

Implementation and delivery of the Test Beds Virtual Campus *Case Study*

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Glossary of terms and definitions

BIS	Department for Business, Innovation and Skills
DWP	Department for Work and Pensions
ETE	Education, Training and Employment
HMPS	Her Majesty's Prison Service
IAG	Information, Advice and Guidance
ICT	Information and Communications Technology
IES	Integrated Employment and Skills
LSC	Learning and Skills Council
MIAP	Managing Information Across Partners
NOMS	National Offender Management Service
Offender-learner	A person receiving skills and/or employment related learning who is serving a custodial sentence; held in custody or remand; completing a post-custodial element of a sentence on licence in the community whether or not under probation supervision; or serving a sentence in the community whether or not the skills and employment activity is a specified activity requirement or a young person under Youth Offending Service supervision.
OLASS	Offender Learning and Skills Service
Operational staff	Those responsible for putting strategic stakeholder plans into place, through delivery of the Virtual Campus
POLARIS	Programme for Offender Learning and Resettlement Information Services (provides secure e-learning via a standard IT platform)
PSA	Public Service Agreement
QCF	Qualifications and Credit Framework
ROMs	Regional Offender Managers
Strategic Stakeholder	Those in positions of seniority within services or organisations, responsible for the vision, formal planning, influencing and overall management of the Virtual Campus. They were also in charge of making decisions linked to the allocation of resources and the longer term operation and direction
VC	Virtual Campus

Executive summary

- This paper presents a case study of the Virtual Campus (VC). The study was commissioned by BIS and conducted by the National Centre for Social Research. Drawing upon secondary analysis of Test Beds evaluation data and recent interviews with the VC project team, this paper covers implementation, delivery and outcomes.
- The VC is an ICT platform that allows ETE providers and offender-learners' access to training materials to support release and employment, including secure access to websites. The key benefits of the VC discussed by staff were its ability to link work in custody to ETE mainstream delivery systems and streamline and modernise ETE provision. In doing so, it was envisaged that offender-learners would engage better with their ETE journey.
- The four key features of the VC implementation strategy involved: resources; partnerships; security; and commissioning valid and appropriate content for the VC. Regarding resources, installation costs were described by stakeholders as moderate, and could be quickly recouped by increased offender-learner throughput generated by the VC. Partnership working was essential to implementation success and involved three separate but interlinked processes: a VC national board; regional VC sub-committee and a site-specific implementation group. In terms of security, stringent measures were a core feature of roll-out with VC security processes extensively evaluated by CLAS consultants. As such, there have been no security incidents in the life of the VC. Finally, valid and appropriate content was implemented on the VC via a cyclical commissioning model that involved: substantive assessment; technical appraisal and decision sign-off. Consequently, VC content spanned the seven reducing re-offending pathways and so met the complex needs of offender-learners.
- The effective delivery of the VC involved four key actions. First, raising staff awareness about the policy via presentations, written material and product demonstrations. This ensured that any staff myths and suspicion regarding the VC were undermined. Second, engaging key staff by implementing a modular training programme for tutors with an accredited qualification. Third, appropriately managing offender-learner expectations by effective risk and need assessments. The final factor underpinning delivery was a package of ongoing support for VC sites that involved peer mentoring.
- VC outcomes encompassed organisational, staff and offender-learner benefits. From an organisational perspective, there were clear economic advantages in streamlining ETE delivery. ETE staff talked about the VC improving their practice and performance. In turn this helped staff feel more fulfilled in the work place. Finally, offender-learners spoke of how working towards qualifications or looking for jobs using a computer and the Internet helped them to feel normal, despite being in custody. In addition, the VC levelled the playing field for offender-learners, in that custody was no

longer a barrier to submitting an effective CV or having access to live vacancies, offering the potential to improve the chance of employment.

1 Introduction

1.1 Background and policy context

In the 2005 Green Paper, *Reducing Re-Offending Through Skills and Employment*¹ the Government's vision for tackling poor skills and high levels of unemployment among offenders was outlined for consultation. The subsequent *Next Steps*² document was developed to address how the Green Paper vision would be realised, with the ultimate goal of reducing re-offending.

Next Steps outlined three priority areas for action³. First, there was a drive to engage employers through the Reducing Re-offending Corporate Alliance by designing and implementing new models of training and preparation for employment. A second priority was to build on the Offender Learning and Skills Service (OLASS) by developing a campus model, focussing on employers' needs. Using an employability contract or compact with offenders as part of their sentence plan formed part of the vision for the campus model. The rationale behind the compact was to motivate offenders and focus resources where they will have most impact. A further component of the campus model was to provide more flexible access to skills and employment support with effective use of Information and Communications Technology (ICT). The third and final priority area was to use the Regional Offender Managers (ROMs) to build a new emphasis on skills and jobs in prisons and probation.

To take *Next Steps* priorities forward and to implement the key work strands, regions were invited to competitively tender to be Test Beds. Two regions, the East of England and the West Midlands, were subsequently appointed. In collaboration with the Centre for Criminal Justice Studies (CCJS) at King's College London, NatCen were commissioned to evaluate Test Bed activity⁴.

A critical strand of the Test Beds was the Virtual Campus, hereafter denoted as VC. The rationale for the VC stated in the Green Paper stressed the importance of offender-learners having controlled access to ICT where this will improve their skills and find them work. In *Next Steps* the VC is described as the main vehicle to take forward the vision set out in the offender-learner Campus Model. Consequently, the vision of the Test Beds VC was of an ICT platform that allows ETE providers and offender-learners' access to training materials to help them prepare for release and employment, including secure access to websites. Given the importance of this work strand and developments that have occurred after the Test Beds, including plans to roll out the VC across the prison estate, the

¹ *Reducing Re-offending Through Skills and Employment* (2005) HM Government

² *Reducing Re-offending Through Skills and Employment: Next Steps* (2006) Department for Education and Skills, the Home Office and the Department for Work and Pensions on behalf of HM Government

³ Ibid.

⁴ The evaluation's main components included a qualitative assessment of the baseline position, quantitative analysis of data systems and monitoring data and a subsequent process evaluation of the two Test Bed regions, which comprised in-depth interviews with strategic stakeholders and 10 case studies of Test Bed activity, set in prison establishments or probation areas (Tompkins, C., Turley, C., Cleghorn, N., Ranns, H. & Webster, S. *Reducing re-offending through skills and employment: An evaluation of Next Steps Test Beds*, BIS, pending publication)

Department for Business, Innovation and Skills (BIS) commissioned NatCen to carry out a small-scale study to further examine the implementation and delivery of the VC.

1.2 Aims and objectives

The overarching aim of this study was to examine the implementation and delivery of the VC. The specific objectives were to:

- describe how the VC has been implemented and supported both strategically and operationally,
- explore the process of teaching and learning using the VC,
- describe the outcomes associated with the VC,

1.3 Research design

The research was qualitative and based on two stages; interviews with strategic stakeholders and secondary analysis of interview data drawn from NatCen's primary evaluation of the Test Beds.

Recruitment, sampling and interviews with stakeholders

The sample comprised four stakeholders with an expert opinion on the strategic and operational process underpinning VC implementation and delivery. Based on discussions with BIS, representatives from BIS, the Learning and Skills Council (LSC) and the National Offender Management Service (NOMS) were approached by email to see if the stakeholder was willing to participate in the evaluation, and if so, to arrange a convenient interview time.

Two one-to-one in-depth interviews were conducted and one paired interview. Interviews were conducted face to face where possible. However, the evaluation team were flexible to the demands on stakeholders and as such one telephone interview was conducted as this was more convenient for the stakeholder. The interviews lasted between one and two hours.

Before commencing the interviews researchers explained the voluntary nature of the research and how study findings would be reported. This was particularly important given caveats around the degree of anonymity and confidentiality, due to the small number of stakeholders interviewed. The interviews were digitally recorded and were carried out using a topic guide. The topic guide was used to identify the key themes that were likely to be relevant and to help ensure a systematic approach across different encounters. Interview questioning was responsive to participants' own experiences and attitudes and contributions were fully explored to allow as comprehensive an understanding as possible.

Secondary analysis

The second stage of the research involved secondary analysis of interview data drawn from NatCen's primary evaluation of the Test Beds. These data encompassed three case studies in prison establishments that were delivering the VC in the Test Bed regions,

comprising interviews with operational staff and offender-learners⁵. In addition, stakeholder interviews drawn from the LSC and VC providers were also re-examined.

Qualitative Analysis

The qualitative data was analysed using Framework⁶, a systematic approach to analysis that was developed by the National Centre for Social Research, which is now supported by new bespoke computer-assisted qualitative data analysis software also developed by NatCen.

