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 workforce[1]

II. a rapid review of key international evidence of prison education and reoffending rates[2].

Committed to supporting the implementation of the recommendations of the now published Coates Review[3], 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 educatie

examination on-line). The VC can also be accessed in the community via a web-portal ôBring on Potentialô(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 ôICT that supports learningô 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 ôin-cellô 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 Foundationôs 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 ótthrough the gateô The methodology taken to collecting examples was field work, employing ó bottom-upôand ósnowballôsampling approaches.

In practice this involved:

- Initial desk research to identify documented examples;
- Issuing a call for examples via the Foundationôs 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

2.2 Researched examples

A summary of all examples is given below and they are presented as the ólearner journeyô 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: Unilinkôs CMS software provides prisoner with a self-service touch screen for transactions and includes ó email a prisonerôservice; improved literacy and digital IT skills increase prisonersôchances 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 soETQq65.66r,umeoftw6.62 T		

purchase) 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.)	http://www.wayout.tv/	HMP Chelmsford and HMP Littlehey and 4 others)
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.	Carlotta Allum Stretch Digital, Prisons Art Charity http://stretch-charity.b://239 Tm	

Employability in Football: Learners are benefiting from the tutorsô innovative ópproject-based approachô 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		

3.1.2 Learners First: Do-IT profiler

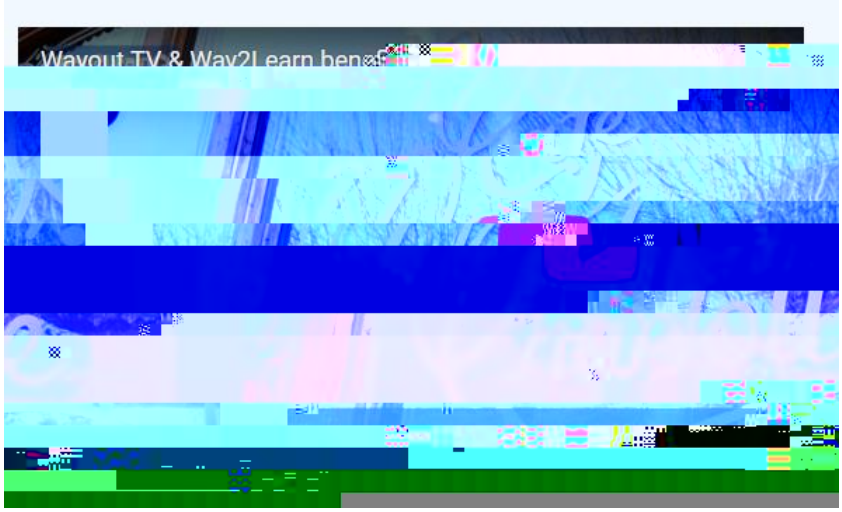
Title	**Learners First: Do-IT profiler**
Date	November 2016
Organisation	Weston College
Range	Working well in HMP Channings Wood and HMP Dartmoor. Available in all other 7 prisons Weston are contracted with: HMP Bristol, HMP Eastwood Park, HMP Erlestoke, HMP Exeter, HMP Guys Marsh, HMP Leyhill and HMP Portland and HMP The Verne (IRC).
Description	Weston Collegeôs ethos is ólearner firstô 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	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. The actual numbers of offenders with LDD remains uncertain and many may not have been diagnosed at school. Information about LDD may not accompany a prisoner.
Solutions	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. ôIt is a piece of software where the learners do a questionnaire on line. It is full of accessibility tools é 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

	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.ô
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

	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, 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. '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.'

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

	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
	While the College operates in 28 prisons, the interview mentions work in:
Range	

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

Solutions

Learners are finding jobs through the VC.

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-

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 ï *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 286.46 322.73 :

3.2.6 Developing interactive learning content

	Travel - distance between grounds, time taken, bus/train timetables Match day revenue - Ticket price times attendance
Benefits	Engaging the learners to address their skills development in English, Maths and Employability. Increasing their knowledge on digital tools and apps that they can use on the outside. Realism of tasks, e.g. need to search ónlineôfor best price for travel; being able to identify skills for job applications.
URL	National Football Museum resources for ideas http://www.nationalfootballmuseum.com/
Contact details	James Williams Jameswilliams@novus.ac.uk

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

	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.

