

# Grundtvig Project : Effective Induction for Prison Teachers

Desk research: Scotland



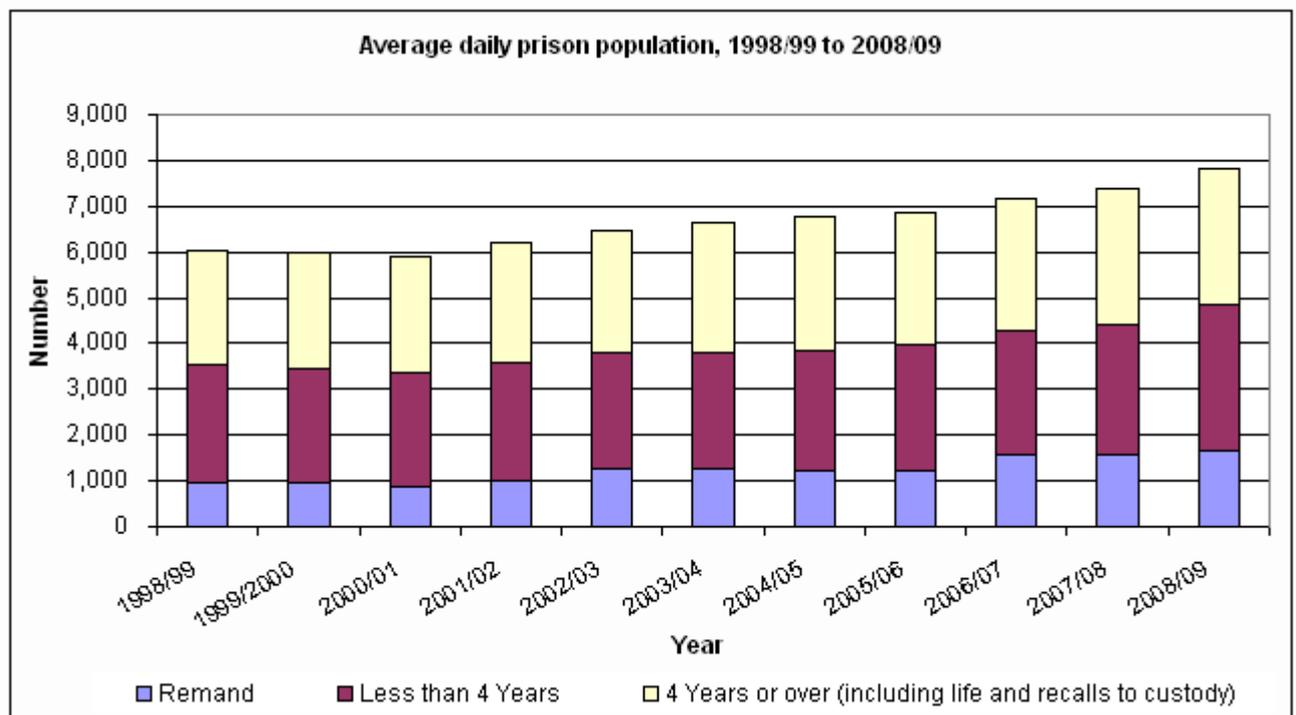
## Current Prison Population in Scotland

The Scottish prison Service is responsible for running Scotland's prisons. Established in 1993, it manages 16 penal establishments in Scotland.

The prison population has been increasing steadily since 2000-01, reaching an average daily population of 7,835 during 2008-09. This represents an increase of 6 per cent from the previous year, and 31 per cent over the past 10 years since 1999-00. This trend is driven mainly by a sustained increase in the average daily population of adult sentenced prisoners, although the population of remand prisoners has also shown a marked rise since 2005-06 to the current level of 1,678.

In addition, there has been a disproportionate increase in the population of women prisoners, although these make up a fairly small proportion of the prison population. During 2008-09, the average daily population was 7,422 for men and 413 for women. While the male population has increased by 29 per cent since 1999-00, the female population has nearly doubled.

