

# PERSONAL SOCIAL DEVELOPMENT CURRICULUM FOR WOMEN IN PRISONS

## Evaluation of Get Set for Success pilots

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HMP Eastwood Park

HMP/YOI Drake Hall

HMP & YOI Low Newton

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## FOREWORD

Learning & Work Institute has long-standing interest and expertise in offender learning. For many years, we have worked to influence policy makers and practitioners to improve the accessibility, range and quality of learning opportunities for offenders and ex-offenders in order to enhance their lives and ultimately reduce re-offending. We believe that learning can transform lives for the better and, in the case of learning for offenders, it is clear that these changes not only benefit the individual but also bring advantages to the whole community, as learning plays an important role in supporting rehabilitation.

Across England and Wales, just 5% of the prison population is female. This presents considerable challenges in providing women prisoners with the full range of learning and training programmes that are on offer in male prisons, while the often complex and multiple issues faced by women prisoners can act as a further barrier to them taking part in learning. Prison governors, responsible for determining their prison's learning and skills offer, are therefore keen to ensure that they develop a deliver a learning and skills offer that includes opportunities for those women who are not yet ready to engage in more formal learning.

In 2014, we were commissioned to develop and pilot a personal social development (PSD) curriculum for women in prisons - *Get Set for Success*. This report provides an independent evaluation of the pilots, gathering evidence from learners and practitioners at HMP/YOI Drake Hall, HMP Eastwood Park and HMP & YOI Low Newton. It seeks to identify the impact of the course upon those taking part, the circumstances under which it appears to make the greatest impact, and makes a series of recommendations for future development, adaption and roll out of the programme.

The results powerfully show that, engaging with a PSD curriculum, particularly when embedded into a whole organisation approach, can support women in prison to feel more positive about learning, work and social relationships, and to feel more self-confident and optimistic for their future. Inevitably however, any course of this nature also has the potential to result in a strong emotional response; and it is therefore vital that those delivering the curriculum have the skills and expertise to deal with this effectively, with strategies in place to manage distress and clear referral routes to wider sources of support.

We believe that the evidence and recommendations presented within this report provide useful insight into how the curriculum can work well and how it can be further developed and adapted to successfully support women in prison to rebuild their lives. And of course, PSD learning is not just valuable for women; we believe that *Get Set for Success* can also be successfully developed for use in the male prison estate and with young offenders. As we continue to develop and trial the curriculum, we are keen to continue working with education specialists, rehabilitation professionals and prisons governors, to ensure that together we can improve lives and reduce re-offending.



Dr Fiona Aldridge  
Assistant Director, Learning and Work Institute

## EXECUTIVE SUMMARY

### Introduction

In 2014, Learning and Work Institute (formerly NIACE) was commissioned by the Department for Business, Innovation and Skills (BIS) to develop, pilot and evaluate a personal social development (PSD) curriculum for women in prisons. Over the last year *Get Set for Success* has been piloted by OLASS providers at three women's prisons: HMP/YOI Drake Hall, HMP Eastwood Park and HMP & YOI Low Newton. Learning and Work's Research Team has undertaken an independent evaluation, gathering evidence from learners and practitioners in all three prisons. This report sets out the findings of the evaluation and identifies the circumstances under which the course appears to make the greatest positive impact.

### Methodology

The research comprised a five month investigation into the effectiveness of *Get Set for Success* in three women's prisons in England. A mixed methods approach was taken, combining the collection of both quantitative and qualitative data. In taking this approach, the evaluation sought to provide robust statistical data to demonstrate the extent to which the intensive programme impacted upon learners' attitudes and outlook across all participating pilot sites. To complement this, qualitative data collected provided a detailed examination of both the impact of the programme and the processes through which this impact was realised, thereby providing a holistic perspective on the overall effectiveness of the programme.

### Findings

The quantitative data showed an overall improvement in learners' attitudes towards learning, work, themselves and others, although none of these improvements were found to be statistically significant (which may reflect the limited timescale of the evaluation). There were, however, some significant differences in the way learners responded to some statements. Learners were more likely to agree that they would be able to get a job or go back to a job on release, that they understand what they need to do to achieve their goals, and that they feel optimistic about their future.

The majority of learners indicated through the survey that they had experienced a range of other outcomes as a result of the course. The results suggest that learners are more positive about learning, work and social relationships.

The qualitative evidence supports these findings, with learners and staff reporting that the course helped learners to become more aware of their thought patterns, values, beliefs, attitudes and behaviours. Levels of self-confidence and optimism for the future had also increased, enabling learners to consider how they could make the most of the services and support they had access to whilst in custody.

Tutors at all three prisons reflected on the potential for the course to result in a strong emotional response, and emphasised the particular skills and expertise needed by the tutor to manage this effectively. Staff at two of the prisons advised that the course should only be delivered at a time right for the individual learner, and that the course may not be suitable for women as soon as they arrive, due to the trauma and anxiety that many women experience. Staff at one prison also suggested that it may not be appropriate to offer the course to women serving short sentences, or offer the course at prisons with high churn. If there is insufficient

time to complete the whole programme, issues that begin to emerge may not be fully addressed and the course may do more harm than good.

The feedback gathered from staff and learners also suggest a number of changes should be made to the course materials before it is rolled out to other prisons.

## Conclusion

The pilots suggest the course works best:

- When it is delivered by a tutor with appropriate training in and experience of teaching PSD skills.
- When it is delivered towards the beginning of prisoners' sentences, to enable them to take full advantage of the services and support available in custody.
- In prisons with more stable populations where tutors and other professionals can work with and support learners over a longer period of time.
- Where PSD learning is embedded into the culture of a prison and information is shared by different departments/services in order that PSD skills needs or improvements can be identified and monitored.
- Where it is supported by other individuals and other departments/services in the prison.
- Class groups are consistent so that ground rules can be successfully established and trust can be developed.

The pilots suggest the course will have less success:

- If it is delivered by a tutor who is not appropriately trained or experienced in teaching PSD skills.
- If it is delivered to prisoners' too soon in their sentence. Prisoners should be given time to settle into the environment and overcome the shock of being in prison.
- In prisons with high churn and less stable populations, as this limits the timeframe within which tutors and other professionals have to work with learners, and may impact on the consistency and effectiveness of the support learners receive.
- Where PSD learning is not embedded into the culture of the prison and not supported by other departments/services.
- If there is change in the class group, as this could inhibit learners' ability to openly discuss experiences and opinions.

## Recommendations

1. Women in prison should have access to PSD learning to support them to engage and progress with other learning and work opportunities.
2. PSD provision should only be delivered by tutors who have appropriate training and experience.
3. Learners should complete *Get Set for Success* towards the beginning of their sentence but not necessarily at induction.
4. Prisons should consider other individuals and services that could support PSD courses.
5. Where possible, the class should be consistent until the course is completed, to ensure that trust with the tutor and other learners can be established.
6. A whole organisation approach should be taken to developing and assessing PSD skills.
7. Learning and Work Institute should review and make changes to the course materials and guidance notes in light of feedback.

## INTRODUCTION

Learning and Work Institute (L&W) is 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 experiences of learning and employment. What we do benefits individuals, families, communities and the wider economy.

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

The Institute has a long-standing interest and involvement in offender learning. Our work influences policy makers and improves the accessibility, range and quality of learning opportunities for offenders and ex-offenders to enhance their lives and reduce re-offending. We deliver this through research and development, as well as involvement in policy and public affairs. Our work has made a positive impact on curricula, resources and the development of good practice, and promotes the learner voice to strengthen offender learning policy and practice.

