organisational performance

Collection and use of feedback is vital to the success of any project. This diagram illustrates the cycle of events that lead to improvements in organisational performance.



Can you review a survey or questionnaire that you have carried out and provide details for each of the stages of this cycle? If so, you will have developed clear evidence of the impact of your quality improvement procedures that can be presented to management as well as inspection or audit.

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MODULE 9:

SELF-ASSESSMENT AND IMPROVEMENT PLANNING

Establishing a self-assessment process and quality calendar

As a means of evaluating the quality of your learning and skills and work provision (including the library and prison workshops) you are required to carry out a Prison/YOI annual self-assessment report (SAR). Your OLASS, NCS and other providers will, as part of their own quality improvement procedures carry out a SAR. The findings of these need to be combined with those from your own investigations into the appropriate prison based learning, skills and employment provision. There are a range of templates available in order to collect the evidence for arriving at your judgements and publishing the final findings. The version you choose is entirely up to you but must suit your establishment's individual

Remember:

It is very important that you identify the evidence that supports the judgements be they strengths or areas of concern, outstanding, good, requiring improvement or inadequate. The final SAR must be considered and approved by the Quality Improvement Group (QIG) and signed off by the Governing Governor or Director.

characteristics. Essentially you will need to consider which aspects of your provision constitute good / effective provision and which require improvement against the main headings and sub-headings contained within the [Common Inspection Framework](#). Establishing a quality calendar and cycle of quality assurance procedures is central to maintaining standards and driving up quality. The Whole Organisation Development Programme provides a health check tool for use by the potential nominee to prepare for inspection. The programme is developed by a number of establishments to ensure that senior managers work together to support the nominee and places learning at the heart of the prison.



A partially worked [example of a Quality Calendar](#) is available (Module 2 R4)

A diagram illustrating [quality improvement processes](#) is available (MP Mod 9 R 2)

Gathering evidence and forming judgements

You will need to gather evidence from all areas of the prison/YOI where teaching, learning, coaching or training is taking place.

Inspectors will state clearly whether safeguarding is effective and make a judgment on Governance. Therefore, these are the main areas against which you should gather evidence and form your own judgements about the quality of learning, skills and employment provision within your prison/YOI.

For instance:

Direct observation of activities,

Review of achievement data and

Discussions with staff or learners.

Quick Tip:

In order to form a judgement about any aspect of provision, you will need to triangulate evidence from three different types of sources.

Remember:

Inspectors no longer inspect or report against subject areas.

Inspectors will make four key judgements on the:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners

Only then can you be sure that your judgements are sound.

A power-point presentation explaining further about the process of [Triangulation](#) is available as resource MP Mod 9 R 3



Engaging all stakeholders in self-assessment

In order to generate a feeling of ownership, it is extremely important that you involve all stakeholders in the self-assessment process right from the outset. You should provide staff with the appropriate templates and guidance for completion so that you can gather views on the quality of provision in their specific areas. It is then your job to collate all the information and form final judgements. There will be areas of the prison/YOI that you wouldn't naturally think to involve, the [Guide for new learning, skills and employment managers](#) working in offender learning provides details about all of these.

A power-point presentation explaining how you can judge the effectiveness of your [Library provision](#) is available as resource MP Mod 9 R 4

Remember:

The successful completion of your areas of responsibility is often governed by the actions and priorities of other operational areas of the prison/YOI.

Therefore, indirectly they have a role to play in your self-assessment outcomes and should be involved.



Report writing – focus, judgemental and referenced to outcomes and impact

Much of what is required here will be covered during the workshop for [Module 9](#). However, you should become accustomed to focusing on the main points, drawing up clear and unambiguous judgements that emanate from triangulated sources of evidence, which can be clearly referenced to specific outcomes or impact on learners or learning.

Also take a look at some published reports and start to adopt a style of report writing, but make sure you review some that are less positive as well as the good ones.



Quick Tip:

Read the Grade Characteristics Statements in the Handbook for inspections of learning, skills and work activities in prison and young offender institutions.



