

Prison Service Staff Training and Development

An inspection of the training and
development of operational staff in
the Northern Ireland Prison Service

June 2009





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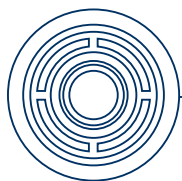
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Presented to the Houses of Parliament
by the Secretary of State for Northern
Ireland under Section 49 (2) of the Justice
(Northern Ireland) Act 2002.

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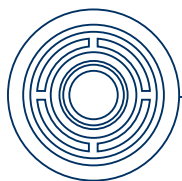
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List of abbreviations

C&R	Control and Restraint
CIPD	Chartered Institute of Personnel and Development
CJI	Criminal Justice Inspection Northern Ireland
CJO	Criminal Justice (Northern Ireland) Order 2008
COMPASS	Computerised Personnel and Salary System
DTLF	Development, Training and Learning Forum
GB	Great Britain
HQ	Headquarters
HR	Human Resources
liP	Investors in People accreditation
ILM	Institute of Leadership and Management
MDS	Management Development Scheme
NCO	Night Custody Officer
NI	Northern Ireland
NIA	Northern Ireland Alternatives
NIPS	Northern Ireland Prison Service
NOS	National Occupational Standards
NVQ	National Vocational Qualification
ODP	Officer Development Programme
OSG	Operational Support Grade
POA	Prison Officers' Association
PCO	Prison Custody Officer
PDP	Personal Development Plan
PECCS	Prisoner Escort and Court Custody Services
PEG	Prisoner Escort Group
PGA	Prison Governors' Association
PO	Principal Officer
PSC	Prison Service College
PSNI	Police Service of Northern Ireland
PRISM	Prison Record and Inmate System Management
Sfj	Skills for Justice
SLC	Strategic Learning Committee
SMART	Specific, Measurable, Achievable, Realistic and Time-bound
SMT	Senior Management Team
SO	Senior Officer
SPS	Scottish Prison Service
SVQ	Scottish Vocational Qualification
TNA	Training Needs Analysis
UK	United Kingdom



Chief Inspector's Foreword

This inspection report considers the quality, uptake and outcomes of training and development for Northern Ireland Prison Service (NIPS) operational staff. The training and development of prison staff was identified as a topic for inspection on the basis of individual custodial establishment inspections since 2004, and the 2007 inspection of the *Prisoner Resettlement Strategy* undertaken by Criminal Justice Inspection (CJI) and Her Majesty's Inspectorate of Prisons (HMIP).

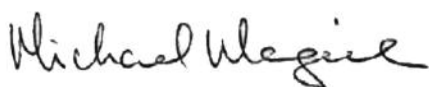
Training and development of staff is a critical component in the development of a modern prison service. It is fundamental to meeting the overall objectives of the NIPS which is to serve the community by keeping in secure, safe and humane custody those committed by the courts, and to work with prisoners and others to reduce re-offending.

Our inspection found that the training and development of staff within the Prison Service had taken steps forward in recent years. There has been a more systematic approach to deliver a training regime that meets immediate operational requirements and contributes towards the longer-term development of the Service. The overall quality of the training college and the training departments in establishments and the work that they do was well received by staff.

Despite these improvements our inspection also found a significant disconnect between the overall strategic aims of the Prison Service and the operational delivery of training on the ground. The linkage between the 'Blueprint' strategy, the Human Resource strategy and the actual content of training courses was weak. The core of the training programme reflected the historical legacy of the Service in Northern Ireland, with a continued emphasis on the traditional security role of the prison officer, although some progress had been made in introducing more developmental programmes. The changing role of the officer from 'turn-key to role model' is a critical one that requires significant support, and training will play a key part in this. Our overall finding was that much remains to be done in the development of this agenda.

In addition much could have been done to improve the overall effectiveness of the training programmes through greater connection between training, performance management, competency development and career development. Whilst steps had been taken to improve the number of accredited courses on offer to staff, this was less widespread when compared with other areas of the United Kingdom.

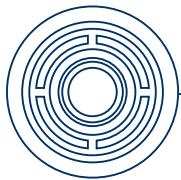
The inspection was led for CJI by Rachel Tupling and I would like to thank, on her behalf, all those who participated in the inspection process.



Dr Michael Maguire
Chief Inspector of Criminal Justice
in Northern Ireland
June 2009

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Executive Summary

This inspection aimed to assess the quality, uptake and outcomes of training and development for operational staff and managers of the Northern Ireland Prison Service (NIPS). The NIPS had set out its strategic intent for the organisation via a '*Blueprint*' and there was a recognition within the NIPS, and from the Minister for Prisons, that the NIPS needed to undergo a cultural change to meet the requirements of it as a modern prison service. The human resources and training strategies were not found to be closely aligned to the *Blueprint* or therefore the strategy of the organisation. The development of a training strategy which relates to the *Blueprint* and HR strategy is critical in ensuring a direct link between the strategic intent of the organisation, and the operational delivery of training. It is also vital that a routine programme of training needs analyses is undertaken which can be used to inform this strategy and ensure the NIPS is aware of the changing development needs of its staff.

Until recent years, the NIPS approach to training and development had been viewed by staff as focussing on refreshing basic skills and recuperation to assist staff members to deal with the difficult working conditions during the Troubles. Whilst this provided staff with some opportunity for annual skills refreshment, it was not underpinned by a comprehensive training strategy for the Service. Recent years had seen the introduction of changes which went some way to address this lack of focus on training, such as the appointment of a new Head of Learning and Development, the initiation of training needs analyses, training for newly recruited grades of staff, and recognition of the need for cultural change. This process of cultural change is from the historic focus on security, which was necessary during the Troubles, to one of public protection, where staff engage proactively with prisoners in order to assist in their rehabilitation. This change process was ongoing and progress had been made but, there was still a way to go to remove staff resistance and fully meet the aim of the NIPS to be a healthy, modern, prison service. Training and development was rightly seen as being a valuable tool in driving this change.

Tutors at both the Prison Service College and in establishment Training Departments were highly respected and delivered training to a high standard. However, the management structure of the training areas led to duplication and difficulties in maintaining a coherent strategy and this should be rectified. There were instances where training had not been a positive experience for staff. For example, the majority of days of training attended by staff tended to be mandatory courses, which were usually the same year-on-year, due to the need to fulfil health and safety requirements. Residential staff particularly struggled to access training in areas of development, such as pro-social modelling or suicide intervention, and even mandatory training in control and restraint on occasions. Although systems were in place for ensuring that these mandatory training needs were met, difficulties in releasing staff to attend training led to staff qualifications in these areas being out of date.

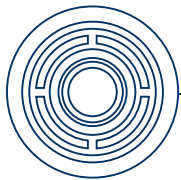


Inspectors also found however that staff and managers were able to provide examples of good practice and positive feedback. For example, the Officer Development Programme (ODP) was a positive step in driving culture change and preparing staff for the Criminal Justice (Northern Ireland) Order (CJO) 2008, and trainers had responded well to feedback to make improvements. New staff members expressed positive comments about their induction training and were optimistic about their future development. Staff working in specialist areas had also been able to access training and development, often external to the NIPS.

The NIPS commitment to deliver training was hampered by the ability to release staff due primarily to sickness levels and the fact that this was linked to training on the shift pattern. This had led to recent training events being resourced by overtime, which is unsustainable on a long-term basis and therefore, the release of staff needs to be addressed and the practice of locking prisoners to facilitate training should cease immediately. There was a view among staff interviewed that the NIPS did not have a long-term strategy for training. It is critical that there is a long-term plan for training, particularly in relation to providing officers with the skills to meet the new requirements on them arising out of the CJO, building on the recently delivered ODP.

Training and development for middle managers was limited, apart from those undertaking Institute of Leadership and Management (ILM) qualifications, with many staff acting-up to the next level for long periods of time with no training. Steps should be taken to address this by reviewing promotion procedures, in order to ensure that staff receive appropriate development upon being selected to act-up or promoted to the next level. A training course which had been provided for Senior Officers and Principal Officers, although reportedly having positive results in some areas, was not felt by staff to be linked sufficiently to their development needs, and therefore represented a wasted opportunity. A Management Development Scheme up to Principal Officer level was being piloted and seemed to be working well. Co-ordinated training had been limited for Governor grades, with most seeking individual opportunities, although there had been a course delivered for recently promoted Governors, and a training needs analysis had been undertaken for Governor grades.

Unlike the prison services in England, Wales and Scotland, the NIPS did not use National Vocational Qualifications (NVQs) as a foundation for its training. The NIPS training strategy should be underpinned by such a framework and it is recommended that the Prison Service look again at NVQs or similar approaches. Evaluation of training programmes was undertaken but was ad hoc and it is recommended that this should be done by line managers in order to assess the impact of training on job performance.



With the introduction of the CJO, the NIPS has the opportunity to drive forward the cultural change needed but, the appropriate training and development required for officers to deliver their new responsibilities needs to be carefully planned and delivered in the face of continuing budget reductions. The operational delivery of the performance management procedure did not appear to support the process of identifying, accessing and evaluating training and development for staff, and this needs to be improved.

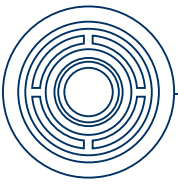
Careful consideration is needed as to how training can assist the NIPS to address the imbalances in its workforce in both prison officer and prison Governor grades. The NIPS will also face more challenges in the context of devolution, and it needs to ensure that its staff and managers are well placed to meet these challenges.

The role of the prison officer was facing significant change at the time of this inspection. The move from a security focussed 'turn-key' role to one which focuses on public protection through reducing re-offending, requires considerable effort and commitment. Training and development has an important role to play in driving forward this change. The inspection found that, while progress had been made in delivering this change, significant work remains to be done.