In 2014, the Institute was commissioned by the Department for Business, Innovation and Skills (BIS) to develop, pilot and evaluate a personal social development (PSD) curriculum for women in prisons. This was in response to a request from the then Minister of State for Justice and Civil Liberties (Simon Hughes, MP). The development of the new course, *Get Set for Success*, was informed by the insights of Offender Learning and Skills Service (OLASS) providers into the PSD needs of women prisoners and the offender learning context, as well as findings from NIACE's research on learning provision for women in prison<sup>1</sup> and the impact of PSD learning<sup>2</sup>. We worked with OLASS providers to determine the most effective format through which the course could be delivered, and developed new tools and advice to support OLASS practitioners to make reliable initial and summative assessments of PSD skills through learner observation.

Over the last year *Get Set for Success* has been piloted by OLASS providers at three women's prisons: HMP/YOI Drake Hall, HMP Eastwood Park and HMP & YOI Low Newton. L&W's Research Team has undertaken an independent evaluation, gathering evidence from learners and practitioners in all three prisons. This report sets out the findings of the evaluation and identifies the circumstances under which the course appears to make the greatest positive impact. It is hoped that this evidence will inform any future development, adaptation and roll out of the programme.

## Context

Women make up around 5 per cent of the total prison population in England and Wales<sup>3</sup>. Research evidence and statistics show that there are fundamental differences between men and women offenders. For example:

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<sup>1</sup> Dixon, A. and Jones, E. (2013) *Learning for women in prison: the role of learning and skills in responding positively to the issues and circumstances faced by women in prison* [http://shop.niace.org.uk/media/catalog/product/l/e/learning\\_for\\_wip\\_v3\\_final.pdf](http://shop.niace.org.uk/media/catalog/product/l/e/learning_for_wip_v3_final.pdf)

<sup>2</sup> Jones, E. and Dixon, A. (2014) *The impact of personal social development learning for offenders* [http://shop.niace.org.uk/media/catalog/product/t/h/the\\_impact\\_of\\_personal\\_social\\_development\\_learning\\_for\\_offenders.pdf](http://shop.niace.org.uk/media/catalog/product/t/h/the_impact_of_personal_social_development_learning_for_offenders.pdf)

<sup>3</sup> On 30 September 2015, there were 3,888 women in prison. Ministry of Justice (October 2015) *Offender Management Statistics Quarterly* <https://www.gov.uk/government/statistics/offender-management-statistics-quarterly-april-to-june-2015>

- Women tend to be convicted for less serious and non-violent offences. In 2014, 14% of women who entered custody under sentence were convicted of violence against the person, compared with 20% of men. In the same year, 41% of women entered custody sentenced for theft and handling stolen goods, compared with 21% of men<sup>4</sup>.
- Women tend to serve shorter sentences, due to the nature of their crimes. In 2014, approximately three out of five (58%) sentenced women entering prison were serving six months or less<sup>5</sup>.
- More than half (53%) of women in prison have experienced emotional, physical or sexual abuse as a child, compared to 27% of men in prison<sup>6</sup>.
- Over half of the women in prison report having suffered domestic violence<sup>7</sup>.
- Women in prison are more likely to experience mental health issues. 46% of women prisoners in a Ministry of Justice study reported having attempted suicide – more than twice the rate of male prisoners (21%). The same study also reported that around half (49%) of women prisoners were assessed as suffering from anxiety *and* depression, compared with 23% of male prisoners<sup>8</sup>.

The smaller number of women prisoners limits the differentiation across prisons (for example, by length of sentence, seriousness of offence, distance from release) that is possible across the male prison estate. 'This makes the provision of and access to the full range of remedial, rehabilitative and learning and training programmes even more difficult to organise'<sup>9</sup>. Furthermore, shorter sentences can impact women's opportunity to begin and complete education courses.

Baroness Corston's review of women with particular vulnerabilities in the Criminal Justice System highlighted a lack of 'emotional literacy' in education provision and called for education to support women to develop 'life skills', such as 'how to live as a family or group, and how to contribute to the greater good'<sup>10</sup>. Corston made the case for prisons to take a woman-centred approach to education and skills, so that each woman is assessed individually to ensure that the learning she participates in addresses her specific needs. She also recommended the 'unitisation of recognised qualifications as additional stepping-stones so that small steps can be recognised and rewarded'<sup>11</sup>. Other studies have found that 'bite-sized' or 'taster' courses are one way in which the barrier of short sentences can be overcome<sup>12</sup>.

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<sup>4</sup> Ministry of Justice (2015) *Offender Management Statistics Annual Tables* <https://www.gov.uk/government/statistics/offender-management-statistics-quarterly-october-to-december-2014-and-annual>

<sup>5</sup> Ibid

<sup>6</sup> Ministry of Justice (2012) *Prisoners' childhood and family backgrounds* [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/278837/prisoners-childhood-family-backgrounds.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278837/prisoners-childhood-family-backgrounds.pdf)

<sup>7</sup> Ministry of Justice (2010) *Breaking the Cycle: Effective Punishment, Rehabilitation and Sentencing of Offenders* <http://webarchive.nationalarchives.gov.uk/20120119200607/http://www.justice.gov.uk/consultations/docs/breaking-the-cycle.pdf>

<sup>8</sup> Ministry of Justice (2013) *Gender differences in substance misuse and mental health amongst prisoners* [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/220060/gender-substance-misuse-mental-health-prisoners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/220060/gender-substance-misuse-mental-health-prisoners.pdf)

<sup>9</sup> NIACE (2012) *Freedom to learn*. Leicester: NIACE, p. 7

<sup>10</sup> Home Office (2007) *A report by Baroness Jean Corston of a Review of Women with Particular Vulnerabilities in the Criminal Justice System* [www.justice.gov.uk/publications/docs/corston-report-march-2007.pdf](http://www.justice.gov.uk/publications/docs/corston-report-march-2007.pdf), p.44

<sup>11</sup> Ibid, p.45

<sup>12</sup> For example, O'Keeffe, C. (2003) *Moving Mountains: Identifying and addressing barriers to employment, training and education from the voices of women (ex) offenders*. Sheffield: Sheffield Hallam University.

While Ofsted's recent annual report identified examples of good practice in women's prisons<sup>13</sup>, the often complex and multiple issues faced by women prisoners can act as a barrier to their engagement in learning and skills provision. Prison governors, responsible for determining their prison's learning and skills offer are consequently keen to offer pre-engagement learning that can support women who are not ready to take on the more formal vocational skills elements of the OLASS offer.

### Personal Social Development (PSD) learning

PSD learning addresses diverse learning needs such as how to deal with problems, working with others, behaving appropriately, managing feelings, presenting one self and communicating effectively. It can be particularly helpful for learners who have:

- not had the opportunity to acquire PSD skills previously;
- lost PSD skills over time due to long term unemployment and isolation within their community; or
- adopted behaviours and attitudes in response to chaotic or challenging environments.

Despite its many benefits, it is apparent that PSD learning is only rarely commissioned, and hence available, through OLASS. The learning within OLASS that is currently termed PSD is generally non-formal learning such as craft and art classes. Whilst these forms of learning are helpful in engaging some learners and developing some PSD skills as a by-product, the lack of an explicit focus on developing PSD skills makes the acquisition of these skills inefficient. In the few instances where PSD learning is more explicit, OLASS providers report considerable benefits to female prisoners<sup>14</sup>.