Formulating improvement plans to address issues of concern

When the SAR is complete it will necessary to draw up an Action Plan for all aspects identified as requiring improvement.

The Action Plan should contain sections detailing:

- *Aspect of concern*
- *Required improvement*
- *Anticipated outcome or impact*
- *Person responsible for monitoring the progress*
- *Record of progress made*
- *Timescales and dates for completion*

Hint:

Most improvements will be achievable within a reasonable timescale, however there will be some that require significant capital investment, or major changes to accommodation before they can be achieved. These items would be best placed in a 3 year Strategic Development Plan for learning, skills and employment or other similar document.

A sample action plan for [post Inspection or self-assessment](#) is available as Resource (MP Mod 9 R 1)



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MODULE 10: PLANNING FOR EXTERNAL INSPECTION/AUDIT

New inspection framework – focus and process

Most of you will be aware of the recently introduced changes made by Ofsted. There is workshop that you may wish attend as part of the development programme, and it will address any questions or concerns that you may still have. The power-point presentation used during the workshop is available as a resource [MP Mod 10 R 1](#) and details the main changes affecting the inspection of Prisons and Young Offender Institutions. The process of how inspectors gather their evidence is fairly straight forward and requires them to “triangulate” their findings before arriving at a judgement. It may feel that an inspector keeps coming and asking the same question, the chances are they are looking for different types of evidence to support a hypothesis on a particular aspect of your provision. This applies to every aspect of inspection that is reported on, be it making a judgement on the appropriateness of the range of courses and qualification on offer, to the standard of accommodation and resources. The resource MP Mod 10 R 2 helps to [demystify inspection](#) and shows you not only how inspectors work, but also provides details of how you can begin to form your own judgements in exactly the same way, thereby ensuring their validity. Similar information is also available in resource [Mod 9 R 3](#).

Quick Tip:

Don't just give the inspectors more of the same, find an alternative form of evidence





Becoming inspection ready – evidence gathering

Preparing for inspection and becoming inspection ready is paramount to achieving the right inspection outcome for your areas of responsibility. Good preparation and planning can significantly reduce the amount of stress that you could experience during an inspection and can influence the outcome. You might want to talk to your line manager about carrying out a health check from the Whole Organisation Development Programme developed collaboratively by prisons with the Foundation.

As Benjamin Franklin said:

“By failing to prepare, you are preparing to fail”

Some of you will have experienced an inspection in the past or even quite recently, but you must never become complacent. The goal posts are forever moving, this is to promote change and encourage improvements. The expectations of what is considered to be normal practice also continue to be raised. You can't afford to stand still.

For some really useful tips on how to make sure your prison/YOI is inspection ready, watch the video below featuring “The Grab Bag”. You'll be amazed as to how much you can do prior to that phone call informing you of an impending inspection.

[Click here to watch the “Grab Bag Video”.](#)



Hint:

For a full announced prison inspection, some members of the HMCIP team will come into the prison one week and are then joined by the full inspection team, including Ofsted the following week. This is why you need to be in close liaison with whoever is identified as the Prison's nominee for the HMCIP team.

Effectively this means you have an additional four days' notice before you receive your phone call, giving you some very valuable time to prepare your teams and learners and start to finalise your evidence base.

Identification of key personnel and areas of responsibility

The [Guide for new learning, skills and employment managers](#) working in offender learning details all the key people that you will need to work with as part of your main job role. You will need to work closely with many of these people during all three stages of the inspection process. Every establishment will be slightly different and there will be different titles and names for the same job role.

