

SUCCESSFULLY USING ICT TO SUPPORT LEARNING IN THE SECURE ESTATE

Identifying and documenting current examples

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1 INTRODUCTION AND METHODOLOGY

1.1 Background

During 2015-16, the Foundation was a partner in the government-commissioned Coates Review of prison education in England and Wales, to examine how it supports effective rehabilitation of different segments of prison learners. As part of its contribution to that review, the Foundation published:

- I. a report on the makeup of the prison education workforce¹
- II. a rapid review of key international evidence of prison education and reoffending rates².

Committed to supporting the implementation of the recommendations of the now published Coates Review³, which includes a focus on improving the digital literacy of prisoners, the Foundation commissioned research to identify where there is promising work already underway that improves access to and use of technology within prison education provision.

Digital literacy is a key functional skill paving the way to further learning, employment and access to services in the modern world. The relevance and quality of ICT training in prison is every bit as important as that provided in maths, English and vocational skills provision. ICT and digital systems in prison must support more flexible access to learning that is tailored to the needs of individual learners and enables participation in distance and other learning.(Coates: p44)

The review of education in prisons undertaken by Dame Sally Coates and reported in May 2016 provides the most recent picture of digital learning in prisons. The report details the provision that is in place to support learning through technology. This includes:

- Basic digital skills training provided by the Virtual Campus (VC) and Prison ICT Academies (PICTAs).
- The Offender Learning and Skills Service (OLASS) providers also use a range of Microsoft packages such as Word and Excel.
- The VC also hosts a range of specialist content for other partners, such as the National Careers Service and Open University provision.
- The VC offers a range of skills (examinations and courses) and employment-focused material (job searches, submitting job applications, CV building) and secure relay messaging
- The VC gives prisoners secure access to information via a combination of material hosted on VC servers, and access to a limited range of 'white-listed' sites. These are approved internet sites that the VC has authority to access.
- The VC does not normally provide access to the internet, but this can be enabled in very carefully controlled conditions, supervised by staff (such as undertaking an

¹ <http://www.excellencegateway.org.uk/content/etf2349>

² <http://www.excellencegateway.org.uk/content/etf2348>

³ <https://www.gov.uk/government/publications/unlocking-potential-a-review-of-education-in-prison>

examination on-line). The VC can also be accessed in the community via a web-portal 'Bring on Potential' (BOP), giving ex-prisoners ongoing access to material they created in custody (e.g. CVs, job applications).

The Coates review identified issues that prison education providers are tackling such as:

- the limitations of the Virtual Campus as it is currently used;
- poor recognition of the VC by prisoners and staff of its potential as a learning tool;
- the lack of good e-content;
- lack of up-to-date hardware and software
- unnecessarily restrictive security and access restrictions relating to ICT use.

A summary of Chapter 5 of the Coates report 'ICT that supports learning' included recommendations: (p49)

- The planned investment in digital infrastructure should be used to enable more flexible learning across prisons. As part of this there should be a prompt and rigorous strategic review of the VC to assess if and how it can be made fit for purpose.
- The review should: assess the nature and cost of the infrastructure required to enable the VC to work effectively in all prisons; consider where terminals are sited in prisons to ensure all prisoners have regular access; and explore how the process for administration and vetting of content can be streamlined to enable a broader range of education resources to be uploaded more quickly, with individual Governors having some administration rights.
- There should also be work carried out to accelerate the testing and use of 'In-cell' or tablet learning technology (including the capability to provide teaching via video-links).
- The security arrangements that currently underpin the use of ICT in the prison estate should be reviewed. Governors should be allowed to develop an approach that allows suitably risk-assessed prison learners to have controlled access to the internet to support their studies and enable applications for jobs on release.

The Foundation is aware that in spite of the difficulties flagged in the Coates Review, many prisons have developed solutions to ICT restrictions to create engaging and useful learning experiences. The Foundation sought to gather this evidence to help drive a strategic approach to the use of ICT in education across the secure estate.

1.2 Aims and objectives of the research

The overall objective of the research was to identify where there are already emerging solutions to the issues summarised in the Coates Report, which primarily have as their end in mind the improvement of the digital literacy and hence employability and rehabilitation of the prison population; also using ICT to ensure that other barriers to improving prison education are reduced in the process. It is the Foundation's hope that those involved in prison education, whether at strategic or operational level, will be inspired to take action to facilitate a further increase in ICT access that will improve rehabilitation outcomes for prisoners and reduce reoffender rates nationally.

1.3 Approach and methodology

The Foundation knew, from what organisations had told them and from the Coates Review, that prisons have created solutions that work around the structural barriers to using ICT, and that there are many interesting uses of ICT from induction to ‘through the gate’. The methodology taken to collecting examples was field work, employing ‘bottom-up’ and ‘snowball’ sampling approaches.

In practice this involved:

- Initial desk research to identify documented examples;
- Issuing a call for examples via the Foundation’s Offender Learning newsletter;
- Email contact to existing contacts and stakeholders including The National Offender Management Service (NOMS)⁴ Regional Leads and OLASS Providers;
- Telephone interviews and visits where appropriate;
- Follow up with recommended additional contacts interviewed and visits.

The research took place between October 2016 and January 2017.

2 FINDINGS

2.1 Introduction

This section presents the findings of the research. The starting point for the research was to identify examples of successful use of ICT to support learning in prison. The findings are presented in a table, showing the examples collected over the research time period. The examples are not an exhaustive list; they are representative of the way that technology is currently being used in prisons to support the improvement of digital literacy of the prison population. Each example is presented in more detail in section 3.

In the course of the research, the many barriers to the use of technology and access to developing digital literacy skills became evident. The barriers included:

- Limited access to the VC, as every PC used has to have a paid-for license
- Limited access to the VC when computers with the VC are not always in the room where the teaching takes place
- Limited or no connectivity, as some prisons are operating on very limited or even no bandwidth e.g. HMP Erlestoke (Weston)
- Very old and dated software, e.g. Microsoft Office 2003
- Teachers cannot use data sticks to bring in or transfer any material
- Content developed for the VC has to go through a rigorous process, and this can result in a time delay from development to publication on the VC.

⁴ A new executive agency of the Ministry of Justice, called Her Majesty’s Prison and Probation Service, will replace the National Offender Management Service from 1 April 2017.

2.2 Researched examples

A summary of all examples is given below and they are presented as the 'learner journey'. The three highlighted stages are: induction and assessment; learning programmes and progression/through the gate.

In Section 3 the examples are provided in more detail.

Existing use of technology and its impact on learners	Contact	Prison reach
Induction and assessment		
Digital by Default: Unilink's CMS software provides prisoner with a self-service touch screen for transactions and includes 'email a prisoner' service; improved literacy and digital IT skills increase prisoners' chances of employment and reduce the likelihood of re-offending.	Francis Toye Unilink http://www.unilink.com/	Privately run prison in the UK and some public prisons.
Learners First: Do-IT Profiler is an example of a technology-based system that is used to address some of the challenges of needs of offenders with learning difficulties and disabilities (LDD) and English as an additional language.	Helen Arnold-Richardson, Weston College	HMP Channings Wood and HMP Dartmoor (Planned embedding across the other 7 prisons Weston have contract with: HMP Bristol, HMP Eastwood, HMP Parc, HMP Erlestoke, HMP Exeter, HMP Guys Marsh, HMP Leyhill, HMP Portland)
Learning Programmes		
Using computerised accounting software: Learners gain accreditation at L1, 2 or 3 for benchmarked skills in the use of Sage Accounts, business accounting software used and recognised worldwide.	Fiona Bradley Sage UK Accredited Qualification Programme	HMP Dartmoor (Extended to HMP and YOI Parc, HMP Ranby and HMP Forest Bank)
In-cell TV: Wayout TV: Professional prisoner-centric TV station provides educational programmes and an instant prison-wide communication platform.(Available to all prisons to	Lorna Poll PeoplePlus Justice Sector (OLASS Provider) Wayout TV	HMP Wayland and HMP Norwich (Will extend to