Funding for PSD activity in prisons is not ring-fenced. However, OLASS providers have freedoms and flexibilities in the allocation of funding for PSD, which should be negotiated and agreed between the lead governor and provider at each group of prisons. Since the introduction of OLASS 4, some prisons have raised concerns that the new arrangements prevent them from offering women prisoners the amount of pre-engagement – or PSD – learning they feel is needed. This is in part due to courses that lead to qualifications being prioritised within budgets where non-regulated learning is not ring-fenced. In response to this, BIS, in response to a request by the then Minister of State for Justice and Civil Liberties (Simon Hughes, MP) and with the full support of the National Offender Management Service (NOMS), commissioned NIACE to develop, pilot and evaluate a PSD curriculum for women in prison.

### Development of the curriculum

Although there is no national standard or core curriculum for adult PSD, there is widespread consensus amongst learning and healthcare practitioners about what the content of PSD courses should be. NIACE<sup>15</sup> worked with OLASS PSD practitioners and managers to identify a sub-set of this content to meet the needs of women in prison. We also sought and took

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<sup>13</sup> Ofsted (2015) *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2014/15* [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/480959/Ofsted\\_annual\\_report\\_education\\_and\\_skills.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/480959/Ofsted_annual_report_education_and_skills.pdf)

<sup>14</sup> Jones, E. and Dixon, A. (2014) *The impact of personal social development learning for offenders* [http://shop.niace.org.uk/media/catalog/product/t/h/the\\_impact\\_of\\_personal\\_social\\_development\\_learning\\_for\\_offenders.pdf](http://shop.niace.org.uk/media/catalog/product/t/h/the_impact_of_personal_social_development_learning_for_offenders.pdf)

<sup>15</sup> The development of the curriculum was overseen by NIACE's Head of Learning for Unemployed Adults, who was not part of the research team that undertook the subsequent evaluation.

account of feedback from the Prisoner Learning Alliance (PLA), PSD providers and practitioners within the wider skills sector and other stakeholders.

The final course, *Get Set for Success*, comprised of four modules:

1. Developing ourselves
2. Dealing with problems
3. Managing social relationships
4. Working with others

The first module needed to be relevant and engaging for all learners, accessible for learners with lower level skills (Entry Level 3) and useful as a means of distinguishing capability. Following feedback received from OLASS PSD practitioners, modules 1 and 2 of the course focused on the individual; module 3 focused on interactions with partners and family members; and module 4 focused on interactions with a wider group. The content of module 1 on thoughts, beliefs and values was designed to enable learners to better understand why they think, behave and feel the way they do, whilst the content on self-esteem, self-acceptance, ways of thinking, motivation and self-development was designed to equip learners to better respond to real life challenges. Consequently, it was intended that learners would draw heavily upon what they learnt in the first module when tackling the real life issues set out in modules 2, 3 and 4.

Theoretical principles of Cognitive Behavioural Therapy (CBT) underpinned the course's description of the links between thoughts, beliefs and values and behaviour and feelings. Materials were developed to adhere to the PHSE Association principles of good PHSE education. In particular, NIACE ensured that the materials took a positive approach which did not intend to induce shock or guilt and focused on what participants could do to keep themselves and others healthy and safe, and to lead confident and fulfilling lives.

It was likely that that the course would be offered to prisoners within a few weeks of arriving. Module 1 in particular did not make references to topics and issues that might cause distress, for instance families and children. As within any PSD provision, it is possible that learners may reflect on distressing issues and experiences without prompting. NIACE therefore advised that tutors should ensure they had strategies and support in place to manage any distress or strong emotions. The course included the development of ground rules in the first section as these can be useful in managing the reactions of other learners to any learner disclosure. NIACE also recommended that the course should be delivered by tutors already trained in dealing with emotions and those who had clear referral routes to helplines, listeners, therapeutic support, healthcare and Assessment, Care in Custody and Teamwork (ACCT) procedures. NIACE advised that tutors and facilitators should be aware of their obligations regarding reported disclosures of abuse and women needed to be made aware of this at the outset.

The published learning materials were divided into the four modules of the course. Each module was sub-divided into sections. Each section followed the same format:

- Section title and contents page
- Tutors notes for the section
- Learner notes
- Reflective diary sheet

While the materials were developed centrally for consistency, tutors were encouraged to add content and activities that were relevant to their context and learners. Learning activity suggestions, as well as extension activities, were made in the tutor notes and tutors were given the freedom to adapt these to suit the needs of specific groups and individuals. Where opportunities existed, tutors were encouraged to work with other departments (for example, the library, vocational workshops, the gym) to embed some of the content within other activities, therefore enabling learners to apply the skills they had developed.

### **Delivery funding**

OLASS providers receive a budget allocation from the Skills Funding Agency. Providers draw down this budget through reporting participation and achievement. As *Get Set for Success* could be classified as pre-employment support to enable adults to re-engage with learning, providers could choose whether to deliver it through a combination of regulated qualifications and units, or non-regulated provision.

To support providers to deliver the course through regulated qualifications and units, NIACE identified where the course aligned with unit learning outcomes of fundable regulated qualifications.

To enable providers to deliver the course as non-regulated provision, NIACE developed learning outcomes and assessment criteria from which providers could develop learning aims to be used in the Recognising and Recording Progress and Achievement (RARPA) process. We recommended that providers gave every learner a completion certificate following this validation process.

There is no separate funding allocation for non-regulated provision and decisions to use OLASS funding for non-regulated provision should be part of the commissioning discussion with the governor/lead governor at each prison. Most governors specify how much of the OLASS budget should be aligned to regulated qualifications and how much should be aligned to non-regulated provision. However, as the pilot took place mid-way into the academic year, the majority of their OLASS budget had already been earmarked for other skills delivery. Consequently, this placed a limit on the number of times the course – and the number of modules – could be run. Decisions as to whether *Get Set for Success* should be delivered through regulated qualifications or non-regulated provision were generally based pragmatically on what parts of the budget remained unallocated, rather than what they would do in ideal circumstances.

## METHODOLOGY

The research comprised a five month investigation into the effectiveness of *Get Set for Success* in three women's prisons in England. The evaluation was undertaken by L&W's Research Team who were not involved in the development of the course.

A mixed methods approach was taken, combining the collection of both quantitative and qualitative data. In taking this approach, the evaluation sought to provide robust statistical data to demonstrate the extent to which the intensive programme impacted upon learners' attitudes and outlook across all participating pilot sites. To complement this, qualitative data collected provided a detailed examination of both the impact of the programme and the processes through which this impact was realised, thereby providing a holistic perspective on the overall effectiveness of the programme.

### Quantitative data

Quantitative data relating to learners' attitudes towards learning, employment, engagement with their peers, self-efficacy and resilience were collected from all learners participating in the programme.

To establish a baseline, learners were asked to complete a paper-based questionnaire at the beginning of the course. This questionnaire included a list of statements relating to the learning outcomes of the course and learners were asked to indicate how far they agreed with each statement on a six point scale (a copy can be found at Appendix 1)<sup>16</sup>. In order to measure distance-travelled, learners completed the same questionnaire at the end of the course. This summative questionnaire included an additional self-assessment section, enabling learners to indicate further outcomes they had experienced as a result of participating in the course.

Table 1 below summarises the quantitative data included in the analysis, by site.

**Table 1: Quantitative data collected from learners by site**

Prison	Number of questionnaires	
	Beginning	End
HMP/YOI Drake Hall	66	41
HMP Eastwood Park	5	9
HMP & YOI Low Newton	62	50
TOTAL	133	100

All quantitative data were entered into SPSS<sup>17</sup> for analysis. Within our analysis, significance testing has been undertaken and differences in the data that have been found to be statistically significant have been highlighted.