1.4 Report coverage

This case study draws on both the interview data and secondary analysis. The second chapter briefly describes the aims and objectives of the VC with the third setting out how the VC was implemented. Chapter four describes the processes underpinning effective VC delivery and chapter five the organisational, staff and offender-learner outcomes associated with the policy.

⁵ Definitions of operational staff and offender-learners are provided in the Glossary

⁶ Ritchie, J. & Lewis, J. (Eds) (2003). *Qualitative Research Practice*. Sage Publications, London

2 The Virtual Campus vision

Engaging ‘hard to reach’ offender-learners necessitates a move away from a one dimensional teaching style, towards a stimulating, innovative and creative model of ETE provision. The VC was a critical strand of the Test Beds tasked with addressing this need. This chapter explores how strategic stakeholders and operational prison staff perceived the aims and objectives of the VC, providing some context to the implementation and delivery of the VC discussed in subsequent chapters.

2.1 Virtual Campus aims and objectives

The VC was felt to have two overarching aims. Strategic stakeholders identified one as reducing re-offending through a joined-up, streamlined system of ETE provision. In addition to this, both strategic stakeholders and operational prison staff viewed the VC as modernising the delivery of ETE in custody.

Streamlining provision

Enabling offenders to complete education courses whilst in custody is challenging. There are a number of barriers which determine whether or not offenders access courses, and once they do, whether or not they complete them. The most obvious problem is overcrowding which results in prisoners being transferred around the prison estate. For many years, there have been problems with offenders’ learning records following them when they move prison. Information relating to assessments undertaken or qualifications achieved could frequently be lost – a source of frustration for both operational staff and offender-learners.

Strategic stakeholders saw the VC, in concert with the LSC new MIAP⁷ Learner Plan system, as helping to combat this problem, by enabling the fast and efficient transfer of ETE information between prison establishments and on release into the community. For example, when an offender-learner completes a particular assessment, piece of coursework, or gains a qualification, the results or output can be logged on the VC. Assuming the VC is rolled out across the prison estate, stakeholders envisaged that if an offender-learner transferred to another prison establishment or community ETE setting, their information could be easily accessed by staff receiving the learner. The key benefit associated with streamlining this flow of information was the potential to reduce identical assessments conducted by multiple ETE providers, and this was identified as having a positive impact on reducing costs as well as on offender-learners’ engagement with education and training. Underpinning this view was that the credibility of ETE would increase by only asking for historical information on one occasion.

Stakeholders identified a further benefit as a result of reducing duplication that was related to how resources were used. For example, one stakeholder commented that rather than allocating resources to staff time and repeat assessments, resources could be invested in increasing the quality and diversity of ETE provision available, thereby supporting the

⁷MIAP is an IT enabled set of services that will streamline the collection, handling and sharing of information on learning and achievement for education and training organisations.

potential for an ETE offer that would support the outcome a learner needed. In addition, operational staff felt that the staff time made available from relinquishing repeat assessments could result in them having increased contact teaching time.

Modernising provision

NatCen's primary evaluation of the Test Beds⁸ described how offender-learners felt disengaged from education due to delivery methods not being conducive to their needs or individual learning styles. Motivating offender-learners to participate in learning presents a challenge for ETE providers, particularly in prisons, where courses were historically delivered using traditional classroom-based 'chalk and talk' methods. In contrast, strategic stakeholders and operational staff considered the VC to be a modern method of ETE provision, demonstrating that the Prison Service was '*keeping with the times*'. Delivering ETE in this way was felt to assist with motivating and learners, increasing participation and potentially improving ETE outcomes, with the longer-term benefit of reducing re-offending.

I think it's an excellent idea and for me, the Prison Service is dragging itself into the 21st century. I think computers are something that the lads can relate to and, generally speaking, understand and it's also quite exciting [for them]. (Test Beds stakeholder)

The VC provides significant capacity to join-up ETE arrangements in custody with other mainstream skills delivery system developments, such as the *Adult Advancement and Careers Service*⁹ and *Skills Accounts*¹⁰. These opportunities can arise throughout an individual's sentence. For example, at the start, where existing information about a learner can be used to inform action to be delivered in custody using the VC. During the sentence, whereby strategic and operational staff interviewed saw the VC as underpinning a holistic system that acted as a '*cross-pathway one stop shop*' for offender-learners in custody. However, perhaps most significantly, the opportunity for the VC to join up in-custody ETE activity with mainstream skills systems occurs when a sentence ends. NatCen's primary evaluation of the Test Beds showed that some offenders in custody engage with learning for the first time in many years. Chapter 5 of this paper describes how the VC supported the re-engagement of some of the more reluctant learners on the ETE journey. Therefore, the capability of the VC to build on this momentum by facilitating continuation of learning after custody, and to join up with the IT systems that learners and ETE providers will use on release is a key benefit of the policy.

⁸ Tompkins, C., Turley, C., Cleghorn, N., Ranns, H. & Webster, S. *Reducing re-offending through skills and employment: An evaluation of Next Steps Test Beds*, BIS, pending publication

⁹ The Adult Advancement and Careers Service aims to provide a modern, responsive and personalised service to help break the cycle of low skills, short-term jobs and low wages. Its core principle is 'no wrong door' provision to ensure that all learners can access information and help about training in order to develop the right skills and find sustainable employment.

¹⁰ A Skills Account is a personalised service that helps learners' to take control of their learning and working life. Skills Accounts provide access to a range of services such as: information about choosing the right course; funding options; access to careers advisors; and learning action plans.

3 Implementing a Virtual Campus

The Test Bed pilots demonstrated that a range of strategic and operational issues should be considered when implementing a Virtual Campus (VC) in custody and community settings. This chapter describes these features, specifically: resources; partnerships, security and commissioning valid and appropriate content for the VC.

3.1 Resources

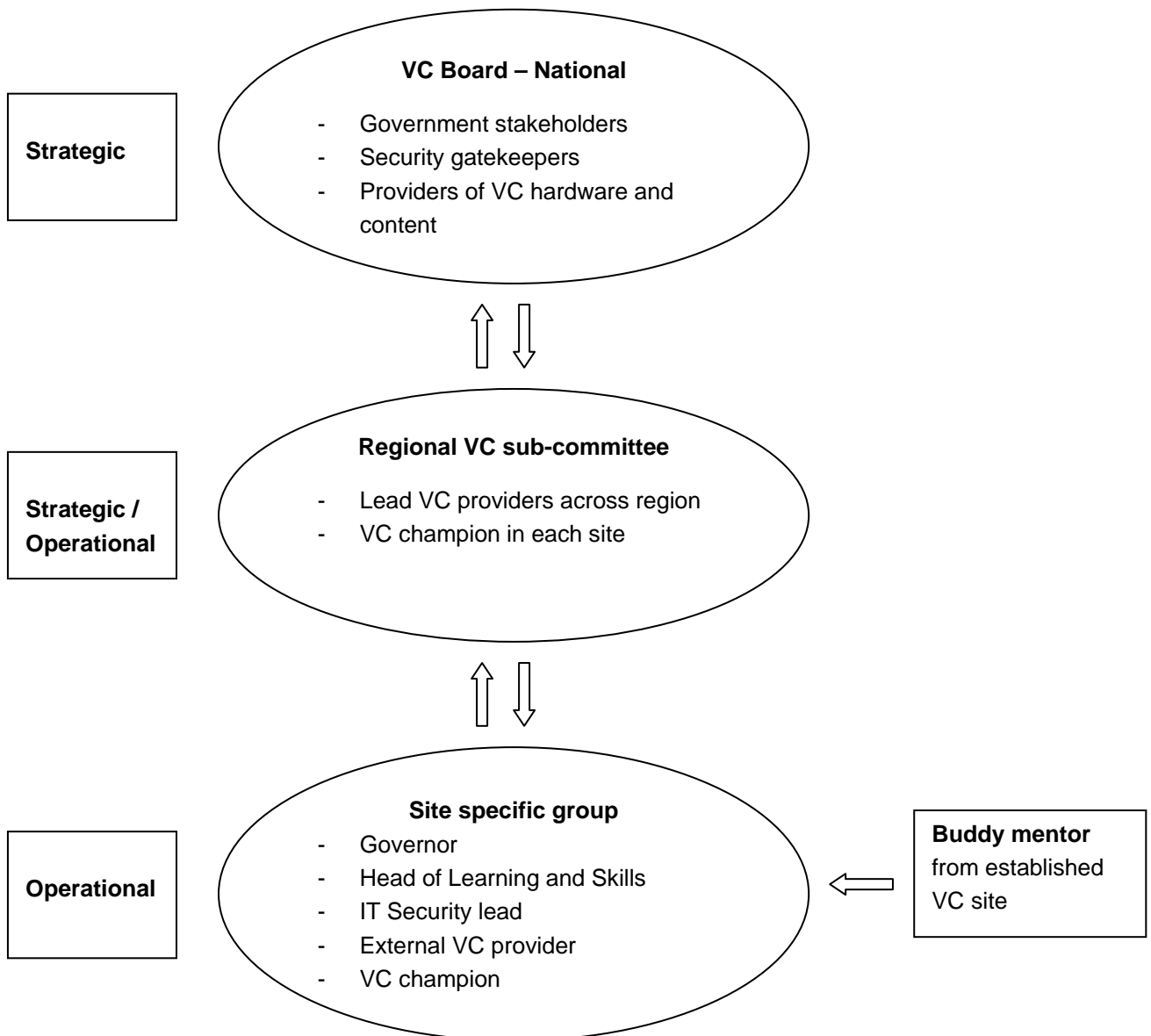
When the decision to implement a VC is made, sites inevitably are in different states of physical and virtual/hardware readiness. Consequently, installation costs were described by stakeholders as ranging from 5,000 to 20,000 GBP per VC site. These costs encompassed the outlay for the technology and any associated physical modifications. For example, laying cable to facilitate a Broadband connection and/or providing an appropriate learning space to host VC hardware and deliver teaching sessions.