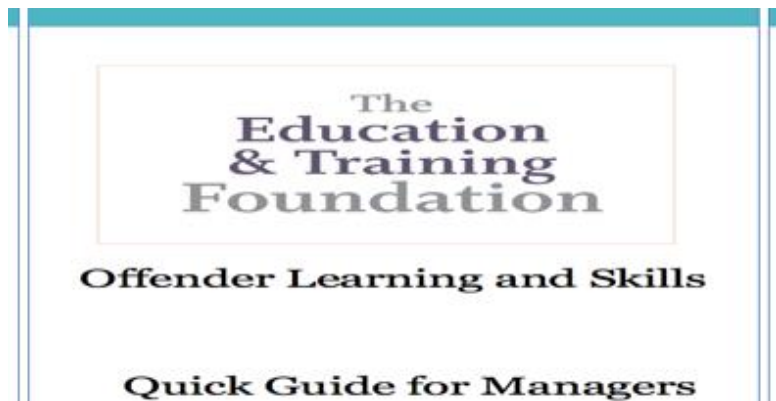
However, as a basic starting point you will need to enlist the help and support of:

Governor responsible for Regimes or L, S & E (your line manager)

- Regional HoLSE



- Appropriate Custodial Managers, Residential, PE, Kitchen, Chaplaincy, Healthcare and Segregation Unit
- Education manager and providers representative
- Curriculum leads
- Workshops manager
- IAG/NCS lead and off-site manager
- Library manager or representative
- Activities Hub manager
- Funding agencies representatives
- Prison nominee for HMCIP team



Quick Tip:

During the inspection week as part of your activities as the nominee for learning, skills and employment, you should also meet on a regular basis with the Prison's nominee for HMCIP Inspection Team. This is to ensure that all areas are being covered and that no questions or concerns are left unanswered.



Understanding the role of the inspection nominee

Each prison or YOI is invited to nominate a senior member of staff to act as their main link with the inspection team. The nominee should therefore have a detailed understanding of the learning and skills and work activities, be sufficiently senior to ensure the cooperation of staff at all levels and have authority to carry out the role with autonomy.

If you are new to offender learning and skills or have recently been appointed to this post you will be invited to attend a nominee training session which will normally be attended by an Ofsted inspector who has experience in this sector as well as other presenters with experience of being a nominee in a prison or YOI.

A detailed breakdown of the role and responsibilities of the nominee is contained in the [Guide for new learning, skills and employment managers](#) in offender learning. There are also links to all the relevant documentation associated with prisons/YOI's and inspection.

Your role as nominee is pivotal to ensuring the success of the inspection and making sure it runs as smoothly as possible and that inspectors are able to carry out their job without any undue delays or hindrance, resulting in the best possible outcome for your establishment.

As nominee will you be an active member of the inspection team, and will take part in all of the processes other than agreeing the judgements for your establishment. Therefore you may be required to challenge or seek clarification about inspectors' emerging findings as they are presented at the daily feedback meetings. Your main involvement can be categorised under three headings of Before, During and After the inspection.



NOTE: there are separate Expectations for Children and Young People, Women, and Adults.

Remember:

Ofsted now inspect and report on some aspects of the Prison Service “Expectations” requirements, such as provision in the Gym and Library, Time out of cell, Purposeful Activity, Resettlement and reintegration so you need to be fully aware of all these activities.

Taking ownership of the inspection process

Inspection Readiness is another aspect that will be covered during the workshop, should you attend as part of the development programme. However,

“this is your inspection, you are in the driving seat, no-one knows your provision better than you”.

Your first opportunities to take ownership start with the introduction to your SAR, the background information that you send out prior to the inspection and the Positional Statement that you provide on the first day of inspection. This is where you can highlight the subtle differences between your establishment and the one down the road. There are some aspects of the inspection process that will be of less significance in your prison as opposed to others. For instance, the differences of provision available in a Core Local Prison compared to those in a Training or High Security Prison. Make sure inspectors are aware of these differences and play them to your advantage.



Remember:

You must make sure that inspectors see all your best areas and examples of good / outstanding practice, don't hide it from them and expect them to find it. Inspection is a difficult process for them, they only have two and half days to arrive at their final judgements so don't make it harder than it already is!

