



Family Learning in Prisons:

An Evaluation Toolkit for Tutors



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Learning and Work Institute is an independent policy and research organisation dedicated to lifelong learning, full employment and inclusion.

We research what works, develop new ways of thinking and implement new approaches. Working with partners, we transform people's experiences of learning and employment. What we do benefits individuals, families, communities and the wider economy.

We bring together over 90 years of combined history and heritage from the 'National Institute of Adult Continuing Education' and the 'Centre for Economic & Social Inclusion'.
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CONTENTS

- 5** Introduction
- 9** Step 1: Collecting your data
- 22** Step 2: Inputting data into the spread sheet
- 30** Step 3: How to use your data
- 34** Step 4: Identifying and measuring further outcomes (optional)
- 38** Obtaining consent, data protection and data sharing
- 42** Appendices: Tools, Resources and Further Guidance

There are approximately

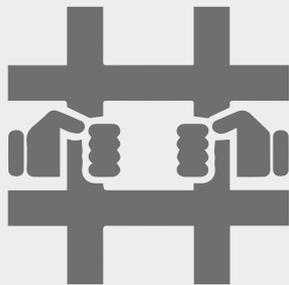
200,000

children in England and Wales
with a parent in prison

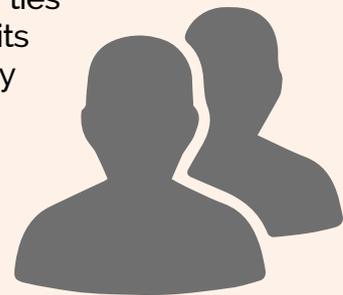


45%

of prisoners lose
contact with their
family whilst in
prison



Offenders who
maintain family ties
and receive visits
while in custody
are less likely
to reoffend



54%

of offenders have
children under
18 when they
enter custody



Children of offenders
are twice as likely to
experience mental
health problems,
less likely to do well
at school and more
likely to become
'Not in Education,
Employment or
Training' (NEET)



17,000

children in
England and Wales
are affected
by maternal
imprisonment



65%

of boys who have
had a father in
prison go on to
offend themselves



INTRODUCTION

The publication has been developed by Learning and Work Institute (L&W). We are an independent policy and research organisation dedicated to promoting lifelong learning, full employment and inclusion. We research what works, develop new ways of thinking and implement new approaches.

Working with partners, we transform people's experience of learning and employment.

What we do benefits individuals, families, communities and the wider economy.

Family learning in prisons can make a distinctive contribution towards improving the experience of imprisonment for family members.

However, although individual programme evaluations are carried out, small sample sizes and inconsistent approaches mean that it is difficult to fully understand and evidence the impact that family learning has on an offender and their family.



Who this guide is for?

This guide has been written for prison staff, tutors and providers who are delivering or commissioning family learning programmes in prisons.

What this guide contains?

The guide consists of an evaluation toolkit and description of how it can be used to evidence the impact of family learning programmes, allowing providers and commissioners in individual prisons to compare different programmes and understand what works – and what does not.

If used across different prisons and programmes, data can be aggregated to facilitate a better understanding of how family learning contributes to improving the lives of offenders and their families.

What is family learning?

Family Learning can be defined as:

“any learning activity that impacts on both children and adult family members, where learning outcomes are intended for both, and that contributes to a culture of learning in the family.”¹

What is family learning in prisons?

Family learning programmes in prisons are diverse, ranging from short engagement sessions such as “Family Days” and “Activity Days”, to more formal learning programmes such as Family Literacy, Language and Numeracy (FLLN) programmes or Wider Family Learning (WFL), programmes such as “Learning and Playing” “Creativity and Games”; arts and crafts activities; homework clubs or cookery.



In some family learning programmes, parents and children might attend sessions together. For other programmes, adults might have a session/s while children have separate sessions, followed by a joint session where adults and children come together with a tutor.

Alternatively, only adults have taught sessions, with intergenerational aspects of learning provided through home activities, or adults may attend adult only classes, such as parenting programmes, which benefit the whole family.

Engaging in family learning can:

- Improve relationships between family members
- Improve family members' wellbeing
- Change attitudes towards learning and skills
- Teach learners a wide range of communication and social skills that help to create pro-social behaviour and improve relationships with staff and peers within prisons.²

Together, these outcomes can contribute to reduced likelihood of recidivism.

Why evaluate?

- Evaluation can help to evidence the value of family learning to funders and commissioners.
- Evaluation can help us to understand how and why family learning works, and to identify how programmes can be improved.

Why providers should use the toolkit

Currently, where family learning in prison programmes are evaluated, different providers use different approaches and tools, making it difficult to compare the impact of different family learning in prison programmes, or to collect large scale data.

The family learning in prisons evaluation toolkit has been developed to help providers evidence the impact of their own programme.



²For a full range of outcomes, please see the 'common outcomes framework' in annex 1.

Widespread use of the toolkit will ensure consistency of evidence collection across different programmes, in different prisons, delivered by different providers.

This will allow large scale aggregation of that evidence for a large sample size, making a stronger case for the benefits of family learning in prisons.

What does the toolkit contain?

The toolkit consists of:

1. A set of data collection tools, designed to measure the core outcomes expected to result from all family learning in prison programmes. This tool should be used by all providers, regardless of the size or type of programme.
2. A tutor spreadsheet to collate data and generate results.
3. A wider outcomes capturing tool, which can be used to identify additional outcomes and data collection methods relevant to your particular family learning programme.

This guidance document describes how to use each tool in a step by step process.

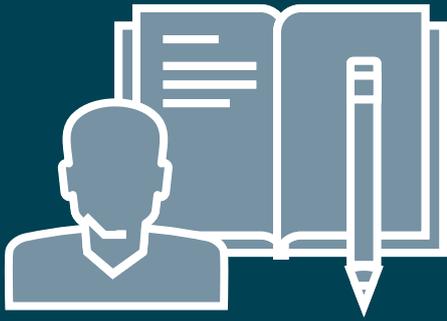
Core outcomes for family learning in prisons

Despite differences in programme type, size and duration³, there are some areas where we expect most family learning programmes to have an impact. These are:

- Family relationships
- Wider relationships
- Wellbeing
- Learning and skills
- Reoffending

Each core outcome will be evidenced by one of the core data collection tools.





STEP 1:

Collecting your data

Step 1

Step 2

Step 3

Step 4

COLLECTING YOUR DATA

L&W have devised a set of data collection tools. As shown in figure 1, used together these tools and measures will create a body of evidence for our 5 outcome categories.

The tools and measures are:

- A pre and post course self-completion questionnaire for the offender-learner.
- A tutor feedback form
- An additional staff feedback form
- Learner progression data
- Incident log data
- An optional adult family member feedback form
- An optional child questionnaire

This section explains what each tool aims to measure and offers guidance on administration and data collection.





Outcome	Core tool/measure
Wellbeing	Offender self completion questionnaire – Question 1 Tutor and additional staff feedback form
Family Relationships	Offender self completion questionnaire - Question 2 and 4c Qualitative feedback from offender, tutor and prison staff
Wider Relationships	Offenders self completion questionnaire – Question 3 Incident log as a measure of antisocial/prosocial behaviour Tutor and additional staff feedback form
Learning and Skills	Offender self completion questionnaire - Question 4 Learner progression data Tutor feedback form
Reoffending	Ministry of Justice (MoJ) Datalab submission

Figure 1: Core outcomes and the tools to measure them



Step 1

Step 2

Step 3

Step 4

The offender learner questionnaire

Family Learning in Prisons: An Evaluation Toolkit for Tutors

Appendix 1: Pre-course questionnaire

We would like to ask you some questions to help us understand more about your needs and how the course might help you. We will ask you some similar questions at the end of the course, to see how things have changed for you.