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	HMP Channings Wood is a Category C men's prison, near Newton Abbot, Devon. The prison is operated by HMPS. 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.
Description	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 ï for example, for those who had never seen mobile phones or tablets before, to those who were IT ósavvyô So, some learners need to ólearn how to learnôvia ICT before actually using it to learn. A clear need for delivery of material for visual learners was also identified. Free software was utilised to enable this.
Challenges	How to give prisoners a learning experience that is as similar as possible to that available outside. How to adapt to the huge range of pre-existing ICT knowledge in learners How to meet visual learning needs How to overcome logistical barriers to use ICT in vocational areas, e.g. horticulture qualification.
Solutions	Using Audacity for radio production óUsing 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 courseé because a lot of our learners are very visual - and are more creatiF1 1iF1 1iF1 1i

	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.
Challenges	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.

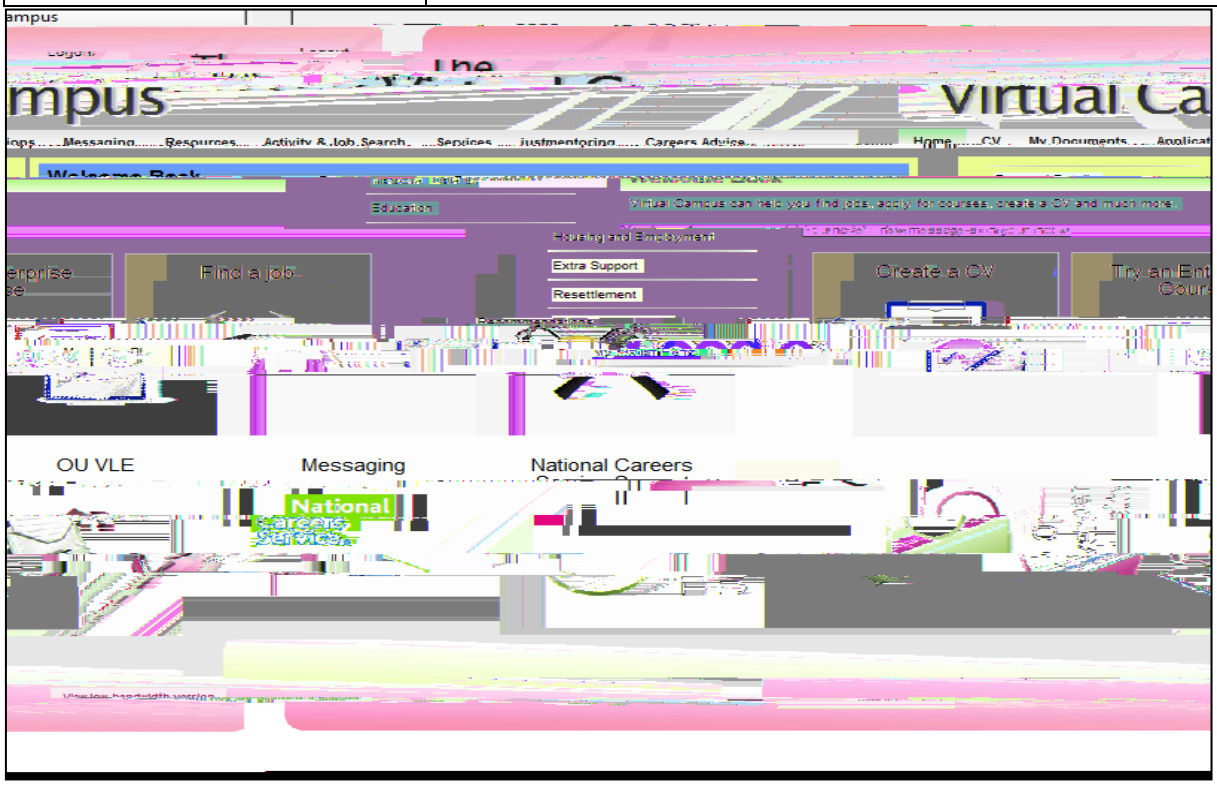
	Sahara screen or an interactive whiteboard. Research has repeatedly demonstrated that students learn better when they are fully engaged and that multisensory, hands-on learning is the best way to engage them.
Contact details	Steven Byrne, Head of Education sbryne@novus.ac.uk

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 learnerôs 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



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

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	"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. "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 "Finishô 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. "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.

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