<p>purchase)</p> <p>Way2Learn: In-cell learning channel that is 100% produced by PeoplePlus's Justice division. (Only available to prisons that have PeoplePlus as their contracted learning provider.)</p>	<p>http://www.wayout.tv/</p>	<p>HMP Chelmsford and HMP Littlehey and 4 others)</p>
<p>Digital Storytelling: Learners gain digital literacy skills using editing software on iPads. Learning skills in video photography and sound recording techniques, participants create their stories and see the outcome of their technical skills.</p>	<p>Carlotta Allum</p> <p>Stretch Digital, Prisons Art Charity</p> <p>http://stretch-charity.org/</p>	<p>HMP Peterborough</p>
<p>Prisoners develop learning content: Learners in prison are developing interactive content for other prisoners to use.</p> <p>Enabling prisoners to keep their skills current, or further develop them while in prison; and saving money through not buying in learning content.</p>	<p>Maxine Bennett, Deputy Director, Offender Learning: Innovation and Development, Milton Keynes College</p> <p>Additional information about the OU Walled Garden provided by Anne Pike, researcher at the OU.</p>	<p>Milton Keynes College operate within 28 prisons, covering the range of prisons from Open to Category A</p>
<p>Virtual Campus supporting learning: The VC, managed at Thorn Cross by Novus, offers more than 130 online courses in many subjects including health and fitness, construction, horticulture, maths, English, higher learning, catering and employability. It encourages the development of learners' independent study skills, enabling them to work at their own pace.</p>	<p>Thomas Lowton</p> <p>Novus Education Manager</p>	<p>HMP Thorn Cross a North West Category D open adult male prison</p>
<p>Interactive Learning: Learners are stimulated to learn through the use of interactive learning materials created with Course Lab and Articulate Storyline.</p>	<p>Des Whendero, Instructional Design and Content Development at Novus</p>	<p>In all Novus prisons more than 60 in the North East, Yorkshire & Lincolnshire, North West, London and Kent and Sussex.</p>
<p>English, Mathematics and</p>	<p>James Williams</p>	<p>HMP Liverpool</p>

Employability in Football: Learners are benefiting from the tutors' innovative 'project-based approach' to support them to address their English, mathematics and employability needs.		
Developing problem solving skills through mathematic techniques: Learners develop their problem-solving skills through maths techniques developed in Microsoft Office Excel.	Michael Allcock	HMP Humber
Broadening the use of ICT: Learners and one tutor at HMP Channings Wood were part of the JISC Digital Learning Project; with this came the realisation that there were ways to bring more ICT into existing learning opportunities.	Viv Holloway, Weston College	Weston College HMP Channings Wood
Learners enjoy the interactive based sessions: Learner retention has improved at HMPYOI Wetherby with the use of Sahara screens and Promethean whiteboards; this has helped achievement of higher success rates as learners enjoy the interactive sessions.	Saj Mahood	HMP Wetherby/Novus OLASS provider
Progression		
The Virtual Campus supports employability: Learners attending education classes in prison are able to access their work on the outside through the use of Virtual Campus - Bring on Potential and other new features on the Virtual Campus.	Les Tonge, Novus	HMP Durham
Employability Plus: Learners gain IT skills by creating CVs on laptops, and have an up-to-date CV prepared for and able to access on release through attending Strive training. Strive adapted their existing successful 5-day employability course to meet the needs of prisons and prisoners. Working with establishments and complying with national and local security requirements, Strive have created an offline platform for prisoners on Strive's own laptops, which the tutor takes into prison.	John Stapleton Strive Training	Strive training Piloted in HMP Isis (2015) (Extended to HMP Brixton, HMP Wormwood Scrubs, HMP Wandsworth, HMP Send, HMP Onley and HMP Belmarsh)
Online exams on the Virtual Campus	Frank Boyd	HMYOI

gets results: The use of online assessment enabled one young man due for release within a week to complete his Level 2 exams in Mathematics, English reading and English writing.		Wetherby and Keppel Unit.
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3 DETAILED EXAMPLES

These detailed findings are presented as the ‘learner journey’. During any learning programme, a learner travels through a series of recognised stages from entry to exit, in what is known as the learner journey. In prison education the challenges are more pronounced than in other education settings for many reasons, including the length of time the prisoner may be in the unit and their previous education experiences. The examples below illustrate the role of technology in supporting this journey, from induction and initial assessment to progression and ‘through the gate’ support.

The three highlighted stages are:

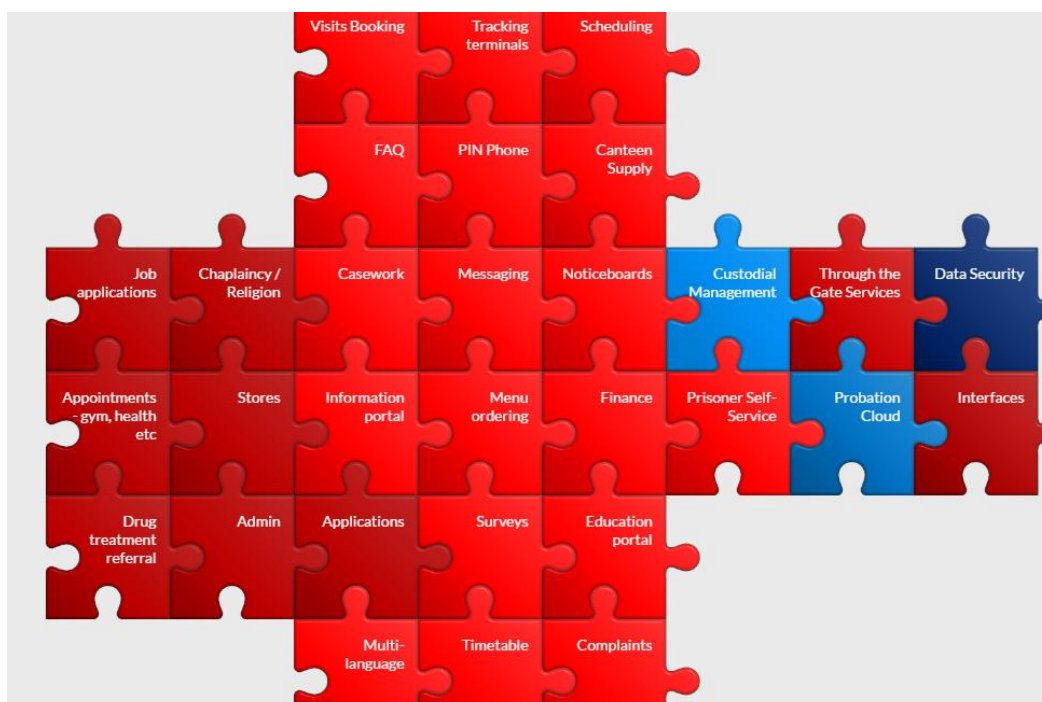
- 1 Induction and assessment
- 2 Learning programmes
- 3 Progression/through the gate

3.1 Induction and assessment

3.1.1 Unilink Self-service kiosk

Title	Digital by Default http://www.unilink.com/#Prisoner-Self-Service
Date:	October 2016 (interview Francis Toye, CEO, Unilink)) Updated January 2017
Organisation	Unilink: UK private company employing 70 staff.
Range	Privately-run prison in the UK and some public prisons in the UK and the State of South Australia.
Description	Unilink’s CMS software provides prisoner with a self-service touch screen for transactions.
Challenges:	To help prisons to become more rehabilitative.
Solutions:	The development of touch-screen biometric kiosks and in-

	<p>cell devices.</p> <p>This software gives responsibility to the prisoner for doing a number of things, such as: ordering meals; booking visits; making applications; spending money; checking their bank account; transferring money on to their pin phone. By putting all these tasks on accessible touch-screen kiosks and tablets, it transfers responsibility to prisoners and it enables keeps them in touch with everyday digital skills. The prisoner devices also have the capability to link to education providers and provide a platform for education in the privacy of the cell.</p> <p>‘Email-a-prisoner’ helps family and friends communicate easily with prisoners to maintain relationships that are key to reducing reoffending. Unilink’s secure email service allows messages to be sent to and from prisons rapidly, while fulfilling all security requirements. This works with Unilink’s prisoner self-service system, enabling messages to be delivered securely to and from prisoners through the biometric kiosks and in-cell devices. http://www.emailaprisoner.com/</p>
Benefits: /Impact for the learners	The system allows prisoners to take responsibility of their own lives; the improved literacy and IT skills increase prisoners’ chances of employment and reduces the likelihood of re-offending.
Contact details:	Francis Toye, Managing Director, Unilink Software Ltd enquiries@unilink.com