In addition to the start up resources required, two other annual costs were identified. The first is the annual cost for each establishment. This included the start-up and annual license to run the VC as well as a connectivity fee. For the Test Bed pilots these services were provided by two contractors and were estimated to cost approximately 10,000 GBP per site. The second cost covered all VC sites and was the central management service cost for hosting content materials. This was estimated to cost up to 100,000 GBP per annum. It is important to note that there is the potential to reduce licence costs if the number of VC enabled PCs increases within sites. In addition, if a wider roll-out of the VC is approved in the 2010/11 financial year, it may be possible to renegotiate some of the pilot costs and ensure optimum value for money. This could be achieved by competitively tendering the provision of VC services across England and Wales.

At the time of the VC pilot the global economic downturn led to significant public spending restraint. Such challenging economic conditions mean that a modest outlay of 10,000 GBP may be resisted by budget holders in prisons and the community. Consequently, key stakeholders involved in the VC pilot said that it was essential the economic benefits of the VC were clearly articulated to commissioners and partners in early implementation meetings. Here the overarching benefits message associated with the VC was *'invest to save'*. That is, the front-end implementation cost is soon covered by the increased learner throughput on the course, and this is what providers ultimately receive financial reward for. Alongside organisational benefits, it was felt important to also communicate the personal impacts of the VC as these also have an economic benefit. These impacts are described further in Chapter 5 but include increased staff engagement and job retention. From the offender-learner perspective, the stand-out economic benefit is the potential to remove an individual from unemployment and place them in work. There is however always a risk that such examples may be criticised as individual or anecdotal. Therefore, it would be helpful to commission a full economic analysis of the policy. This would ensure that the economic potential of the VC can be clearly communicated to implementation partners.

3.2 Partnerships

Implementing the VC is a complex undertaking, drawing on the skills of ICT professionals and stakeholders from up to seven reducing re-offending work-strands. As such, when reflecting on implementation lessons learned from the VC pilots, stakeholders interviewed for this paper felt that it was critical for the correct strategic and operational partnerships to be in place. These are represented in the figure below and described in subsequent sections.



The successes of the VC pilot were underpinned by a **national VC board**. Core membership included ETE leads from BIS, NOMS Prison and Probation, the LSC and Department for Work and Pensions (DWP). In addition, staff responsible for Prison IT security leads also sat on the group. Other members were invited to attend on an ad-hoc basis depending on the agenda and position of implementation locally. For example, the external provider of the VC hardware platform would sometimes be invited to discuss solutions when hardware challenges occurred. The Board also received regular

implementation updates from the external provider of VC content. The strategic national partnership had a clear impact on operational performance. This was due to the senior cross-government membership adding gravitas to the VC. In turn this helped reassure and then engage prison Governors and their senior management teams in VC sites.

During the Test Bed pilot the national board was supported by **regional VC steering groups**. Some members of the regional steering groups sometimes sat on the national board. This ensured that key implementation action points were fed through the region into Test Bed sites. Since the Test Bed pilots, key stakeholders interviewed for this paper recommended that the VC champion from each site (discussed below) sit on the regional board. Consequently, when implementation and delivery challenges occurred at a local level, there would be a clear pathway to communicate concerns and encourage solutions at a senior strategic level.

At the **operational/site specific level**, staff with key interest roles in the establishment, such as the Governing Governor, Head of IT Security and Head of Learning and Skills were all members of the implementation group. During the Test Bed pilots, the external VC provider was also a member. A central aspect of their role was to provide accurate information about the VC, allay fears and prevent misconceptions. This was achieved in a number of ways such as working with the Head of Learning and Skills to develop content and conducting demonstrations of the VC to key operational site staff.

The final but nonetheless critical member of the operational implementation group described by stakeholders was the **VC champion**. There were two key aspects of this role. First, to take ownership of the project at a local level, thereby preventing key tasks remaining incomplete due to confusion over roles and responsibilities. The second aspect of the role was to provide operational continuity at a local level. By effectively overseeing the implementation plan, the VC champion was perceived by stakeholders to engage the local partnership and sustain critical operational relationships.

Since the Test Beds pilots, sites implementing the VC have also been paired up with an established VC site-buddy. The rationale for this operational partnership is that the new site can receive vital input on operational lessons-learned from established VC staff. The added benefit of the buddy system is that the partnership is two-way, whereby the older site can also keep up to speed with the latest VC developments.

3.3 Security

Prison and Probation priority is to maintain a safe and secure operational environment and so this has to be a core consideration when implementing the VC. During the Test Bed evaluation there were a range of prevailing concerns amongst strategic and operational staff that had the potential to delay actual delivery within a site. For example, some staff described the VC as providing the opportunity for prisoners to access sensitive and confidential information about other prisoners. Additionally, external Internet access facilitated by the VC also caused some staff anxiety. This apprehension encompassed a range of scenarios such as accessing: indecent material via the Internet; information that supports or can be used for terrorism; and information about an offender's victims.

In reality these fears were unfounded. In the two years that the VC has been operational its security has been monitored remotely and locally at each site. As such, there have been no security breaches from any Prison or Probation sites. The VC infrastructure has also been subjected to rigorous phases of testing by external consultants. For example, ICT experts from the University of Greenwich have provided ongoing advice about encryption standards and were commissioned to try and penetrate the VC system - they were unsuccessful. In addition, CLAS consultants¹¹ have also signed off the rigorous VC IT security processes, as displayed in the diagram on page 15 below.

Finally, to ensure that the highest standards of security are maintained, an implementation project plan has been developed for each prison site (a 420 report). Under this structured framework, the individual differences in each Prison or Probation site can be acknowledged and addressed during implementation.

There are two key environments to consider for a secure and effective implementation of the VC. These encompassed:

Physical

The peer review evidence is clear regarding the impact of the physical environment of learning¹². In keeping with the evidence, it was the view of the current national implementation team that the VC environment is almost as vital as the IT itself. Here, stakeholders suggested that a modern environment not only attracts offenders, it is conducive to effective learning outcomes.