You do not have to complete this questionnaire, but if you do, your answers will help us understand how effective the course is and whether we need to change anything.

Your answers will be kept confidential and will only be used by to see what the course has achieved. The answers you provide will not affect your involvement on the course. We may link the information you provide here with other data but will do so securely and anonymously (i.e. without your name or prison number attached)

Is this ok? (please circle) Yes/No

Please answer the questions as honestly as possible!

Name:

Prison number:

43

This questionnaire can be found **here**.

It has been designed to measure offenders wellbeing; satisfaction with parenting; attitude to learning and skills; and social support systems. The questionnaire is based on 'validated tools'⁴ - for more details about these tools, please see **here**.

When should I give it to the learners?

The questionnaire should be given to learners both at the beginning of the course, before any learning begins and after the course. This way it can measure change over time.⁵

How should learners complete the questionnaire?

If possible, the learners should complete the questionnaire on their own. However, there may be instances where the learner requires support.

⁴ Validated tools are questions that have been tested to ensure that they produce consistent and accurate results.

⁵ We recommend that courses less than one week, regardless of number of contact hours, should only use the questionnaire after the course. This will not measure change over time, but will provide a snapshot of how the learners are feeling after the course.



Step 1

Step 2

Step 3

Step 4

As far as possible, we have tried to ensure that the guidance document and questionnaires are accessible.⁶

However, learners who have English as a Second Language needs (ESOL) or learning difficulties, may need additional support to complete the questionnaire. For example, some learners may find it easier to have the questionnaire read out to them, and completed verbally, with the tutor or classroom assistant filling in the answers. Others may need clarification on certain questions or phrases.

How should I explain the purpose of the questionnaire to learners?

Understandably, some learners may be cautious about providing you with sensitive information, particularly at the beginning of the course before they have had time to build a relationship with you. Participation is voluntary, and learners must have the chance to opt out of completing the questionnaire without any

consequences or judgment. However, to give the learner a fair chance to decide whether they would like to participate, it is a good idea to explain that:

- Only you, and in some cases provider administration staff, will see their questionnaire. If the data is shared with anyone it will be made anonymous. That means that their name, prison number and any other identifying details will be removed.
- The data will be kept confidential and will not be shared with prison staff. As with all confidentiality agreements, it will only be broken if the learner appears to be in danger of harming themselves or others.
- The questionnaire is not an assessment of them or their progress on the course. Rather, the data is being used for research purposes, to help assess the course and to demonstrate the value of family learning in prisons to funders and commissioners.



⁶ Both this guidance document and the questionnaire comply with the Web Content Accessibility Guidelines (WCAG).

Step 1

Step 2

Step 3

Step 4

Tutor feedback form

The screenshot shows a document page with an orange header containing the text "Family Learning in Prisons: An Evaluation Toolkit for Tutors". Below the header is the title "Appendix 4: Tutor feedback". A light orange box contains the instruction: "Please provide some information about the learners so that this form can be matched with other data." followed by three fields: "Learner name:", "Prison number:", and "Name of programme:". Below this is the text: "We are interested in whether you have observed any changes in the learner since they began to participate in the parenting course:". This is followed by two questions, each with a list of horizontal lines for an answer: "a. Have you noticed changes in the way the learner communicates with you? (please describe)" and "b. Have you observed any changes in the way the learner interacts? With their peers?". At the bottom left is a magnifying glass icon, and at the bottom right is a small orange box with the number "57".

The tutor feedback form can be found in **here**.

This form provides a space for your own reflections about the learner. You are able to provide valuable feedback on the learner's progress on the course, including observations of changes in behaviours and attitudes.

To make sure this feedback is evidence-based, it is best to provide examples of observed behaviour and attitude change, rather than make general comments.

When should I complete it?

It is best to complete this towards the end of the course, once you have had time to see changes in the learner. Some tutors like to keep notes on each learner throughout the course, and these can help to inform the feedback form.



Step 1

Step 2

Step 3

Step 4

Additional staff member feedback form

Family Learning in Prisons: An Evaluation Toolkit for Tutors

Appendix 5: Additional staff feedback

Please provide some information about the learner:

Learner name:

Prison number:

a. Have you noticed any changes in the offender's behaviour on the wing or in the classroom (e.g. improvement in compliance, improved engagement)?

.....

.....

.....

.....

b. Have you noticed any other changes to the offender since they began participating in the family learning course?

.....

.....

.....

.....

Thank you for taking the time to answer these questions!

60 

The additional staff feedback form can be found in **here**.

Adding in another perspective will make the evaluation more robust. Asking for feedback from a member of staff who has a chance to observe the learner outside of classroom will help to determine whether changes in attitude and behaviour are transferring across context.

Who should I ask to complete it?

Ideally, it would be good to gather feedback from prison staff. In some instances, learners may have a key worker or personal officer. However, sometimes issues with capacity mean that learners are unable to build relationships with prison staff. Another option is to give the form to a tutor on another course, a librarian, or the head of learning. In some cases, it may not be possible to find an appropriate member of staff.



Step 1

Step 2

Step 3

Step 4

Optional: Adult family member feedback

Family Learning in Prisons: An Evaluation Toolkit for Tutors

Appendix 6: Adult family member questionnaire

Could you describe your relationship with?
(e.g. partner, ex-partner, parent, sibling friend):

a. Have you noticed changes in your relationship with since they began the family learning programme?
(e.g. change in amount of contact, type of contact)

.....

.....

b. Have you noticed changes in 's relationship with your child?

.....

.....

c. Since starting the course have there been changes in the way you spend your time during family visits? (For example, the activities you do. Please describe)

.....

.....

Would it be ok to use an anonymised version of this feedback to describe the impact of the family learning course in internal and external reports?
(Please cross out as appropriate): Yes/No

Thank you for taking the time to answer these questions!

 61

While some family learning programmes may only involve direct contact with the offender-learner, in other cases there will be opportunity for interaction with family members. This might be a parent, grandparent, sibling, partner or ex-partner. In some cases, it may not be a family member, but a friend or other adult visitor.

This feedback form can be found in **here**. The feedback will provide another perspective on changes to the offender learner and provide good evidence for the impact of family learning on family relationships

The feedback form has a tick box at the end. When the family member ticks this box, it gives consent to use anonymised quotes from the form for reporting.



Step 1

Step 2

Step 3

Step 4

When is it appropriate to ask for this feedback?

As the tutor, you are best placed to judge whether it is appropriate to ask for feedback from the family member. In some cases, the relationship may be strained, and the family member may find it too difficult to offer feedback. In other cases, it may feel inappropriate to take up limited visiting time by asking for feedback. To save time, some tutors have decided to ask the questions orally and fill out the form themselves.

How should this be presented to the family member/adult visitor?

It is good practice to explain the purposes of the form to the visitor. For example, you could explain that:

- This feedback will be used, along with other feedback and data, to demonstrate the value of family learning, or to look for areas for improvement.
- If you have ticked the box, we may use quotes from this form

when reporting or for case studies. All these quotes will be anonymised, but the offender-learner may be able to guess who the quotes have come from, particularly if we include your quotes in a case study of the offender. Therefore, if you are concerned about the offender reading what you have said about them, please do not tick the box.