Unilink Picture: Modular system of self-service kiosk

3.1.2 Learners First: Do-IT profiler

Title	Learners First: Do-IT profiler
Date	November 2016
Organisation	Weston College
Range	Working well in HMP Channings Wood and HMP Dartmoor. Available in all other 7 prisons Weston are contracted with: HMP Bristol, HMP Eastwood Park, HMP Erlestoke, HMP Exeter, HMP Guys Marsh, HMP Leyhill and HMP Portland and HMP The Verne (IRC).
Description	Weston College's ethos is 'learner first'; within the college they have set up a virtual learning environment (VLE) and the aim has been to emulate that within the secure establishments as closely as possible.
Challenges	<p>There is a common acceptance that people entering the criminal justice system (CJS) with learning difficulties and disabilities (LDD) are likely to need some additional support.</p> <p>The actual numbers of offenders with LDD remains uncertain and many may not have been diagnosed at school.</p> <p>Information about LDD may not accompany a prisoner.</p>
Solutions	<p>The Do-IT Profiler is an example of a technology-based system that is used to address some of the challenges of the needs of offenders with learning difficulties and disabilities (LDD) and English as an additional language. Do-IT Profiler is an accessible and modular computerised system of screening, assessment and support tools that can provide end-to-end delivery.</p> <p>'It is a piece of software where the learners do a questionnaire on line. It is full of accessibility tools ... it takes you through a lot of questions and instead of labelling you, it says that you can use X strategy, and provides the strategy for the teachers to support with differentiation. It also runs an Executive Summary that is RAG-rated to identify the different things that the learner needs to work on - it can be carried around in their personal development folder. For example, you have someone on the autism spectrum and they have got an issue with personal space or maintaining eye contact. That would be identified so when they go back on the wing the officer could look at it and know the different strategies</p>

	of how to communicate. It is not like the hidden difficulties questionnaire that labels individuals. It provides strategies on self-declaration that they have put forward as part of taking part in the self-assessment. It is a really good tool, and from a MIS point of view and being able to inform planning, we can actually run the regional reports to see what difficulties the learners are facing which then allows us to allocate more resource to it. Absolutely fantastic tool.'
Benefits	An open system that allows personal data to be used sensitively to enable tailored support to LDD prisoners.
URL	Do-IT Profiler: http://doitprofiler.com/offenders/ Report on using Do-IT Profiler in the Criminal Justice System http://bit.ly/2miENkK
Contact details	Helen Arnold-Richardson, Weston College Helen.Arnold-R@weston.ac.uk

3.2 Learning Programmes

3.2.1 Using computerised accounting software

Title	Using computerised accounting software (Sage)
Date	October 2016
Organisation	Sage UK Accredited Qualification Programme working with Weston College and Dartmoor Prison
Range	HMP Dartmoor, a Category C prison for up to 640 adult male prisoners. (Initial pilot in HMP Dartmoor and extended to delivery in HMP and YOI Parc, Bridgend, HMP Ranby and HMP Forest Bank). Provider: Weston College
Description	Sage UK, working with Weston College (OLASS provider) delivered 'Computerised Accounting for Business'. An example of awarding bodies and colleges working with prisons to adapt industry-standard qualifications and training to meet the unique needs and circumstances of prisons and prisoners.'

Challenges	<p>Mainstream delivery of the Sage Accountancy/Bookkeeping/Self-Employment finance qualifications is through the Sage Qualifications online e-learning portal. Prison networks are locked down with no access to the internet and in addition many of the prison networks are using older versions of software.</p>
Solutions	<p>SAGE provided the prison with the correct (sometimes older to suit operating systems) SAGE software to install on the prison network and gave them hard copy learning materials.</p> <p>'We have taken everything off the company learning portal and made it into hard copy interactive learning materials. Some they can do in the cells - which is good for distance learning - and some they need to have a computer.'</p> <p>Able to support learners upon release from prison who want to continue or do an additional qualification.</p> <p>The tutor's collaboration with Sage enabled this to happen.</p> <p>'What I was so struck by, most of all was how very proud the learners were of themselves.'</p>
Benefits/Impact for learners	<p>Learners can achieve either a Sage - Computerised Accounting for Business Level 1 & 2 (RQF) accreditation for benchmarked skills in the use of Sage Accounts (business accounting software that is used worldwide), or Diploma in Computerised Accounting for Business Level 3 (RQF) a progression from level 1 & 2; and learn how to set up accounts for Sole Traders, Partnerships and Limited Companies and how to keep accounts for Not-for-Profit Organisations including Charities.</p>
Contact details	<p>Fiona Bradley Sage UK Accredited Qualification Programme fiona.bradley@sagequalifications.com</p> <p>Information from the Prisoners' Education Trust (PET) distance learning curriculum http://www.prisonerseducation.org.uk/course-curriculum</p>

3.2.2 In-cell TV

Title	In-cell TV
Date	November 2016
Organisation	PeoplePlus and Wayout TV
Range	<p>HMP Wayland is a Category C, closed resettlement prison in South Norfolk for up to 1,017 adult male prisoners.</p> <p>HMP & YOI Norwich is a multi-functional Adult and Young Offender Category B, C and D Local Prison predominantly serving the courts of Norfolk and Suffolk, housing convicted and remand prisoners.</p>
Description	<p>Wayout TV & Way2Learn are educational television channels developed by PeoplePlus as a means of communication, education, and the promotion of offender services. Delivered direct to in-cell TVs within HMPs and developed by the OLASS Education team at HMP Wayland over the last 2 years. The primary objective of the service is to educate, inform and communicate to prisoners in their cell, in an engaging and prisoner-centric manner.</p>
Challenges	<p>Learners, having been motivated in classroom-based sessions, wanted to continue with their learning in cell – how could this happen?</p>
Solutions	<p>An in-cell broadcast service has been developed in HMPs Wayland and Norwich with two TV channels. Cabling for Chelmsford and Littlehey has been completed; four other prisons in the region are planned to be cabled.</p> <p>‘The impetus came from prisoners, who said that that they are really interested in the time spent in education, and then they go back to the cell and spend 12 hours locked up and no access to further learning. Jez, who was a TV producer but was working as our IT curriculum manager at Wayland, listened to all of that and thought that we might be able to do something... so the project has evolved from one person and a group of prisoners and a place and time, and has gone on to become something much bigger with a lot more opportunities.’</p> <p>The prisons pay for the cabling (analogue). It costs £10- £13k, so it is a significant one-off cost to add two additional channels to the terrestrial channels that they already receive. The first of the two channels is called ‘Wayout TV’. There is an agreement that content supports education rather than is strictly educational, so is derived from many sources. The content is provided by sources on a not-for profit-basis; in between programmes, courses in the prison education programmes are advertised. There is a Friday afternoon slot for governors who</p>

	<p>can film themselves and produce short programmes suitable for their prison population. There is also a facility for instant, local, regime information to be added at the bottom of the screen on a rolling 'ticker'. Wayout TV has been in use for over two years,</p> <p>The second channel, called 'Way2Learn', started early in 2016. It provides content created specifically for its audience; for example, materials that support entry level and Level 1 courses. A work book and tutorial support are provided to accompany a series of programmes. Content continues to be created for the channel.</p> <p>'Prisoners often struggle with their functional skills in taking an exam and the revision program on the television helps them prepare for English and maths exams. This is providing "brain food" to the cell-bound.'</p>
Benefits	<p>Solving issues of inactivity, communication and education for the hard to reach, the channel provides proven popular educational programming and an instant prison-wide communication platform.</p> <p>Extract from Wayout TV Governance meeting April 2016 –</p> <p>The early results of a learner survey at HMP Wayland reveals</p> <ul style="list-style-type: none"> • 97% of the c110 respondents watch Wayout TV on a regular basis • 78% were inspired by Wayout TV to pursue education/training/employment • 95% thought Wayout TV was a positive feature of the jail <p>'I've learned loads watching Wayout TV. I'm now thinking of doing a distance learning course because of it.'</p> <p>'I always watch Wayout TV and Way2Learn - I know guys on the wing who are applying for courses after watching some tutorials.'</p> <p>'I love the science shows and Minute Maths is helping me with my studies.'</p> <p>'It gives us the freedom to learn in our own time and at our own pace - plus the courses look brilliant.'</p> <p>'A prison governor's usual means of communicating with prisoners, especially in big prisons, is through a piece of paper. This service enables them to talk to them directly to the prisoners in their cells. Governors think that it is a fantastic way of communicating. We as a learning and skills provider like it as a tool to support education.'</p>

URL	www.wayout.tv http://www.wayout.tv/brochure.pdf
Contact details	Jezz Wright Head of Television & Digital Learning HMP Norwich 01603 70 6300 jezz@wayout.tv Powered by PeoplePlus