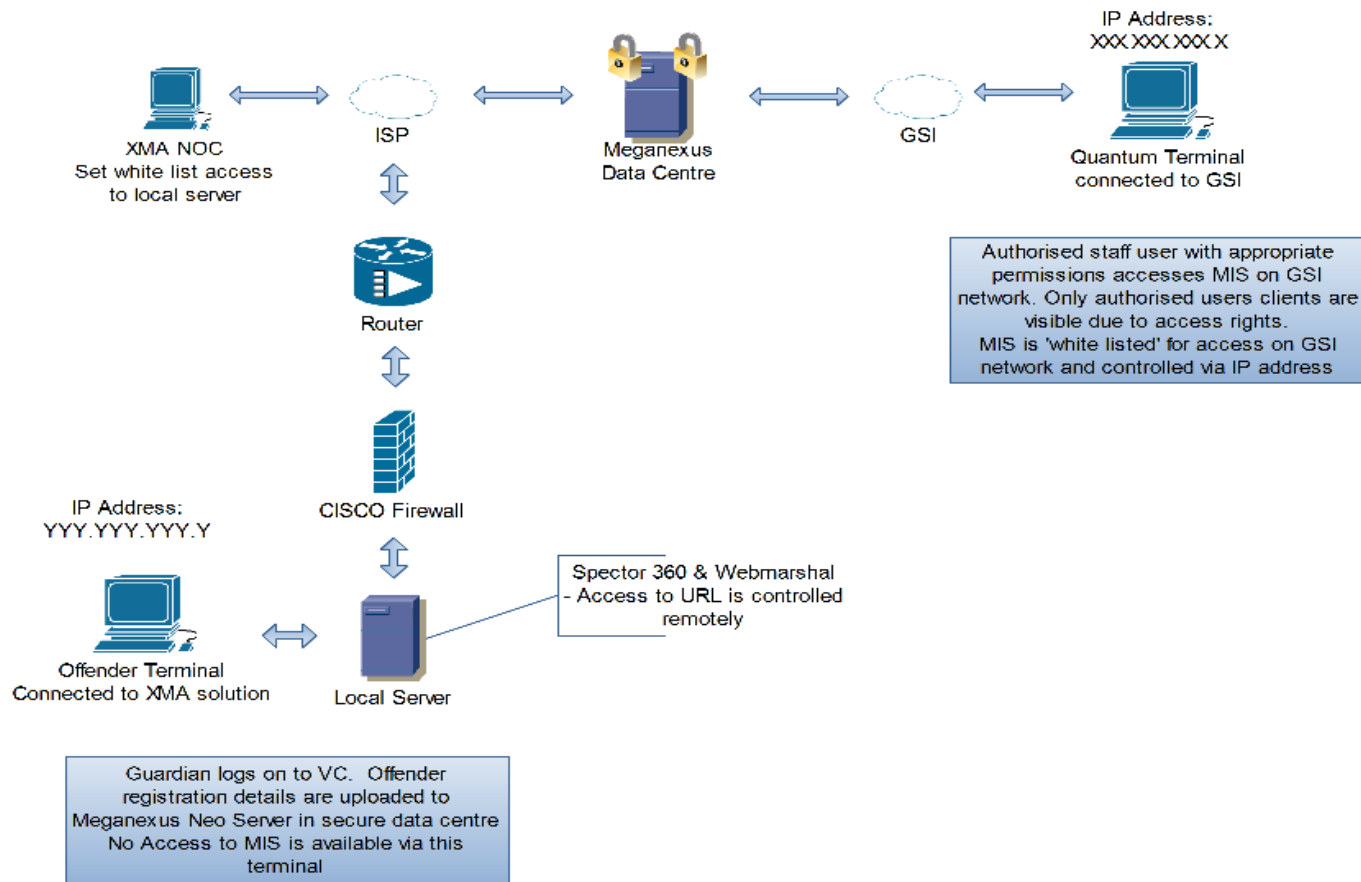
Essential to the delivery of an effective VC room or rooms is a Broadband connection and related cabling. It is the provision of cabling that caused some of the biggest challenges to VC sites during Test Beds pilots. Where establishments did not have a well developed ICT infrastructure before the Test Bed there were a number of costs involved with the physical implementation of the VC. For example, funds were required to cover the cost and installation of cabling. This also has a bearing on staff costs in terms of having to escort and supervise workers whilst in the prison.

To manage this challenge, there are now two additional implementation strategies in place. First, each new VC site receives a 420 project plan before implementation. Here the challenges associated with cabling at the pilots will now be quickly identified with cost-effective solutions developed. Second, there is the potential to piggyback wider VC roll-out on existing infrastructure, thereby bypassing the need for cabling and

¹¹ CLAS is the CESG Listed Adviser Scheme, a partnership linking the unique Information Assurance knowledge of CESG with the expertise and resources of the private sector. CESG recognises that there is an increasing demand for authoritative Information Assurance advice and guidance. The Scheme aims to satisfy this demand by creating a pool of high quality consultants approved by CESG to provide Information Assurance advice to government departments. CLAS consultants are approved to provide Information Assurance advice on systems processing protectively marked information up to, and including, SECRET.

¹² Weinstein, C.S. (1979). The Physical Environment of the School: A Review of the Research. *Review of Educational Research*, 49, 577-610

Process Ten - MIS Access



Broadband. There are a number of options for the use of existing infrastructure should national roll-out of the VC be agreed. For example, in sites where Learndirect facilities are in place these will be used to implement the VC. Where POLARIS¹³ has been utilised previously, this system will be adapted to meet the needs of VC delivery. Where neither Learndirect nor POLARIS infrastructure is in place, a dedicated VC infrastructure will be implemented.

Hardware and Software

As discussed in the preceding section, there were a range of fears amongst staff about the prospect of offender learners accessing the Internet. It was therefore critical that computer hardware and software content were secure to reassure staff and prevent potential breaches.

Regarding VC hardware, during the Test Bed pilots, an external contractor provided a hardware solution that met prison IT security requirements for Internet access. This meant that the bespoke hardware was stripped of any potential security risks such as USB and CD-ROM drives and did not provide any 'back doors' into unrestricted Internet access. Following development of the hardware solution, a customised VC software platform was installed. Developed by a further external contractor, the software solution ensures offender-learners only have secure access to a range of white-listed content, specific to their needs whether in custody or on probation.

With a secure hardware and software solution in place, the final section of the report will describe how VC content was implemented on to the system.

3.4 Commissioning and maintaining valid content

The evaluation of the Test Bed pilots showed that although staff were committed to the VC vision, they also discussed how the quality of material was not yet at the standard expected. As a result the VC implementation team have developed a cyclical model of commissioning that ensures secure and effective content is now available on the VC. The model has three phases that encompass:

Substantive assessment

At this first phase the ETE content is evaluated against a range of quality indicators that includes whether the material leads to an accredited Qualifications and Credit Framework (QCF¹⁴) qualification; the cost and benefit of the content; and whether the material or course leads to employment or progress toward other reducing re-offending goals. This process is summarised in the *Content Management* diagram on page 19 below.

Technical appraisal

When the material has passed substantive assessment, it is then sent for appraisal and approval by an IT technician. Here the key indicators are whether the content can be

¹³ The Programme for Offender Learning and Resettlement Information Services (POLARIS) provides secure e-learning via a standard IT platform. The system has been piloted in eight London prisons to date.

¹⁴ QCF is a framework that presents qualifications in a way that is easy to understand and measure. For example, what level they are, how long they take to complete, what content they cover, and how they compare to other qualifications.

inserted on the VC and practically used by offender-learners. During this technical analysis the implementation team talked about having to remove ‘backdoors’ from software programmes that may lead the offender learner into other unrestricted parts of the computer. This process of appraisal is summarised in the *Open University content* diagram presented on page 20 below.

Decision

Following a technical assessment, a report is then passed to the pathway lead to which the content relates (Accommodation, Drugs and Alcohol and so on). Here, the pathway lead will make a final appraisal and either recommend the content for use or reject the material as unsuitable.

The table below provides an overview of VC content at the time of the Test Beds evaluation.

Institution	Content	Setting, Staffing and Throughput
Case Study D, East of England	• Internal jobs & qualifications	Two computers currently. One member of staff that helps approximately Twenty prisoners to access VC during one session.
	• External job searches	
	• Mentoring toolkit-Information Advice and Guidance (IAG) on jobs, housing, disclosure, relationships and managing substance abuse	
	• Prisoner’s Handbook ¹⁵	
	• CV Builder ¹⁶	
Case Study G, West Midlands	• Basic skills assessment	A VC room with 8 PCs in. Full time staff member to supervise.
	• IAG	
	• Mentoring toolkit ¹⁷	
	• Resettlement information regarding finance and local housing opportunities	
	• External job searches	
	• CV Builder	
Case Study F, West Midlands	• Secure access to external websites	Located in a former association room, refurbished to become a VC suite with 10 PCs.
	• CV Builder	
	• Limited Internet access	
	• Job searches	
	• Research on local college courses	

Material on the VC encompassed a range of ETE information sourced from both inside and outside the establishment. Regarding bringing offender-learners closer to the job market it is important that the VC supported individuals to become ‘job ready’ via CV builders and IAG support (such as managing offence disclosure) as well as offer access to

¹⁵ A comprehensive guide to prisons in England and Wales. Compiled using reports from H. M. Inspector of Prisons and questionnaires completed by both prisoners and staff, the handbook provides advice on useful organizations, legal rights, disciplinary matters, health, finance, race discrimination, discharge grants, release, women prisoners, and young offenders.

¹⁶ A software package that prompts the offender-learner to respond to specific questions that are the answers to which are then turned into a CV.

¹⁷ The Offender Mentoring Toolkit is intended to help trained mentors working in a variety of settings with a wide range of adult offenders, both in prison and in the community. It offers resources and a planning framework within which offenders can be supported to address some of their most pressing needs.

potential vacancies. The inclusion of IAG and resettlement information clearly indicates the potential for the VC to address individual's needs across the reducing re-offending pathways. Since the original evaluation, the VC has been implemented in more sites with additional cross-pathway content uploaded. This includes Open University courses that offer remote tutor support whereby any OU student registered can submit assignments directly to the OU regardless of the course they are working on.