Step 1

Step 2

Step 3

Step 4

Optional: Child questionnaire

Family Learning in Prisons: An Evaluation Toolkit for Tutors

Appendix 7: Child questionnaire (aged 4 - 7 years)

Thank you for coming today!
We would like to ask you some questions about your visit today.
You do not have to answer these questions if you don't want to.

1. Look at the pictures below. How did spending time with your mum/dad make you feel?

Happy Angry Confused Sad

2. What did you like about your visit today?

I liked...

02 

Family Learning in Prisons: An Evaluation Toolkit for Tutors

Appendix 8: Child questionnaire (aged 8 - 16 years)

Thank you for coming today!
We would like to ask you some questions about your experience. You do not have to answer these questions if you don't want to.

1. Look at the pictures below. How did spending time with your mum/dad make you feel?

Happy Angry Confused Sad

a. Can you explain why?

2. Please read/listen to the sentences and tell us how much you agree with them. You can tick don't know if you aren't sure either way.

a. My mum/dad can teach me new things

Agree Disagree Don't know

04 

While some family learning programmes may only involve direct contact with the offender-learner, in other cases there will be opportunity for interaction with the offenders' child, step-child or grandchild. L&W have designed a questionnaire to look at the child's experience of the family learning programme.

There are a separate questionnaires for 4-7 year olds and 8-16 year olds, they can be found **here** and **here**. These questionnaires look at the child's experience of the course and their relationship with the offender-learner.

How should it be administered?

In some cases, children and young people may be able fill out the questionnaire independently. In other cases, they may require help. As far as possible, you should help the child to fill out the questionnaire and they should not be influenced by the views of the offender or their other guardian.



Step 1

Step 2

Step 3

Step 4

When is it appropriate to ask for feedback from the child?

As the tutor, you are best placed to decide whether it is appropriate to ask for feedback from the child. In some cases, it may not be appropriate because the child is only participating in one session (e.g. a celebratory visit at the end of the course). In other cases, it may feel inappropriate to take up limited visiting time by asking the child to complete a questionnaire.

In all cases, the survey should only be given out when you have a pre-existing and supportive relationship with the child. This will mean that you are able to offer the child appropriate support should the survey trigger any emotional difficulties. It is also a good idea to think of support organisations that you can signpost the family and child in case the questionnaire reveals particular difficulties.

How does the child give consent?

Consent should be sought from the child's guardian. This is usually the person who accompanies them to visits. You may want to ask for verbal consent, but if so,

do make sure a record is stored in a secure location. Alternatively, there is an example consent form in **here**.

Children should also be given information about the purposes of the questionnaire and asked whether they want to complete it. However, particularly for young children, it is best to give a simple explanation of the questionnaire. For example:

- We are interested in your experience of coming to these sessions.
- If we show this piece of paper to anyone else, we will remove your name so they won't know who filled it in.
- You don't have to complete it if you don't want to.

Sometimes it may be difficult for a child to say no, particularly if they have been raised by the principle of 'do what you're told'. Pay attention to non-verbal as well as verbal queues, and if the child seems resistant, do not pressure them to fill in the questionnaire.



Step 1

Step 2

Step 3

Step 4

Learner progression data

Learner progression data refers to whether the learner has gone on to participate or sign up for other learning and skills courses after completing the family learning programme.

What does it measure?

Learner progression data will help to see whether family learning has encouraged offenders to progress onto other learning courses, contributing towards measuring impact in the 'learning and skills' outcome category.

Where do I input this data?

There is space to input this data on the 'participant tab' of the L&W spreadsheet. The 'participant data dashboard tab' will tell you the percentage of your learners who go onto participate in other learning. The next 'step' provides further instructions on how to complete the spreadsheet.

Incident log data

Prison staff-keep an incident log to record behavioural incidents. This information should be accessible on the PNOMIS system.

What will this measure?

Comparing pre and post programme incident log data will help to see whether your family learning programme has encouraged more pro-social behaviour. This will contribute to the 'wider relationships' outcome.

Where do I input this data?

There is space to input the number of incident logs for 3 months prior to the programme and 3 months after the programme on the 'participant tab' of the L&W spreadsheet. The next chapter provides further instructions on how to complete the spreadsheet.



Step 1

Step 2

Step 3

Step 4

Capturing outcomes for short programmes

Although we expect all family learning programmes to impact across the core outcomes, for brief interventions such as family learning activity days, it is unlikely that there will be measurable impact across many of these outcomes.

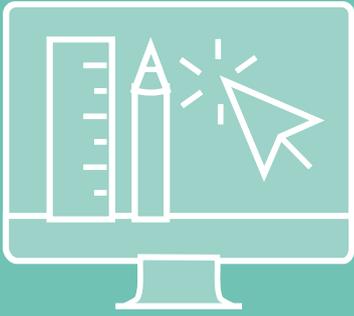
We do not expect these programmes to use all of the core tools. Instead, these programmes should consider which of the core outcomes are most relevant to their programme.

For example, tutors may expect that the main outcome from a family activity day would be an increase in children's interest in learning. They could administer the child questionnaire to capture this. They may also want to use the wider outcomes capturing tool (see step 4 and appendix 11) to consider other measures for children's interest in learning.

It is possible that, for some brief interventions, none of the core tools are appropriate. In this case, tutors can use the 'wider outcomes capturing tool' (see step 4 and appendix 11) to consider outcomes and decide on data collection methods.

We recommend that interventions shorter than a week should not implement the offender pre and post questionnaires, but can use the post-questionnaire to gain a 'snapshot' of how learners are feeling after the course, and can use the qualitative feedback to gather suggestions for improvement.





STEP 2:

Inputting data into the spreadsheet

Step 1

Step 2

Step 3

Step 4

INPUTTING DATA INTO THE SPREADSHEET

Once you have collected your data, it needs to be inputted into the excel spread sheet provided by L&W in the toolkit.

The spread sheet gives space to enter data from the feedback forms and questionnaire and asks for some additional monitoring data which can be found on the PNOMIS system.

There are four data entry tabs on the spreadsheet:

- Course description
- Participant Data
- Participant Data Dashboard
- Family data
- MoJ Justicelab



Step 1

Step 2

Step 3

Step 4

Course description



Course information

Participant data

Family data

MoJ datalab

Participant data dashboard



This tab provides a space to fill in information about your family learning course. This serves two purposes:

1. A course description will contextualise your evaluation data and give HMPPS an idea of the types of family learning programmes currently running.
2. The information from this sheet will be necessary if you want to make a Ministry of Justice Data Lab submission later down the line.

Participant data



Course information

Participant data

Family data

MoJ datalab

Participant data dashboard



This is the **most important** data tab. The tab asks for some basic information on each learner and then gives space for you to input data from:

- The offender-learner questionnaire
- The tutor feedback form
- The additional feedback form
- Learner progression data
- Incident log data



Step 1

Step 2

Step 3

Step 4

This sheet is colour coded into 6 sections.

Source: background information

This section asks for some basic demographic information including gender, age and ethnicity, and some background information including the dates for the course the learner participated on and their attendance.

Source: Tutor feedback form

This section is a space to input data from the tutor feedback form. Where there are many course participants, or the data is lengthy, you may want to think about inputting in key quotes or only inputting the forms for learners who you may want to use as a case study.

Source: Learner (Pre course questionnaire)

(Post course questionnaire)

These sections provide a space to input the learners pre and post course surveys. In contrast to the feedback forms it is important to enter all the learners' data. These questionnaires will be used to generate results that will appear under the 'participant data dashboard' tab.