Inspectors are free to go wherever they want within the prison and may well state that they don't need any guidance or help. It won't do any harm if you draw up some suggested timetables for them, to make sure they have the opportunity to experience the full range of diverse opportunities that you have on offer and to ensure full coverage of all the areas of the prison. If you have some documentation or other forms of evidence that you feel should be considered as part of the inspection process, make sure they see it, put it under their noses!



There will of course be some areas that you'd rather the inspectors didn't see. Don't try to hide those either. Be aware of your weaknesses or areas for improvement and be clear about what you are doing to improve them and have the evidence to clearly demonstrate the progress you have made or the reasons why it hasn't been possible to make progress.

Time Table:

Lesson 1	Monday	Tuesday
Lesson 2	Wood shop	Employability
Break	ICT	English
Lesson 3	Nominee Interviews	Life Skills / Budgeting
Lesson 4	ESOL	Wood shop



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SUPPORT RESOURCES:

The support programme for Learning, Skills and Employment Managers contains ten modules/areas of managerial responsibility. Managers can select one or just two modules depending on their individual needs up to four priority areas. Selected managers will undertake their training through remote individual coaching and on-line tutored learning. Resources have been created in both Word / PowerPoint and PDF formats, you may be asked to download the word / PowerPoint versions to your computer.

Remember:


These resources can be used as a starting point and can be adapted for your own establishment to suite your needs.

We have created PDF documents and also given you access to word documents that you can adapt.



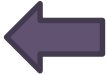


	Resources/Materials
Module 1: Improving the quality of teaching, learning and assessment <ul style="list-style-type: none">• <i>Establishing policies and procedures for the observation of teaching, learning and assessment</i>• <i>Effective training of observers</i>• <i>Observation records and feedback processes</i>• <i>Improving underperformance</i>• <i>Standardisation and moderation of the teaching, learning and assessment process</i>	<p>Module 1 Resource 1 - Action Plans. ALIN / ETF - Action-Plan.doc ALIN / ETF - Action-Plan-PDF</p> <p>Module 1 Resource 2 – Peer Paired Observations. ALIN / ETF - Peer-Paired-Observations.doc ALIN / ETF - Peer-Paired-Observations-PDF</p> <p>Module 1 Resource 3 – 10 Minute Observations Template. ALIN / ETF - 10-Minute-Observations-Template.docx ALIN / ETF - 10-Minute-Observations-Template-PDF</p> <p>Module 1 Resource 4 – Observation Tracker. ALIN / ETF - Observation-Tracker.docx ALIN / ETF Observation-Tracker-PDF</p> <p>Module 1 Resource 5 – Observation Template. ALIN / ETF - Observation-Template.docx ALIN / ETF - Observation-Template-PDF</p> <p>Module 1 Resource 6 – Observations of Teaching, Learning and Assessment Policy. ALIN / ETF - Observation-of-TLA-Policy-PDF</p> <p>Module 1 Resource 7 - Extracts from the Common Inspection framework and Inspection Handbook. ALIN / ETF - Extracts-from-CIF-and-Inspection-Handbook-PDF</p>





	<p>Module 1 Resource 8 – Workshop Observation Template ALIN / ETF - Workshop-Observation-Template.doc ALIN / ETF - Workshop-Observation-Template-PDF</p> <p>Module 1 Resources 9 – Education Department Checklist ALIN / ETF - Education-Department-Checklist.doc ALIN / ETF - Education-Department-Checklist-PDF</p> <p> BACK to contents</p>
<p>Module 2: Curriculum design and management</p> <ul style="list-style-type: none">• <i>Conducting a learner and employer needs analysis</i>• <i>Reviewing resources to match with curriculum planning</i>• <i>Curriculum design – content, levels and progression</i>• <i>Awarding body management including assessment practice and certification procedures</i>• <i>Carrying out a curriculum quality review</i>• <i>Providing effective curriculum and progression information, advice and guidance to learners</i>	<p>Module 2 Resource 1 – Sample Needs Analysis ALIN / ETF - Sample-Needs-Analysis.docx ALIN / ETF - Sample-Needs-Analysis-PDF</p> <p>Module 2 Resource 2 – Curriculum Design Tracker ALIN / ETF - Curriculum-Design-Tracker.doc ALIN / ETF - Curriculum-Design-Tracker-PDF</p> <p>Module 2 Resource 3 – Student Perception of Course Questionnaire ALIN / ETF - SPOC-Questionnaire.docx ALIN / ETF - SPOC-Questionnaire-PDF</p> <p>Module 2 Resource 4 – Quality Calendar ALIN / ETF - Quality-Calendar.doc ALIN / ETF - Quality-Calendar-PDF</p> <p>Module 2 Resource 5 – Student Perception of Course Questionnaire – Prison Employment ALIN / ETF - Questionnaire-Prison-Employment.docx</p>