Way2Learn courses <http://www.wayout.tv/>

3.2.3 Digital storytelling

Title	Digital Storytelling
Date	December 2016
Organisation	Stretch Charity
Range	HMP and YOI Peterborough is currently the only dual purpose prison, with male and female prisoners, in the country. (National Offender Management Service (NOMS) contract with Sodexo Justice Services)
Description	Learners gain digital literacy skills using editing software on iPads. Learning skills in video photography and sound recording techniques, participants create their stories and see the outcome of their technical skills.
Challenges	The latest overall proven reoffending rates ⁵ show that 25.3% of offenders in the April 2014 to March 2015 cohort reoffended within a year, and of that adults released from custody had a proven reoffending rate of 44.7%. There are many factors contributing to reoffending. Stretch see that one of the real tragedies resulting from this is the loss of the ex-offenders' potential contribution to society and the damage to their families and children.
Solutions	<p>Stretch Digital hopes to help offenders solve some of these problems by offering a programme of work in prison to learn digital skills in the use of new media equipment, to raise prisoners' confidence, to learn transferable skills and increase their employability.</p> <p>Stretch work with small groups, over 6-8 weeks, to create individual digital stories. Using iPads and editing software Pinnacle Pro Studio™, participants learn how to edit video, audio and photos. Learners can arrange clips on the Storyboard - either clips they make through film or free hand drawing, or using digital painting software Inkist™ - and then add transitions, effects and a soundtrack. The result is a high-quality video that, subject to consent, can then be posted online.</p>
Benefits	Prisoners are newly engaged with education, working with an outside agency, learning new skills and cultivating interests that they can continue on their release.

⁵ Proven reoffending rates https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/585908/proven-reoffending-quarterly-bulletin.pdf

	Importantly, offenders are dealing with their story in a new way and harnessing the power of technology and their creativity as a catalyst for change.
URL	Videos see: https://vimeo.com/stretchcharity Adams Story https://vimeo.com/202755187
Contact details	Carlotta Allum carlotta@stretch-charity.org http://stretch-charity.org/


3.2.4 Prisoners developing learning content for prisoners

Title	Prisoners developing learning content for prisoners
Date	2011 - 2016
Organisation	Milton Keynes College
Range	While the College operates in 28 prisons, the interview mentions work in: HMP Gartree, Market Harborough, a Category B men's prison, operated by HMPS. HMP Long Lartin, Worcestershire, a Category A men's prison, operated by HMPS. HMP Woodhill, Milton Keynes, a Category A men's prison, operated by HMPS. YOI Brinsford and HMP Oakwood, Staffordshire. HMP Oakwood is a Category C prison operated by G4S.
Description	The College has been using the VC for 5 years to deliver a variety of programmes and courses and to work with other providers such as the Open University. This case study describes particularly fruitful areas of use, including with the OU and its 'Walled Garden'; prisoner-developed materials in IT classes; jobs and employability.
Challenges	Enabling learners to maintain, utilise and develop existing IT expertise. Tailoring material to inmates' needs at a reasonable cost. How to deliver long-term degree level courses, and enable inmates to submit work and access OU tutor feedback. Limited access to OU materials. How to enable learners to learn about or keep up to date with technology developments. Maintaining high levels of security. Enabling access to jobs information. Problems of broadband access, speeds and connectivity preventing delivery of training and education or making it extremely slow and difficult – which has an effect on the motivation of both learners and staff.

<p>Solutions</p>	<p>Virtual Campus content development: Milton Keynes College have set up Content Development Hubs at HMP Stafford and HMP Oakwood as part of their commitment to provide interactive and engaging learning materials. Each site employs one Content Development Technician - a serving prisoner who is interviewed for the position and works within the education department to create e-learning materials. Security is maintained during the whole process</p> <p>Staff are encouraged to put forward ideas based on their areas of expertise. These are discussed, storyboarded, and finally developed into content by Technicians using Content Authoring Tools and code.</p> <p>Content is regularly reviewed by specialist staff to ensure fitness for purpose. Content Development Technicians are required only to build the resources. This developer/client relationship exists in many businesses; the Content Development Technicians understand that the client has the final say in any project.</p> <p>'We have prisoners, higher than L3, developing interactive content for other prisoners to use and that is really innovative and has never been done before and one we are proud of. We have put together a set of "Smart Tools" that gives the learner an interactive experience in a simulated way via VC.</p> <p>'We have headhunted prisoners who had previously worked in coding and developed apps before coming into prison and in some cases training other learners in the skills they need creating interactive content. The quality of work is excellent.</p> <p>'It is all in partnership and carried out with the approval of prison colleagues especially taking into account the security implications. There is a vast amount of talent within our prison population if it is appropriately channelled and that is what we have done and under careful supervision they are doing the work and to be honest they love it.</p> <p>'Learners are all supervised and sit in the IT class to do it; we get it checked by specialists at the college. We have been very successful and created some great materials, but it is not easy; you need everybody's co-operation and to be very firm about what you are going for and how you want to do it.</p> <p>"There is a lot of capability for other prisons and education providers doing this within the system, it is about the security and the right person and also learners who are spending a long time/long stay. If they have the ready-made skills but get released after 6 months, they need to train others up in the background; also they may get moved around the system. We might have an agreement in one prison but in another prison they might not agree to it.'</p>
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	<p>OU degree level courses: By working through the VC, learners can email securely their OU tutor-marked assessments directly to their tutors, and their tutors can provide feedback. The email has to go through a third person, a mediator within the prison, to make sure that the email is appropriate. This is much more efficient for education staff, students, and for the OU as well. The system has been in place three years and has become more widely used over this time. HMP Gartree has used it over the entire period.</p> <p>The OU is a NOMS-approved Open University site available through the VC, providing access to other OU materials, and with plans for an increasing number of their most popular common units (eg available at HMP Wetherby).</p> <p>‘Materials have to be changed, but we can develop courses or parts of courses and put them in the WG so that prisons can access them directly rather than having to go via paper copies etc. There are some courses going fully on line ... we are looking at where there are courses that are essential for the pathway to degree that have on line elements that we want to provide access to, so we started off with the access courses (the introductory courses) - there are three that give access to higher education which have been in there from the beginning. We are gradually putting in additional elements for all courses.’</p> <p>Job search and employability:</p> <p>‘We work very closely with employers– for example at YOI Brinsford. One inmate got a job with Interserve, applying and getting paperwork ready via the VC. He got a job against the odds, and all the work we did supported him. We have success stories, and prisoners at every level can benefit from IT... I am building an employability module about using modern technology upon release. We are finding that a lot of learners are disenfranchised because they don’t have the skills they need in the modern world. It is about the basics – you can’t get a job if you don’t have a NI number, bank account and/or passport - but you have to do all that online. If you have been in prison sometime, that’s where you are missing out, and that is what we are thinking about now, how to fill the gaps and think about end of sentence – what skill sets should we be giving people to get there.’</p>
Benefits	<p>Meeting the learning needs of prisoners at all educational levels, including those with no technology experience, to those with above L3 skills.</p> <p>Learners can get an experience of email; there are learning packages on VC that teach simulated emails.</p>

	<p>Learners are finding jobs through the VC.</p> <p>Cost-effective course-material development that utilises and develops prisoner skills, provides satisfying work, and is more effective at really meeting prisoner learner needs in a straightforward manner than bought-in packages.</p> <p>'...it is good that materials are developed by prisoners for prisoners. They have a better understanding of what they are trying to achieve; it keeps the learners skills current; it also provides purposeful activity at a level appropriate for them as Dame Sally Coates has been talking about. It provides opportunities for higher level learners to be creative. It is appropriate – simple short term content – rather than over-developed, as bought content can be. The packages try to do too much. What we are doing is showing someone how to use in a secure and simulated way, a tablet, a phone, open a bank account. Because it is developed by prisoners for prisoners, it is about what they need, using the prisoners' voice rather than what external content developers want to give them.'</p>
URL	http://www.open.ac.uk/about/offender-learning/data-and-developments/virtual-campus
Contact details	<p>Maxine Bennett, Deputy Director, Offender Learning: Innovation and Development, Milton Keynes College</p> <p>Maxine.bennett@mkcollege.ac.uk</p>



SMART+
SMART TOOLS II
Functional Skills
Mathematics

Multiplication Home

Practice A

Practice B

Quiz A

Quiz B

Multiplication Tables

Multiplication is an important life skill!

Whether calculating the number of reps needed in an body-building plan or working out the area of carpet needed for your bedroom, the ability to multiply is essential.

The 'times tables' have long been the standard tool for teaching multiplication.