Recommendations

- The **NIPS** should clearly set out a training strategy that relates to the **Blueprint for the Service** and the **HR Strategy** arising from that in order to ensure alignment between the strategic intent of the organisation and the operational delivery of training (paragraph 1.12).
- The **NIPS** should develop a rolling programme of comprehensive training needs analyses for staff at all levels in order to inform the training strategy (paragraph 1.14).
- The training departments based in establishments should be brought under the management of the **Head of Learning and Development** at the **PSC** (paragraph 2.6).
- The **NIPS** should ensure that line managers effectively utilise the **COMPASS** system to enable them to make proper referrals to and check uptake of training courses by their staff (paragraph 2.10).
- The **NIPS** training strategy should include consideration of alternative options of training delivery, such as e-learning, to enable training and development to be delivered in a manner which is cognisant of the working patterns and environments of staff (paragraph 2.12).
- The practice of locking prisoners in their cells in order to facilitate training should cease immediately (paragraph 2.22).
- Training and development allowances should be protected on the shift system and not impacted upon by high sickness absence to ensure staff are able to access training on a regular basis (paragraph 2.25).
- The **NIPS** should review its promotion procedures in terms of how processes are communicated to officers and how officers are assisted in preparing for the next rank, particularly those who are asked to undertake a period of acting-up (paragraph 2.30).
- The impact of training on an individual's job performance should be reviewed by the staff member and their line manager during the **PDP** process for all training undertaken, and this should be used to review the effectiveness of training delivery (paragraph 2.39).

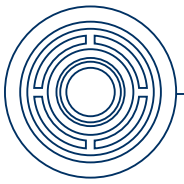


- **The NIPS should determine the key training topics arising out of the CJO and set out a structured programme of training for staff who require these courses over the next three years (paragraph 3.1).**
- **The review of the PDP process should continue, utilising the views of managers and staff at all levels, and be developed into a more user friendly tool which line managers use effectively for managing and developing performance which has demonstrable outcomes in terms of training needs identified and then delivered (paragraph 3.3).**
- **The NIPS should determine the suitability of NVQs or alternatives as the basis of a framework for its training and development strategy and re-introduce them in a planned and structured manner to underpin all training programmes (paragraph 3.5).**
- **As part of its wider HR strategy the NIPS should continue to review the imbalances which are present in its workforce and the potential role that training can play in addressing these (paragraph 3.10).**

Section



Inspection Report



Overview of Training Provision

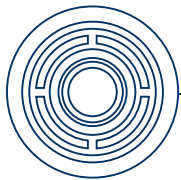
Introduction and methodology

- 1.1 The training and development of prison staff within the NIPS was identified as a topic for inspection on the basis of individual custodial establishment inspections since 2004, and the 2007 inspection of the *Northern Ireland Prisoner Resettlement Strategy*. The inspection reports published by Criminal Justice Inspection Northern Ireland (CJI) and Her Majesty's Inspectorate of Prisons (HMIP) commented on the NIPS training strategy and made recommendations regarding the need to progress in this area. This inspection aimed to assess the quality, uptake and outcomes of training and development for NIPS operational ('discipline') staff and managers, and make recommendations for improvement. Other staff, such as those in administrative, teaching, catering or healthcare roles, were not included in this inspection.
- 1.2 The inspection undertook fieldwork at the three custodial establishments in Northern Ireland, the Prison Service College (PSC) and with Senior Management. The fieldwork utilised a qualitative approach with Inspectors carrying out face to face individual or focus group interviews with staff at all levels, from support

grade officers up to Governing Governors. Further details on the specific grades and numbers of officers spoken to can be found in Appendix 1. Inspectors also spoke to representatives of the Prison Officers' Association (POA), the Prisoner Governors' Association (PGA) within the NIPS, representatives of Skills for Justice (SfJ) and the Scottish Prison Service (SPS) in order to obtain comparator data. A review was also conducted of documentation provided by the NIPS and by other prison services in the UK and the Republic of Ireland, and of research material in relation to best practice in training such as that produced by the Chartered Institute for Personnel and Development (CIPD) (e.g. developing training strategies which are aligned to strategic priorities, training policy et cetera.)

Context of training in the Northern Ireland Prison Service

- 1.3 The NIPS is responsible for providing prison services in Northern Ireland. Its main statutory duties are set out in the Prison Act (Northern Ireland) 1953 and rules made under the Act. At the time of the inspection the NIPS Statement of Purpose was as follows: "*The Northern Ireland Prison Service, through our staff, serves the*



community by keeping in secure, safe and humane custody those committed by the courts; by working with prisoners and with other organisations seeks to reduce the risk of re-offending; and in so doing aims to protect the public and to contribute to peace and stability in Northern Ireland.” In 2007 the NIPS published its Corporate Plan for 2007-10 and Business Plan for 2007-08. Within this the NIPS set out its commitment to “continue its support for the development and management of our staff, so that they can contribute effectively to the achievement of the Service’s key targets and objectives and their own personal and professional development.”

- 1.4 At the time of the inspection, the NIPS faced a variety of strategic issues which it outlined in its 2007 ‘Blueprint’ Strategic Development Programme. This included prisoner population projection and operational needs; development of the prison service estate; approach to contestability; evaluating options for escort services; reward and recognition (human resource strategy); and efficiency. For example, in relation to the first of these ‘strands’ the NIPS prison population was 1533 at the end of June 2008 compared to 1458 on the same date in 2007. Since 2001 the prison population has risen by over 70% and is anticipated to continue to rise on an annual basis by as much as 50% over the next 10 to 15 years.

- 1.5 At a conference on NIPS Offender Management in November 2008 the

Northern Ireland Prisons’ Minister emphasised the importance of the role of the prison officer in the modern Prison Service, saying “The potential for the prison officer to model behaviour that we would like prisoners to adapt should not be under-estimated. They include the core values of the Prison Service, and qualities such as responsibility, co-operation and compassion.” He also stated that “the prison officer interacts with the prisoner every day and they have the potential to inspire change. The prison officer has more influence over the behaviour of prisoners than anyone else.”

Human Resources and Training Strategy

- 1.6 A CIPD factsheet by Anderson (2008)¹ states that “Investment in learning provides the basis for the development of the organisation’s human capital assets, and this requires those involved in learning and training to ensure that learning and training outcomes address the strategic human capital priorities of the organisation.” Anderson also notes that “often significant change in organisations takes too long to achieve. Developing appropriate attitudes, skills and capability amongst key employees so that they can respond to strategic change priorities in a timely way, is a key challenge for organisations and a key area where LTD (learning, training and development) can make an impact.”

- 1.7 Anderson (2007)² suggests that the starting-point for determining the value and contribution of learning is the organisation’s strategic priorities and how close the alignment is

1 Anderson (2008) *Aligning learning to the needs of the organisation*, CIPD factsheet, available on-line at <http://www.cipd.co.uk/subjects/lrnanddev/general/alignlearnng.htm?lsSrchRes=1> CIPD: London.

2 Anderson (2007) *The value of learning: A new model of change and evaluation*, CIPD change agenda, available on-line at <http://www.cipd.co.uk/NR/rdonlyres/94842E50-F775-4154-975F-8D4BE72846C7/0/valoflearnnwmodvalca.pdf> CIPD: London.



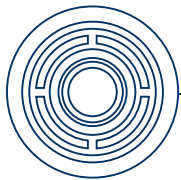
between learning and strategic priorities. The NIPS strategies were reviewed to ascertain how closely the learning and strategic priorities were aligned.

- 1.8 In the 'Blueprint' strand on reward and recognition the key areas highlighted were the costs of labour, the extended use of support grades to release prison officers into front line duties which include greater prisoner contact, the changes required to the way in which officers engage with prisoners and the agreement of the three year pay and efficiency package. Although this strand showed consideration of learning priorities and included some learning objectives, as will be seen later in this report, resources were not always fully committed to defined learning priorities.

- 1.9 The Human Resource (HR) Strategy 2006-09 which had been developed to support the 'Blueprint' recognised that the change of emphasis away from security and control towards engagement and intervention "*will involve significant training.*" The HR strategy sought to support the business aims of the NIPS. Within the HR strategy there were key HR themes identified in the areas of; organisational development/ leadership; resourcing; pay and reward/performance; learning and development; and employee relations. Under each of these themes HR aims were set out and finally, actions relating to the aims, together with lead persons and target dates for completion. The aims under the learning and development theme did not however appear to relate to

the aspirations for the 'Blueprint' document. For example, there were no aims regarding developmental training to drive cultural change, identification of training required by the new support grades or consideration of ways to reduce training costs. There therefore appeared to be a disconnect between the strategic aims of the organisation (as expressed via the 'Blueprint') and the operational delivery of these through the HR strategy.

- 1.10 In addition within the learning and development theme, not all aims were noted in the action plan and it was unclear why some aims have been selected over others. There were five overall aims within learning and development (e.g. 'identify the skills and knowledge gaps within the organisation and develop a corporate development programme to fill these gaps') but only two of these were noted in the action plan as having specific actions to be undertaken, an individual identified to lead on that action or a target date for completion. For example, there was a HR aim relating to 'develop a culture where staff proactively take responsibility for their own development' yet no expression of how this would be actioned, by whom or by when. This process did not seek to make explicit links between learning outcomes and key strategic goals although the performance development process does aim to deliver this.
- 1.11 Similarly the PSC Business Plan 2007-08 did not appear to link to the HR strategy as it had actions listed under four headings; policy/outputs; people; resources; and processes. The list of



actions within the people area did include targets such as 'response to requests for learning and development' but these targets tended to be aspirational and non-specific. They did not set out SMART (specific, measureable, achievable, realistic and time-bound) objectives to make them a reality. For example, the vast majority of the targets were stated as 'on-going' under the timescale heading.