The graph below illustrates the change in the average daily prison population from 1998/99 to 2008/09 for different categories of prisoner: remand, short-term (sentenced to less than 4 years) and long-term (sentenced to 4 years and over, including life and recalls to custody).

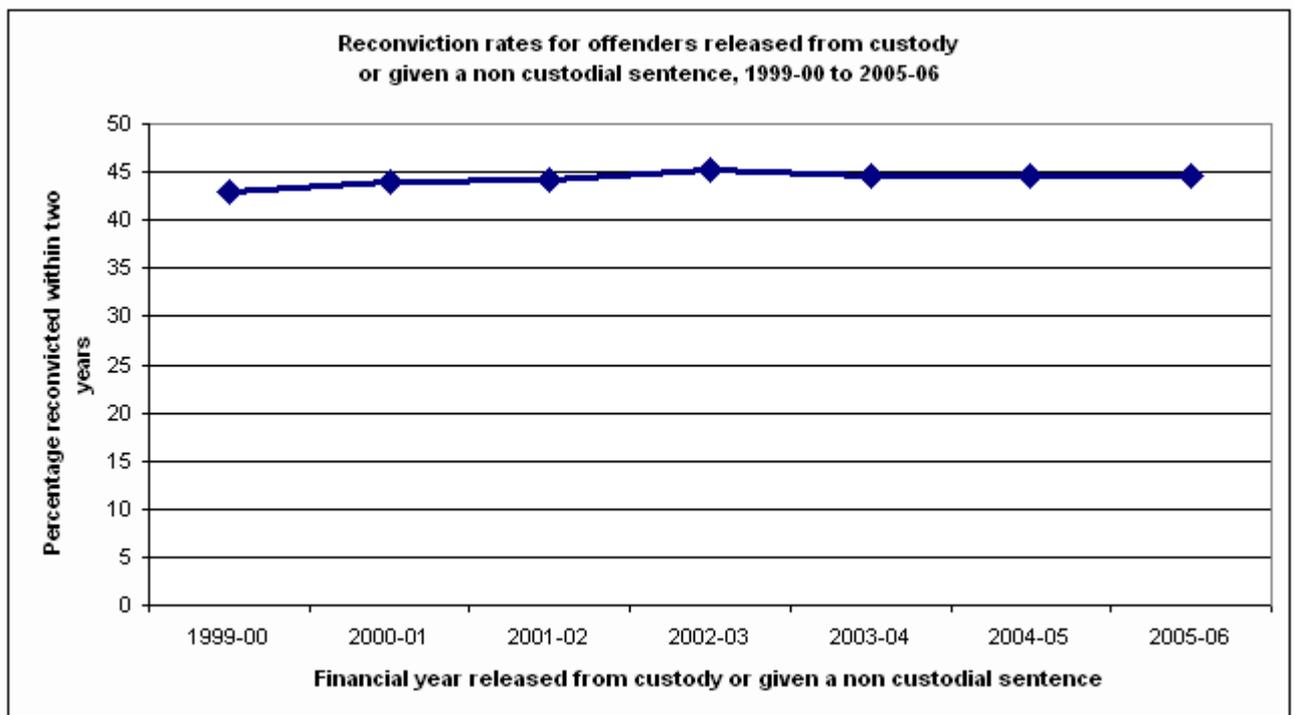


The large numbers of short-term prisoners in particular makes the delivery of effective education and rehabilitation very difficult,

### **Re-offending**

The trend in reconviction rates for offenders released from custody or given a non-custodial sentence rose slowly from 42.9% for the 1999-00 cohort to peak at 45.2% for the 2002-03 cohort. The two year reconviction rates have currently stabilised at about 45 per cent since 2002-03, the most recent figure being 44.7 per cent for the 2005-06 cohort.