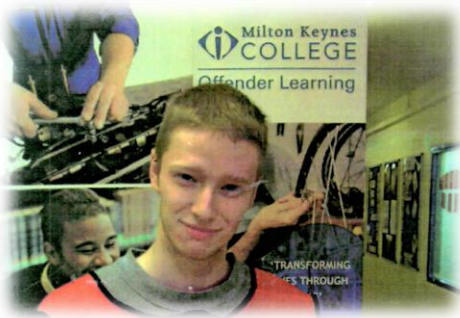
Here, we have colour coded multiplication pairs: level 1 multiplication is coloured blue, level 2 is green, and level 3 is red.

Start with the easier multiplications and, as your confidence grows, try the more challenging ones!

1x1	1x2	1x3	1x4	1x5	1x6	1x7	1x8	1x9	1x10	1x11	1x12
1	2	3	4	5	6	7	8	9	10	11	12
2x1	2x2	2x3	2x4	2x5	2x6	2x7	2x8	2x9	2x10	2x11	2x12
2	4	6	8	10	12	14	16	18	20	22	24
3x1	3x2	3x3	3x4	3x5	3x6	3x7	3x8	3x9	3x10	3x11	3x12
3	6	9	12	15	18	21	24	27	30	33	36
4x1	4x2	4x3	4x4	4x5	4x6	4x7	4x8	4x9	4x10	4x11	4x12
4	8	12	16	20	24	28	32	36	40	44	48
5x1	5x2	5x3	5x4	5x5	5x6	5x7	5x8	5x9	5x10	5x11	5x12
5	10	15	20	25	30	35	40	45	50	55	60
6x1	6x2	6x3	6x4	6x5	6x6	6x7	6x8	6x9	6x10	6x11	6x12
6	12	18	24	30	36	42	48	54	60	66	72
7x1	7x2	7x3	7x4	7x5	7x6	7x7	7x8	7x9	7x10	7x11	7x12
7	14	21	28	35	42	49	56	63	70	77	84
8x1	8x2	8x3	8x4	8x5	8x6	8x7	8x8	8x9	8x10	8x11	8x12
8	16	24	32	40	48	56	64	72	80	88	96
9x1	9x2	9x3	9x4	9x5	9x6	9x7	9x8	9x9	9x10	9x11	9x12
9	18	27	36	45	54	63	72	81	90	99	108
10x1	10x2	10x3	10x4	10x5	10x6	10x7	10x8	10x9	10x10	10x11	10x12
10	20	30	40	50	60	70	80	90	100	110	120
11x1	11x2	11x3	11x4	11x5	11x6	11x7	11x8	11x9	11x10	11x11	11x12
11	22	33	44	55	66	77	88	99	110	121	132
12x1	12x2	12x3	12x4	12x5	12x6	12x7	12x8	12x9	12x10	12x11	12x12
12	24	36	48	60	72	84	96	108	120	132	144

Interactive graded multiplication resource developed at HMP Oakwood

Just the Job! Milton Keynes



Lucas, from HMYOI Brinsford, has been successful in an interview with the multinational support service and construction company **Interserve** and has been offered a job with the company once his sentence has been completed.

This has not been an easy journey; Lucas was recalled to prison in 2014 and was very difficult to motivate, his behaviour was poor and he amassed more than 50 negative behaviour warnings and three adjudications.

Things started to change when he found employment as a cleaner in the education department. After a shaky start in which he was almost sacked from this position, Lucas decided to prove everyone wrong and began to achieve both in education and via programmes being offered as part of his rehabilitation – *‘Lucas chose to engage with the Thinking Skills Programme at Brinsford to help with his decision making and after 8 weeks, gained a certificate and passed the course; this made Lucas think before acting which was his biggest obstacle.’*

As part of his preparation for the interview, Lucas worked with staff in the Virtual Campus suite to prepare for his interview using the advanced CV Builder.

Lucas has requested for his account to be referred to Bring On Potential (BOP)⁶ upon release so that he can continue to access its tools and edit his CV.

3.2.5 Virtual Campus supporting learning

Title	How the Virtual Campus helps to support learning
Date	February 2017
Organisation	Novus
Range	HMP Thorn Cross, a North West Category D open adult male prison
Description	The VC, managed at Thorn Cross by Novus, offers more than 130 online courses in many subjects including health and fitness, construction, horticulture, maths, English, higher learning, catering and employability. It encourages the development of learners' independent study skills, enabling them to work at their own pace.

⁶ https://bop.meganexus.com/neo_1_0/portal/index/

Challenges	Some learners had been unable to access education during the daytime.
Solutions	<p>At Thorn Cross, as a result of responses to learner surveys and student forums, staff have introduced an evening VC class every Wednesday. Offenders who were working out on Release on Temporary Licence (ROTL) had expressed an interest in accessing the VC to enhance their job opportunities upon release. In these sessions, learners access employability resources and Universal Jobmatch (the job search engine used in the Job Centre).</p> <p>During a recent HMIP/Ofsted inspection at Thorn Cross, the inspectorate attended the evening sessions and appreciated the opportunities provided for learners. All classes accessing the VC can search live, up-to-date job vacancies via a secure link to the government website. This allows learners to look for jobs in their chosen field and check job profiles and qualifications required. When a learner is approaching their release, Thorn Cross education staff refer them onto the National Careers Service (NCS) to support with job applications and through the gate support.</p> <p>The prison has also used the VC to prepare learners for their Construction Skills Certification Scheme (CSCS) tests, as the VC has a wide range of construction and health and safety resources available.</p> <p>Novus, working in partnership with Shelter and a volunteer HR manager, also delivers an employability and 'money matters' course. As part of the employability course, learners' skills are developed via the VC, including how to write a CV, a cover letter and an application form.</p>
Benefits	<p>This evening class has proved to be very popular with learners who were previously unable to access education during the daytime.</p> <p>The inspectorate was impressed with how well Novus utilised the VC centre in collaboration with its partners, and how it shared best practice to enhance offenders' employability outcomes.</p>
URL	http://novus.ac.uk/custody/our-work
Contact details	<p>Thomas Lowton, Novus Education Manager</p> <p>HMP Thorn Cross</p> <p>TLowton@novus.ac.uk</p>

3.2.6 Developing interactive learning content

Title	Interactive Learning
Date	December 2016
Organisation	Novus
Range	Working with all Novus prisons, over 65,000 offenders every year in the Male and Female Estate are supported in over 60 establishments in the North East, Yorkshire & Lincolnshire, North West, London and Kent and Sussex.
Description	Learners are stimulated to learn through the use of interactive learning materials created with Course Lab and Articulate Storyline.
Challenges	<p>Traditional methods of teaching are paper-based and rely heavily on text. Some learners find this uninteresting and so a challenge to engage with.</p> <p>Experience has shown that learners respond when the materials is presented interactively.</p>
Solutions	<p>Interactive learning materials are developed from static resources created as a pdf or a presentation. Software (such as Articulate storyline and Course Lab) is used to create interactive learning materials. Novus has installed Course Lab in all the prisons and VC hubs and trained tutors and mentors in its use. The process that they take is to review the content of the text and create interactive learning modules that learners engage with. This includes initial self-assessment, the use of videos and audio. Feedback from learners is encouraging; Novus are extending this with the use of gaming software to create quizzes, e.g. based on TV show Blockbusters.</p> <p>When working with a generation that are used to interacting via technology, there are clearly advantages to being able to deliver technology-based learning.</p>
Benefits	Interactive learning materials that engage learners are helpful for many prisoners, including those with dyslexia.
URL	https://prezi.com/user/pzfuo1k4ghsc/ http://www.teachers-direct.co.uk/resources/quiz-busters/ http://novus.ac.uk/custody
Contact details	Des Whendero, Instructional Design and Content Development at Novus DWhendero@Novus.ac.uk