- 1.12 The NIPS training strategy tended to be more reactive than proactive although attempts were being made to address this. Many staff commented that training was based on a reaction to events and that they did not believe the NIPS had a strategic vision for training. The NIPS had begun to make progress in this area as evidenced by the delivery of the Officer Development Programme (ODP) and the training for middle managers and new Governors however, there is still room for development. It was suggested to Inspectors that part of the problem was that the NIPS Training Needs Analyses (TNAs) are not set within a strategic framework such as NVQs or the 'Skills Elevator' model of work-based learning used elsewhere in the UK prison service. **The NIPS should clearly set out a training strategy that relates to the Blueprint for the Service and the HR Strategy arising from that in order to ensure alignment between the strategic intent of the organisation and the operational delivery of training.**

Training Needs Analysis

- 1.13 One of the aims of the HR strategy was to *"identify the skills and knowledge gaps within the organisation and develop a corporate development programme to fill those gaps."* Until recent years, training delivery had not been informed by a systematic approach to analysis and tended to be ad hoc and reactive. In 2007 a TNA was undertaken for Governor grades which aimed to address the feeling that their training needs had not been addressed in a co-ordinated manner.
- 1.14 At the time of the inspection many staff stated that, to their knowledge, no TNA had been undertaken for their grade. Where TNAs had been undertaken staff were not widely consulted as the PDP process was used to identify such needs. Work had been undertaken to consult with the Strategic Learning Committee (SLC), Senior Management, key Governors and key staff to form the basis of a TNA process. On some occasions consultations with the SLC appeared to only be a suggestion of areas that staff need training in, which could vary widely, rather than taking action to relate these to the strategic aims of the organisation. Again, the ad hoc nature of this process does not appear to encourage continuous learning. A more systematic method of undertaking TNAs of all grades on a regular basis, which incorporated a wider element of staff consultation, would be helpful to review and keep up to date with training required by officers to meet the changing needs of the service. This would enable the SLC to redress the balance between



headquarters (HQ) initiatives and officer needs. TNAs should also be informed by the views of line managers and senior managers, but these should not be allowed to completely overshadow the views of the officers themselves. **It is recommended that the NIPS should develop a rolling programme of comprehensive training needs analyses for staff at all levels in order to inform the training strategy.**

Structure of Training Delivery

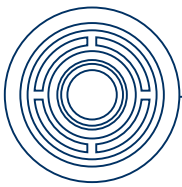
- 1.15 Prior to the signing of the Belfast Agreement in 1998, the NIPS had a very different approach to the training and development of staff to that which it employs today. Due to the level of security threat, and consequent stressful working conditions to which prison officers were subjected, training was seen by staff as a form of ‘rest and recuperation’; time away from the establishment in civilian clothing to update basic skills but primarily, to have what was widely considered to be a week of relief from the stresses of the prison. As most training took place in the PSC in its pleasant coastal setting in Millisle, this enabled staff to relax out of their usual working environment.
- 1.16 The content of the training which was provided was largely related to updating the essential skills to undertake the job of a prison officer i.e. the management of prisoners in segregated conditions. There was no training in interpersonal skills,

prisoner engagement or resettlement, which are now considered essential components for the running of a healthy prison.

Initiatives

- 1.17 When the Maze Prison was closed in 2000 the NIPS rolled out a programme called ‘Future Positive’ a two-day workshop aimed at helping all staff remaining in the Service to identify with its vision and values, and to recognise their contribution in achieving the future goals of the organisation. This was an attempt to make prison officers aware of the changes to the NIPS and the prison system, but this was frustrated by disorder in the prisons and later the reintroduction of separation in Maghaberry following the Steele Report³ in 2003. Evidence from managers and staff would suggest that this programme was not valued by officers and its purpose was not accepted.
- 1.18 Despite these efforts little training took place up until the appointment of the current Director General in 2004. At this time the College was rarely used and the staff within it were demotivated, particularly in light of plans to move the College from its location in Millisle to a new HQ which was planned to be located at Hydebank Wood. There was no strategic focus on learning and development. The Director General aimed to build the capability of the PSC and focus on delivery and on benchmarking with other training providers.

³ Safety Review Team (2003), review of Safety at Maghaberry Prison (Steele Report), Northern Ireland Office



1.19 At the time of the fieldwork the NIPS employed 2030 staff who worked across the three establishments; Maghaberry Prison (939), Magilligan Prison (458), Hydebank Wood Young Offenders Centre and Prison (279) and Prison Service HQ (258). There were also 54 staff employed at the PSC. The PSC was situated on a 21-acre site on the outskirts of Millisle, Co Down. The estate comprised the main college building, gymnasium, workshops, dog section training unit and a number of residential properties. The PSC also had out-stations for firearms and control and restraint training. The staff in the PSC were employed in a variety of duties including the group of tutors who design and deliver training.

1.20 The role of the PSC was to support the NIPS in achieving its objectives by:

- developing and implementing training strategies which meet the business needs of the Service;
- supporting local management in identifying the skills, knowledge and aptitudes required for all posts and locations within the Service, and developing staff training programmes to meet those needs;
- providing quality development and training to help staff carry out their agreed role and fulfil their agreed potential;
- evaluating training and development to ensure its effectiveness;
- producing and developing the training and development of NIPS specialists; and
- managing the central training budget to ensure value for money.

The core business of the College included induction training; discipline training for recruits and officers; management development; professional development through a wide range of nationally recognised vocational qualifications; specialist training including incident management; hostage awareness; Level Two search training and specialist dog training skills.

Training figures

1.21 Training for staff within NIPS was primarily provided by three sources; the PSC, in-service (i.e. by training departments in the three prison establishments) and external providers. In 2007-08 76% of training was delivered or sourced by the PSC (67% was delivered by PSC tutors, 9% by external providers) and 24% was delivered by establishments.

1.22 The numbers in each of the discipline grades and training days delivered to each grade are shown in Table 1. This clearly indicates that the Prison Custody Officers (PCOs) had received the majority of training in the previous year, but this is understandable due to the length of their induction training. Training for Principal Officers (POs) and Senior Officers (SOs) had reduced from the previous year with training for officers staying the same.

Table 1: Numbers of staff in discipline grades and training days delivered

Grade	Number staff	Number training days delivered		
		2005-06	2006-07	2007-08
Operational Support Grade (OSG)	17	-	-	4.1
Auxiliary	1	-	-	2.0
Prison Custody Officer (PCO)	174	-	-	15.2
Night Custody Officer (NCO)	178	17.3	8.1	9.0
Night Patrol Officer	6	-	-	0.3
Officer Grade	1129	5.2	5	5.1
Senior Officer (SO)	175	6.6	10	6.0
Principal Officer (PO)	68	6.1	8	7.5
Governor I	2	3.5	10.5	5.0
Governor II	5	5.2	4	2.6
Governor III	2	3	4	2.0
Governor IV	13	4.5	8.8	3.5
Governor V	25	5.5	6.3	20

1.23 The NIPS had a target of five days training per staff member per year although 10 days were built into the shift system for training. This was the same as the Scottish Prison Service (SPS) for officers, although the SPS target for managers was seven days. Whilst for 2007-08 the NIPS had achieved its target of five days training per member of staff, it was acknowledged that this would not

have been met had it not been for the induction training provided to NCOs and PCOs. Table 2 clearly shows that staff in Prisoner Escort Group (PEG)/Prisoner Escort and Court Custody Services (PECCS) had received the majority of the training across the sites with Maghaberry staff receiving the least of the three establishments.

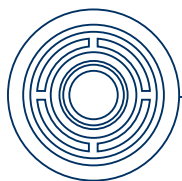


Table 2: Average number of development and training days delivered per site

	Average development and training days per person
Maghaberry	4.6
Magilligan	7.4
Hydebank Wood	5.2
PEG/PECCS	15.3

1.24 The budget allocation in 2007-08 for all non-central learning and development opportunities was £606,000 across the Service. This was a reduction of £122,000 from the 2006-07 allocation, but the total spend from the 2007-08 budget allocation was £586,000, an increase of £130,000 on 2006-07. The budget allocation for all PSC spend for 2007-08 was £2.915m and the total spent was £3.025m with the majority going on pay and running costs. This was an agreed overspend on initial budget allocation of approx £110,000 based on additional capital and staff spend which had not been included in the initial budget. The allocated budget for the PSC represents approximately 2% of the running costs of the NIPS as a whole.

1.25 At the time of the inspection two forums supported the development of a training strategy and the method of realising that strategy. The Strategic Learning Committee (SLC) met three to four times a year, determined the priorities for the NIPS for the year and reviewed progress against the priorities and the impact of the programmes. Inspectors were told that the SLC

used documentation such as the *Blueprint*, HR strategy, inspection reports, training needs analysis and operational knowledge to make decisions about the priorities, although this did not appear to be clearly articulated in the minutes of the meetings reviewed. The SLC was made up of Governing Governors, the Deputy Directors and the Head of Learning and Development. The SLC then fed through to the Development, Training and Learning Forum (DTLF) which was attended by the establishment training PO and PO tutors from the PSC. Inspectors were told that in general, these two forums worked well as a mechanism for determining and delivering the training strategy although the priorities determined by the SLC were not always followed through as new priorities took over. This illustrates how the learning function meets with operational teams, but are only involved in meeting with senior management of the NIPS and not staff at operational levels.

Culture change

1.26 In 2006 a new Head of Training and Development was appointed at the PSC and was tasked with the reinvigoration of the PSC and the production of a training strategy to set out the NIPS plans for the development of staff. The Head of Training and Development had a background external to the NIPS. This brought a fresh approach and different skills to the role by trying to develop accreditation for training programmes, but faced some challenges in implementing changes to the training provision within the service.

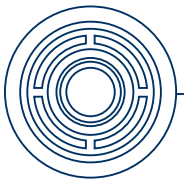


1.27 With the process of ‘normalisation’ of the criminal justice system in Northern Ireland, a need had been identified for changes in the role of prison officers in the NIPS. Many staff shared the view that the change ‘from turn-key to role model’ was needed and this change had been embarked on, to undergo a shift from the historic focus on security to one of increased engagement by staff with prisoners. There was recognition of the need to get the right balance between *control* of prisoners; to ensure they are held securely, observed sufficiently and to ensure inappropriate behaviour is dealt with, and *care* of prisoners; respecting their human rights and taking forward the public protection agenda. However, there was some resistance against the need for change and some staff wished to retain the ‘rest and recuperation’ type of training provision.