### Qualitative data

Qualitative data were collected from all stakeholders involved in the programme, including learners, tutors and education/OLASS managers.

<sup>16</sup> In this study they showed good internal consistency (Cronbach's alpha = .89)

<sup>17</sup> SPSS is a software package used for statistical analysis.

During the implementation of the PSD programme, researchers kept in touch with providers and practitioners via email and telephone, to ensure the courses were continuously monitored, reviewed and adapted if necessary.

At the end of the course, researchers visited each pilot site to collect feedback from stakeholders. One focus group was carried out with learners at each of the prisons. Learners were asked to reflect on: their initial expectations of the course, the difference the course had made to them, and how it might impact upon them in the future. Learners were also invited to comment on the running of the course: what worked well and how it might be improved.

Focus groups or interviews were carried out with tutors and/or education managers at each prison. Discussion topics included: approaches taken to setting up and delivering the learning programme; what worked well; the challenges they faced; what impact (if any) the pilots had already had on learners, staff and the prison; and how the curriculum could be further developed/improved. Staff were also asked to consider the extent to which the course was relevant to women prisoners and how far it could be transferred to different settings.

### **Limitations of the data**

Identifying the impact of the course is complex. At this stage, it is only possible to identify the immediate outcomes of the course. It is too early to identify the overall consequences and longer term effects of the course. If the programme is rolled out to more prisons in the future, this would enable a larger scale evaluation to be undertaken over a longer time period, which would ensure that medium and longer term impacts, such as reducing reoffending, could be captured.

While the research provides indicative evidence of the impact of the course, the evaluation did not include a control group. This limits our ability to fully attribute changes to the course, and these changes may have come about as a result of other contributing factors, such as the prison's learning culture and additional learning and support services available.

The original evaluation strategy anticipated that 70 learners from each site would participate in the programme, making a total of 210 learners. As Table 1 above demonstrates, this sample size was not achieved for a number of reasons, principal among which was the number of courses each site ran. HMP Eastwood Park only trialled the first one-week module of the course. The distance-travelled of these learners, therefore, might be expected to be less than learners who progressed to subsequent modules.

## HOW THE COURSE WORKED IN DIFFERENT CONTEXTS

There were some key differences in the delivery of *Get Set for Success* at each prison. A summary of the approach taken at each pilot site is provided below.

### HMP/YOI Drake Hall

HMP/YOI Drake Hall is a closed women's prison in Staffordshire. The prison has capacity to accommodate up to 315 adult and young women and usually receives women from other prisons. Since 2009, the prison went from being a semi-open to a closed prison. The prison still has a fairly open environment whereby women are not locked in cells and wings but are free to move about inside the fence.

Module 1 of *Get Set for Success* was incorporated into the women's one-week induction programme, which commences a few days after they arrive at the prison. The module was run in the mornings of this week and was mandatory for all new arrivals; women had to complete the module before engaging with other education courses. The course tutor liaised with other services in the prison to ensure that the course was uninterrupted and other appointments or inductions (for example, appointments with solicitors, social services and healthcare services) were organised outside of the course timetable. Class sizes reached up to 22 learners and more than 100 learners completed module 1 of the course.

The course tutor ensured that all worksheets were completed, whilst also making the learning varied and interactive with group discussions and PowerPoint slides. This approach was welcomed by learners who felt that the discussions enabled them to put aspects of their learning into practice.

Throughout the week, the course tutor observed and assessed the learners, identifying PSD skills needs and assigning learners onto modules 2-4 where a skills need was identified. Modules 2-4 were provided through an 18-hour tutor led course. These modules were mandatory for learners who were assigned to them and had to be completed before learners could move on to other education provision. Class sizes for these modules were smaller than for the first module.

Some learners, who were not assessed as having PSD skills needs, were still keen to complete modules 2-4 of the course. In these instances the tutor provided them with the learning materials and supported them to work through the course independently. The tutor made herself available for any queries and to discuss particular aspects of the material. Education staff felt it was important for peer mentors to work through the course material as well, so they understood the content and could more effectively support other learners. They also completed the course independently, with support from the tutor.

Prison departments and services at HMP/YOI Drake Hall record information about individuals on a central system. The course tutor used this system to report on learning outcome achievements and track the behaviour of learners, which informed decisions on whether the learner needed to progress to modules 2-4. Though this was very time consuming for the tutor, she found it was particularly useful in identifying skills needs. She also found that feedback from different services in the prison encouraged learners, building their confidence and sense of achievement. This approach also had the benefit of creating a whole prison approach to the course, whereby the learner was observed in daily life, and not only in the class. This helped establish and reinforce learning outcomes gained through the course, and

create a culture in the prison focused on encouraging the positive use of PSD skills in all situations.

The success of the pilot at this prison has resulted in a decision to continue delivery of *Get Set for Success*. The OLASS provider, Milton Keynes College, is keen to explore options for making the course more widely available, for example in Young Offenders Institutions.

### **HMP & YOI Low Newton**

HMP & YOI Low Newton is a closed women's prison in Durham. The prison has capacity for 344 adult and young women, holding both remand and sentenced prisoners, including those serving a life sentence.

The first module of *Get Set for Success* was run in place of their existing weeklong induction programme, *The Bridge*. The module was mandatory for all new arrivals and run all day for that week; although learners were allowed to go to other appointments they were assigned to if necessary.

The course tutor found that the materials needed more differentiation within them, as they were not necessarily suitable for learners with different learning styles. She therefore incorporated additional exercises and activities in order to engage learners more effectively, drawing on resources and PowerPoint slides used as part of *The Bridge* programme. This was done in conjunction with the course materials provided, to ensure the content was fully covered.

Modules 2-4 of the course were advertised to learners so they could sign up by choice. Class sizes were significantly smaller for these modules, with one class consisting of only two learners.

Since the completion of the pilot, HMP & YOI Low Newton has continued to deliver *Get Set for Success*. Due to the positive impact the course can make to learners' attitude towards learning and work, the prisons offers the course at the start of the learner's arrival, although not as an induction.

### **HMP Eastwood Park**

HMP Eastwood Park is a closed local women's prison in Gloucestershire. It has capacity for 362 women and holds both remand and sentenced prisoners. It has a number of wings including a mother and baby unit for up to 12 mothers. The average stay at Eastwood Park is between 35 and 45 days.

At HMP Eastwood Park, module 1 of *Get Set for Success* was run twice to a total of 10 learners. Education staff selected individual learners to take part and also advertised the course in the library. Seven learners were recruited to the first group, with five completing the course, and five learners were recruited to and completed the second group. While modules 2-4 were not delivered by tutors, some learners worked through the materials independently.

Due to the average stay at the prison being relatively short, the course had to be delivered intensively, within one week. It was challenging for staff to timetable this as English and maths learning is also a priority. This was particularly the case for women who had tested positive for illegal substances on entering the prison, as they were provided with support interventions while they recovered before they were able to join the rest of the prison population. This

limited the time period in which the tutors could deliver the PSD course to the learners even further.

Since the completion of the pilot, HMP Eastwood Park has not continued to run the course. While staff see the value of PSD provision, they expressed concern about their ability to effectively deliver the course due to time and resource constraints. Firstly, they felt the relatively short stays of prisoners limits the effectiveness of a course such as this, and that the course would make more difference if available at larger establishments with a more settled population. If the course was delivered over a longer time period, this would allow for learners to be signposted to and access support services. Secondly, they estimate that for a course such as this with implications for safeguarding, at least two tutors would be required for eight learners (a ratio of 1:4). In contrast to staff at HMP/ YOI Drake Hall, staff at HMP Eastwood Park do not feel it would be appropriate for peer mentors to support the course as they do not have the necessary skills to deal with some of the topics explored.