3.2.7 English, Mathematics and Employability in Football

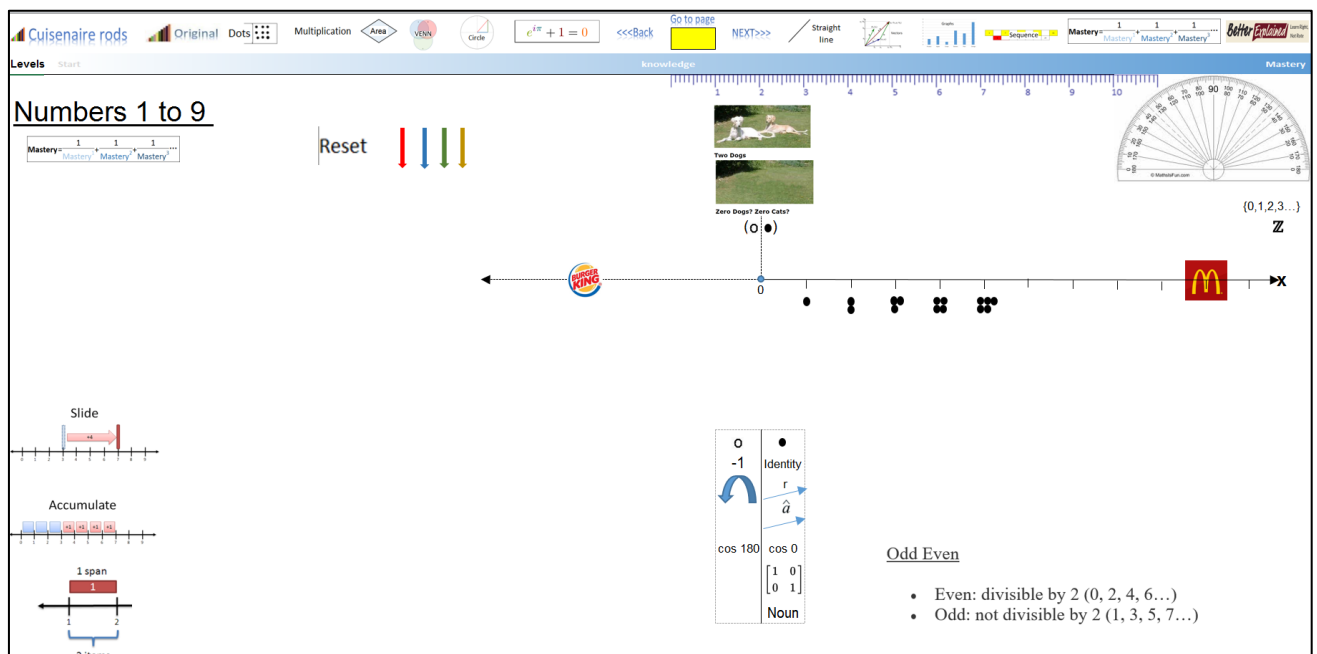
Title	English, Mathematics and Employability in Football
Date	December 2016
Organisation	Novus
Range	HMP Liverpool is a category B/C local men's prison. The prison is operated by Her Majesty's Prison Service.
Description	At HMP Liverpool, with inspiration from the National Football Museum, a project-based approach was taken to addressing English and Maths needs and ensuring learners are engaged in learning and relating effectively with tutors.
Challenges	<p>'Really hard to keep the lads interested in English and Maths.'</p> <p>There can be many disruptions to attending education, as regime delays and interruptions can affect attendance.</p>
Solutions	<p>Integrating Employability, English and Maths within a subject –in this example it was football, but could be any subject. It takes a task-based approach, and can be worked on an individual basis and as a group.</p> <p>The activity is based on a career of a footballer. The learner imagines that they are an individual on a football career. The tasks start in the youth system and include looking at the area of a football pitch, as this will be different depending on the ages of the players. For example: Task: The table below defines the different size of pitch used depending on the age of the players... etc.</p> <p>Then the learner goes through the football academy and is offered contracts and sponsorship. Through this process they continue to do tasks. For example: Task: You have decided to leave as they will not help you with your development any further. You need a new challenge. There are a number of football clubs that are interested in taking you, so you need to review them carefully. Have a look at the contracts below and explain where and why you would go there.</p> <p>The tasks incorporate simulations of the digital tools and apps that they would use if they had access to the internet; this includes flight bookings, booking railways and online mapping. Examples of other tasks include:</p> <ul style="list-style-type: none"> • Area & Perimeter of Pitch (compare different premiership grounds - Goodison Park is the widest - how would this effect your formation and strategy?)

	<ul style="list-style-type: none"> • Travel - distance between grounds, time taken, bus/train timetables • Match day revenue - Ticket price times attendance
Benefits	<p>Engaging the learners to address their skills development in English, Maths and Employability.</p> <p>Increasing their knowledge on digital tools and apps that they can use on the outside.</p> <p>Realism of tasks, e.g. need to search 'online' for best price for travel; being able to identify skills for job applications.</p>
URL	<p>National Football Museum resources for ideas http://www.nationalfootballmuseum.com/</p>
Contact details	<p>James Williams Jameswilliams@novus.ac.uk</p>

3.2.8 Developing Mastery in mathematics using the power of Microsoft Excel

Title	3.2.8 Developing Mastery in Mathematics using the power of Microsoft Excel.
Date	December 2016
Organisation	HMP Humber and Novus
Range	HMP Humber is a Category 'C' Resettlement Prison
Description	Learners develop Mathematics Mastery through a range of visual modelling tools. The workbook has 12 different visual representations, which can be accessed by clicking the relevant icon. This allows topics to be explored to a greater depth.
Challenges	<p>Working in a classroom environment where there is no internet access. The only universal available software is Microsoft Windows and Microsoft Office suite.</p> <p>Mathematics examinations are changing and require learners to develop a deeper understanding of the subject. The file size can be a maximum, e-mail size, of 5mb.</p>
Solutions	By working with visual basic it is possible to develop visual modelling within Excel. This enables tutors and learners to explore seven different visual concepts

	quickly. Learners can take a single question and look at it in different ways, to explore the concept in greater depth. The tools available include Cuisenaire, exploding dots and a range of trigonometry tools. This way, they can take one question and develop mastery and understanding of one topic; and it enables differentiation to be quickly introduced, same resource different levels.
Benefits	Learners are accessing and seeing mathematical problems in a new way, using only a macro enabled Excel workbook. The resource will be adaptable and copyright free allowing tutors to adapt and develop.
URL	Additional research found that Michael Allcock had undertaken an ETF Suncett research project http://bit.ly/2mj4dOh This was featured in the Autumn 2015 ETF newsletter, link below: http://bit.ly/2miXeFl
Contact details	Michael Allcock MAllcock@novus.ac.uk



Visual modelling in Excel

3.2.9 Broadening the use of ICT in the JISC Digital Learning Project

Title	Broadening the use of ICT in the JISC Digital Learning Project
Date	November 2016
Organisation	Weston College, Weston super Mare
Range	<p>HMP Channings Wood is a Category C men's prison, near Newton Abbot, Devon. The prison is operated by HMPS.</p> <p>Weston College of Further and Higher Education is a general college of further and higher education in Weston-super-Mare, Somerset. It provides education and vocational training to learners aged 14yrs to adult.</p>
Description	<p>As the JISC project got underway it was realised that there needed to be a greater variety of ICT solutions to meet the very widely ranging needs of offenders – for example, for those who had never seen mobile phones or tablets before, to those who were IT ‘savvy’. So, some learners need to ‘learn how to learn’ via ICT before actually using it to learn.</p> <p>A clear need for delivery of material for visual learners was also identified. Free software was utilised to enable this.</p>
Challenges	<p>How to give prisoners a learning experience that is as similar as possible to that available outside.</p> <p>How to adapt to the huge range of pre-existing ICT knowledge in learners</p> <p>How to meet visual learning needs</p> <p>How to overcome logistical barriers to use ICT in vocational areas, e.g. horticulture qualification.</p>
Solutions	<p>Using Audacity for radio production</p> <p>‘Using GIMP (General Image Manipulation Program, a free open-source graphics editor) you can create your own graphics and you can use it as a way to develop your own visual s rather than word-based documents. We use it in our interactive media course... because a lot of our learners are very visual - and are more creative than a lot of people realise - and they find using something using graphics helps them learn more effectively’</p>

	<p>'In our lessons in our interactive media course... they are actually developing interactive presentations ... we are now getting to the point where they are creating their own websites... we have got a couple of learners who are developing it further and making animation from it as well. It is very tedious and slow, but they have the skills, they are very intrigued by it, and are now looking forward to moving into that area.'</p> <p>Freemind is a free mind-mapping application that has also been used regularly. See https://en.wikipedia.org/wiki/FreeMind</p>
Benefits	<p>Enabling prisoners to learn more effectively, and to be more engaged in the process and content, by adapting to their particular learning styles and pre-existing ICT knowledge.</p> <p>Involvement in the JISC project also helped participants (both providers and learners) to realise what they have achieved – to give themselves credit for this.</p>
URL (if appropriate)	<p>https://elearning.jiscinvolve.org/wp/2016/04/11/technology-in-prisons-untapped-potential/</p> <p>https://digitalstudent.jiscinvolve.org/wp/fe-and-skills-digital-student-study/</p>
Contact details	<p>Viv Holloway, Weston College</p> <p>vivien.holloway@weston.ac.uk</p>

3.2.10 Learners enjoy interactive based sessions

Title	Learners enjoy the interactive based sessions
Date	February 2016
Organisation	HMPYOI Wetherby Novus
Range	HMP/YOI Wetherby is a male juveniles prison operated by Her Majesty's Prison Service
Description	Learner retention has improved at HMPYOI Wetherby with the new use of Sahara screens, which has supported success rates as learners enjoy the interactive based session.