Source: Incident log

This section provides a space to enter data about the number of behavioural incidents for three months preceding the course compared to the three months after the course. This data can be accessed through the PNOMIS system. Where providers do not have access to the system, they may need to collaborate with prison staff.



Step 1

Step 2

Step 3

Step 4

Source: Learner progression data

This section asks whether the learner has gone on to register for any other course in the month following course completion. This data is usually accessible through PNOMIS or the provider's own systems.

Source: Additional staff feedback form

This section provides space to input the additional staff member feedback form. This may be feedback from an officer or from another staff member of the education department. Again, if feedback is lengthy you might want to limit input to key quotes or to those learners who you may later use as a case study.

Preserving anonymity

This tab does not ask for names of the learners. Each row of the tab gives participants a 'Learner ID number'.

This allows data on this tab to remain anonymous.

When inputting qualitative data, you should remove all identifying details.



Step 1

Step 2

Step 3

Step 4

Family questionnaire

Course information

Participant data

Family data

MoJ datalab

Participant data dashboard ...



This worksheet will only be relevant to providers who have used the optional child and adult family member questionnaires:

1. This tab has space to enter results from the child surveys (either for 4-7 year olds or for 8-16 year olds) and from the adult family member feedback form. Some of the child questionnaire feedback may be pictorial, and so will not be able to be entered into the spreadsheet.
2. This sheet does not include the learner ID number; however you may like to make a note of this if you want to link family feedback with learner data in order to create a case study.
3. In order to protect the anonymity of the family, you should exclude all identifying details (e.g. names, addresses)

Ministry of Justice (MoJ) datalab

Course information

Participant data

Family data

MoJ datalab

Participant data dashboard ...



The MoJ data lab can match your learners to a control group and compare the one-year post-release reoffending rate. This allows you to see the impact of your family learning programme on reoffending.

To do this, the datalab needs information to be able to identify your learners. This spreadsheet tab provides a space to enter and store all the data needed to make a Ministry of Justice datalab submission.



Step 1

Step 2

Step 3

Step 4

Some of the data needed is the same as data asked for on the 'participant tab' – we have programmed the spreadsheet so that this data will transfer across automatically. In order to make a datalab submission you will need to have:

- A minimum of 60 learners
- Held the data for a sufficient time to look at one-year post-release.

The spreadsheet provides a place to accrue your 60 learners over time and to securely store your data for the required period.

Protecting this data

This tab asks for personal and sensitive data such as name, date of birth and prison number.

This data should **not** be shared with any external party.

It should only be used by the provider as a space to store data in order to complete an MoJ datalab submission.



Step 1

Step 2

Step 3

Step 4

Participant data dashboard

You do not need to enter any data into this tab.

This sheet will use questionnaire data and other quantitative measures to generate figures and statistics to demonstrate the impact of the course - including, the mean improvement in wellbeing, social support and confidence in learning among learners, the mean difference in incident log data and the percentage of learners who progress onto further learning and skills courses.

These statistics and figures can then be extracted for internal and external reporting.

Who should complete the spreadsheet?

The spreadsheet can be completed by the tutor, an administration staff member or a volunteer.

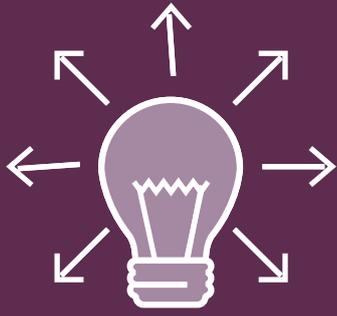
If anyone outside of the provider team is given responsibility for inputting sensitive data,

this will require a prior data sharing agreement.

Data sharing must also be made explicit to learners before they complete the questionnaire or take part in any other data collection activities.⁷



⁷ Any data sharing must comply with the Data Protection act 2018



STEP 3:

How to use your data

Step 1

Step 2

Step 3

Step 4

HOW TO USE YOUR DATA

You will have inputted both qualitative and quantitative data into the spreadsheet. Both these types of data can be used to illustrate the impact of your family learning programme in reporting to funders and commissioners.

How can I use the quantitative data from the spreadsheet?

The participant data dashboard tab will generate figures and statistics to represent the impact of your programme in quantitative terms.

These figures include:

- The average answers and change in answers between the pre and post questionnaires for your cohort, and an overall score for change in 'wellbeing'; 'parental satisfaction' 'feeling of social support' and 'attitude to learning and skills'.
- The average change in the number of behavioural incidents pre and post programme.
- The percentage of learners who go on to participate in further learning and skills courses, and the option to create a 'target' figure.





Wellbeing scores (1-5)	Average score		
	At start	After support	Difference
I've been feeling optimistic about the future	0	0	0
I've been feeling useful	0	0	0
I've been feeling relaxed	0	0	0
I've been dealing with problems well	0	0	0
I've been thinking clearly	0	0	0
I've been feeling close to other people,	0	0	0
I've been able to make up my own mind about things	0	0	0
Overall score	0	0	0
Parental satisfaction (1-7)	At start	After support	Difference
How satisfied/ happy are you with your child/children's behaviour?	0	0	0
How satisfied are you with yourself as a parent?	0	0	0
How satisfied are you with your relationship(s) with your children	0	0	0
Overall score	0	0	0
Support network (1-5)	At start	After support	Difference
There are plenty of people I can lean on when I have problems...	0	0	0
There are many people I can trust completely...	0	0	0
There are enough people I feel close to...	0	0	0
Overall score	0	0	0
Support network numbers (1-6)	At start	After support	Difference
How many people do you feel at ease with, so that you can talk about private matters?	0	0	0
How many people do you feel close to such that you could call on them for help?	0	0	0
Learning and skills (1-10)	At start	After support	Difference
I am confident that I am able to pick up new skills			
I am keen to participate in more learning after this course finishes			
I feel able to support my child/children with their education?			
Overall score	0	0	0
% of people that go onto another course within 1 month	Target	Actual	
	?	0%	
Number of incidents	3 months prior	3 months after	Difference
	0	0	0

Figure 2: Participant data dashboard



Step 1

Step 2

Step 3

Step 4

Using qualitative data

You will also have used the spreadsheet to collate qualitative data from the tutor feedback forms, open-ended offender-learner questions, additional feedback forms, and in some cases the child and adult family member questionnaire.

You could use this qualitative feedback to build case studies of particular learners. Case studies or learner stories are a good way to bring your programme 'to life' in the context of reporting. In this case, it is good practice to show the learner the case study and ensure they are happy with it before using it for reporting.

Alternatively, you might want to use quotes from the qualitative data to illustrate outcomes for your programme. For example, while inputting data you may notice that learner feedback and tutor feedback frequently notes changes in the way the learner

communicates. To demonstrate this in reporting you could use quotes and observations from learners, tutors, other staff members, and family members. The more perspectives, the stronger your evidence.

Data protection

All data should be kept on a secure server or, at the very least, password protected.

There are further instructions about how to password protect your data **here**.





STEP 4:

Identifying and measuring further outcomes (optional)

Step 1

Step 2

Step 3

Step 4

INDENTIFYING AND MEASURING FURTHER OUTCOMES (OPPTIONAL)

The data collection tools described previously measure 'core' outcomes that can be expected across all family learning programmes.⁸ However, you may wish to measure other outcomes that are specific to your programme.

For example, a programme aimed at improving family literacy and numeracy may wish to use a questionnaire designed to measure improvement in these areas; or a parenting programme may wish to use a tested tool specifically for measuring parenting skills.