The reconvictions rate is one of the Scottish Government National Indicators with a target to reduce overall reconviction rates by 2 percentage points by 2011.



The majority of incoming offenders have been in custody before. In the period 2006-08, an average of 24% of respondents to the *SPS Prisoner Survey* had never been on remand before and an average of 30% had never served a prison sentence before. It is worth noting that in England, the Prison Service requires that all offenders at induction should receive an initial assessment within five days and that a learning/skills needs assessment must be carried out for all first-time offenders. At the moment this is not the case in Scotland.

### **Current Providers of Prison Education in Scotland**

The Scottish Prison Service currently sub-contracts the learning and skills service to two Further Education Colleges in Scotland. In April 2005 it awarded contracts to two learning providers, Motherwell College and Carnegie College. The value of the contract is currently £3.6m

Motherwell College provides the service in 9 public sector prisons and Carnegie College provides the service in 4 public sector prisons. In addition, there are two

private sector prisons (Kilmarnock and Addiewell) that are run by Serco and Kalyx respectively. The private prisons recruit their own learning centre staff directly.

The map below shows the prisons in which Motherwell College currently delivers the Learning and Skills contract.



The current learning and skills contract for the public sector prisons is due to run out on 31 March 2011 and the Prison Service is currently drafting tender documentation for the procurement of a new service from 1 April 2011.

### **The Curriculum for Prisoners**

The Scottish prison Service Inclusion policies have defined learning, skills and employability (LSE) as:

*"A range of co-ordinated activities and interventions that addresses offenders' needs and develops the skills, knowledge, attitudes and behaviours for offenders to access education, training and employment opportunities on release".*

A further overview paper states:

*"Gaining the skills and qualifications offenders need to make a positive contribution in society requires that the content and quality of learning programmes in prisons are, where possible, comparable to that of the community. The delivery of labour market-relevant, high quality [LSE] education and training within prisons is key to improving this position."*

The focus of learning opportunities for offenders is embedded within four domains of learning for Life, Health, Work and Leisure.

LSE contractors are contracted to deliver programmes across the following areas.

- Adult literacy and core skills.
- Computing and information technology.
- Art and design.
- Cookery.
- First aid.
- Health and safety.
- General education.
- Languages.
- Leisure subjects.
- Mathematics.
- Music.

The grid below shows the main components of the curriculum for prisoners.

<b>Core Skills</b>	Fundamental Transferable skills	Information Technology	Communications	Numeracy Mathematics	Problem Solving	Working With Others
<b>Personal Skills</b>	Self Development	Building Self Esteem	Counselling	Dealing with Loss	Stress Management	Health and Hygiene
<b>Home Skills</b>	Running a House and Home	Family Finance	Food Preparation And technology	Healthy Eating	Microwave Cooking	Practical DIY
<b>Parenting Skills</b>	Family Issues and Children	First Aid	Child Development	Parenting	Working with Special Needs	Care of babies and young children in the home
<b>Future Skills</b>	Continuing Education in the community	Educational guidance	Course selection and Application	Information Handling	Skills for effective Learning	Building the Entrance Qualifications
<b>Work Skills</b>	Employability Preparing for Work	CV Preparation	Disclosure	Finding and Keeping a Job	Job Application	Interview techniques
<b>Business Skills</b>	Self employment	Starting your own Business	Developing a Business Plan	Finance, Tax and Insurance	Marketing your product or Service	Using IT in your Business
<b>Creative Skills</b>	Artistic Development	Drama	Art	Creative Writing	Music	Poetry

Uniformed staff employed by SPS deliver Vocational Skills Training (VT) in areas such as bricklaying, painting and decorating, joinery, plumbing, basic electrical skills, engineering, industrial cleaning, laundry work, horticulture and catering. A number of prisons offer the Scottish Progression Award (SPA) in Building Crafts. Physical Education Officers employed by SPS deliver physical education (PE). Some of the range of physical education and recreational activities lead to formal certification. As part of the wider resettlement agenda, SPS has established a number of collaborative arrangements to enable local authority literacy learning providers to be located within Links Centres in prisons. The purpose of these arrangements is to provide a coordinated transition for offenders who wish to continue with literacy learning on release.