## OUTCOMES EXPERIENCED BY LEARNERS

### Changes in attitude

This section presents evidence on the difference the PSD course made to learners' attitudes towards learning, employment, engagement with their peers, self-efficacy and resilience. The discussion is informed by the quantitative data collected before and after the course through learner questionnaires, which required learners to indicate how strongly they agreed or disagreed with a series of statements, on a six point scale. The statements in the questionnaire can be divided into four categories: statements that relate to learning, work, self and others. Responses to each statement were given a score: a score of 6 was given where a learner 'strongly agreed' with a statement and a score of 1 was given where a learner 'strongly disagreed' with a statement. Therefore, we would wish to see an increase in the score between the two time points if the course positively improved attitudes<sup>18</sup>. Scores are reported as percentages of the possible total (i.e. maximum score=100).

### Learner starting points

In response to the initial questionnaire, learners scored an average (mean) of 85 per cent<sup>19</sup> (see Figure 1 below). Learners were most likely to respond positively to statements about learning, with a mean score of 89 per cent. Learners scored an average of 85 per cent across statements relating to work, self and others.

### Distance-travelled by the end of the course

Responses to the second questionnaire show that learners' overall attitude had improved, scoring an average of 87 per cent<sup>20</sup>. Learners' scores increased the most in response to statements about attitude towards self (mean score 89 per cent). The data also indicate that learners' attitudes towards work, others and learning also improved (with mean scores of 88 per cent, 88 per cent and 91 per cent respectively). However, none of these improvements in attitude were found to be statistically significant<sup>21</sup>.

There were some significant differences in the way learners responded to some statements. Data show that there is a positive, statistically significant difference, between learners' attitude towards being able to get a job or go back to a job on release<sup>22</sup>. They were also more likely to agree that they understand what they need to do to achieve their goals<sup>23</sup> and feel optimistic about their future<sup>24</sup>.

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<sup>18</sup> It is not possible for the instrument to capture any improvement for learners who initially score a 6

<sup>19</sup> Standard deviation=11.9

<sup>20</sup> Standard deviation=13.6

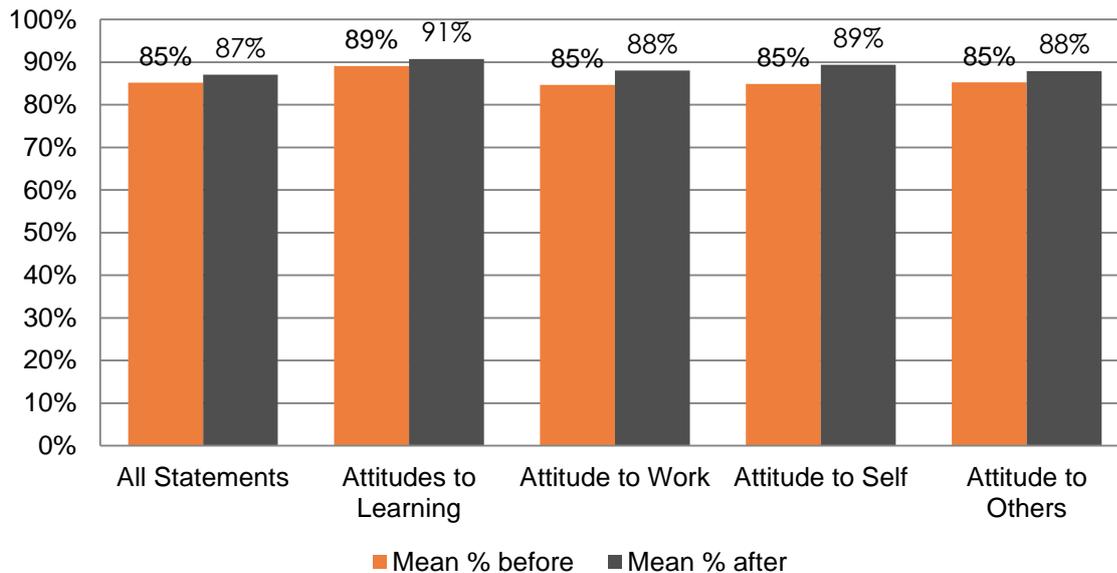
<sup>21</sup>  $p = .063$  (Wilcoxon signed rank test of matched pairs T test). Due to the small sample size of matched pairs ( $n=68$ ) and the fact that  $p$  approaches significance (at level of .05), we cannot conclude that there is no significant difference, just that one was not found.

<sup>22</sup>  $p = .002$  (Wilcoxon signed rank test of matched pairs )

<sup>23</sup>  $p = .030$  (Wilcoxon signed rank test of matched pairs)

<sup>24</sup>  $p = .033$  (Wilcoxon signed rank test of matched pairs)

**Figure 1: Learners' mean scores to attitude questionnaire, before and after the course**



Base: all learners=133

### Self-reported outcomes

As part of the end-of-course questionnaire, learners were asked to indicate whether they had experienced any additional outcomes as a result of taking part. As Figure 2 below shows, the majority (87 per cent) of learners indicated that they had experienced at least one outcome by the end of the course.

Learners were most likely to have made new friends as a result of the programme (84 per cent), while 80 per cent of learners indicated that they now intend to get a job on release<sup>25</sup>.

Just over three-quarters (77 per cent) of learners reported that they are more confident in their ability to learn and feel motivated to learn, with 75 per cent intending to progress to further learning. Over a third (37 per cent) had already taken action and signed up to a course.