How do I identify other outcomes and choose methods to measure them?

Our wider outcomes capturing tool, found **here**, can help providers to identify and capture any additional outcomes relevant to their family learning in prison programme.

The 'core outcomes' are embedded within this framework, but the tool includes additional data collection methods and wider outcomes.

The tool considers outcomes for the child, such as improved attainment, which are not included in the core tools.



⁸ We have provided instructions on collecting data for brief interventions on page 21.



Figure 3: Outcomes Planning and Capturing tool

For each outcome, the tool looks at:

- Who changes
- How they change
- Tools to measure this change
- When data should be collected
- How the change will be evidenced

Using this tool will help to create robust evidence for additional outcomes for family learning in prisons programmes.

Within the outcomes framework we have suggested a range of other data collection methods including:

- Focus groups
- Learner journals
- Interviews
- Observational assessment tools
- Additional questionnaires and metrics



Step 1

Step 2

Step 3

Step 4

If you would like advice on using these methods or additional resources – for example, topic guides for focus groups and interviews; forms to record observations or validated survey tools – please contact:

Susan.Easton@Learningandwork.org.uk

Rebekah.Wolkind@learningandwork.org.uk

or **Ash.Patel@learningandwork.org.uk**





Obtaining consent, data protection and data sharing

OBTAINING CONSENT, DATA PROTECTION AND DATA SHARING

All of the data collection tools should be used in line with current data protection laws. You should always seek informed and active consent from the offender and family before using their data for evaluation purposes.

Consent from the offender-learner

Questionnaire and data linking

The learner questionnaire begins with some text outlining the purposes of the research. Within this document we have provided some further guidelines on how to explain the purposes of the research to offenders

The text at the beginning of the questionnaire also states that 'we may link the information you provide here with other data but will do so securely and anonymously'. 'Other data' refers to the tutor feedback, prisons staff feedback, family feedback, incident log, learner progression

data, and data on attendance. This data will be linked on the 'participant data' tab of the spreadsheet. However, it will be kept anonymous with all identifying details such as name and prison number removed.

If the offender has understood this introductory passage and circles 'yes' on the questionnaire, this provides consent for the usage of an anonymised version of their questionnaire responses for evaluation and reporting purposes, as well as consent for data linking.



Using course materials for evaluation

Some courses use learner journals to encourage self-reflection and track learner's progress throughout the course. These materials are usually not intended for evaluation purposes.

Therefore, if you would like to use quotes for these in evaluation and reporting you will need to obtain the learners' express consent.

This also applies to any other material created by the learner within the course that you would like to use for evaluation purposes.

Ministry of Justice data lab

Data for the ministry of justice data lab can be collected and stored on a separate tab on the spreadsheet provided by L&W and later⁹ transferred to the Ministry of Justice's own data submission spreadsheet.

This data is not anonymous - it includes name, prison number, date of birth, conviction date and other sensitive information. It should not be shared with any external party (including L&W). However, it can be used to make an MoJ datalab submission if either of the following

criteria are met.

1. Having obtained express consent from offenders who have received services to the sharing and analysis of their personal information

OR

2. Having information which if shared, will support the MoJ's functions, such as furthering the aim of the Justice Data Lab to generate reliable information about the effectiveness of offender interventions, to benefit other organisations as well as to inform policy.

Please see **here** for further details.

In most cases, family learning programmes wanting to make an MoJ datalab submission will qualify under criteria 2. Therefore, obtaining express consent from offenders is optional. Where providers do want to obtain express consent, they should explain that data will be retained post-release and used to measure whether reoffending rates for those who have participated in family learning differ from those who haven't.



Family and child consent

The adult family member feedback form includes space for the family member to circle whether they consent for anonymised quotes to be used for evaluation and reporting.

If you wish to use data from the child questionnaire for evaluation and reporting, or to contact the child's school, you should first obtain proxy written consent from the child's non-institutionalised guardian. An example proxy consent form can be found [here](#). However, you should also obtain active consent from the child, regardless of age.

Although children may not be legally obliged to give consent, the consensus from those concerned with research ethics generally highlights the need to assume children's competence and ability to make decisions, regardless of age. As well as asking the child whether they would like to participate, you should look out for signs of resistance and reluctance, even where the child has agreed.

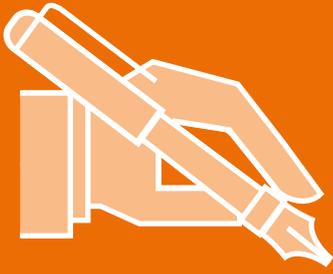
The guiding principle should be to allow the child to take the lead, and never to push a child to complete the questionnaire if they seem reluctant to doing so.¹⁰

Secure storage

All the raw data should be securely stored, preferably on a secure server, or at the very least password-protected. Instructions for securely storing the excel spreadsheet can be found [here](#).



¹⁰ For further guidance on research with children, see [here](#)



APPENDICES:

Tools, Resources and Further Guidance

Appendix 1: Pre-course questionnaire

We would like to ask you some questions to help us understand more about your needs and how the course might help you. We will ask you some similar questions at the end of the course, to see how things have changed for you.

You do not have to complete this questionnaire, but if you do, your answers will help us understand how effective the course is and whether we need to change anything.

Your answers will be kept confidential and will only be used by to see what the course has achieved. The answers you provide will not affect your involvement on the course. We may link the information you provide here with other data but will do so securely and anonymously (i.e. without your name or prison number attached)

Is this ok? (please circle) Yes/No

Please answer the questions as honestly as possible!

Name:

Prison number:



1. This section looks at your wellbeing. Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over **the last two weeks**:

Over the last two weeks...	None of the time	Rarely	Some of the time	Often	All of the time
... I've been feeling optimistic about the future					
... I've been feeling useful					
... I've been feeling relaxed					
... I've been dealing with problems well					
... I've been thinking clearly					
... I've been feeling close to other people					
... I've been able to make to make up my own mind about things					



2. This section focuses on your experience of parenting, if you are not a parent please skip this section. **If you do not currently have a relationship with your child, it is up to you whether you answer this section.**

Please tick the correct box for each question:

a. How satisfied/happy are you with your child/children's behaviour? (Tick 1)

Extremely dissatisfied	Very dissatisfied	Somewhat dissatisfied	Mixed	Somewhat satisfied	Very satisfied	Extremely satisfied
						
1	2	3	4	5	6	7

b. How satisfied are you with yourself as a parent? (Tick 1)

Extremely dissatisfied	Very dissatisfied	Somewhat dissatisfied	Mixed	Somewhat satisfied	Very satisfied	Extremely satisfied
						
1	2	3	4	5	6	7



c. How satisfied are you with your relationship(s) with your child/children? (Tick 1)

Extremely dissatisfied	Very dissatisfied	Somewhat dissatisfied	Mixed	Somewhat satisfied	Very satisfied	Extremely satisfied
						
1	2	3	4	5	6	7

3. This section looks at your support network:

a. Please read the following statements and tick the box that best applies for each line:

	Strongly agree	Agree	More or less	Disagree	Strongly disagree
There are plenty of people I can lean on when I have problems...					
There are many people I can trust completely...					
There are enough people I feel close to...					



- b. Please read the following questions and tick the number which applies:

How many people do you feel at ease with, so that you can talk about private matters?

None/no one	1 person	2 people	3 or 4 people	5 to 8 people	9 or more people

How many people do you feel close to such that you could call on them for help?