	<p>ALIN / ETF - Questionnaire-Prison-Employment-PDF</p> <p>Module 2 Resource 6 – Meeting the Needs ALIN / ETF - Meeting-the-needs.pptx</p> <p> BACK to contents</p>
<p>Module 3: Performance management of staff</p> <ul style="list-style-type: none"> • <i>Effective induction and mentoring of new staff</i> • <i>Performance review – individual discussions, formal observations</i> • <i>Maximising the impact of staff appraisals</i> • <i>Improving performance through effective training and development</i> 	<p>Module 3 Resource 1 – Induction Checklist ALIN / ETF - Induction-Checklist.doc ALIN / ETF - Induction-Checklist-PDF</p> <p>Module 3 Resource 2 – Sample One-to-One ALIN / ETF - Sample-One-to-One.doc ALIN / ETF - One-to-One-PDF</p> <p> BACK to contents</p>
<p>Module 4: Ensuring effective communications and flow of information both internally and with external partners</p> <ul style="list-style-type: none"> • <i>Devising an effective operational process manual</i> • <i>Effective team meetings and action planning</i> • <i>Reporting of provision</i> • <i>Sharing information and practice with partners/sub-contractors</i> 	<p>Module 4 Resource 1 – Communications Chart ALIN / ETF - Communications-Charts.docx ALIN / ETF - Communications-Charts-PDF</p> <p> BACK to contents</p>
<p>Module 5: Management and use of performance data</p>	<p>Module 5 Resource 1 – Example Attendance Data ALIN / ETF - Attendance-Data-PDF</p>



<ul style="list-style-type: none">• <i>Software programme training – familiarity with chosen management information system</i>• <i>Collection and recording of performance data and information</i>• <i>Effective analysis of performance data and information</i>• <i>Presentation of performance data to meet funding body and inspectorate requirements</i>• <i>Using performance data to measure programme and organisational performance</i>	<p>Module 5 Resource 2 – Template to record learner numbers and achievements ALIN / ETF - Template-to-record-learner-numbers-and-achievements.docx ALIN / ETF - Template-to-record-learner-numbers-and-achievements-PDF</p> <p>Module 5 Resource 3 – CU117 (excel) CU117-Questions-Answers-PDF</p> <p>Module 5 Resource 4 – CU117 (word) CU117-Qualifications-in-Custody-PDF</p> <p> BACK to contents</p>
<p>Module 6: Promoting safeguarding (including health and safety) and equality and diversity</p> <ul style="list-style-type: none">• <i>Establish effective policies and procedures</i>• <i>Managing the organisational single/central register</i>• <i>Promoting safeguarding and equality and diversity to staff, learners and other partners/stakeholders</i>• <i>Carrying out and documenting effective risk assessments</i>• <i>Managing concerns and complaints</i>• <i>Promoting safeguarding and equality and diversity through learning activity and resources</i>	<p>Module 6 Resource 1 – Types of Abuse ALIN / ETF - Types-of-Abuse-PDF</p> <p>Module 6 Resource 2 – Safeguarding Prompts ALIN / ETF - Safeguarding-Prompts-PDF</p> <p>Module 6 Resource 3 – Safeguarding Quality Circle ALIN / ETF - Safeguarding-Quality-Circle-PDF.pdf</p> <p>Module 6 Resource 4 – Safeguarding Translations ALIN / ETF - Safeguarding-Translations.docx</p> <p> BACK to contents</p>