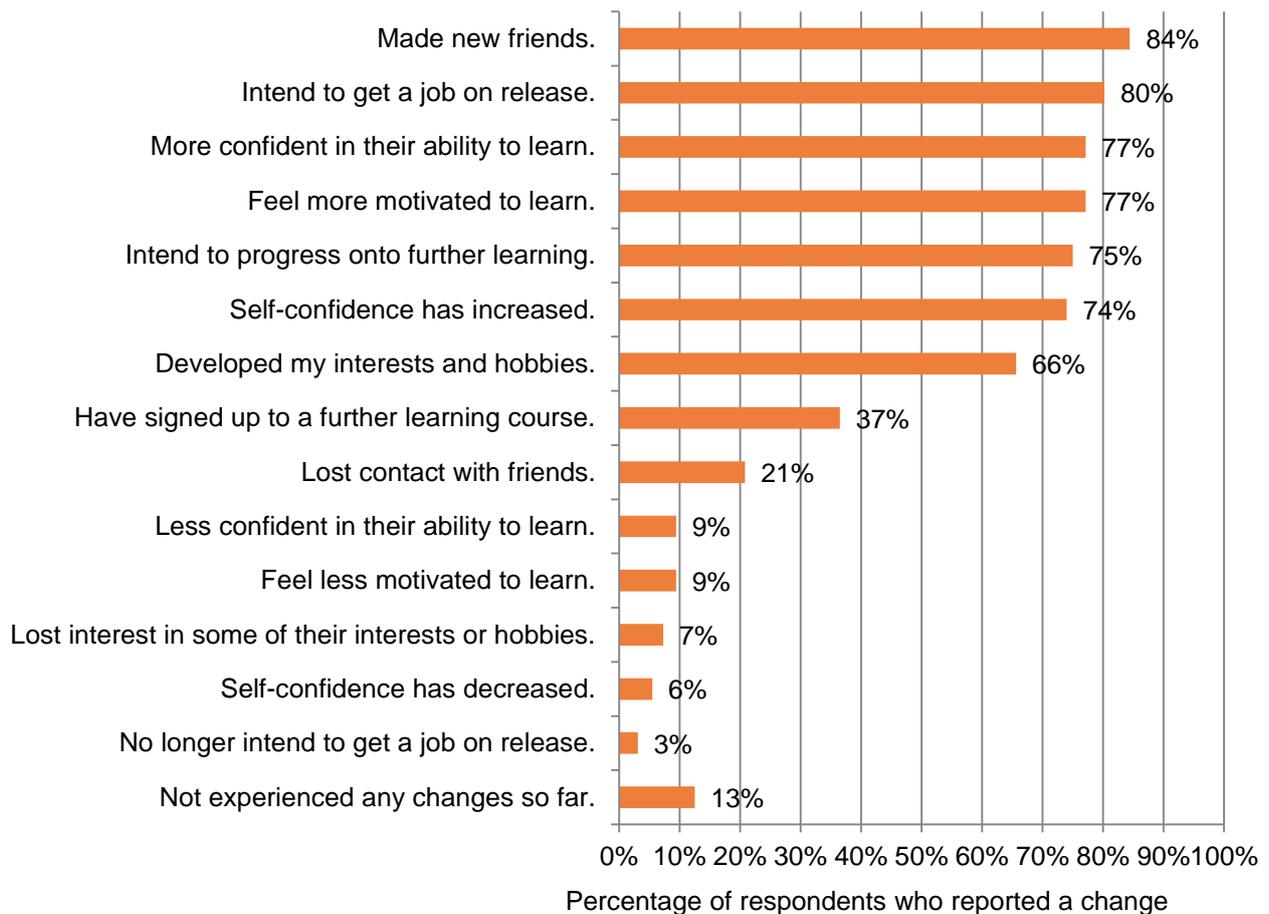
Nearly three-quarters (74 per cent) of learners reported an increase in their self-confidence and two thirds (66 per cent) developed interests and hobbies as a result of taking part in the course.

Not all outcomes reported were positive, however. Just over one-fifth (21 per cent) of learners reported losing contact with friends (although this could be interpreted as a positive or negative change depending on the nature and influence of these relationships). A small proportion (nine per cent) indicated that they feel less confident in their ability to learn and feel less motivated to do so<sup>26</sup>. Seven per cent reported that they had lost interest in some of their hobbies and six per cent said that their self-confidence had decreased. Three per cent no longer intend to get a job on release.

<sup>25</sup> It should be noted that this figure does not necessarily represent a change and it is possible that learners intended to get a job on release prior to the course

<sup>26</sup> It is to be expected that a PSD course will challenge learners in ways that expose anxieties related to learning. This highlights the need for tutors and/or support staff to have time to support learners to address these challenges.

**Figure 2: Outcomes experienced by learners**



Base: all respondents who answered question=96

### Qualitative feedback

Many of the outcomes identified through the quantitative evidence are supported by the qualitative evidence gathered through interviews and focus groups. Learners from all three prisons reported that the course had helped them become more aware of their thought patterns, as well as the values and attitudes they held. They also felt that their levels of self-confidence and optimism for the future had increased as a result of taking part. This has enabled some learners to consider their goals and how they can begin to work towards them during their sentence.

*'Everything revolves around confidence. You need build up confidence to further go forward. So to have something like this will be rewarding.'* Learner, HMP Eastwood Park

*'This course has made me feel much brighter in myself and I feel a lot more confident.'* Learner, HMP/YOI Drake Hall

*'I really enjoyed this class. The tutors are really good and make your time very enjoyable. I also learnt a lot about myself and sometimes I will stop and think about a situation now.'* Learner, HMP & YOI Low Newton

*'I really enjoyed this course and it has helped me realise my goals and what I want to achieve whilst here and when I leave.'* Learner, HMP/YOI Drake Hall

This was also reflected by Education staff at HMP/YOI Drake Hall and HMP & YOI Low Newton, who reported that learners' confidence, self-esteem and assertiveness improved as a result of the course. They explained that the course enabled learners to take stock of their situation and identify a helpful way forward, which effectively tied in with the aims of the prisons' induction programmes.

*'Confidence and self esteem has been built up. [The course] provided them with a path to follow, and helped them to see the prison and the things available to them to help them. The purpose of the induction is to get them to accept their circumstances and move forward.'* Course Tutor, HMP/YOI Drake Hall

Participating in the course founded and solidified friendships amongst learners, which was found to be particularly valuable at induction. The course helped to create a supportive atmosphere and increase understanding between different learners. Staff and learners at all three prisons emphasised the importance of keeping classes consistent to ensure the safety of learners and develop trust.

*'A course like this breaks down barriers and allows them to sympathise with others.'* Course Tutor, HMP Eastwood Park

Staff at HMP/YOI Drake Hall reported that delivering *Get Set for Success* directly contributed to an increase in the uptake of courses delivered by the Education Department<sup>27</sup>. They explained the course helped prepare the learners, as they gained an understanding of what was expected from them in the classroom setting and motivated them to enrol on and complete courses. The course, delivered as part of induction, also helped them to settle into the culture at HMP/YOI Drake Hall, as women are responsible for moving around the prison rather than being escorted by officers as they would be at some other prisons.

*'I think it prepares them for learning. It helps them blend into the prison more. Most come from locked up to open conditions. They have to take responsibility for themselves and for their actions, which they are not used to. The course helps them blend with the prison at induction. It helps them understand what they can do and what they can't do.'* Course Tutor, HMP/YOI Drake Hall

*'It made me want to do more; just done my English after, just got me in the routine of doing courses.'* Learner, HMP/YOI Drake Hall

Tutors at all three prisons reflected on the potential for the course to result in a strong emotional response, and the skills needed for the tutor to effectively manage this. At HMP Eastwood Park, two learners dropped out of the course due to their reaction to some of the topics covered. Staff at this prison expressed concern that the course had potential to result in harm to learners and cause safeguarding issues. This is particularly the case for women who have recently entered prison and may be affected by the trauma of being separated from children and family. For this reason, education staff at HMP & YOI Low Newton recommended that the course is only offered to learners once they have settled into the prison regime, and that it is only delivered by PSD specialists. This also emphasises the importance of ensuring that tutors have appropriate skills and support to deal with this.

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<sup>27</sup> This has been reported in the Education Department's Self Assessment Report

*'It's a bit draining at first, because when you land here there's a lot to take in. Straight away it is a bit much.'* Learner, HMP/YOI Drake Hall

*'When the women first come in they are going through a grieving process. They need to adjust, and they have a huge sense of loss. To put them into intensive learning is just too much.... A PSD background is really important as it takes the lid off to deal with emotions.'* Course Tutor, HMP & YOI Low Newton

Staff at HMP Eastwood Park also explained that women serving very short sentences may not benefit from the course because the prison does not have sufficient time to support them to confront issues and work through them before release. One learner at this prison described the one week course being enough time to 'break' but not 'rebuild' them.

*'The course is great but I have seen people be really shaken by the things it brought up. Shorter term sentences are not enough time to get support after... it opens a Pandora's box.'* Learner, HMP Eastwood Park

Due to the challenging nature of the course, staff and learners from all three prisons reported that the course was tiring for learners. The intensity of delivery can also be very tiring for tutors.