<p>Challenges</p>	<p>As a result of a 2014 Government policy change, young people under the age of 18 in custody receive 30 hours of education per week.</p> <p>There is a need to mirror what is offered in schools and colleges in the community in order to help young people to transition and continue their education and skills development when they leave prison.</p>
<p>Solutions</p>	<p>Wetherby YOI have introduced two Sahara touch screens (Sahara Presentation Systems Plc). All staff at Wetherby YOI have been trained at basic and intermediate level, with some capable staff moving towards the Advanced level. The technology allows teachers to integrate multiple information streams into a coherent lesson, individualised for their students. Interactive white boards provide an opportunity to create classroom environments where students with different learning styles can engage and learn from each other. This easy-to-learn technology ensures that both students and teachers are developing 21st century skills.</p> <p>A teacher can create engaging lessons that focus on one task, such as a matching activity where students use either their fingers or a pen to match items. Another teacher might integrate multiple items into a lesson plan, such as websites, photos, and music that students can interact with, respond to verbally or even write comments on the board itself. Image size and placement can change with a simple touch to the screen. This technology makes the one-computer classroom a workable instructional model.</p> <p>YOI Wetherby is also using software called ActivInspire which in conjunction with Promethean whiteboards (Promethean World Limited), is used to support:</p> <ul style="list-style-type: none"> • Multimedia lessons and presentations including audio and video aimed at young people • Collaborative problem-solving (using ActivInspire's built in flipcharts) • Showcasing student projects and presentations for learner attainment • Virtual field trips, using in-house encyclopaedia relevant to teaching and learning. <p>Staff at YOI Wetherby find this an excellent method of introducing project-based learning.</p>
<p>Benefits</p>	<p>Teachers report that increased student engagement is the number one benefit to teaching with this tool, whether it's a</p>

	<p>Sahara screen or an interactive whiteboard.</p> <p>Research has repeatedly demonstrated that students learn better when they are fully engaged and that multisensory, hands-on learning is the best way to engage them.</p>
Contact details	<p>Steven Byrne, Head of Education</p> <p>sbyrne@novus.ac.uk</p>

3.3 Progression

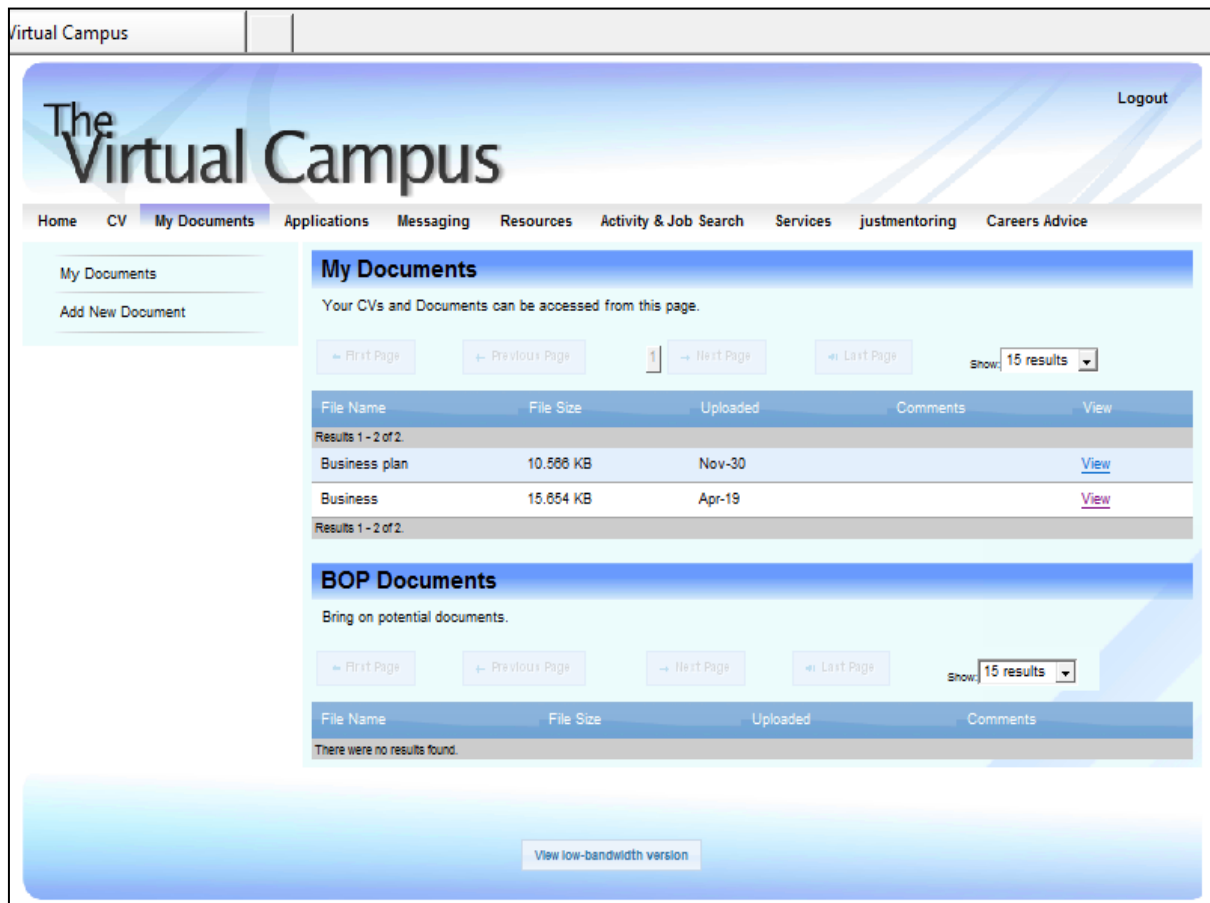
3.3.1 The Virtual Campus supports employability

Title	The Virtual Campus supports employability
Date	December 2016
Organisation	Novus
Range	HMP Durham
Description	Learners attending education classes in prison are able to access their work on the outside through the use of Virtual Campus - Bring on Potential and other new features on the Virtual Campus.
Challenges	Employability is the key focus of the Learning, Skills & Employment provision at HMP Durham. A purpose-built employer engagement unit provides prisoners with a range of employability courses to support their employment goals upon release. Those who want to set up as self-employed can develop a business plan for use on their release. A challenge is that a learner may create a business plan that is 20 pages long, and if the plan is paper-based, then it is difficult to make changes to it.
Solutions	The VC enables tutors and learners to work together to create and store documents and certificates that are accessible on release. The system of Bring on Potential enables the tutor to upload documents that the learner can access on release. Passport to Success on the Virtual Campus now includes a dashboard view of a learner's progress through assigned courses, CV creation right through to job applications. This can be viewed by the learner and the tutor and shows the progress that the learner is making.
Benefits	Outputs created by the learner in the prison can be accessed on release.

Contact details	Les Tonge, HMP Durham working for Novus LTonge@Novus.ac.uk
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Current view of the VC home page – December 2016

New view of Virtual Campus launched 14/2/17



Bring on Potential screen shot

3.3.2 Employability Plus: Strive Training

Title	Employability training
Date	First pilot project: November 2011. Work continues in 2017
Organisation	Strive Training
Range	Piloted in HMP Isis. HMP/YOI Isis holds young adults and category C offenders who are aged 18-30. (Public sector training prison, based within HMP Belmarsh perimeter) Extended to HMP Brixton, HMP Wormwood Scrubs, HMP Wandsworth, HMP Send, HMP Onley and HMP Belmarsh.
Description	Strive Training adapted their existing successful 5-day employability course to meet the needs of prisons and prisoners. Working with the establishments and complying with both national and local security requirements, they created an offline platform for use by prisoners on Strive's own laptops, which the tutor took into prison for the sessions. In this way they were able to deliver the usual