1.28 The NIPS HR Strategy 2006-09 stated: “*Even a cursory examination of the current climate in the service reveals a high degree of tolerance for attitudes and behaviours that will hinder progress towards positive change in working arrangements...much of the change in culture will be driven from progressing actions in specific areas such as selecting and developing staff, and through managing the performance of staff...senior managers will need to take responsibility for influencing change in this area...crucial to this is the need to embed NIPS values throughout the organisation.*” This need for change had led to developments within the NIPS, particularly in terms of training and development which are outlined in Chapter Two.

1.29 The NIPS had also attempted to seek ways to release prison officers into roles through which they could begin to engage with prisoners. This led to the introduction of PECCS in 2007 which will eventually purely be staffed by former private security staff and new PCO recruits. This had enabled prison officers previously working as part of PEG to return to other prison duties. There had not been, however, any major recruitment into prison officer grades since 1994 and no Governors have been recruited externally since 1986. This had led to very low turnover which had resulted in little opportunity for development or introduction of new skills for staff, which could in turn, hinder attempts to introduce a culture change. In addition, there had been a severance programme in 2001 and recent recruitment had been held for support grades to undertake tasks previously performed by prison officers. The low turnover had resulted in recruitment processes being held at times of retirement ‘bulges’ as large number of officers retire at the same time and this was next due to occur in around five years time.

1.30 As this overview illustrates, training and development had been a mixed priority for the NIPS until recent years, and attempts to improve this have been largely piecemeal due to a lack of coherent strategy. This had been mainly in a context of difficult working conditions and resistance from staff and more recently one where the opportunity to refresh staff and management pools had been extremely limited despite the need to do so.



CHAPTER 2:

Assessment of Training Provision



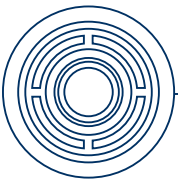
The Prison Service College

- 2.1 Inspectors heard from staff at all levels that the quality of the tutors at the PSC was generally considered to be high and they were considered to be operationally knowledgeable, despite some of the tutors having worked at the PSC for long periods of time. The tutors had all undergone a selection process for the post and had obtained recognised training qualifications, such as programmes delivered by the CIPD. The tutors were also able to access further training for themselves which will assist them to develop and deliver new courses or deliver courses previously only delivered by external providers. The tutors had clearly benefited from the experience of working in the training environment and being afforded the opportunity to explore areas of best practice. It would be sensible for the NIPS to develop a rotation plan of staff from establishments to the PSC in order to maximise the skills transfer between the training and operational environments, enhance flexibility and enable succession planning.
- 2.2 The PSC itself was an old building which created difficulties in terms of the running costs and the ability to modernise. Despite this, Inspectors observed that new technology such

as interactive white boards and projection systems had been installed which enabled tutors to use more creative methods of delivering training. For example the Officer Development Programme (ODP) used a combination of techniques ranging from the traditional flipchart and pen to a PowerPoint presentation and videos created for the course. The PSC should continue to develop these interactive approaches in order to enhance the interest of the course for participants.

In-service Training Departments

- 2.3 Each establishment had its own training department consisting of a PO, a SO and an administrative officer. The training department was responsible to the Governing Governor and delivered mandatory training such as Control and Restraint (C&R), fire safety and firearms training, co-ordinating induction training for staff moving establishments or houses, as well as designing and delivering specific training required by staff in the establishment or requested by the Governor, such as suicide intervention or IT training. Some of the training departments were also involved in operational duties for example carrying out cell searches. There was a consistent view from staff at all levels that the local



establishment trainers were highly skilled individuals who went out of their way to support staff to the best of their ability by providing relevant and accessible training and answering queries which staff had. The in-service trainers also benefited from having a visible presence within the prisons, and were perceived to be highly knowledgeable about the operational requirements of prison work as well as specialist knowledge in the field of training.

- 2.4 Overall resources in the in-service training departments were good with classrooms, offices and technology available for various types of training. This meant that some courses, which traditionally would have been delivered in the PSC could be delivered in-service, for example IT training. This enabled staff and managers to use their time more efficiently, for example by cutting down travelling time to the PSC (especially for staff working in Magilligan) and by enabling staff to access training and development resources in their lunch periods or before or after their shift. Staff did make use of these facilities, particularly in Maghaberry, but in reality, operational priorities always overshadowed time spent at the training department.

Tutors

- 2.5 The two sets of tutors in the PSC and establishments had good relationships and the in-service tutors assisted in the delivery of programmes at the PSC and vice versa. This flexibility meant that more programmes could be delivered and enabled a cross-fertilisation and

development of skills and knowledge. This was often undertaken on a goodwill basis however, and by managers or trainers seeking favours from each other, rather than in a co-ordinated fashion.

- 2.6 This practice was slightly hampered however by the fact that in-service training teams reported to the Governing Governors who, on occasions, had different priorities for specific training in their establishment to the corporate training priorities which the PSC were working to. Whilst establishments may have specific requirements from the training function which rightly may need to be addressed, this should be done in a co-ordinated manner in order to avoid duplication of effort and enable priorities to be determined in a cohesive method. Therefore **Inspectors recommend that the training departments based in establishments should be brought under the management of the Head of Learning and Development at the PSC.**

Types of training provided

- 2.7 The types of training provided broadly fell into two types; mandatory and developmental. The mandatory training primarily consisted of C&R basic or advanced training, first aid, fire safety and firearms (for those prison officers who were issued with a personal protection weapon); all of which staff were required to attend annually, and Prison Record and Inmate System Management (PRISM) training. Recent years had also seen training provided on the NIPS Business Plan. The difficulty faced by staff and managers

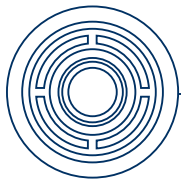
was that once this mandatory training had been planned for, which took about three to four days, most staff faced difficulties in being released to attend more developmental programmes, even though sufficient days were built into the shift system, due to the levels of sickness absence. The two-day ODP delivered during 2007-08 was a developmental course which Senior Management had prioritised as being mandatory for all officers as an important first step towards culture change. Many officers spoken to felt that this had provided little opportunity for them to undertake anything they perceived to be specifically tailored to their own development needs, albeit they had not had the full opportunity to identify these for the future in light of the CJO. Such training needs should be fulfilled once they have been

deemed to be relevant to the role and linked to the needs of the organisation.

2.8 Table Three shows the top 10 courses that were delivered in the NIPS which provides an illustration of the focus of the training delivery. The course which was delivered for the most days was the induction training to new PCOs which accounted for 16% of the training followed by the ODP, which accounted for 9% of the training. The ODP was considered to be developmental training, but the rest of the training for officers was primarily mandatory or refresher training (e.g. C&R, PRISM, dogs refresher training). This demonstrates how, at the time of the inspection, the focus of training was still on operational delivery rather than development.

Table 3: Top 10 areas for training delivery (1 April 2007 - 31 March 2008)

Course Title	No. of days
PCO (Direct Entry)	2171
Officer Development Programme (ODP)	1271
C&R Basic	989
Introduction to PRISM	602
NCO	517
Governor V Training	400
Chase & Hold Initial	332
Continuation Training (Dogs)	310
C&R Advanced	301
Chase & Hold Refresher (Dogs)	259
All Other Training	6276
Total	13428



Mandatory training

2.9 The quality of the mandatory training was reported to be satisfactory but staff reported feeling de-motivated and often bored by repeating the same course over and over again, often with the same content, trainers and resources. Obviously such programmes are necessary and provide an important health and safety function. But, the NIPS should consider ways to reduce the amount of time spent on these topics, whilst still retaining the critical messages, or alternative methods of delivery so that staff are not facing the same programme time and time again.

2.10 In-service training departments had responsibility for monitoring training of staff and ensuring that they were kept up to date with mandatory training such as C&R and fire safety. Inspectors heard however that some staff had not received this training in the timescales required and therefore were 'out of date'. The POA were particularly concerned about this issue and suggested that in some establishments, a large number of staff did not have up to date C&R qualifications, particularly in Maghaberry. They believed that, although officers are now expected to monitor their own qualifications, when staff made requests for annual training this was not provided. Similar concerns were raised about lack of access to firearms training. Some managers also suggested that some staff had made conscious efforts to avoid refresher training and had done so without challenge. This obviously raises questions around personal safety which may become an issue if not addressed. The NIPS

Training Managers are able to use the Computerised Personnel and Salary System (COMPASS) to allocate course places to staff and monitor attendance however, managers did not appear to be using these systems to full effect to monitor referral and uptake of training courses by their staff. **The NIPS should ensure that line managers effectively utilise the COMPASS system to enable them to make proper referrals to and check uptake of training courses by their staff.**

2.11 Some staff questioned whether C&R training is necessary for all staff or whether other types of conflict resolution such as 'talk-down' techniques should be considered which may serve a dual purpose of reducing injuries and use less time in providing refresher training. If management consider that C&R refresher training is essential and is required annually then, this should be monitored, managed and delivered accordingly. Alternatively, if it is felt that other forms of training, such as 'talk-down' or crisis intervention techniques, may meet their needs better then this should be researched, consulted upon and a policy developed rather than failing to provide training where it is necessary.