Module 7: Effective partnership working with subcontractors and other stakeholders

- *Devising and implementing service level agreements*
- *Partnership working – expectations and consistency of approach*
- *Managing partner performance and improvement planning*
- *Identifying and sharing effective practice*

Module 7 Resource 1 – Guidance for Service Level Agreements

[ALIN / ETF - Guidance-for-Service-Level-Agreements-PDF](#)

Module 7 Resource 2 – Guidance for Gap Analysis

[ALIN / ETF - Guidance-for-GAP-Analysis-PDF](#)

Module 7 Resource 3 – Case Studies

[ALIN / ETF - Case-Study.doc](#)

[ALIN / ETF - Case-Study-PDF](#)

Module 7 Resource 4 – Example of an Employability Tracker

[ALIN / ETF - Example-of-learners-employability-tracker.docx](#)

[ALIN / ETF - Example-of-learners-employability-tracker-PDF](#)



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Module 8: Using feedback to improve the quality of education, training and work provision

- *Implementing a range of feedback actions and activities*
- *Feedback questionnaire and survey design*
- *Effective analysis of feedback information*
- *Presenting and promoting feedback analysis and improvement actions*
- *Using feedback to impact and improve organisational performance*

Module 8 Resource 1 – Activity Allocations Checklist – Process

[ALIN / ETF - Activity-Allocations-Checklist-Process.doc](#)

[ALIN / ETF - Activity-Allocations-Checklist-Process-PDF](#)




Module 8 Resource 2 – Activity Allocations Checklist – Learner View

[ALIN / ETF - Activity-Allocations-Checklist-Learners-Views.doc](#)

[ALIN / ETF - Activity-Allocations-Checklist-Learners-Views-PDF](#)

Module 8 Resource 3 – Activity Allocations Checklist – Stakeholders



	<p>ALIN / ETF - Activity-Allocations-Checklist-Stakeholders.doc ALIN / ETF - Activity-Allocations-Checklist-Stakeholders-PDF</p> <p> BACK to contents</p>
<p>Module 9: Self-assessment and improvement planning</p> <ul style="list-style-type: none">• <i>Establishing a self-assessment process and quality calendar</i>• <i>Gathering evidence and forming judgements</i>• <i>Engaging all stakeholders in self-assessment</i>• <i>Report writing – focus, judgemental and referenced to outcomes and impact</i>• <i>Formulating improvement plans to address issues of concern</i>	<p>Module 9 Resource 1 – SAR / Inspection Action Plan ALIN / ETF - SAR-Inspection-Action-Plan.doc ALIN / ETF - SAR-Inspection-Action-Plan-PDF</p> <p>Module 9 Resource 2 – Quality Processes ALIN / ETF - Quality-Processes-PDF</p> <p>Module 9 Resource 3 – Triangulation ALIN / ETF - Triangulation.pptx</p> <p>Module 9 Resource 4 – Library Self Assessment Checklist ALIN / ETF - Library-Self-assessment-checklist.pptx</p> <p> BACK to contents</p>
<p>Module 10: Planning for external inspection/audit</p> <ul style="list-style-type: none">• <i>New inspection framework – focus and process</i>• <i>Becoming inspection ready – evidence gathering</i>• <i>Identification of key personnel and areas of responsibility</i>• <i>Understanding the role of the inspection nominee</i>• <i>Taking ownership of the inspection process</i>	<p>Module 10 Resource 1 – New Framework (PowerPoint) ALIN / ETF - New-Framework.pptx</p> <p>Module 10 Resource 2 – Demystify Inspection ALIN / ETF - Demystify-Inspection-PDF</p> <p> BACK to contents</p>



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For more information contact info@alin.org.uk

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