None/no one	1 person	2 people	3 or 4 people	5 to 8 people	9 or more people

4. This section looks at your attitude to learning and skills. Please tick the number that best reflects how you feel about each statement.
(You only need to answer question C if you are a parent)

- a. I am confident that I am able to pick up new skills (please tick where 0 is 'not at all confident' and 10 is 'very confident')

0 Not at all confident	1	2	3	4	5	6	7	8	9	10 Very confident

- b. I am keen to participate in more learning after this course finishes (please tick where 0 is 'not at all keen' and 10 is 'very keen')

0 Not keen at all	1	2	3	4	5	6	7	8	9	10 Very keen



- c. I feel able to support my child with their education
(please tick where 0 is 'not at all able and 10 is 'very able')

0 Not at all able	1	2	3	4	5	6	7	8	9	10 Very able

5. Finally, we are interested in your aims for the course:

- a. What are the main things you are hoping to gain from taking part in the programme?

- b. Are there any areas where you are currently having difficulties?
(e.g. wellbeing, family relationships, learning and skills)

Thank you for taking the time to answer these questions, and we hope you enjoy the course!



Appendix 2: Post-questionnaire

We would like to ask you some questions to help us understand more about your needs and how the course might help you. We will ask you some similar questions at the end of the course, to see how things have changed for you.

You do not have to complete this questionnaire, but if you do, your answers will help us understand how effective the course is and whether we need to change anything.

Your answers will be kept confidential and will only be used by to see what the course has achieved. The answers you provide will not affect your involvement on the course. We may link the information you provide here with other data but will do so securely and anonymously (i.e. without your name or prison number attached)

Is this ok? (please circle) Yes/No

Please answer the questions as honestly as possible!

Name:

Prison number:



1. This section looks at your wellbeing. Below are some statements about feelings and thoughts. Please tick the box that best describes your experience of each over **the last two weeks**:

Over the last two weeks...	None of the time	Rarely	Some of the time	Often	All of the time
... I've been feeling optimistic about the future					
... I've been feeling useful					
... I've been feeling relaxed					
... I've been dealing with problems well					
... I've been thinking clearly					
... I've been feeling close to other people					
... I've been able to make to make up my own mind about things					



2. This section focuses on your experience of parenting, **if you are not a parent please skip this section. If you do not currently have a relationship with your child, it is up to you whether you answer this section.**

Please tick the correct box for each question:

a. How satisfied/happy are you with your child/children's behaviour? (Tick 1)

Extremely dissatisfied	Very dissatisfied	Somewhat dissatisfied	Mixed	Somewhat satisfied	Very satisfied	Extremely satisfied
						
1	2	3	4	5	6	7

b. How satisfied are you with yourself as a parent? (Tick 1)

Extremely dissatisfied	Very dissatisfied	Somewhat dissatisfied	Mixed	Somewhat satisfied	Very satisfied	Extremely satisfied
						
1	2	3	4	5	6	7



c. How satisfied are you with your relationship(s) with your child/children? (Tick 1)

Extremely dissatisfied	Very dissatisfied	Somewhat dissatisfied	Mixed	Somewhat satisfied	Very satisfied	Extremely satisfied
						
1	2	3	4	5	6	7

3. This section looks at your support network:

a. Please read the following statements and tick the box that best applies for each line:

	Strongly disagree	Disagree	More or less	Agree	Strongly agree
There are plenty of people I can lean on when I have problems...					
There are many people I can trust completely...					
There are enough people I feel close to...					

b. Please read the following questions and tick the number which applies:

How many people do you feel at ease with, so that you can talk about private matters?

None/no one	1 person	2 people	3 or 4 people	5 to 8 people	9 or more people



How many people do you feel close to such that you could call on them for help?

None/no one	1 person	2 people	3 or 4 people	5 to 8 people	9 or more people

4. This section looks at your attitude to learning and skills. Please tick the number that best reflects how you feel about each statement.

(You only need to answer question C if you are a parent)

- a. I am confident that I am able to pick up new skills (please tick where 0 is 'not at all confident' and 10 is 'very confident')

0 Not at all confident	1	2	3	4	5	6	7	8	9	10 Very confident

- b. I am keen to participate in more learning after this course finishes (please tick where 0 is 'not at all keen' and 10 is 'very keen')

0 Not keen at all	1	2	3	4	5	6	7	8	9	10 Very keen

- c. I feel able to support my child with their education (please tick where 0 is 'not at all able and 10 is 'very able')

0 Not at all able	1	2	3	4	5	6	7	8	9	10 Very able



5. Finally, we are interested in your experience of the programme:

- a. Overall, have you had a positive experience on the programme – why or why not?

- b. How has the programme benefitted you? (E.g. wellbeing, family relationships, other relationships, learning and skills)

- c. Looking back to the beginning of the programme, do you think you have achieved your main aims?

- d. Are there any ways in which the programme could be improved?

Thank you for taking the time to answer these questions, and we hope you enjoy the course!



Appendix 3: About the questionnaire

The questionnaire has been designed to quantitatively capture offender's distance travelled through the family-learning in prisons programme. Together, questions contribute towards measuring wellbeing; family relationships; wider relationships and learning and skills outcomes.

You may notice that the scales and question styles vary throughout the questionnaire. This is because the questionnaire has been built up from pre-existing metrics and tools, some of which have been tested within a prison context. Where necessary, L&W have adapted questions to make them appropriate for a prison environment.

Question 1: Short Warwick and Edinburgh Mental Wellbeing Scale (SWEMBS):

SWEMBS is a validated metric aimed at measuring subjective wellbeing. It has undergone extensive testing, including under L&W's 'Social Metrics' project. SWEMBS has been chosen as it is an accessible and easy to complete tool, which has been successfully used in a number of evaluations of prison programmes.¹¹ As such, it will help to evidence our core 'wellbeing outcome'. When used pre-and-post intervention, the scale will allow assessment in changes in wellbeing over time as well as benchmarking against the general population.

Question 2: The Kansas Parental Satisfaction Scale (KPS):

KPS is a short scale, aimed at measuring ones' personal satisfaction with oneself as a parent, child's behavior and relationship with one's children.



¹¹ See: www.clahrc-nwc.nihr.ac.uk/media/Info%20Hub/Alan%20Farrier.pdf; whatworkswellbeing.org/case-study/spark-inside-measuring-wellbeing/

In 2014, the New Philanthropy Capital (NPC) and IPPR tested the KPS on the behalf of the MoJ Analytical Series - KPS tested positively both for validity and reliability in measuring parental satisfaction.¹² By measuring parental satisfaction, this data will contribute towards measuring change in our core outcome domain 'family relationships'.

Question 3: Measuring social support:

This section of the questionnaire has been designed to measure impact in the 'wider relationships' domain. The questions have been devised by L&W based on the Lubben Social Network Scale (LSNS)¹³ and De Jong Giverled Loneliness Scale (DJGLS).¹⁴ However, questions have been adapted in order to fit the prison context. Together, these two adapted scales will contribute towards measuring a change in perceived social networks and support, contributing to the 'wider relationships' domain.

Question 4: Attitudes to learning and skills questions:

L&W have designed these questions to measure confidence and attitudes towards learning and skills.

The questions focus on the learners' confidence in their ability to pick up new skills; desire for participation in future learning and confidence in their ability to act as a their child's/ children's educator.

This set of questions contributes towards measuring impact in the 'learning and skills' and 'family relationships' domains.