However, at the time of this paper, content was only available in English. Although understandable for the VC pilot, this policy will not be defensible under diversity or Human Rights legislation and therefore requires attention. A description of current VC content, organised by reducing re-offending pathway theme is located in Appendix A.

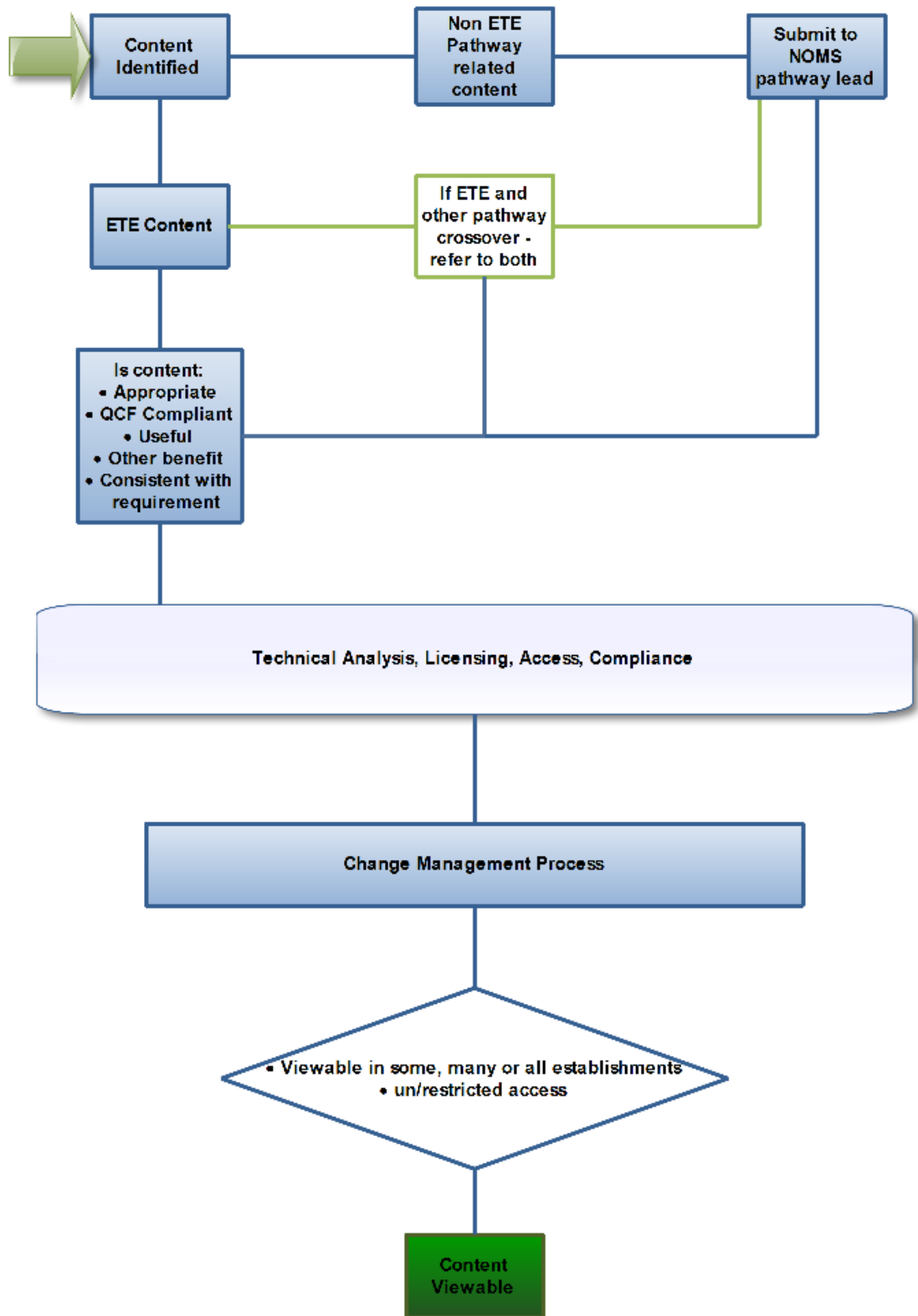
When the Test Bed VC was evaluated a common concern amongst staff was that much of the material was out of date. This particularly related to job vacancies and could be perceived as demotivating for offender-learners. To remedy this problem, the VC implementation team are now working closely with their DWP/JobCentre Plus partners to ensure that vacancies are automatically loaded on to the VC as soon as they are published.

A further method of maintaining offender-learner commitment to the VC is to ensure that the substantive content meets the needs of individuals. To this end, material is now appraised every three months to see how many people have used it. The VC implementation team also have plans to utilise this data to track content outcomes, a key step in ensuring the efficacy and value of the system.

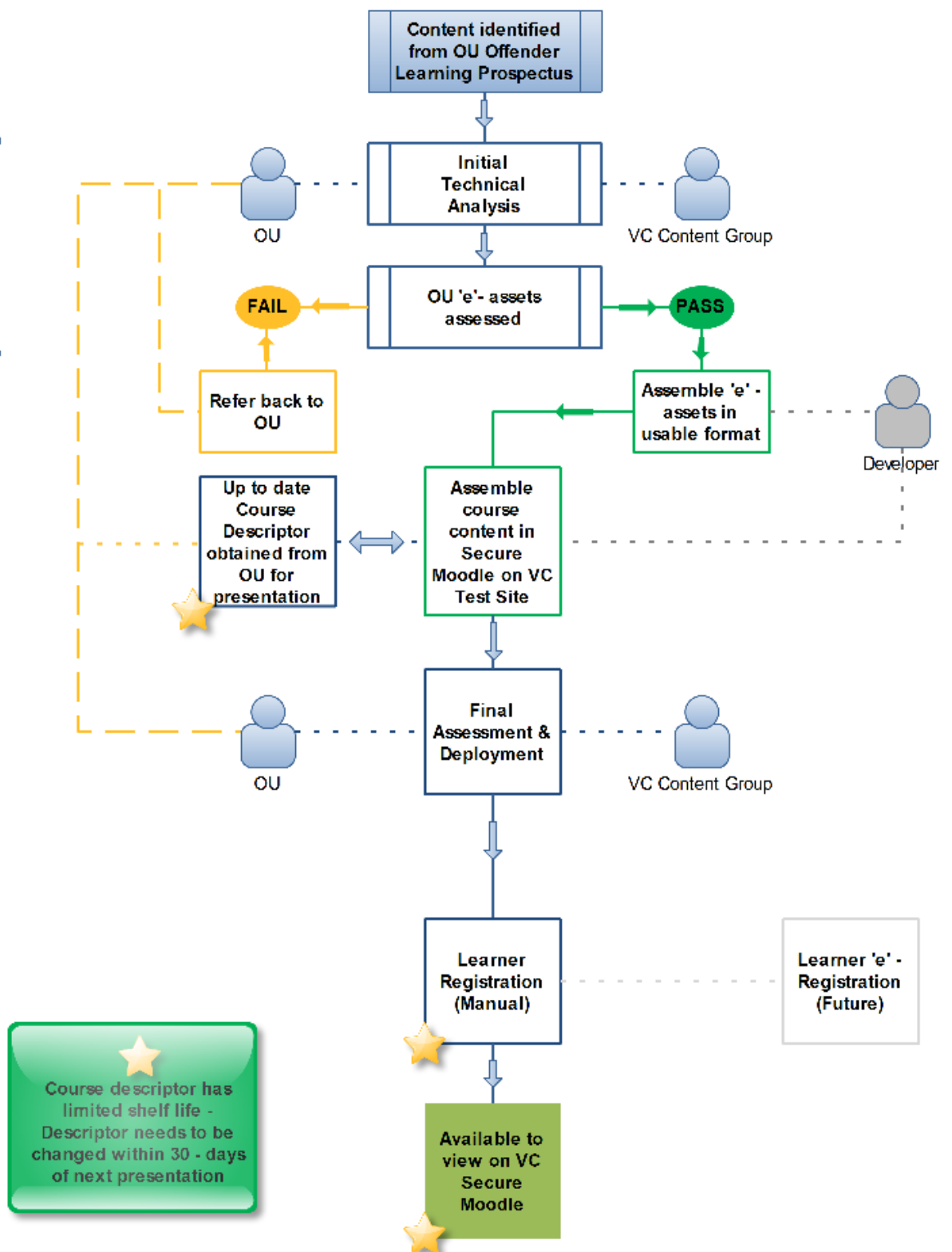
Implementation tips for the future:

- renegotiate pilot costs by competitively tendering the provision of VC services across England and Wales,
- commission a full economic analysis to ensure that the fiscal potential of the VC can be clearly communicated to implementation partners,
- ensure that VC content is available to all offender-learners with an ETE need including those learners who do not speak/read English,
- ensure a streamlined system is in place that automatically uploads current vacancies, advertised by public and private sector employers.