2.12 Some staff also commented that training on certain topics was a waste of training time or was not considered by them to be 'real' training. One example given of this was a half day training session on the NIPS Business Plan which, whilst staff appreciated the fact that the Business Plan existed and some that they



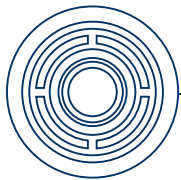
needed to be aware of it, they didn't feel this warranted 'training' especially when this tended to be a briefing which was badged as training. Another example was that of new baton training which Inspectors were informed was arranged as 'turn up when you want for a 15 minute session' even though it was classed as a half day training session. These types of training or information giving sessions may be appropriate in the circumstances but Inspectors did not get a sense that these were pre-planned decisions which had been carefully evaluated. The NIPS should strive, where such brief training or information giving is required, to ensure that staff are fully aware of the nature and purpose of the session, rather than being left to believe that they are receiving a formal training session, for the purposes of increasing the training figures, when it is not. **It is recommended that the NIPS training strategy should include consideration of alternative options of training delivery, such as e-learning, to enable training and development to be delivered in a manner which is cognisant of the working patterns and environments of staff.**

- 2.13 In June 2008 the NIPS launched its Diversity Strategy 2008-10 entitled '*Making a Difference*'. During the inspection many staff told Inspectors that this would be the next 'priority' for the NIPS and that they could foresee all staff being sent on a training course covering it. Whilst staff appreciated the importance of diversity, there were concerns expressed that what was considered an immediate need could take away

from what was important. Whilst diversity is clearly critical in a modern prison service it is important that it is seen as a constant background to all prison activities and underpinning all training, rather than a one-off issue which then is met with cynicism from staff. The PO and SO course did include an input on diversity and the ODP was an excellent example of how diversity issues, such as the need to treat all prisoners with respect, can be incorporated into a course which is not badged as 'diversity training'. The NIPS should continue to develop this but also ensure that the trainers are well versed in diversity and human rights issues, in order that they can appropriately challenge any comments from staff which fall short of expected standards, and do not inadvertently reinforce stereotypes themselves.

Developmental training

- 2.14 The ODP was developed in order to begin the process of what was described as 'changing hearts and minds' and begin the preparation of staff for the introduction of the CJO which will have major implications for the NIPS and its staff. The programme was developed by two trainers at the PSC and made creative use of video technology to try and get staff to think about their role from the perspective of protecting the public and victims of crime. The NIPS Senior Management Team made a commitment that prison officers from all establishments would attend the course in their house groups in order to enhance the impact of the training once they returned to their work environment. The course



initially received critical feedback from the participants and therefore was amended to address the concerns. Inspectors commend this decision and responsiveness to feedback. This led to more positive feedback from later courses and participants reporting that they had begun to realise by the second day, the aims and objectives of the course and how it related to them.

- 2.15 The course was particularly challenging for tutors to deliver as many of the participants were cynical, uninterested in the course content, and were only on the course because they had been 'told' to turn up. Inspectors observed the course and saw the tutors work hard to strike the fine balance between empathising with the officers' concerns and issues, so that they did not build barriers between them, but also support the Service by delivering the programme effectively, and appropriately challenging negative attitudes. Some tutors had been brought in specifically to assist in the delivery of the ODP from establishments and this had enhanced the course as they were able to provide real life examples of issues that had arisen on the landings. Inspectors observed that this was extremely valuable and would commend this decision.
- 2.16 Formal and long-term evaluation of this programme has yet to be undertaken although senior management suggested that the ODP has 'been more successful than could possibly have been imagined' from anecdotal evidence provided by Governors. The POA centrally were also supportive of the course and its

impact on staff. The reactions from officers were mixed, as would be expected for this type of course, with some staff still not understanding the relevance to their role, but others recognising the need for further training. This type of programme was a positive step towards changing the culture of the organisation and appeared to Inspectors to be an extremely well-thought out course with hard-hitting messages. More will need to be done, however, by the NIPS to keep up this momentum; particularly in order to prepare further for the new responsibilities officers will face under the CJO.

Specialist training

- 2.17 The NIPS HR Strategy stated that one of the HR aims was to "ensure that staff have specialist training to help them be more effective in areas such as separation, hostage, search and diversity". However access to specialist developmental training appeared to vary widely. Officers in specialist roles reported that they had been given the opportunity to undertake a wide variety of training in relation to their role which is very positive. Examples were given of resettlement staff being trained in housing issues, and a member of staff on the Reach Unit receiving a wealth of training including motivational interviewing and a week in Whitemoor prison in England. These staff recognised their privileged position in relation to gaining training opportunities.
- 2.18 Staff working in the Dogs Section were also provided with good access to training but it was suggested that this was due to the nature of their



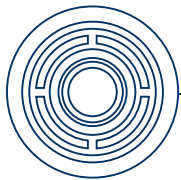
work and that they were able to arrange their own mandatory and refresher training. Inspectors saw good examples of collaborative working regarding training provision between the Dogs Section and the Irish Prison Service. A recent partnership approach had seen the NIPS Dog Trainers provide training for dogs and handlers from the Irish Prison Service in order to assist them in addressing the drugs problems faced in the Republic's prisons. This appeared to be well managed and the staff were all highly motivated and valued by Senior Management. This also provided the NIPS with revenue for use of their facilities. This experience could be built upon to explore opportunities for joint training with other prison or criminal justice agencies where both parties provide an input.

- 2.19 Other staff from residential areas reported that it was virtually impossible to access specialist training and the frustrations experienced in trying to rectify this, for example in relation to the need for training in dealing with foreign nationals. There was also limited specialist training for staff who worked in Hydebank with young offenders or with female prisoners, or with lifers in Maghaberry in relation to the specific needs of these categories of prisoner. These needs should be identified by way of the TNAs as recommended and delivered to appropriate staff.
- 2.20 It was suggested to Inspectors that some staff already have specialist skills in certain areas but these were never utilised by training departments

by way of seeking assistance in designing or delivering training courses. Although one of the HR aims of the NIPS was to “*develop a culture where staff proactively take responsibility for their own development*”, Inspectors were told that procedures existed in relation to accessing assistance from external contacts (either free or incurring a cost) in order to satisfy procurement and financial procedures, which they felt hindered such access. For example, attempts had been made to facilitate external community groups attending to provide presentations on specific issues, but the procedures made this incredibly difficult which deterred staff and left them demoralised. It was felt that money could be saved by using the skills of staff and the contacts they may have with voluntary organisations or individuals rather than a reliance on external providers. The NIPS may wish to consider ways in which to better utilise the skills and qualifications of staff in developing or delivering training programmes.

Release of officers for training

- 2.21 Inspectors were told of difficulties by all staff in getting released to attend training events. For example the ODP, which was mandatory for all officers, was sometimes cancelled at short notice by Governing Governors because of operational requirements. In 2007-08, 22% of places at the PSC were not filled and although there was potential to deliver 7516 days, the actual delivery was 5834 days. This means that the average costs of training which stood at £336 per training day at the time of the inspection could be reduced to £262



per training day, if courses were running at full capacity. Last minute changes to planned training are therefore not only disheartening to officers, managers and tutors, but also impacts on the financial situation of the PSC.

- 2.22 Staff felt that the fact training could be cancelled in such a manner showed the lack of value that senior management placed on training. They accepted that sickness was a difficulty which led to an inability to release staff from landings, but felt that insufficient efforts were taken to prioritise training above other requirements. For example many staff working on the landings suggested that a potential solution to this was to lock the prisoners for a period of time whilst training was provided or to have 'diminishing task lines' in place which reduce the number of staff required on the landing, but also reduce the prisoners' regime. It was extremely concerning to hear such views expressed and it was even more concerning to hear that such practice had occurred previously. Whilst the difficulties of releasing staff to attend training are appreciated and training is clearly important, this should not be at the expense of the core function of the Prison Service. Previous CJI/HMIP inspection reports have criticised the lack of constructive activity prisoners are engaged in, and this practice only serves to exacerbate this problem. **Inspectors recommend that the practice of locking prisoners in their cells in order to facilitate training should cease immediately.**

- 2.23 Senior managers identified that there was a continuing issue with regard to staffing levels in the houses and suggested that there was a need to reach agreement with the POA about reducing the numbers of staff required to run a landing, pointing to other jurisdictions, for example in Scotland, where staffing levels of two staff per landing are not considered unsafe. There appeared to be disagreement with the POA over whether agreed staffing levels had been met. On a day to day basis there is obviously a need to determine safe staffing levels, but at the time of the inspection, high absenteeism was continuing to be an issue which impacted on staffing levels. Decreasing resources will continue to be an issue for the NIPS therefore this is something that all parties need to work together to address, whilst fulfilling their own obligations and promises made.

- 2.24 The option that had been used to ensure delivery of the ODP was to run the courses on overtime until the end of the 2007-08 financial year, although difficulties arose when not all Maghaberry staff had attended the course by the deadline and therefore extra funding had to be found. Whilst this does indicate the NIPS commitment to the ODP it is unfeasible and unrealistic that training could be run on overtime, on a long-term basis.

- 2.25 Inspectors were told that previously a five day 'training week' was factored into the shift pattern which meant that releasing staff for training was not negotiable and staff knew when their week was and could prepare for



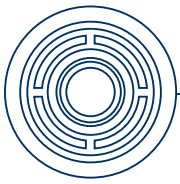
it. This training week incorporated time for updating mandatory C&R, fire and firearms qualifications in addition to developmental training. Whilst this clearly has benefits in terms of planning and ensuring the release of staff, it may not necessarily ensure that staff get the most out of their training or can access appropriate and relevant courses, and could mean that staff have periods of a year or more without any form of development. The removal of this week on the shift system was an appropriate decision by the NIPS in an attempt to move away from the traditional 'rest and relaxation' type of training provided previously. However, this has led to a tendency for managers to combine staff training with absence levels as they appear on the shift system with annual leave as 'non-effective' time and make reference to 'the number of training and sick days left'. This is very unhelpful and again, reinforces the message that training is of little value. The key barriers to training which the NIPS faced were an inefficient shift system and high sickness absence. **It is recommended that training and development allowances should be protected on the shift system and not impacted upon by high sickness absence to ensure staff are able to access training on a regular basis.**

Recruitment into new staff grades

2.26 The shift in focus towards developing staff as role models and building their skills in rehabilitation of prisoners, had led to the introduction of new roles such as the OSGs, NCOs and PCOs. These roles were designed to reduce staffing costs and release main

grade officers back into roles with greater prisoner contact. For example, the NCOs covered night duty when most prisoners were asleep and therefore have limited communication with staff which had enabled prison officers previously working nights, to move back into roles which included more prisoner interaction. The influx of these new staff had meant that a large amount of resources at the PSC had been focussed on providing induction training. Inspectors observed some of the PCO induction course which generally were of a good standard and contained a mixture of traditional 'chalk and talk' sessions with those which were more practical. Inspectors heard positive feedback about these training courses from the course participants, managers and the POA. The PSC had also been able to tailor the courses to make them relevant to participants, for example providing a condensed course to those PCOs who have already worked as NCOs. It is important that these induction courses are evaluated to ensure that staff are being given relevant and important information for their role.