*'I was going to the wing shattered every day.'* Learner, HMP Eastwood Park

*'Teaching thinking skills is draining. The women have disassociated and don't like to think, so making them think is very hard work.'* Course Tutor, HMP & YOI Low Newton

### **Whole organisation approach to tracking learner outcomes**

Education staff at HMP/YOI Drake Hall and HMP & YOI Low Newton discussed the importance of taking a whole organisation approach to developing and assessing PSD skills, in order that the outcomes of learning could be tracked. The central information system at HMP/YOI Drake Hall, which can be accessed by different departments and services, enabled the tutor to identify PSD skills needs and track the progress of individuals during and after the course. The tutor also reported that learners found receiving feedback from staff in different roles motivating, and arguably could have contributed to improved outcomes. The tutor was also part of the Multi Agency Safeguarding Hub (MASH) group. She reported that during the pilot, the number of women identified as being at risk of self-harm fell. It is not possible with the evidence available to assess how far this outcome could be attributed to the PSD course, but the tutor felt that it had contributed greatly.

The course tutor at HMP & YOI Low Newton also stated the importance of taking a whole organisation approach to PSD. She explained that PSD learning should be embedded into the culture of the whole prison in order that learning aims could be reinforced, therefore improving learner outcomes. The tutor highlighted the challenges in assessing an individual's PSD skills needs or outcomes, if they were not observed outside of the classroom. Without a shared system, such as the one used at HMP/YOI Drake Hall, it was difficult to know whether learners were applying the skills they had developed.

## FEEDBACK ON THE DELIVERY OF THE COURSE

### Tutor skills and experience

Staff and learners at all participating prisons emphasised the role of the tutor being critical to the successful delivery of the course. They explained that tutors should be trained and have experience in teaching PSD and/or working with vulnerable groups. This is to ensure that activities are led sensitively, that challenging behaviour is effectively managed, and that any disclosures are dealt with appropriately. Tutors expressed some concern that the line between a learning course and therapeutic intervention could easily be blurred, and that tutors needed to know how to 'open the box and close it again' without causing distress to learners.

### Group dynamic

Participants from all three prisons highlighted the value of having a consistent group throughout the course. Learners developed trust with other learners and the tutor, which enabled them to discuss personal experiences without anxiety and get the most from the course.

*'The women need to build trust in peers. So they need to be in the same cohort, otherwise people with anxiety could close down in the class.'* Course Tutor, HMP & YOI Low Newton

*'Group synergy is essential. This is a course which requires tolerance and understanding.'* Course Tutor, HMP Eastwood Park

### Timing of the course

The course was delivered as part of the induction programmes at HMP/YOI Drake Hall and HMP & YOI Low Newton. The staff at HMP/YOI Drake Hall explained that this was an ideal time for most women to complete the course because it enabled them to settle into the new prison environment and make friends. The tutor was also able to identify any support needs very quickly and link with other prison services if necessary.

HMP & YOI Low Newton, however, is a local prison that can receive women who are on remand or at the beginning of their sentence. Tutors reflected that in these circumstances the course can be too intense while women are new to the prison regime, and should not be part of induction. However, they added that the course is still best delivered towards the beginning of sentences so that women can meaningfully engage with the education courses on offer in prison.

*'Some women can't deal with this [the course] at induction. They need to be settled into the regime to benefit from the course... The right stage depends on the individual and when they feel ready for it... If they struggle with education it may be best for them to do it first but not at induction.'* Course tutor, HMP & YOI Low Newton

Staff at HMP & YOI Low Newton also highlighted the challenges in delivering the course during induction due to the number of potential interruptions, for example appointments with solicitors, healthcare services and social services. They explained that depending on what occurred during those appointments, it could be hard to bring the learner back into the group, especially if what they were discussing was highly emotive.

HMP Eastwood Park is also a local prison and receives women on remand, as well as women at the beginning and end of their sentences. The average stay at the prison is 35-45 days,

making it difficult to deliver the full course and allow enough time for women to settle into the environment. For this reason, staff at the prison were cautious about the suitability of the course in their context.

## CONCLUSIONS

The PSD course, *Get Set for Success*, was piloted and evaluated at three women's prisons over a five month period. The findings of this study are based on quantitative data, focusing on changes in learners' attitudes, as well as qualitative data collected through interviews and focus groups with staff and learners.

The quantitative data showed an overall improvement in learners' attitudes towards learning, work, themselves and others, although none of these improvements were found to be statistically significant (which may reflect the limited timescale of the evaluation). There were, however, some significant differences in the way learners responded to some statements. Learners were more likely to agree that they would be able to get a job or go back to a job on release, that they understand what they need to do to achieve their goals, and that they feel optimistic about their future.

The majority of learners indicated through the survey that they had experienced a range of other outcomes as a result of the course. The results suggest that learners are more positive about learning, work and social relationships.

The qualitative evidence supports these findings, with learners and staff reporting that the course helped learners to become more aware of their thought patterns, values, beliefs, attitudes and behaviours. Levels of self-confidence and optimism for the future had also increased, enabling learners to consider how they could make the most of the services and support they had access to whilst in custody. One of the pilot sites, HMP/YOI Drake Hall, reported that delivering *Get Set for Success* directly contributed to an increase in the uptake of courses delivered by the Education Department.

Tutors at all three prisons reflected on the potential for the course to result in a strong emotional response, and emphasised the particular skills and expertise needed by the tutor to effectively manage this. Staff at two of the prisons advised that the course should only be delivered at a time right for the individual learner, and that the course may not be suitable for women as soon as they arrive, due to the trauma and anxiety that many women experience. Staff at one prison also suggested that it may not be appropriate to offer the course to women serving short sentences, due to the limited time available to engage or offer the course at prisons with high churn.

The pilots suggest the course works best:

- When it is delivered by a tutor with appropriate training in and experience of teaching PSD skills. The tutor needs to have strategies in place to manage any distress or strong emotions. They should have clear referral routes to helplines, Listeners, therapeutic support, healthcare and Assessment, Care in Custody and Teamwork (ACCT) procedures. It is essential that tutors are aware of their obligations regarding reported disclosures of abuse.
- When it is delivered towards the beginning of prisoners' sentences, to enable them to take full advantage of the services and support available in custody.
- In prisons with more stable populations where tutors and other professionals can work with and support learners over a longer period of time.

- Where PSD learning is embedded into the culture of a prison and information is shared by different departments/services in order that PSD skills needs or improvements can be identified and monitored.
- Where it is supported by other individuals and other departments/services in the prison, for example, healthcare, peer mentors, National Careers Service advisers.
- When class groups are consistent so that ground rules can be successfully established and trust can be developed.

The pilots suggest the course will have less success:

- If it is delivered by a tutor who is not appropriately trained or experienced in teaching PSD skills.
- If it is delivered to prisoners too soon in their sentence. Prisoners should be given time to settle into the environment and overcome the shock of being in prison. This is particularly the case for women who may experience considerable trauma and anxiety from being separated from children, or for those who are tested positive for illegal substances.
- In prisons with high churn and less stable populations, as this limits the timeframe within which tutors and other professionals can work with learners to address issues that emerge, and may impact on the consistency and effectiveness of the support learners receive.
- Where PSD learning is not embedded into the culture of the prison and not supported by other departments/services.
- If there is change in the class group, as this could inhibit learners' ability to openly discuss experiences and opinions.

The feedback gathered from staff and learners also suggest a number of changes should be made to the course materials before it is rolled out to other prisons. These changes refer to: the content of the worksheets and activities; the range of suggested activities to ensure they can be adapted to suit different learning styles; and the presentation of the materials. We also suggest that the tutor guidance notes be amended to reflect the conclusions about where, when and how the course works best.