	<p>course material, programme and qualification. Once completed, the material (including CV and disclosure letter) was available after release, thus making the programme very valuable and easily accessible to the offender for use in obtaining employment.</p> <p>Typical cohort – 8-10 offenders.</p> <p>Training consists of blended learning: tutor input, videos, headphone work, online portfolio creation, tutor individual support.</p> <p>Strive also provide post-release, lifetime access to their other online courses for ex-offenders who have undertaken the programme while in prison. They have also developed some links (and are continuing to expand this area of work) with collaborative employers.</p> <p>Areas of continuing innovation and development include:</p> <ul style="list-style-type: none"> • Involvement in establishments' job fairs • Providing a portal for ex-offenders to see available jobs, and make contact with employers • Further modularisation and tailoring the programme to provide even more value to offenders, e.g. for offenders interested in employment in construction, using construction as the context and reference for the employability training and material.
Challenges	<p>Meeting security needs at national and local levels, e.g. the need to move away from online delivery of material.</p> <p>Meeting internal establishment policies and practices, e.g. changing from normal delivery mode of 5 continuous days.</p> <p>Considering how best to add value for offenders to get better engagement.</p> <p>Challenging the current way of doing things and being tenacious in finding a way to introduce new methods.</p>
Solutions	<p>Working collaboratively with all involved to find a way.</p> <p>Thinking creatively to deliver differently.</p> <p>Focusing on how to make a difference to the offender's experience that will bring positive changes.</p> <p>Collaborating with National Careers Service to provide complementary functions and services.</p> <p>'Two years ago we had a vision and a commitment that</p>

	<p>we wanted to make a difference. We knew we could on the outside, and that we had the scalability to go in. Realising the cost and impact of re-offending, what could we do? We have learnt a lot, we have piloted programmes and learnt from them, we have had to learn a lot about the whole prison service and how we operate with that and with all the other partners that are there.'</p> <p>'It is about identifying what the need is, what is available and how that can enhance what is currently offered; or take a new innovative approach to it... [for example] when we first talked two years ago about bringing laptops into prison eyebrows were raised... it really is about looking at the technology and how it can enhance current offerings - and also be innovative about it... provision of ICT has to be done so that it is adding that value and helping that individual in some way.'</p> <p>'I think it is important for all organisations within the sector to be reflective and work more collaboratively, because it should all be about the outcome for the individual.'</p>
Benefits	<p>Quotes from participants:</p> <p>'If you want to change your life around, move back in to society, this is the course for you'</p> <p>'I was nervous about how I was going to find work after release and now I am looking forward to it'</p> <p>'I thought my whole CV was good but this is a whole new level, I can't wait to get out'</p>
URL	<p>Link to 3 minute video</p> <p>http://partners.employabilityplus.co.uk/prison-sector/</p>
Contact details	<p>John Stapleton, Strive Training</p> <p>jstapleton@employabilityplus.net</p> <p>07908 400230</p>

3.3.3 Online exams get results

Title	Online exams on the Virtual Campus gets results
Date	February 2017 (Visit to HMYOI Wetherby January 2017)
Organisation	Novus
Range	HMYOI Wetherby and Keppel Unit. Keppel Unit is an enhanced needs unit holding up to 48 young people. This is a national resource and looks after young people who find it difficult to manage in normal accommodation due to issues ranging from learning, physical, and mental health issues.
Description	The use of online assessment enabled one young man due for release within a week to complete his Level 2 exams in Mathematics, English reading and English writing.
Challenges	‘On the Keppel unit we had a young man who was to be released within a week. He was very keen to complete his Level 2 exams in Mathematics, English reading and English writing. This would have been an impossibility due to him being released from custody in less than a week. There simply would not be enough time to order the exam papers, have them delivered and completed within that time frame.
Solutions	<p>‘However, due to having OCR online facilitated through the VC we were able to create an OCR account for him, set up all three exams and print off the invigilation packs containing login details, all within ten minutes. We now had everything we needed for him to complete the exams he wanted to before leaving us.</p> <p>‘The next day the trainee sat all three exams with ease and was confident in using OCR online, having completed practice exams on there a couple of weeks before. Having a practice exam is a good way for a trainee to decide whether they would like to do an exam online. We would say that in most cases, the trainees prefer doing their exams online. After the trainee clicks ‘Finish’ on his exam, it is sent straight to OCR electronically. If this had been paper-based, it would have gone in the post, meaning OCR might not receive it for several days.</p> <p>‘Exam results typically come back to us via OCR online within 3-5 working days. We hoped that we would have his results just in time before he was released from custody.</p>

	The exam results got to us the day after his release...typical! If this had been paper-based we could have been waiting weeks ... We were still impressed by how quickly the results got back to us and we could now contact him and tell him the good news.'
Benefits	'At HMYOI Wetherby, we are still at the beginning of using OCR online as a standard format for exams but it is becoming more popular every day. We often have tutors contacting the VC department asking for practice and actual exams set up for their trainees. OCR online is definitely a benefit to our trainees and their learning environment.'
Contact details	Steven Byrne, Head of Education sbyrne@novus.ac.uk

4 ADDITIONAL EXAMPLES

During the course of the research additional examples were identified and whilst there is not sufficient material for detailed examples they do illustrate how individuals and organisations are using ICT to support learning.

1. Peter Lyon, a teacher from London who while working in prisons has created a website of resources.

Using and registering with quizlet.com, create a 'study set' of quiz cards - type in words and definitions; these can be put in a class set - invite students to be part of it - 10 or 11 different activities all spring from this medium. Online it is interactive; if this is not possible then Quizlet lets you create cards with one definition and answer on the back and print them off e.g. assessment - match activity for SMART targets. 5 or 6 different games can be played.

Peter Lyon has developed a website of resources showing 30 examples of e-tools and resources Maths and English includes Quizlet - examples of how it is used.

Resources are available at tinyurl.com/resourcestla.

2. Learning Light - <http://www.learninglight.com/gove-overhaul-prison-education/> accessed 26/2/17.

David Patterson, CEO, says: 'Since 2009 Learning Light has been active in delivering blended learning and industry-recognised qualifications into prisons and probation boards to enhance the work opportunities for offenders and those on probation to gain a career in the waste and recycling industry.

We are currently delivering a QCF level 2 Diploma for Sustainable Recycling activities in several prisons where our tutors and assessors integrate with prison work activities to support the waste disassembly and recycling work undertaken in prisons.

Working in a prison in the North West this year we have delivered 142 QCF Level 2 Diploma for Sustainable Recycling Activities qualifications and have achieved a 97.2% retention rate (2.8% attrition), and from those registered with the awarding organisation a 100% completion rate.

The training course is modular and this allows the flexibility to work within prison regimes and is designed to provide an industry-recognised qualification and gives the learner the ability to have an articulate conversation with a prospective employer and can evidence and demonstrate their knowledge and competency to do the job.'

3. Les Tonge at HMP Durham working for Novus also talked about the use of other aspects of the Virtual Campus including access to: **bksb2** <http://www.bksb.co.uk/products/bksblive-2/> 'don't necessarily have to do an initial assessment but can access the resources and download and save CVs. National Careers Service – job profiles'.

5 CONCLUSION

This report provides a summary of the research undertaken to identify successful use of ICT that supports learning in the secure establishment. The examples given are an indicative sample of work carried out in the secure establishment, and are not exhaustive. They provide evidence of the difference that ICT, tailored to the environment and to its users, can make to the objective of rehabilitation of offenders.

The examples illustrate the industrious and ingenious work championed by teachers, managers and leaders, prison staff and partnership organisations to find solutions to the challenges of using ICT to support learning in the secure establishment. The examples bear witness to the tenacity and persistence of prison staff and partners, making ICT work to support learning and benefit learners. Full credit must be given to the people who are working to ensure ICT plays a valuable part of learning in custody that will positively impact the future chances of offender learners.

6 RECOMMENDATIONS

The research has identified a number of recommendations and these are related to the project objectives to identify where there may already be emerging solutions to the issues summarised in the Coates Report

There were a number of practical points raised by those who contributed and these provide the basis of the recommendations.

- 1 **Find ways to increase collaboration between providers, and between all stakeholders:** A great deal of work is happening in a localised and uncoordinated way. Exploration of how there could be more systematic sharing of new practice would support further development and a wider use of creative and engaging solutions.
- 2 **Invest in broadband costs and logistics:** To open up opportunities and build on the potential of programmes such as those described above there needs to be a leased high-speed broadband line in all prisons and connectivity across the prison to be able to carry the signal.
- 3 **Invest in flexible on and off-line technology:** investment in flexible infrastructure and packages can produce more effective ICT solutions to prisoner education issues.
- 4 **Build commissioner and provider relationships:** a good relationship between prisons and education providers is essential and the support of a third party (NOMS) helps to broker the understanding between the education drivers (Ofsted) and the drive to improve quality.
- 5 **Communicate the priority need for ICT skills:** Prisoners' needs for digital skills are still not fully appreciated. This small-scale research has identified that providers want to be able to support prisoners to acquire ICT skills because for a large number of prisoners they do not have the skills and this is an increasing barrier for them post-release.