2.27 Staff in these new grades who Inspectors spoke to both inside and outside the PSC appeared motivated and keen to progress through their service to become main grade officers. They felt that training courses were accessible to them and that their SO would assist them in accessing relevant courses when the time was appropriate via their PDP process. They felt that the Service would assist them in developing towards higher grades. Some had



already been regraded from NCO to OSG grade and had received relevant and useful induction training coupled with on-the-job training which they felt was essential.

Middle Management training

2.28 The role of the middle manager is critical in setting an example to both staff and prisoners and leading change in operational areas. Training for SOs and POs had been limited in some areas and training delivered had not been particularly well received. A course was run for SOs and POs in recent years which was intended to focus on the changing role of the NIPS, and the role of the SO and PO within this, and included training on attendance management, performance management and reducing conflict. These were identified as areas where line managers were not performing effectively and therefore needed further training. Staff who had attended this course told Inspectors that the course was insufficiently focussed on developing relevant skills for those who had been in the role for some time (e.g. by providing case studies or examples of how specific issues could be dealt with) and was more weighted towards reiterating HQ policies and procedures in order to ensure compliance. There was little consultation with staff as to what information they felt should be covered, which meant that the aims of the participants on the course were not met. Staff commented that the course would have been better run for those new to the grade rather than as a refresher. Training staff expressed frustrations about being placed in the difficult position of delivering a course that they did

not feel was fit for purpose.

Although the evaluation subsequently undertaken at Maghaberry indicates an improvement in management processes by SOs and POs, this interference led to this course to some extent being a wasted opportunity, particularly in motivating the SOs and POs to understand the importance of their role in the changing Prison Service. The NIPS should strive to avoid this reoccurring in the future. The TNA as recommended above should assist in identifying the requirements of middle managers in order that suitable programmes can be tailored to their needs in future.

2.29 SOs and POs were able to undertake the Institute of Leadership and Management (ILM) introductory certificate with the option to continue to the full certificate. A total of 53 had undertaken the introductory certificate and a further 20 registered for the full certificate. The ILM was also used by the Scottish Prison Service (SPS) to provide learning for all their middle managers. NIPS staff feedback was mixed on the value of these qualifications as could be indicated by the relatively small take-up of the full certificate (8%). Some felt that the ILM did not address managerial deficiencies whereas some welcomed any training and development provided. An evaluation of these certificates would be helpful in ascertaining their value for staff and the service.

2.30 Concerns were also raised about the lack of training or mentoring for those acting-up into a management



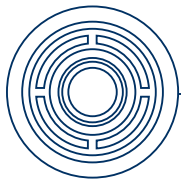
role; a practice which occurred frequently and did not appear, to staff in the establishments, to be effectively planned or managed. Inspectors were told that officers were asked to act-up to the next level with little preparation and sometimes with limited assessment of their suitability. Several of the officers Inspectors met with had been acting-up for some period of time with no issues raised about their performance in the role, but had then not met the standard of the assessment for permanent promotion. This understandably left them frustrated, demotivated and with little faith in the promotion process. The assessment processes were recently opened up to officers at all levels which had met with differing views on its appropriateness, but there was an acknowledgement that this was fairer than in the past. However there still appeared to be some mysticism surrounding the type of assessment process that was being used, particularly the use of psychometric tests, and how relevant this was to the role of a prison officer. **The NIPS should review its promotion procedures in terms of how processes are communicated to officers and how officers are assisted in preparing for the next rank, particularly those who are asked to undertake a period of acting-up.**

- 2.31 The NIPS had five individuals on a pilot management development scheme (MDS) who were selected at officer level. These individuals had undertaken postings in various locations across the establishments and HQ whilst undertaking NVQ

Level 3 in Custodial Care and the ILM introductory diploma in their first year. The current cohort were in their second year at the time of the inspection and had been promoted to SO level for a year, during which time they would complete NVQ Level 3 in Management and the ILM management diploma, before moving to PO level where the MDS would end. The individuals on the scheme were required to complete a portfolio of evidence to demonstrate their suitability for progression to the next level. An evaluation of the MDS commended the scheme and noted the positive feedback it had received from participants, Governors and prison staff. It also provided some recommendations for improvement including the potential to provide MDS candidates with projects during their headquarters placement, improved communication about the MDS and development of mentoring arrangements. There were plans to recruit further staff to the MDS at SO level in the future. This is a positive step in assisting the NIPS to develop future leaders and consideration should be given to rolling it out, taking cognisance of the learning points from the first evaluation. Consideration may also be given to management development programmes for all grades in the future.

Governor training

- 2.32 Inspectors were told from several sources that there was a lack of training for Governor grades, to the point where some staff said it was 'non-existent'. This could be evidenced by the fact that if training for Governor V grades was excluded



(as a large proportion of this was made up of induction training for new Governors) then the Governor grades received an average of 3.3 days in the last financial year. Apart from the TNA undertaken in 2007 and a one-day version of the ODP, there had been little attempt in the last few years at a corporate level to address this issue. The PGA and the majority of Governors themselves informed Inspectors that they tended to take personal responsibility for organising their own training and development. This included accessing further education courses, such as an MSc in Criminal Justice Management at Queen's University, Belfast or arranging secondments within NIPS, to other UK prisons or into private industry. On the whole, this was usually agreed and funded largely by the NIPS but there were occasions where training had been turned down or Governors had struggled to get such approval. There was also a leadership programme available through the Northern Ireland Office which had been mandatory for Governing Governors and later opened up to other Governor grades. Whilst, in itself, taking personal responsibility is appropriate for staff at higher management levels, the lack of corporacy in this approach meant that the NIPS had little control over the level of skills and knowledge of their staff and there was a lack of standardisation across the ranks and establishments.

- 2.33 The PSC recently developed and delivered induction training for staff promoted to Governor V grade which included classroom based learning, visits and information sessions from

external stakeholder organisations such as the Probation Board, the NIO and CJI. Whilst staff recognised the value of these sessions in order to widen their knowledge of the justice system, they felt that there would have been more benefit from extra sessions on the practicalities of being a Governor, for example in how to calculate sentences and check files. Although Governors were advised to address any remaining skills deficits with their managers, more formalised processes may have avoided the need to ask junior staff for such advice. Some Governors also felt that the use of the ILM was inappropriate at this level due to the fact that many already had existing academic qualifications at a higher level. The PSC was planning to develop and deliver a Governors Training Workshop in 2008-09 and this would be an appropriate opportunity to ensure this is linked to the TNA for Governors at various grades and tailored to their level of management and to their existing skills and knowledge base. It would also be important, given the current transition of the NIPS, to include within this programme training on the topic of managing change.

- 2.34 The NIPS were undergoing Investors in People (IiP) re-accreditation in some of the establishments during the inspection and this had been achieved for the new standards. This was obviously a positive indication of the value the NIPS places in investing in its staff but again, was met with derision from staff and views that it wasn't backed up by release of staff for training. It is important that the IiP is not just seen as a paper exercise



and that the NIPS embrace the values of liP in its practices.

NVQs and performance framework

2.35 In 2000 the NIPS attempted to introduce NVQs for discipline staff in order to enhance the professionalism of the work officers undertook, and to provide a framework for development. However this introduction was hampered by a lack of effective structures for assessment, such as sufficient numbers of assessors, hasty introduction and a lack of clarity for officers as to what outcomes the attainment of NVQs would have for them in terms of reward or promotion, which led to unrealistic expectations and ultimately, the process was abandoned. It was suggested to Inspectors by staff inside the Prison Service and stakeholders that this illustrated the lack of commitment towards the introduction of NVQs and the ability to carefully plan such an important approach to training. It does appear that a lack of planned proactive strategy in relation to NVQs led to their downfall.

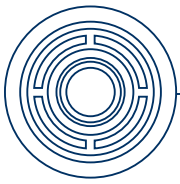
2.36 At the time of the inspection the NIPS used a Performance Standards Framework for staff in prison grades which was last updated in 2003. This covered the standards required of prison staff in terms of regimes and re-offending; staff and developing the service; security; safety and prisoner healthcare and finance, corporate governance and improving business performance. There were 71 standards in total under these five headings. The standards were very similar to the current Skills for Justice (Sfj) National Occupational

Standards (NOS) in Custodial Care which were last updated and approved for use in November 2006 and implemented on 1 August 2007. A total of 62 NOS have been identified by Sfj for Custodial Care as being critical to the role of a prison officer. The NIPS was a country member of Skills for Justice (Sfj) Northern Ireland and therefore engaged with other criminal justice agencies on issues of workforce skills and also sat on the UK-wide prisons group, with a representative of the NIPS chairing the Custodial Care Occupational Committee. This consists of representatives from stakeholders involved in Custodial Care in the UK. However, at the time of the inspection, this involvement had resulted in limited impact on NIPS practice in this area. It would be advisable for the NIPS to adopt the Sfj NOS for Custodial Care in the near future, in order to bring it into line with the rest of the UK.