¹² NPC and IPPR (Unpublished), 'Measuring change in offender relationships' (2014)

¹³ See: www.connectingedmontonseniors.ca/wp-content/uploads/2017/04/lubben_social_network_scale.pdf

¹⁴ See: www.apcrc.nhs.uk/library/knowledge_bulletins/documents/SocialIsolation&Loneliness.pdf



Appendix 4: Tutor feedback

Please provide some information about the learners so that this form can be matched with other data:

Learner name:

Prison number:

Name of programme:

We are interested in whether you have observed any changes in the learner since they have begun to participate in the family learning in prisons programme:

- a. Have you noticed changes in the way the learner communicates with you? (please describe)

- b. Have you observed any changes in the way the learner interacts with their peers?



c. Have you noticed changes in the learners' attitude towards learning and skills? (please describe)

d. Have you noticed changes in the learners' behaviour? (e.g. more antisocial or more prosocial – please describe)

e. Have you had any issues with disengagement or poor behaviour with this learner? (If yes, please describe)

f. If the learner hasn't completed the course, why?



g. Have you observed any changes in the way the learner speaks about their child? (e.g. the kinds of activities they do together, the style of communication)

h. Have you observed any changes in the way the learner speaks about their child's other parent?

i. Do you have any additional comments?



Appendix 5: Additional staff feedback

Please provide some information about the learner:

Learner name:

Prison number:

- a. Have you noticed any changes in the offender's behaviour on the wing or in the classroom (e.g. improvement in compliance, improved engagement)?

- b. Have you noticed any other changes to the offender since they began participating in the family learning programme?

Thank you for taking the time to answer these questions!



Appendix 6: Adult family member questionnaire

Could you describe your relationship with?
(e.g. partner, ex-partner, parent, sibling, friend):

a. Have you noticed changes in your relationship with since they began the family learning programme?
(e.g. change in amount of contact, type of contact)

b. Have you noticed changes in’s relationship with their child?

c. Since starting the course have there been changes in the way you spend your time during family visits? (For example, the activities you do. Please describe)

Would it be ok to use an anonymised version of this feedback to describe the impact of the family learning course in internal and external reports?

(Please cross out as appropriate): Yes/No

Thank you for taking the time to answer these questions!



Appendix 7: Child questionnaire (aged 4 - 7 years)

Thank you for coming today!

We would like to ask you some questions about your visit today.

You do not have to answer these questions if you don't want to.

1. Look at the pictures below. How did spending time with your mum/dad make you feel? (please circle)



Happy



Angry



Confused



Sad



2. What did you like about your visit today? (you can use pictures or words to describe)

I liked...

3. Is there anything you did not like about your visit today? (you can use pictures or words to describe)

I did not like...

Thank you!



Appendix 8: Child questionnaire (aged 8 - 16 years)

Thank you for coming today!

We would like to ask you some questions about your experience. You do not have to answer these questions if you don't want to.

1. Look at the pictures below. How did spending time with your mum/dad make you feel? (please circle)



Happy



Angry



Confused



Sad

- a. Can you explain why?

2. Please read/listen to the sentences and tell us how much you agree with them. You can tick don't know if you aren't sure either way.

- a. My mum/dad can teach me new things



Agree



Disagree



'Don't know'



b. My mum/dad is interested in my school work



Agree



Disagree



'Don't know'

c. I like spending time with my mum/dad during these visits



Agree



Disagree



'Don't know'

3. What did you enjoy about your visit today? (you can use pictures or words to describe)



4. Is there anything you didn't like about your visit today? (you can use words or pictures to describe)

5. Overall, has coming to these visit(s) improved your relationship with your Mum/Dad? (please circle yes or no)

Yes No

a. Can you explain why or why not?

Thank you!



Appendix 9: Consent forms

Proxy consent for child participation

..... would like to use anonymised pictures and quotes from your child's questionnaire to help demonstrate the impact of family learning in our internal and external evaluation reports. Would this be alright with you?

1. I give permission for anonymised versions of my child's writing and pictures to be used in reporting

Please tick

Name

Signature

Date

Learner consent form

1. I am happy to take part in this interview/focus group

Please tick

2. I give permission for anonymised quotes from the interview/journal/focus group to be included in reporting

Please tick

Name

Signature

Date

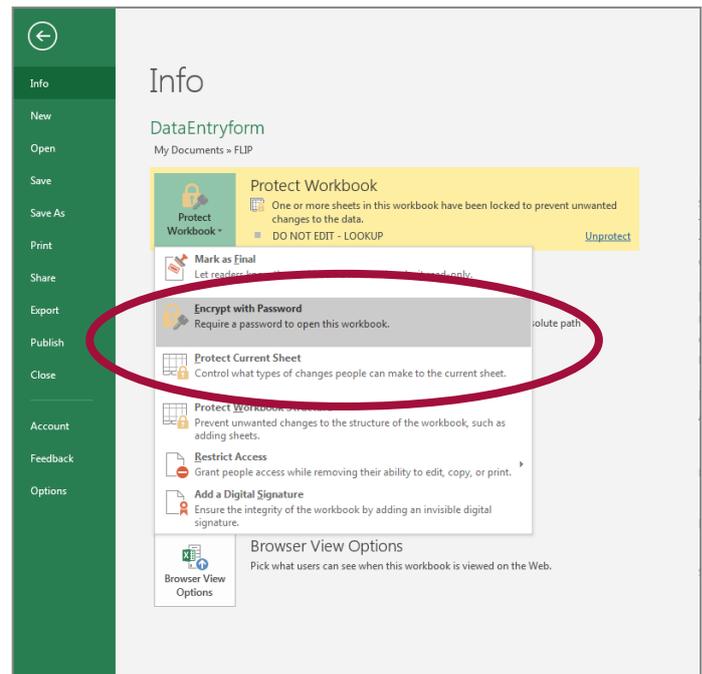


Appendix 10: Secure storage

The Excel spreadsheet should be stored securely. It is good practice to save it on an encrypted server or set up a password to access the file. If you are unsure about how to set a password, follow these steps (though please note the following steps are based on Excel 365, the process may vary slightly depending on the version of Excel you are running):

1. Open the data entry spreadsheet
2. Go to 'File' in the top left corner of the screen
3. Click on 'Protect Workbook' and select 'Encrypt with Password'
4. When prompted enter, and then re-enter a password – remember to make a note of it!
5. Save the file and close

The next time you open the file you will be prompted for the password.



Need more information?

If you've got any questions at all, do not hesitate to contact:

Rebekah Wolkind

Ash Patel or

Susan Easton at the

Learning & Work Institute.