Process Four - Content Management



Process Seven - Open University Content



4 Delivering the Virtual Campus

The literature examining the implementation of innovative interventions shows that success tends to be underpinned by a two-pronged approach; rolling out stimulating, relevant materials and then working closely with key stakeholders to sell and sustain the innovative vision. The delivery of an effective VC is also underpinned by this strategy; therefore, this chapter describes the process of engaging staff and offender-learners. It first looks at the importance of staff awareness before turning to staff training. The chapter then describes offender-learner management within VC delivery before setting out the ongoing support that stakeholders require to sustain effective provision.

4.1 Raising staff awareness

In the evaluation of the Test Bed pilots, ETE providers and prison officers had diverse levels of knowledge about the VC by which to shape their views of the policy. Perhaps unsurprisingly, staff tended to have heightened concerns regarding the usefulness and security of the VC when they had lower levels of understanding about the aims, processes and benefits of the policy. Staff scepticism based on incomplete information is clearly not conducive with effective delivery of the VC. Therefore, whether staff are delivering the VC or working around offender-learners in the establishment or community setting, it is vital that a clear, consistent and engaging message is presented to staff and cascaded to offender-learners. Stakeholders interviewed for this paper described three ways that this is currently achieved.

Presentations

Presentations are a quick and economical method of delivering information to large groups of staff. The utility of the method is clearly underpinned by the quality of the message. Therefore, stakeholders who had delivered VC awareness sessions felt it was important to highlight that the VC is simply a new way of delivering what staff already deliver within sites. As such there is no reason why staff should not consider the VC as a core delivery method. Stakeholders felt that when this message is communicated, initial staff barriers regarding 'having to take on more work' or the 'VC is going to replacing staff roles' are not so insurmountable.

It's part of a suite of tools that should be available to teachers and the Prison Service ... and not seen as ... a threat or something completely different, because it's not really ... I think ICT-based learning for traditional prison-based teachers is quite a challenge ... there still are a lot of people around who are very good teachers but feel somewhat, not threatened ... but challenged by using ICT in that way. (Case study stakeholder)

Although ETE staff within the VC site can deliver awareness presentations, it may be more helpful for staff within the VC implementation team to assume this role. There are two reasons for this. First, within hierarchical organisations such as the Prison and Probation Services, there is a gravitas associated with 'training from the Centre'. Second,

by having a core team delivering awareness sessions, a clear and consistent message is assured.

Written materials

When delivering staff awareness presentations, trainers, despite best efforts, can never be certain whether everyone has fully understood the core messages. In addition, certain key staff may not have been able to attend the session. To manage these risks, stakeholders interviewed for this paper talked about the importance of supplementing presentations with clear written information about the VC. The key themes that should be incorporated into a one page fact-sheet include:

- definition of the VC
- common myths associated with the VC
- the content of the VC
- how the system is delivered
- the benefits of the VC for organisations, staff and offender-learners
- ongoing evaluation and appraisal
- links to further information and central contact points

At the time of this case study it was not certain whether consistent written information was supplied by the VC implementation team. The authors therefore recommend this is corrected if the decision to further roll-out the VC is agreed.

Demonstrations

The Virtual Campus is an interactive and stimulating policy intervention. However, this dynamic way of delivering ETE can be an abstract concept to describe, particularly to those staff with limited experience with computers. Consequently, a key facet of an effective staff awareness package should include product demonstrations. This allows staff to see the VC in action and therefore brings to life the messages provided using formal presentations and written material. It is important that demonstrators are very confident users of the VC, as any trainer uncertainty can undermine potential users' confidence in the system. To this end, the implementation team have used VC IT contractors to conduct product demonstrations.

With staff engaged across the site, the next key step is to ensure delivery of effective training in the VC.

4.2 Training

Well trained, proficient staff users of the VC are critical in underpinning offender-learner commitment to the intervention. From the evaluation of the Test Bed pilots, it was clear that staff had varying levels of competence using computers. As such, a one size fits all package of training is not a suitable way forward. The VC implementation team have therefore split the staff training course into three separate modules, with each module resulting in an accredited qualification for staff. To ensure that there is no delay in the

implementation of the VC across the Prison and Probation estate, the implementation team are about to commence 'training the trainer' sessions whereby each VC champion is trained to cascade learning to other delivery staff within their site.

This model of training delivery has a range of key benefits. It is **efficient and cost effective** in that staff only need to complete modules that are absolutely necessary to ensure competence. It also provides a **tangible benefit** for staff to engage with the VC, in that they receive a qualification from the training. Finally, using the VC champions as trainers ensures **engaging, consistent and quality** course delivery.

4.3 Managing offender-learners

The evaluation of the Test Beds pilot showed that offenders engaged with ETE in prison and the community have diverse and complicated social histories. In particular, feeling disengaged from early education provision as a young person and adult was a common theme and related to both individual factors and the system or organisation providing education services.

Therefore, when a new system of delivery comes along that is innovative and needs-based; it is understandable for learners' expectations to be raised. Engaging offender-learners is of course a core aim of the VC. However, given the extent of some offender-learners disengagement from education and employment, it is important that expectations are appropriately structured. That is, the VC will not be able to guarantee an individual a place on a course, a good qualification or a job on release. It may also not be available to every offender-learner in the first instance. The VC may be some offender-learners first venture into education and training for many years. For some individuals, they will have taken a psychological risk in making that first step forward. As such, if expectations are not effectively managed, the credibility of the VC in the eyes of users will be severely undermined.

Alongside structuring expectations, it is important that offender-learners needs are effectively assessed. Given the method of VC delivery, effective assessment needs to combine an appraisal of risk and need.

Assessing risk

The preceding chapter has described how maintaining a secure environment is at the core of prison and probation business. Before an offender-learner is able to use the VC they have to pass through a registration process. Although the VC is available to most learners, there are four groups of offenders who are currently felt to present too high a risk to use the system. These encompass: those with a high public profile; those with a media interest; individuals convicted of Terrorist offences, and learners in a witness protection programme. The full registration process is described in the diagram on page 25 below.

Assessing need

At the time of the Test Beds evaluation, there were multiple assessment systems being used by VC staff, with different models adopted across custody and community settings. As discussed in Chapter 2, if the decision to roll-out the VC across the Prison and Probation estates is agreed, it is important that the assessment system utilised is easily transferable across these settings. Clearly, assessment instruments also need to have relevance across the reducing re-offending pathways. This will ensure that offenders are not over-assessed, is a resource effective way of working, and further highlights to stakeholders the cross-pathway benefits of the VC. The final aspect of assessment is to ensure that individual needs can be monitored and followed-up. This helps add credibility to the system as offender-learners and their professional workers will be able to see the tangible benefits of engagement.

Once engaged, trained, assessed and actively using the VC, it is important that staff and offender-learners are well supported to secure the maximum benefits and outputs.

4.4 Ongoing support

Across prison and community settings, mentoring has become an established method of sustaining engagement with interventions. From the evaluation of the Test Beds and interviews conducted for this paper, it was evident that mentoring also had a role to play in effective delivery of the VC for both offender-learners and staff.

Offender-learners

During the Test Bed pilots, a mentoring tool kit was uploaded on to the VC to assist trained mentors work with offender-learners. Consisting of a number of components, the toolkit allows mentors to browse through information about mentoring in general and each of the seven resettlement pathways. In addition, it also provides mentors with access to a selection of resources in order to plan mentoring sessions in advance. However, the key advantage of the mentoring toolkit on the VC is that it encourages collaboration and shared goal-planning, whereby targets can be set with progress easily appraised.

To supplement the 'toolkit', the implementation team may also want to consider training trained offender-peer mentors to work with learners on the technical aspects of VC usage.