A key part of the LSE contractors' work is to provide employability support for offenders through training in areas such as job seeking, together with activities designed to motivate offenders and improve their attitudes to seeking employment. In addition to the LSE contractors, a range of other organisations currently assists SPS to support offenders in improving their employability skills. These organisations include Jobcentre Plus, Careers Scotland, Apex, and The Prince's Trust. Some SPS establishments have sought to engage employers with regard to the employment of ex-offenders.

It is worth noting that the emphasis is firmly upon the prison experience as preparation for life after release and that a broad concept of learning is supported.

### **Key Performance Indicators for SPS**

The SPS Annual Report sets out performance against a set of KPIs. These have changed in recent years, but reflect actions contributing towards the Offender Outcomes. Based on the 2008 Annual Report, KPI groupings include:

#### *Interventions*

- **Offender Programme hours ( KPI 3):** A minimum of 76,500 hours of offender participation in accredited and approved offender programmes should be achieved.
- **Offender Development hours ( KPI 4):** A minimum of 2 million hours of offender participation in other offender development activities should be achieved. These include formal education, vocational training, life skills, work skills, work placements, workshops, health promotion and PE.
- **Increase in Literacy during detention ( KPI 5):** This complex indicator measures the percentage of offenders serving over one year who have been identified as having a 'high literacy need' (at or below Intermediate One on SCQF<sup>2</sup>), who have received literacy training by the LSE provider for at least 6 months and who have exhibited improvement in literacy skills on the Literacies Review Report. It appears that relatively few offenders fell into this category. This KPI has been replaced in 2009-10 with the percentage of offender learning hours delivering primary literacy and numeracy.

Service Levels include:

- Convicted offenders (%) successfully undertaking a core assessment
- Purposeful activity hours per offender
- Education classes (%) spent developing Literacy/Numeracy skills

#### *Employment*

- **Increase in Employability ( KPI 6):** The minimum level is 7% of offenders who access the Jobcentre Plus pre-release service who then move into employment, education or training within 13 weeks of release.
- **Vocational and employment related qualifications gained ( KPI 7):** The minimum level is 12,000 qualifications. This refers to the number of industry-recognised awards attained by offenders. It includes Core Skills recognised by SQA in communication, numeracy, IT, problem-solving and working with others as well as vocational and sector specific skills.

### **Inspection of Learning and Skills in Prisons**

HM Chief Inspector of Prisons for Scotland is responsible for the inspection of LSE provision within Scottish prisons. HMIE contributes to the LSE inspection process and to the dedicated LSE section of the report on each prison. It operates within the HMI Charter and the Code of Practice for Child Protection. Inspection procedures are designed to ensure that inspections are independent, responsive, fair and open.

The purpose of each LSE inspection is to provide an independent and impartial evaluation of key aspects of LSE provision in a prison. Each inspection is designed to answer the following key questions.

- How well are LSE policy objectives being met?
- How well do SPS and its contractors promote access and inclusion to LSE opportunities?
- How effectively is the identification of offenders' LSE needs being undertaken?
- How effectively are offenders' LSE needs being met?
- How well are offenders achieving in LSE provision?
- How well does LSE provision support community reintegration and the reduction in re-offending?

### **Current Arrangements for Training of Teachers for Scottish Prisons**

Staff who teach in Scottish prisons are employees of the two provider Colleges – Motherwell College and Carnegie College. As such, the staff are normally qualified to degree level and will have a teaching qualification of some sort. This can relate to primary school, secondary school or to the Further education sector. If they do not already possess the Teaching Qualification in Further Education (TQFE), prison based staff will be supported to achieve the qualification.