Appendix 11: Wider outcomes capturing tool

Outcome category	Beneficiary (Who changes?)	Outcomes (How do they change?)	Tools / methods to capture information	Interval	Evidence of change	Evidence of change post release
(Broad area of change)	(e.g. adult learners (offender and/ or other parent or guardian, children)	(Specific outcomes resulting from learning participation)	Suggested tools – (Core tools and measures are highlighted in orange)	(When will we collect the evidence?)	(How will we evidence outcomes)	(How will we evidence outcomes in the future)
	Learner (offender)	Improved relationships between family members	<ul style="list-style-type: none"> Learner questionnaire Q2 and Q4c Family feedback forms. Child questionnaire Case studies Spouse/partner/other parent' interview Interviews with children Learner interviews 	Beginning and/or end of programme with possible longitudinal follow-up	<ul style="list-style-type: none"> Learners and families report improved communication Fewer arguments or negative family interactions Offenders feel like they have a greater role within the family more supported 	<ul style="list-style-type: none"> Fewer arguments or negative family interactions Offenders feel like they have a greater role within the family and are more supported
Family relationships	Learner (offender) Offenders' child(ren)	Improved relationship with child(ren)	<ul style="list-style-type: none"> Learner questionnaire Q2 and Q4c Child questionnaire Family feedback forms Learner interviews and diaries Level of recorded contact. Spouse/partner/other parent' interview Interviews with children 	Beginning and end of programme or end of programme	<ul style="list-style-type: none"> Increased positive communication with children Learners reports being better able to engage with children on 1-to-1 basis Family feedback demonstrates interest in maintaining/increasing contact post programme Increase in visits & child centred visits 	

Family relationships

Learner (offender) Offenders' (child(ren))	Increased optimism about family relationships upon release	<ul style="list-style-type: none"> Learner interviews Spouse/partner/'other parent' interview Interviews with children 	Beginning and end of programme or end of programme	<ul style="list-style-type: none"> Evidence of behavioural and attitudinal changes towards family relationships Increased confidence as parent
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Family relationships

Learner (offender) Offenders' (child(ren))	Parents learn the value of purposeful play and learning through interaction; children benefit through increased engagement with parent and play based learning	<ul style="list-style-type: none"> Family feedback forms Child questionnaire Tutor feedback form Learner interviews Feedback & recorded observations from tutors Spouse/partner/'other parent' interview Interviews with children 	End of programme	<ul style="list-style-type: none"> Evidence of behavioural and attitudinal changes towards engaging and interacting with children Increased interaction with children Changes in the type of activities being carried out with children (e.g. activities such as reading, playing, cooking, singing/music, etc)
---	--	--	------------------	--

Wider relationships

Learner (offender)	Improved relationships with peers Improved relationships with prison staff	<ul style="list-style-type: none"> Tutor feedback form Additional staff member feedback form Learner questionnaire Q3 Incident log data Learner interviews and diaries Peer focus group 	Throughout programme; end of programme; possible longer-term assessment (e.g. 3-month post-programme end)	<ul style="list-style-type: none"> Self-reflective assessment of changes in Learner's behaviour Tutor feedback on improvements to individual learner behaviour Tutor feedback on relationships within the class room Prison staff feedback on learner attitudes and behaviour 'on the wing' Fewer incident log records
				Longer term evidence demonstrating continued less disruptive behaviour (through continued monitoring of incidents records)





<p>Learning outcome</p>	<p>Learner (offender)</p> <p>Skills acquisition (depending on learning intervention, this may be reading, numeracy, artistic skills, parenting skills, other soft skills)</p>	<ul style="list-style-type: none"> Individual level feedback from tutors <p>Throughout programme</p> <ul style="list-style-type: none"> Tutor feedback shows improved skills
<p>Learning outcome</p>	<p>Learner (all)</p> <p>Depending on intervention, improved skills in joint learning (e.g. reading with kids)</p> <ul style="list-style-type: none"> Tutor feedback form Adult family member feedback form Child questionnaire Learner questionnaire Q4 Tutor observations Learner interviews Learner interviews 	<p>Beginning and end of programme or end of programme</p> <ul style="list-style-type: none"> Learner questionnaire demonstrates increased confidence participating in joint learning interventions Adult family member feedback on family learning skills Child questionnaire feedback on learning skills Tutor feedback on family learning skills
<p>Learning outcome</p>	<p>Learner (offender)</p> <p>Increased interest in learning and skills acquisition</p> <ul style="list-style-type: none"> Learner questionnaire Q4 Learner progression data Learner interviews Course engagement Library/ educational resource usage 	<p>Beginning and end of programme, or end of programme. Potentially ongoing</p> <ul style="list-style-type: none"> Increased in scoring on learner questionnaire, Q4 Learners enrolls on further courses within 1 month of completion Records of library and resource usage

Learning outcome	<p>Offenders' (child(ren))</p> <p>Increased interest in learning</p> <ul style="list-style-type: none"> • Child questionnaire • Family interviews • Feedback from child's school <p>End of programme</p> <ul style="list-style-type: none"> • Highlighting evidence of improved child engagement with school
Learning outcome	<p>Adult learners (offender and/ or other parent or guardian)</p> <p>More confident to act as child's first educator</p> <ul style="list-style-type: none"> • Learner questionnaire, Q4c • Adult family member feedback form • Child questionnaire • Learner interview • Family interview • Child interview • Feedback from child's School <p>End of programme</p> <ul style="list-style-type: none"> • % adults reporting greater confidence to support children's learning • Feedback from child's other guardian • Child's feedback on questionnaire
Learning outcome	<p>Adult learners (offender and/ or parent or guardian)</p> <p>Achievement of learning outcomes in accredited/ non-accredited learning</p> <ul style="list-style-type: none"> • Learner questionnaire pre-course Q5a and post-course Q5d • Tutor records <p>Questionnaire pre and post-course; Tutor records throughout the course</p> <ul style="list-style-type: none"> • Offender's perception of whether they have achieved their aims • Achievement rates of adult learners on FL programmes
Learning outcome	<p>Adult learners (offender and/ or parent or guardian)</p> <p>Progressed to English / Maths/digital learning programme</p> <ul style="list-style-type: none"> • Learner progression data <p>Post-course completion (1 month follow up)</p> <ul style="list-style-type: none"> • % of learners progressing from FL programmes to English/Maths/digital provision in prison • % learner progressing from FL programmes to English/Maths/ digital provision post release





Learning outcome	<p>Adult learners (offender and/or other parent or guardian)</p> <p>Progressed to other learning at a higher level</p> <ul style="list-style-type: none"> Learner progression data <p>Post-course completion (12 month follow-up)</p> <ul style="list-style-type: none"> % of learners progressing from FL programmes to other prison education courses. <p>% learner progressing from FL programmes to other learning at a higher level post release</p>
Wellbeing	<p>Adult learners (offender and/or other parent or guardian)</p> <p>Improved wellbeing</p> <ul style="list-style-type: none"> Learner questionnaire, Q1 Adult family member feedback form Interview with offender Interview with adult family member <p>Beginning and end of programme</p> <ul style="list-style-type: none"> Improved wellbeing between measures
Wellbeing	<p>Learner (offender)</p> <p>Demonstrates increased pro-social behaviour</p> <p>Reduced anti-social behaviour</p> <ul style="list-style-type: none"> Learner questionnaire, Q1 Tutor feedback form Incident log data Feedback form prison officer <p>End of programme</p> <ul style="list-style-type: none"> Change in subjective wellbeing, feedback demonstrating behavioural changes Corresponding reduction in anti-social incidents being reported
Reduced offending and anti-social behaviour	<p>Learner (offender)</p> <p>Reduced offending post-release</p> <p>Ministry of justice datablab</p> <p>Post programme (21 months after leaving prison)</p> <ul style="list-style-type: none"> Evidence of reduced offending in the year after release
Reduced offending and anti-social behaviour	<p>Offenders' child(ren)</p> <p>Reduction in likelihood of childhood delinquency/offending; increased pro-social behaviour</p> <p>Longitudinal 'through the gate' research including</p> <ul style="list-style-type: none"> Contact with child's school Family interviews <p>During and post programme (after twelve months of leaving prison)</p> <ul style="list-style-type: none"> Evidence of reduced anti-social behaviour in cohort of children involved in the programme <p>Long term reduction in detectable childhood delinquency/offending</p>

***Outcome categories:** Learner benefits; family relationships; relationship with child(ren); self-management and efficacy, children's attainment; educational progression; employment progression; health and wellbeing.