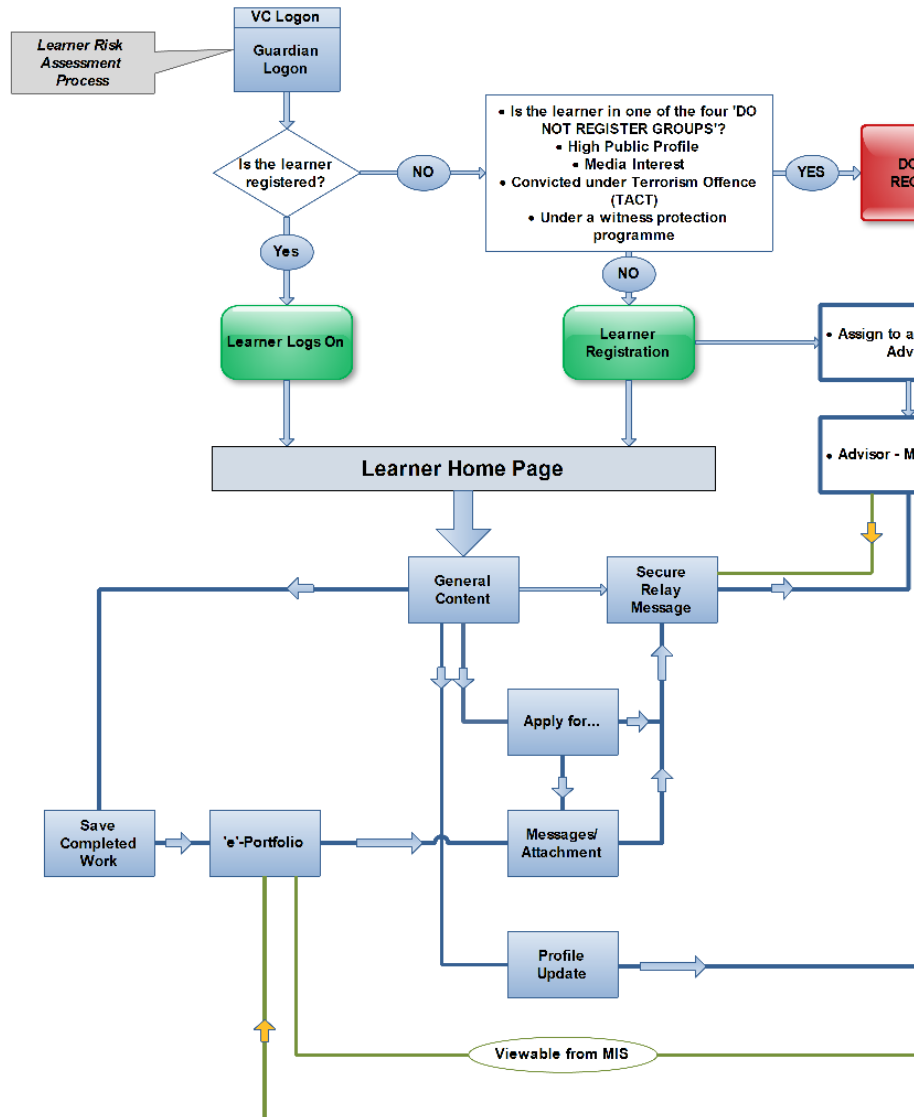
Staff

In the previous chapter a buddy system was described whereby established VC sites support new settings with implementation issues. The central VC team may also want to consider extending the buddy system beyond implementation, whereby, networks of ongoing support are established on a regional basis. This would provide sites with access to support grounded in the local context of the area, whereby communications could occur virtually alongside formal meetings to exchange current 'best practice' content, methods and initiatives.

Delivery tips for the future:

- use implementation staff from the Centre to deliver staff awareness sessions to VC sites,
- provide a one page fact sheet to ensure that accurate information about the VC is consistently provided to staff in sites,
- ensure that assessment systems are easily transferable across prison and probation settings, have relevance across the reducing re-offending pathways, and allow for individual needs to be identified and followed up,
- train offender-peer mentors to work with learners on the technical aspects of VC usage,
- extend the buddy system beyond implementation, whereby, networks of ongoing support are established for VC sites, organised on a regional basis.

Process One - Learner Registration & Use



5 Outcomes

In examining the extent to which the VC realised its aim of helping offenders move toward offence-free lives, it is important to identify the changes or associated impacts that offenders, stakeholders and staff identified as a result of engagement with the VC. In turn this helps demonstrate the effectiveness of the initiative and provides vital service provision information. Delivery of the VC also has operational consequences for the establishments and professionals involved in its provision. Identifying the nature and extent of these impacts is important as they can be used to shape the commissioning, implementation and delivery of the VC.

This chapter explores organisational outcomes, personal impacts on staff, and the outcomes for offender-learners, before exploring the potential for measuring VC outcomes.

5.1 Organisational outcomes

As discussed in Chapter 2, a key organisational benefit of the VC is its potential to place learning in custody within the mainstream. For example, stakeholders described the VC as having the capacity throughout an offender's sentence, to link up education and training courses with mainstream skills delivery systems such as the Adult Advancement and Careers Service and Skills Accounts. In addition to mainstreaming ETE, staff felt that the VC enabled the fast and efficient transfer of ETE information between prison establishments and on release into the community. The key benefit associated with streamlining information was the potential to reduce identical assessments by multiple ETE providers and have a positive impact on offender-learners' engagement with courses as a result. Stakeholders interviewed for this paper revealed that duplication will be further reduced by the need to review and approve education and training material just once for the VC, rather than by multiple prison establishments and probation offices. The savings made here, as well as through virtual tutoring and the increased learner throughput on courses via the VC (what providers ultimately receive financial reward for) signify the economic benefits of the VC. It would therefore be helpful to commission a full economic analysis of the initiative.

5.2 Individual staff outcomes

Strategic and operational staff identified two core outcomes for their individual practice as a result of working with the VC. Considering these impacts is important as they build on the economic benefits described above.

Improved practice and performance

The development and acquisition of new skills improved staff practice and performance. Staff delivering the VC learnt new computer-based skills to assist in their role. A key aspect of effectively implementing new provision involves ensuring that staff feel equipped with the necessary skills and information to expand their delivery repertoire. However, at

the time of the Test Bed pilots there was some concern about whether the training provided fully met tutors' needs. To this end, the VC implementation team have split the training staff receive into three separate modules, with each module resulting in an accredited qualification for staff, as discussed in Chapter 4.

Despite some initial concerns over the nature of the training, developing and expanding skills are a critical outcome for operational staff working in prisons and the community. At a time when capacity is stretched, any development that offers new skills has the potential to increase retention as staff may feel more satisfied in their role, as discussed below.

Personal fulfilment

For some operational staff, there was a clear sense of personal fulfilment as a result of delivering the VC. In addition, seeing the change that the VC had on developing an offender's confidence and skills fostered a sense of overall achievement and enjoyment amongst some staff, a perception echoed by some stakeholders.

5.3 Offender-learner outcomes

At the time of this case study there were 1647 registered and active VC offender users on the system. Offender-learners, stakeholders and staff identified three core outcomes for offender-learners that were associated with exposure to the VC.

Feeling 'normal'

Over the years, learning and training using computers has increasingly become a fundamental part of the education experience. However, the Prison Service has tended to lag behind mainstream providers due to resource constraints and security concerns. Therefore, the impact of introducing access to e-learning and the internet via the VC went beyond helping offenders develop skills. For some individuals, using a computer in this context and being able to access resources and jobs online made them feel more normal, as it mirrored mainstream provision and was more likely to support rehabilitation.

We've got a general policy objective to make offender learning in custody as much like mainstream learning as possible. And if you were a learner in a mainstream FE college, you would be doing the kind of things you do on the Virtual Campus, just as part of what you do, so it ... makes it more like what you'll see if you carry on (with education and training) when you go outside. (case study stakeholder)

As such, offender-learners talked about how using the VC helped in some way lessen the stigma associated with being an offender.

Equal opportunities

A key outcome of the VC identified by offender-learners was that it levelled the playing field between job-seeking offenders and people in the community. Having access to the most recent vacancies online and not having to submit a hand-written CV were two key features of the VC underpinning this outcome. Offender-learners talked about how their achievements had been held back a lack of up-to-date and available ICT provision. As

such, when applying for jobs some felt that VC allowed their suitability for the role to be based on the content of their CV rather than its format.

Tangible rewards

Posting live job vacancies on the VC was described as showing offender-learners the tangible reward associated with education and training. In turn this motivated them to continue on their learning journey.

Broader benefits

It should be noted that NatCen's evaluation of the Test Beds highlighted the complexity of trying to disentangle the qualitative outcomes attributable to specific Test Bed activities, including the VC, from the wider effects of generic ETE opportunities. While not always specifically attributed to the VC by offender-learners, stakeholders and staff saw the impact of the VC as extending to broader ETE and socio-affective benefits. Education and training outcomes identified included offering a choice of training provision; motivating and engaging learners; enhancing knowledge and skills; and obtaining qualifications.

Employment outcomes comprised job readiness, a desire to work in the future; applying for jobs and ultimately finding employment, another economic benefit of the VC.

Engagement with VC was also felt to have a bearing on the social and emotional functioning of offender-learners and included increased self efficacy and a positive change in how some offenders perceived their futures.