The programme is aimed at a range of prospective students: Lecturers (full or part-time) who are currently working in further education colleges, and who wish to obtain a teaching qualification; individuals who do not currently work in a college, but who wish to pursue a lecturing career in the sector; it is also suitable for individuals working in other training and education contexts in post-compulsory education. The objectives of the qualification are:

- to support the learning needs of a diverse and heterogeneous population of students
- to demonstrate and solid grasp of learning theory and their application to modern learning environments
- to explore their own theories of learning and to become critical thinkers, aware of both the merits and deficiencies of present practice
- to design and deliver programmes at a range of levels and in a variety of modes

- to assess learning using a variety of instruments, including competence-based frameworks and traditional 'academic' methods
- to demonstrate an understanding of the role of FE in a rapidly changing world through a knowledge of local, national and international policies
- to work within team structures
- to respond rapidly to change
- to aspire to further training and qualifications as part of their own commitment to professional development

The TQFE consists of the following components:

- Learner Identity and Diversity
- Learning and Teaching
- Professional Practice
- Research and Enquiry in Further Education
- Managing inclusion and diversity

While the TQFE is a useful qualification it does not fully address the specific needs of prison based teaching staff. Because of the nature of the client group, traditional community learning and development and adult education practice would be relevant as would an emphasis on delivering basic literacy and numeracy programmes. The qualification also fails to provide an understanding of the criminal justice system, insights into prisoner psychology and the importance of security and operational considerations and how these impact on teaching and learning.

Prison teaching staff are provided with basic security training by the Scottish Prison Service but this is not tailored to the needs of educators and its delivery across the prison estate is ad-hoc and inconsistent.

It is this gap which has prompted involvement in the Grundtvig project.

### **Current Provision for Training Prison Teachers in England**

In recent years there has been increased attention provided to training of prison teachers in England. This has partly been prompted by the transfer of large numbers of prison instructors to the College providers of learning and skills. These instructors often had no teaching qualifications and a poor understanding of teaching and learning approaches. But increased attention has also been paid as a result of an increasing awareness of the particular demands and requirements of teaching and learning in prisons.

The London Centre for Excellence for Teacher Training (LONCETT) initial teacher training project for teachers and instructors in offender education in London focuses upon identifying the needs of teachers and tutors in prison and offender education and on developing strategies for initial teacher training. This collaborative partnership across London has taken place under the aegis of the Institute of Education and forms part of the national Learning and Skills Improvement Service (LSIS) strategy to identify, develop and improve the quality of teacher training and to support teacher training providers through the national Centres for Excellence for Teacher Training (CETTs) initiative.

A key aim of the LONCETT project has been to investigate the extent to which the work of those engaged in providing offender learning within the very particular learning environment of a custodial setting, requires a different kind of training from that which has been on offer so far in generic teacher training qualifications in the

lifelong learning sector. The project's work from 2007 to 2009 consisted of two phases of research and curriculum development.

Key findings from the first stage of the research include the following:

- Teaching staff need to be prepared to cope with the organisational constraints of working within a context in which security is paramount, and in which fragmentation and discontinuity in learning caused by the churn<sup>2</sup> can seriously affect planning and delivery of Education courses.
- A central issue which significantly affects the culture of teaching and learning in prisons is the conflict between the offender's identity as a prisoner and as a learner. This issue is played out differently in different prisons, and the extent to which learning is actively encouraged can be crucially affected by the ethos and attitude towards learning created by a prison's Governor.

Significant pedagogical issues and questions that emerged were:

1. How can staff be prepared and supported to cope with the significant emotional demands of working in this context, which includes dealing with challenging, and sometimes manipulative behaviour?
2. How should staff prepare for classes in which there is a much wider range of ability than in most generic classes in the lifelong learning sector?

The second year of the project was devoted to developing the initial research through exploring the question of what the key elements of a context specific pedagogy in prison teacher education and training might be. Since "Equipping our Teachers for the Future" (DfES, 2004) the PTLLS qualification has been established. This qualification is open to both existing teachers who have not qualified and to those who wish to enter teaching. It is designated as the statutory starting point for any group of adults embarking on teaching and training in the lifelong learning sector.