## RECOMMENDATIONS

The following recommendations are based on the evidence and feedback collected as part of the evaluation.

1. **Women in prison should have access to PSD learning to support them to engage and progress with other learning and work opportunities.** The positive evaluation findings emphasise the value and importance of a PSD learning offer. The evidence indicates that it is engagement with PSD learning that leads to outcomes, regardless of whether it is delivered through regulated qualifications or non-regulated provision.
2. **PSD provision should only be delivered by tutors who have appropriate training and experience.** The skills and expertise of the teacher is critical to the success of the course. This is also crucial for the safeguarding of learners and themselves, ensuring that the line between an education course and therapeutic intervention does not become blurred.
3. **Learners should complete *Get Set for Success* towards the beginning of their sentence but not necessarily at induction.** The most appropriate time for learners to complete the course will depend on a number of factors, including the category of the prison they are at and the length of their sentence. Overall, there was agreement between staff and learners that completing the course towards the beginning of sentences could support learners to change thinking patterns and behaviour early, enabling them to fully engage in other learning, training and support offered at the prison. However, some cautioned that it could be harmful for some to begin the course as soon as they arrive in prison, and that they should be given time to overcome the shock of prison and settle into the environment. For this reason, it may not be advisable for the course to be delivered at prisons with high churn.
4. **Prisons should consider other individuals and services that could support PSD courses.** For example, mental health practitioners, Listeners, peer mentors, National Careers Service, etc.
5. **The class should be consistent until the course is completed.** Learners developed trust with each other and the tutor, which enabled them to speak openly and get the most from the course.
6. **A whole organisation approach should be taken to developing and assessing PSD skills.** Prisons should consider how PSD learning can be embedded into the culture of the whole prison, with the aim of reinforcing the learning and improving learner outcomes. The central information system at HMP/YOI Drake Hall is one example of how this can be achieved.

**Learning and Work Institute should review and make changes to the course materials and guidance notes in light of feedback.** These changes refer to: the content of the worksheets and activities; the range of suggested activities to ensure they can be adapted to suit different learning styles; and the presentation of the materials. We also suggest that the tutor guidance notes be amended to reflect the conclusions about where, when and how the course works best.

## APPENDIX 1: LEARNER QUESTIONNAIRES

### **Questionnaire for learners: beginning of learning**

NIACE (the National Institute of Adult Continuing Education) is a charity that works to ensure all adults can learn throughout their lives. NIACE is evaluating the learning that you have just started.

This questionnaire asks about your ideas and confidence around learning, work and your personal and social development skills.

Please complete this at the start of your learning. We will ask you to complete it again at the end of your learning to see if anything has changed.

Please be as honest as possible. There are no right or wrong answers.

We won't include any of your personal details in our report. No one will know who you are or the answers you give to the questionnaire.

If you have any questions then please ask your tutor.

Thank you for helping us with our research.

Name: \_\_\_\_\_

Please read the statements below and indicate how much you agree or disagree with them.

Please tick one box on each line. The statements are in no particular order.

	Strongly agree					Strongly disagree
It is important for me to learn.	<input type="checkbox"/>					
I am confident that I can get a job or go back to a job on release.	<input type="checkbox"/>					
I take part in different activities in prison.	<input type="checkbox"/>					
I am able to build relationships with others.	<input type="checkbox"/>					
Learning helps me manage my life (housing, benefits, etc).	<input type="checkbox"/>					
I know what is important to me.	<input type="checkbox"/>					
Work can make a positive difference to my life.	<input type="checkbox"/>					
I'm interested in volunteering.	<input type="checkbox"/>					
I am able to maintain relationships with others.	<input type="checkbox"/>					
I want to do more learning.	<input type="checkbox"/>					
I feel optimistic about my future.	<input type="checkbox"/>					
I work well with others.	<input type="checkbox"/>					

	<b>Strongly agree</b>					<b>Strongly disagree</b>
I understand what I need to do to achieve my goals.	<input type="checkbox"/>					
I will make a positive contribution to my community on release.	<input type="checkbox"/>					
I want to improve my employability.	<input type="checkbox"/>					
I feel positive about myself.	<input type="checkbox"/>					
I feel confident that I can achieve my goals.	<input type="checkbox"/>					
I deal with problems well.	<input type="checkbox"/>					

**Is there anything else you would like to tell us?**

## **Questionnaire for learners: end of learning**

NIACE (the National Institute of Adult Continuing Education) is a charity that works to ensure all adults can learn throughout their lives. NIACE is evaluating the learning that you have just completed.

This questionnaire asks about your ideas and confidence around learning, work and your personal and social development skills.

Please complete this at the end of your learning. We will compare your answers to the ones you gave at the beginning of your learning to see if anything has changed.

Please be as honest as possible. There are no right or wrong answers.

We won't include any of your personal details in our report. No one will know who you are or the answers you give to the questionnaire.

If you have any questions then please ask your tutor.

Thank you for helping us with our research.

Name: \_\_\_\_\_

Please read the statements below and indicate how much you agree or disagree with them.

Please tick one box on each line. The statements are in no particular order.

	Strongly agree					Strongly disagree
It is important for me to learn.	<input type="checkbox"/>					
I am confident that I can get a job or go back to a job on release.	<input type="checkbox"/>					
I take part in different activities in prison.	<input type="checkbox"/>					
I am able to build relationships with others.	<input type="checkbox"/>					
Learning helps me manage my life (housing, benefits, etc).	<input type="checkbox"/>					
I know what is important to me.	<input type="checkbox"/>					
Work can make a positive difference to my life.	<input type="checkbox"/>					
I'm interested in volunteering.	<input type="checkbox"/>					
I am able to maintain relationships with others.	<input type="checkbox"/>					
I want to do more learning.	<input type="checkbox"/>					
I feel optimistic about my future.	<input type="checkbox"/>					
I work well with others.	<input type="checkbox"/>					

	<b>Strongly agree</b>					<b>Strongly disagree</b>
I understand what I need to do to achieve my goals.	<input type="checkbox"/>					
I will make a positive contribution to my community on release.	<input type="checkbox"/>					
I want to improve my employability.	<input type="checkbox"/>					
I feel positive about myself.	<input type="checkbox"/>					
I feel confident that I can achieve my goals.	<input type="checkbox"/>					
I deal with problems well.	<input type="checkbox"/>					

**Is there anything else you would like to tell us?**

Please turn over for the last question.

**Have you experienced any of the following changes as a result of being on this course?**

Please tick all that apply.

My self-confidence has increased.	<input type="checkbox"/>
My self-confidence has decreased.	<input type="checkbox"/>
I feel more confident in my ability to learn.	<input type="checkbox"/>
I feel less confident in my ability to learn.	<input type="checkbox"/>
I have developed my interests and hobbies.	<input type="checkbox"/>
I have lost interest in some of my interests or hobbies.	<input type="checkbox"/>
I intend to progress onto further learning.	<input type="checkbox"/>
I have signed up to a further learning course.	<input type="checkbox"/>
I intend to get a job on release.	<input type="checkbox"/>
I no longer intend to get a job on release.	<input type="checkbox"/>
I have made new friends.	<input type="checkbox"/>
I have lost contact with friends.	<input type="checkbox"/>
I feel more motivated to learn.	<input type="checkbox"/>
I feel less motivated to learn.	<input type="checkbox"/>
I have not experienced any changes so far.	<input type="checkbox"/>