5.4 Monitoring outcomes

The evaluation of the Test Bed pilots identified that well defined targets were essential in measuring Test Bed education and employment outcomes, as well as staff and organisational performance. However, there was a lack of formally collected and collated data in both regions. This applied to education and employment outcomes, but equally to more subtle outcomes arising from offender engagement with the Test Bed, such as the development of social skills. The lack of this information made it impossible to quantitatively determine the progress made by offender-learners and the overall distance travelled.

NatCen recommended that developing reliable and valid outcome measures to provide quantitative evidence of the short and longer term impacts of the Test Beds was a priority should the policy be rolled-out nationally. Following on from this, the need to capture VC outcomes was recognised at a strategic level and, importantly, steps have been taken so that the outcomes of offender-learners who have made use of the VC can be tracked across a range of data sets including benefits records; National Insurance records; data relating to qualifications gained in custody and the community; and reconviction data. The linking of data sets in this way is an important step that will enable the measurement of VC outcomes for offender-learners.

Two factors underpin effective monitoring of outcomes; well defined cross-cutting targets and clarity regarding data protection.

Cross-cutting targets

The Test Bed pilot evaluation identified variation in the perceived quality of the targets used across different partner organisations involved in the Test Beds. In some cases existing targets were considered inappropriate whilst in others, aspects of provision were not measured and would benefit from having outcome measures attached to them.

In addition, findings suggested that the conflicting priorities of different partner organisations meant that targets for monitoring Test Bed activity were not always aligned with one another. This had sometimes led to partner organisations being protective of the offenders they were engaging with and working with them in isolation in order to contribute to their organisational targets. Such an approach was clearly not conducive to successful partnership working and was not in the best interests of the offender. There was therefore a real need for target sharing between and within partner organisations in order to improve the delivery of ETE.

Work to achieve a set of shared cross-cutting targets has made progress since the original Test Bed evaluation. For example, the introduction of Public Service Agreement (PSA) 16¹⁸ means that Jobcentre Plus now has a defined target for moving offenders into employment. In addition, the Integrated Employment and Skills service (IES)¹⁹ champions joined-up service provision and as such has facilitated a cross-pathway data-sharing agenda, discussed below. However, developing a full suite of cross-cutting targets is not going to happen overnight. Whilst work on targets progresses, operational staff should be encouraged to develop the practice of Integrated Offender Management²⁰, with particular regard to the sequencing of interventions. This would mean there would be less competition for an offender's time because operational staff and the offender would be clear about what intervention was supposed to happen at a particular time in the sentence.

Clarity regarding data protection policy

The second important consideration that underpins effective outcome monitoring relates to data protection. The Test Bed pilot evaluation identified a lack of clarity regarding data protection regulations in staff and stakeholder accounts across the Test Bed regions and such confusion had obvious implications for sharing information about both offenders and employers. It was therefore considered vital that partners at a strategic and operational level have a shared understanding of how to interpret and adhere to current data protection legislation, especially what data they are permitted to share.

¹⁸ PSA 16 is a delivery agreement that seeks to increase the proportion of socially excluded adults, including offenders in the community, in settled accommodation and ETE

¹⁹ IES was introduced in the West Midlands in 2008 as a pilot service with the Government committed to national roll out by 2010. IES seeks to ensure a better level of service to help people more from low skills and unemployment to high skilled sustainable employment. IES does not focus solely on offenders, but on all low skilled customers struggling to find sustainable employment

²⁰ Integrated offender management is a system that provides all agencies engaged in local criminal justice partnerships with a single coherent structure for the management of repeat offenders. The core aims of IOM are to: address potential overlaps between existing approaches and programmes to manage offenders and address gaps; align the work of local criminal justice agencies and their partners more effectively, expanding or improving on partnerships that already exist at the local, area and regional level; and, simplify and strengthen governance to provide greater clarity around respective roles and responsibilities.

This issue is particularly relevant to one of the core components of IES; enhanced referral processes, which aims to ensure that customers are referred from Jobcentre Plus to other partner organisations in a seamless way and without customers being assessed multiple times. As a result, legislation arising from IES has meant that the restrictions imposed on Jobcentre Plus regarding data-sharing have been removed, allowing a more co-ordinated approach to IES and ETE work, including the VC should the decision for national roll-out be agreed.

Monitoring tips for the future:

- develop reliable and valid outcome measures to provide quantitative evidence of the short and longer term impacts of the Test Beds,
- provide a robust quantitative evaluation of VC efficacy that explores short and long-term outcomes,
- evaluate the full economic impact of the VC for organisations, staff, offender-learners and wider society,
- reduce competition amongst delivery partners by encouraging strategic and operational staff to focus on the process of Integrated Offender Management,
- continue to ensure that there is clarity across partners with regard to data sharing and monitoring,
- protect and acknowledge the intellectual and financial resources invested by BIS and departmental partners by subjecting all VC implementation and delivery materials to Crown Copyright.

6 Appendix A: VC resources

Theme	Resource title
Housing	Info Sheet Housing Directory Homeless- Shelter Guide Community Care Grant Form Homelessness Application Letter Next Steps Discussion Points
Skills and Work	The Prisoner Funder Directory 2009 Basic Skills Screener Info sheet: Skills you can get National Learning Network - Skills For Life National Learning Network ESOL Interactive Learning Prometric Construction Safety Scheme ²¹ National Learning Network - Advanced Study Duke of Edinburgh Health and Safety in Construction Animation Driving Licences National Learning Network - Preparation For Work Job Kit Application For Employment Getting and Keeping a job Sorting Yourself Out - Finding a job Sorting Yourself Out - Applying for Work Cover Letter (Doc) Job Interview Guide Top 5 Job Interview Tips Help With Job Interviews How Do I Prepare For A Job Interview? What Should I Wear To My Job Interview? What Should I Take To My Job Interview? How Should I Approach A Phone Interview? How Can I Calm My Job Interview Nerves What Are The Most Common Job Interview Questions? What Questions Should I Ask My Interviewer? How Do I Answer Questions I Haven't Prepared For? What Should I Do After My Job Interview? Disclosure Applicant's Guide Example Disclosure Form Guide to self employment National Insurance CSCS Card Application Form PET Advice Sheet Sorting Yourself Out: ROA Nacro ROA Business and IP Information Clinics Business and IP Centre Info sheet: Progression 3 Hours Free Research Tap into our services Next Steps Discussion Points

²¹ An online CSCS card examination available through the VC at all sites but delivered only to Prometric authorised sites

Health	<p>Health Directory Info Sheet - Staying Fit Stop Smoking Info Sheet - Health and Anxiety Healthy Recipe Booklet What is a portion? Health and Safety in the kitchen animation Discussion Points</p>
Road to Resettlement	<p>Steps To Freedom Planning Sheet Action Plan Regional Directory Driving Test Advice Practical Driving Test Advice Before you take a driving test Examination Criteria for Practical Driving Test Examples of Questions for Practical Driving Test Driving Examiner Test Guide Driving Test Application Driving Test Theory Application Form 1 of 2 Driving Test Theory Application Part 2 of 2</p>
Drugs and Alcohol	<p>Drugs and Alcohol Directory National Contacts Info Sheet - Drugs and offending Info Sheet - Alcohol and offending Next Steps Discussion Points</p>
Behaviour	<p>Behaviour Directory ABC mentor and mentee SMART targets Info sheet: Staying out of trouble Gains and losses Problem-solving steps Problem-solving steps (blank) Next Steps Discussion Points</p>
Family and Relationships	<p>Family Directory National contacts People in my life Outside help: Practical information for families of people in prison Info sheet: While you were in prison National Learning Network – Leisure Info sheet: Getting away from gang culture Info sheet: Offenders and their families Next Steps Discussion points</p>
Finance	<p>Money Directory Let's Talk About Money- Your Money Guide The Sorting yourself out guide to benefits and debt Dealing with your debts Model letters to creditors The Social Fund Discussion points</p>

Domestic Violence	Domestic Violence What is Domestic Violence? Common Myths Common Abusive Behaviours Warning Signs Common Things Abusers Say If Domestic Violence is Happening To You Your Options Talk to Someone Life After Abuse Imagine
Prostitution ²²	Off the Streets Summary Prostitution: Fact of Fiction?
Secure moodle courses	Job Search Organising Yourself Web Design Displaying your Work Writing Essays Lab Report Page Layout Plagiarism Presentations Referencing Writing Reports Taking Notes Making Sense of the Arts Y-160 Open University Understanding Society Y-160 Open University Understanding Management Open University Introducing Environment Open University Enterprise Project Starting with Maths Open University Learning to Change Open University Starting with Law Open University National Learning Network Resources Staff Online Examination for use of the VC (3 at level 1 ,2 & 3) Various staff resources are available on the Mediated VC system
Online qualifications	OCR Edexcel
White list URLs	85% of Learndirect courses and over 70 miscellaneous web sites

²² Only available at the female prisons Drake Hall and Peterborough

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