The project concluded that the factors particular to prison education context included:

### **Organisational factors**

- rigid, hierarchical structure within which education often has a low priority;
- management structure and lines of responsibility dominated and determined by security priorities;
- security routines and procedures controlling prisoners' availability and movement, and taking precedence over their commitments as learners;
- geographical separation of education from the rest of the prison;
- overcrowding and 'churn' affecting availability and ability of prisoner-learners to attend classes;
- in some cases, strong divisions between 'out-scope' and 'in-scope': education/training organised by the Prison Service and by OLASS (mostly FE); managers hold responsibility for a wide curriculum area, often much wider than in FE colleges;
- staff are employed on a range of contracts and conditions;
- recruitment of teachers – lack of professional status and clear routes into employment for prison educators;
- very variable availability of initial assessment data and ILPs as essential tools for tracking progress and establishing continuity in learning; and
- the pivotal role of the prison governor in determining the extent to which a custodial setting can be managed to create positive conditions for learning

## **Cultural factors**

- confined, time-bound, physical environment – entirely different from other environments and making for an unsettled learning environment marked by disruption and discontinuity;
- different cultures and attitudes towards education and learning in different custodial settings, some of them distinctly negative;
- conflict between the prisoner-learner's relatively fragile identity as learner and the dominant, legally imposed status as offender;
- significant impact of external circumstances on prisoners' lives and feelings
- high levels of 'emotional load' affecting dynamics of learning and teaching

## **Pedagogical factors**

- discontinuity in individual learning;
- fluctuating attendance and composition of learning groups ('unsettled learning environment');
- relatively fragile identity as learner (low self-esteem, lack of confidence, poor basic skills);
- motivation of learners – generally low but with significant exceptions;
- motivation of teachers – often positively influenced by rewards of helping prisoners overcome barriers to learning;
- making teaching, materials and content relevant: e.g. employability, linking to prisoners' current situation and aspirations, embedding LLN and Functional Skills;
- dealing with challenging students and situations;
- dealing with 'emotional load' – prisoners' practical and emotional;
- attributes of experienced prison educators: flexibility, inventiveness, commitment, confidence;
- teachers' training needs and their attitudes towards pedagogical skills, professional experience, and qualifications;
- peer tutoring as a key strategy in some areas of work;
- differentiation – learning groups characterised by extremely wide range of individual needs.

In addition to the LONCETT Prison Education Project, the other main development with regard to training teachers for prisons has come from the University of Plymouth, where academics have developed a programme for teachers wishing to train for a career in prison education.

The Education in Prisons module developed by Plymouth University is designed to enable participants who do not teach in prisons to understand the broader issues associated with this sector, and to advance the practice and knowledge of those already teaching in prisons. The content of the module includes:

- Purposes of prison. Media representation and public perception
- Prisoners as an excluded group. Diversity, equality and access to education. Barriers to learning
- National organisation of prisons
- Security issues, demands on prisoners' time and their impact on education
- Teaching in prisons. Education contractors, tendering process, Key Performance Targets; Instrumental Curriculum; Offender Learning Journey
- Reducing re-offending: the seven pathways with the part that education and training plays
- Quality Improvement: Her Majesty's Chief Inspector of Prisons. Ofsted

- Organisations linked with prisons and prisoner welfare
- Successful initiatives in education and training – e.g. Storybook Dads, Guitar Doors, Fathers Inside
- Theory and Prisons

Clearly a significant amount of work has already been done in England with regard to training for prison based teachers. The Scottish partners in the Grundtvig project wish to ensure that as much good practice from this work as possible is picked up and adapted to the Scottish context. To this end representatives from LONCETT and Plymouth University have been asked to participate in the next workshop event in Scotland in March.