Evaluation

2.37 The NIPS stated that it strived to evaluate its training programmes at four levels:

- Level One: Identifying learning needs and setting objectives through the personal development plan (PDP) process;
- Level Two: Assessing the impact of learning events immediately after they have taken place;
- Level Three: Reviewing the extent to which the learning gained from the training was transferred to the workplace – three months after the learning has taken place; and
- Level Four: Production of an



annual assessment of the effectiveness of learning and the value to the organisation.

At Level One there appeared to be difficulties with the PDP process as highlighted above and therefore, it was difficult to evaluate whether training was being provided which addressed these needs. At Level Two there appeared to be evaluation via the traditional method of the 'happy sheet' which seeks feedback on how much participants found the course worthwhile, the quality of the trainers etc. This information should be sought in relation to the course objectives as much as possible in order to identify whether the course has achieved its initial aims and, when collated, should provide valuable management data for training tutors and managers.

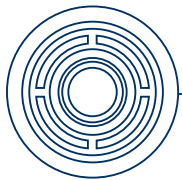
- 2.38 The Level Three evaluation was undertaken on an establishment level and was completed by the training department PO. It was disappointing to see however that for the year 2007-08 this had only been undertaken via manner of formal report for Maghaberry, with seemingly little evaluation undertaken in either of the other two establishments. Generally there appeared to be a lack of standardisation when reports on evaluation of training were produced. Different individuals produced reports in their own personal style and there was a lack of standard and coherent approach to the evaluation of outcomes. This left it difficult for the reader to ascertain the facts regarding the success of training interventions and virtually impossible

to make comparisons between establishments. By contrast the Level Three evaluation report published for 2007-08 for Maghaberry, provided a higher quality of facts and figures, including training costs, and useful indicators of success in the form of impact measures and outcomes for each topic area (e.g. attendance management, performance management) for each course or objectives, outcomes and benefits. This type of report was an example of good practice of which Inspectors would welcome the further dissemination. The Level Four report detailed costs and numbers of staff trained, but used Level Two and Three reports to illustrate their effectiveness.

- 2.39 Whilst evaluation is clearly important in the context of training, it appears to be an overly complicated and resource intensive system which is likely to be removing valuable resources from the task of training delivery. There does not appear to be a strategy for evaluation which identifies which courses require evaluation and at which level. Consequently, all courses are evaluated simultaneously to the same extent. It would be more prudent in the short term to continue to undertake Level One evaluation which provides immediate feedback to the training deliverers as to the value of the course, and use the performance management process to provide longer-term feedback. This should not be allowed to become an overly complicated and bureaucratic process which imposes excessive demands on line managers. Whilst processes are in place for doing this,



there appears to be a reluctance of line managers to properly evaluate the impact of training on their staff's performance. **Inspectors recommend that the impact of training on an individual's job performance should be reviewed by the staff member and their line manager during the PDP process for all training undertaken, and this should be used to review the effectiveness of training delivery.**



CHAPTER 3:

Supporting Training, Supporting Change



Cultural change

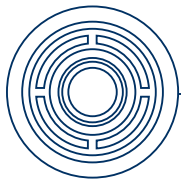
3.1 Whilst the NIPS was beginning to drive the cultural change required to move from a security focus to one of prisoner rehabilitation, there was still need for much more work in this area and training is critical in this process. The ODP was a good starting point from which to emphasise the role of officers in the protection of the public and the need to prepare for the CJO, but most staff and managers recognised that there was still a way to go. Many staff were concerned as to whether the NIPS Senior Management recognised the need to provide further training, and would have the resources to deliver these activities. The key areas that staff felt they would require training on were in relation to duties that would be required of them under the CJO such as report writing and delivery of programmes. It was also recognised by staff that they would require training in pro-social modelling techniques (in order to develop relationships with prisoners), which would ultimately aim to reduce their likelihood of re-offending. The Head of Learning and Development and the Director of Personnel were aware of the need for this further training but this will be difficult to deliver whilst the current barriers

continue to prevent staff being released for training. **Inspectors recommend that the NIPS should determine the key training topics arising out of the CJO and set out a structured programme of training for staff who require these courses over the next three years.**

Performance Management

3.2 As well as the training priorities determined by the SLC, the training plan was expected by the NIPS management to be influenced by the training needs identified through staff personal development plans (PDP) and training needs analysis. The PDPs were collated by in-service training departments and the analysis of training and development required was forwarded to the Head of Learning and Development to inform the training strategy.

3.3 Inspectors heard negative comments about the PDP from staff at all levels. It was considered to be a 'tick box exercise' which was long and unwieldy and, due to the pressure on managers to have PDPs completed on time for large numbers of staff (SOs often have up to 30 officers under their management), was often not even read by the officer concerned.



Staff reported that the identification of training and development needs in the forward job plan was often pointless and irrelevant, as the identified courses never materialised and therefore the same courses were included year after year as a 'wish-list'. Whilst it was concerning that such a lacklustre approach is taken to officers appraisal, it is not surprising given the context of the PDP process. This process was generally undertaken once a year and therefore did not appear to encourage continuous learning. Inevitably in any appraisal process it is unlikely that all staff will be able to access 100% of their requested training and development but, it becomes a pointless process when none of the requirements are met. Managers have an important role in the appraisal process in discussing the individual's performance and areas for development, whilst ensuring that the requested courses are realistic but should also reasonably expect that the development needs of them and their staff will be addressed. A review of the PDP process had just commenced at the time of the inspection to address some of these issues. **It is recommended the review of the PDP process should continue, utilising the views of managers and staff at all levels, and be developed into a more user friendly tool which line managers use effectively for managing and developing performance which has demonstrable outcomes in terms of training needs identified and then delivered.**

Training framework and accreditation

3.4 Whilst the NIPS had attempted to introduce NVQs previously, and their use had largely been abandoned for the majority of officers, there appeared to have been nothing introduced to fill the gap left in terms of a framework within which the NIPS could plan and deliver its training strategy. Some staff were still able to access NVQs in Custodial Care, particularly those in the new grades, but this was not consistent across all levels of staff. Although there were problems with the widespread introduction of NVQs previously, these could be relatively easily addressed by comprehensive planning and setting up processes, and improved communication with staff as to their purpose and limitations. For example, the SPS adopted NOS and all recruits now undertake a two year programme to obtain the Scottish Vocational Qualification (SVQ) in Custodial Care Level 3 which is based on the NOS. This ensures that all new recruits are trained, assessed and monitored in order to ensure their competence in the role. As well as this, all first line managers are trained as A1 Assessors to enable them to assess the competence of the recruits against the NVQ units which engages them in the programme. The SPS College training programmes are all based on the NOS and if potential training areas do not fall within the scope of the NOS, then officers are not trained in them, as they have been determined not to be important for the role. The NIPS did not fully utilise the NOS and therefore did not have this same approach.

3.5 The POA centrally supported the re-introduction of NVQs and recognised that staff were missing out due to the absence of such a framework. They suggested that there had been limited commitment previously to the implementation of NVQs. There had been limited use made of the expertise of Skills for Justice in such issues, despite the NIPS's membership and representation of the organisation in both Northern Ireland and UK wide. There appeared to be little conscious alignment of training to the Performance Standards Framework identified as relevant to the role of staff, and there were no competency frameworks in use for prison officers. Inspectors therefore recommend that **the NIPS should determine the suitability of NVQs or alternatives as the basis of a framework for its training and development strategy and re-introduce them in a planned and structured manner to underpin all training programmes.**

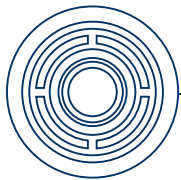
3.6 Most of the NIPS training programmes were not accredited by external verification and accredited by an independent body. The exceptions to this were the programmes for middle managers, which were accredited by the ILM. The Scottish Prison Service had gained endorsement by Skillsmark for five of its programmes including the Officer Foundation Programme (for new recruits) and the local negotiators programme. This was seen as beneficial as it provided external verification and is the only quality standard which is underpinned by NOS. The Prison Service of

England and Wales uses the NVQ system to accredit training for new recruits. Although the NIPS did have liP accreditation, this was for the approach to investing in people as a whole rather than for specific courses. Accreditation is beneficial as it provides evidence that an external quality standard has been met.

Development of female staff

3.7 The Prison Service has clearly traditionally been a male-dominated profession and the NIPS was no exception to this. Whilst 18.8 % of the NIPS prison grade workforce was female, there were only three females in the Governor grades (47 Governors in total) and all of these were at Governor V level. Concerns were expressed by some staff that the NIPS did not take proactive action to develop its female staff or encourage them to progress through the ranks, which was evidenced in the recent promotion to Governor grades. The Director General recognised that the lack of female representation at the higher ranks was a difficulty, and stated that he would welcome greater numbers in the future.

3.8 It was unclear however whether the lack of females at higher grades had arisen from a lack of interest and motivation in promotion from females in the lower grades or whether females were unsuitable for promotion due to either their own lack of experience or competence and appropriate development, or due to the selection processes being utilised. These two possible explanations would of course require different solutions in order to



address them and therefore, the NIPS would need to identify whether either, or possibly both, are at play before seeking to address the imbalance. For example, if female staff did not possess the appropriate skills to move up the grades, then specific training could be beneficial to address imbalances in the workforce.

- 3.9 Some staff raised the issue of external recruitment into the Governor grades which the NIPS previously used but has been largely abandoned. This appeared to be over concerns that external recruits do not have sufficient operational knowledge or 'jailcraft' to enter at such a level and would require a large amount of training or familiarisation to obtain this. The PGA pointed to the fact that most Governing and Deputy Governors had joined the service by the external route and suggested that it wasn't necessary for an individual to have come through the officer, SO and PO grades to be a good manager. They also pointed to the benefits of obtaining an external perspective and fresh methods of working. It was suggested that this would be an effective and efficient method of introducing more females into the service, as some females may be more attracted to a Governor role than that of an officer. Whilst other staff, including those who had come via the external route, felt that it was necessary to work up through the grades in order to learn 'jailcraft' before becoming a Governor, external recruitment is a topic worthy of consideration by the NIPS but it may be that the roll out of the MDS to more officers may provide a

suitable middle ground.

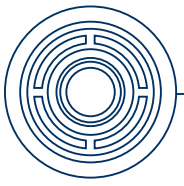
- 3.10 Other organisations, which have a predominantly male workforce, have also faced and attempted to address these issues. For example, the PSNI are now on the second version of their 'Gender Agenda'. This monitors selection of recruits and movement into specialist roles, promotion, policies and procedures for gender issues. It has put in place support mechanisms to assist women in the Police Service in developing and preparation for higher ranks including tailored training and development. The NIPS could learn from the experience faced by such organisations should they identify similar issues. **Inspectors recommend that as part of its wider HR strategy the NIPS should continue to review the imbalances which are present in its workforce and the potential role that training can play in addressing these.**
- 3.11 It is also critical that the NIPS considers what it requires in future from its workforce in terms of the skills individuals would need prior to even joining the service. By attracting those who have existing skills in relevant areas, such as in literacy, numeracy and information technology, there would be a lesser requirement to provide training when new recruits start. In the future these skills will be even more crucial as more reports are required to be written on prisoners to inform decisions about sentences and release, coupled with increases in accountability and legal challenge and a greater emphasis on the use of IT



systems. Any increase in skills requirements however has to be balanced with a realistic expectation of potential employees in terms of pay, reward, promotion prospects and development. As outlined above, in other jurisdictions, NVQs have been used to encourage development of recruits; for example in the rest of the UK all new recruits have to complete the NVQ Level 3 in Custodial Care in their first 12 months of employment but this is rewarded by an increase in salary at completion of the probationary period. Outreach to local schools and further education colleges can assist in encouraging young people with such qualifications to consider a career in the NIPS, for example such as “*Prison - Me? No Way*” which the NIPS was engaging in at the time of the inspection. The NIPS is due to have a large number of officers retiring in the next five years and this is an ideal time to take greater steps to reach out to younger people who are considering their career options at this stage. This will also be beneficial in encouraging applications from groups which are underrepresented in the Prison Service such as females and Roman Catholics.

their training delivery to see what joint training opportunities are available with their two partners. The recent training of drug dogs for the Irish Prison Service has marked the future of this type of partnership with more plans for future collaboration. It would be anticipated that this type of arrangement will be used within the new college, and that the NIPS can work with its partner agencies to identify commonalities in training, achieve economies of scale and draw upon each others’ expertise. Whilst concerns were expressed about the NIPS being swamped by the larger agencies and being seen as a junior partner, it is incumbent on NIPS Senior Management to continue to engage with their partners to avoid this occurring.

- 3.12 The recent announcement by the PSNI that funding is available to build the new Police, Prison, and Fire Services Training College will mean that the NIPS PSC is due to move from Millisle to a new purpose built, state-of-the-art college by the end of 2012. This will be a critical time for the PSC in terms of identifying their requirements of the new college, planning for the move, and evaluating



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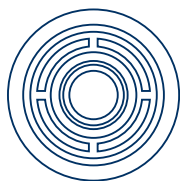


NIPS Action Plan

NIPS Action Plan

Recommendation	Response	Date	Responsibility
1 The NIPS should clearly set out a training strategy that relates to the Blueprint for the Service and the HR Strategy arising from that in order to ensure alignment between the strategic intent of the organisation and the operational delivery of training (paragraph 1.12).	The Draft Training Strategy will be updated to fully reflect the Blueprint, HR Strategy and emerging requirements of the new Sentencing Framework. The Strategy will be adjusted annually to reflect the priorities in the Corporate and Business Plan. Draft Strategy to be agreed with SLC & PSMB.	September 2009	Deputy Director Finance & Personnel; Head of Learning & Development
2 The NIPS should develop a rolling programme of comprehensive training needs analyses for staff at all levels in order to inform the training strategy (paragraph 1.14).	TNAs have been undertaken for a number of groups of staff. This will be developed into a rolling programme to take account of the needs of all staff.	June 2009	Head of Learning & Development
3 The training departments based in establishments should be brought under the management of the Head of Learning and Development at the PSC (paragraph 2.6).	This approach was considered in the past and was rejected. Further consideration will now be given to the suggestion including the arguments put forward by the Inspectorate.	July 2009	Deputy Director Finance & Personnel
4 The NIPS should ensure that line managers effectively utilise the COMPASS system to enable them to make proper referrals to and check uptake of training courses by their staff (paragraph 2.10).	Access to COMPASS is restricted to dedicated users and managers do not have direct access to COMPASS. To compensate for this they will be provided with a list of Training Coordinators who can access the system on their behalf.	August 2009	Head of Learning & Development
5 The NIPS training strategy should include consideration of alternative options of training and delivery, such as e-learning, to enable training and development to be delivered in a manner which is cognisant of the working patterns and environments of staff (paragraph 2.12).	NIPS will continue to develop a range of delivery mechanisms to ensure the most effective delivery of training and the optimum use of training time and work patterns, including e-learning and delivery at source. This is to be included in NIPS Training Strategy.	September 2009	Head of Learning & Development

Recommendation	Response	Date	Responsibility
6 The practice of locking prisoners in their cells in order to facilitate training should cease immediately (paragraph 2.22).	This approach is employed only very rarely and is assessed before using to ensure that any impact on the regime is minimised and that it is the most appropriate approach to adopt.	June 2009	Head of Learning & Development
7 Training and development allowances should be protected on the shift system and not impacted upon by high sickness absence to ensure staff are able to access training on a regular basis (paragraph 2.25).	NIPS will consider the practicality of the recommendation in the construction of shift patterns. Steps have also been taken to reduce the level of sick absence which will have a positive impact on the number of staff available for training.	October 2009	Head of Learning & Development
8 The NIPS should review its promotion procedures in terms of how processes are communicated to officers and how officers are assisted in preparing for the next rank, particularly those who are asked to undertake a period of acting-up (paragraph 2.30).	The training needs of staff preparing for the next rank or acting-up will be considered as part of the rolling programme of comprehensive Training Needs Analyses.	September 2009	Head of Learning & Development
9 The impact of training on an individual's job performance should be reviewed by the staff member and their line manager during the PDP process for all training undertaken, and this should be used to review the effectiveness of training delivery (paragraph 2.39).	Processes are already in place to allow this to happen. Section 2 of the Performance Appraisal form provides for the identification and review of PDPs. In addition to this, a three-monthly evaluation of all PSC Learning & Development activities is obtained from Line Managers and individuals and this is recorded on COMPASS. These processes need to be reinforced to line managers by use of workshops and training aids.	August 2009	Head of Learning & Development
10 The NIPS should determine the key training topics arising out of the CJO and set out a structured programme of training for staff who require these courses over the next three years (paragraph 3.1).	PSC to liaise closely with the CJO Team to establish and prioritise identified learning needs and determine the best means of delivery. The PSC will also develop and deliver a range of training programmes in support of the CJO among all staff.	December 2009	Head of Learning & Development

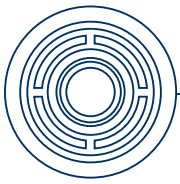


Recommendation	Response	Date	Responsibility
11 The review of the PDP process should continue, utilising the views of managers and staff at all levels, and be developed into a more user friendly tool which line managers use effectively for managing and developing performance which has demonstrable outcomes in terms of training needs identified and then delivered (paragraph 3.3).	The review of the Performance Management System, including PDP is complete and changes to the forms are being introduced.	May 2009	Head of Learning & Development
12 The NIPS should determine the suitability of NVQs or alternatives as the basis of a framework for its training and development strategy and re-introduce them in a planned and structured manner to underpin all training programmes (paragraph 3.5).	NIPS continue to review formal learning methodologies to determine suitability to meet our specific needs. This will include the new Qualifications Credit Framework, to be launched in 2010, which will provide learners with individual Learner Records (LRs) making learning and accreditation an easier progression.	May 2010	Head of Learning & Development
13 As part of its wider HR strategy the NIPS should continue to review the imbalances which are present in its workforce and the potential role that training can play in addressing these (paragraph 3.10).	NIPS continuously reviews any imbalance and has developed a comprehensive Diversity Strategy to address the issues which have arisen. Diversity training is being delivered to all staff and specific consideration is being given to needs of female staff.	April 2010	Head of Learning & Development

Section



Appendices



Appendix 1: Methodology

1a The following staff were spoken to in face-to-face individual or focus group interviews in the course of this inspection:

Hydebank Wood

- Main grade officers x 5
- Senior Officers x 4
- Principal Officers x 3
- Night Custody Officers x 2
- Training Manager (PO) x 1
- Governing Governor x 1

Maghaberry

- Main grade officers x 4
- Senior Officers x 4
- Principal Officers x 1
- Operational Support Grades x 2
- Training Manager (PO) x 1
- Governor Grade V x 2
- Governing Governor x 1
- Local Prison Officers' Association branch representatives x 4

Magilligan

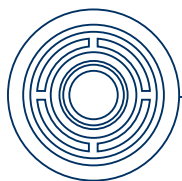
- Main grade officers x 4
- Senior Officers x 3
- Operational Support Grades x 2
- Training Manager (PO) x 1
- Training SO x 1
- Governor Grade V x 2
- Deputy Governor x 1

Prison Service College

- Head of Learning and Development x 1
- PO Tutors x 4
- Training Managers x 2

Headquarters/Central

- Director General
 - Director of Personnel and Development
 - Central Prison Officers' Association branch representatives x 2
 - Prison Governors' Association representative x 1
- 1b Observations were undertaken of the following training programmes:
- Prison Custody Officer recruit training
 - Officer Development Programmes
 - Display by Dog Training section







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