Harnessing Technology: Annual Sector Survey of Offender Learning and Skills 2008–09 Final Report

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Introduction

Becta's work within the further education (FE) and skills system began with FE colleges in 2001, extending to other providers in the sector in 2007. This extension covered adult and community learning, work-based learning and offender learning.

It is likely that e-maturity is a sectorally relative concept, and the 2008/09 survey was designed with the intention of further characterising what it currently means to be an e-mature organisation within the offender learning context. As a result, the survey has highlighted a profile of characteristics, unique to the sub-sector, which will both inform further development in 2009 and aid understanding of e-maturity in the offender learning sub-sector.

Aims and objectives of contract

The purpose of the Harnessing Technology (e-maturity) surveys is to assess levels of e-maturity within the various post-16 sub-sectors. NIACE was commissioned to conduct two surveys in 2008/09: one within the adult and community learning (ACL)/personal and community development learning (PCDL) sub-sector and one within offender learning. These are intended to obtain both provider and practitioner perspectives on the e-maturity of their organisations, in line with Harnessing Technology. In terms of offender learning, this breaks down into two types of practitioners: Offender Learning and Skills Service (OLASS) practitioners, who are LSC-funded, and non-OLASS practitioners.

The aim of the contract is to survey the level(s) of e-maturity within the offender learning sub-sector. The objectives are:

- gather information on the use made of technology by institutions and staff in the offender learning sub-sector
- identify and analyse issues (barriers and enablers) affecting the use of technology in the offender learning sub-sector
- utilise data from existing surveys to identify national trends and issues for policy makers, Becta and providers to take into consideration in their use of technology
- relate the findings of the survey to priorities identified in the revised *Harnessing Technology: Leading next generation learning 2008-2014* and in the FE and skills implementation plan and to other national priorities affecting the different parts of the sub-sector or the system as a whole.

This document forms the final report, based on the offender learning telephone interviews and self-completion surveys, and part of the Becta-funded *Harnessing Technology* surveys 2008/2009.

1 Findings

1.1 Regional distribution analysis

The following section is intended to analyse the response by regional distribution and category; the surveys were conducted in England only.

1.1.1 Heads of learning and skills (HoLS)

The columns below represent a breakdown of the responses by region. The *'*Responses' column shows the total number of HoLS who responded in a particular region. The 'Total prisons in region*'* column shows the number of potential responses compared with the number of prisons in the region. The 'Per cent of prisons' column represents the number of responses in the region compared to the number of prisons in the region (e.g. if there are 10 prisons in the region and five responses were received, this figure will be 50%). The '*Per cent of responses'* column shows the number of responses received from the region compared to the total number of responses received across all regions.

The key statistics are in the 'Per cent of prisons' column as these figures take into account the number of potential responses from the regions. For example, in the North East, the overall percentage of responses initially seems low, recorded at 5 per cent, but when considered against the data that there are only 8 prisons in the North East region, the 'Per cent of prisons' result shows this is actually equal to a response rate of 38% in this region.

Response table for heads of learning and skills

Region	Reponses	Total prisons in region	Per cent of prisons	Per cent of responses
North East	3	8	38	5
York and the Humber	7	12	58	12
North West	5	15	33	8
East Midlands	8	15	53	14
West Midlands	7	11	64	12
Eastern	5	13	38	8
London	6	9	67	10
South East	12	29	41	20
South West	6	14	43	10

(NB: All figures have been rounded.)

RECOMMENDATION: There should be a focus in the next survey on those regions where the 'Per cent of prisons' fell below the overall response rate.

1.1.2 Education managers

As with the HoLS, the 'Responses' column shows how many responses we had in the region. The 'Percent of responses' shows the number of responses from particular regions compared to the overall number of responses.

For the purpose of this survey, it was agreed that it was more important to interview at least one education manager from each of the OLASS-contracted providers than to ensure an even regional distribution. It is on this basis therefore that the response rate has been calculated (e.g. we interviewed at least one education manager from 14 of the 18 providers, giving a 78% response rate). For this reason, the data shows that there was no representation in the York and the Humber region.

In the next round of surveys, it is anticipated that at least one education manager from each establishment (n=124) will be approached to take part, which will ensure the achievement of a regional distribution reflecting the number of prisons in each region. This increased data will also make it possible to analyse the responses in more depth as we have been able to do with the heads of learning and skills given above.

Response table for education managers

Region	Reponses	Per cent of responses
North East	3	20
York and the Humber	0	–
North West	2	13
East Midlands	2	13
West Midlands	1	7
Eastern	1	7
London	1	7
South East	2	13
South West	3	20

(NB: All figures have been rounded.)

1.1.3 Non-OLASS practitioners

The 'Responses' column shows the total number of responses received in the region, and the 'Per cent of responses' shows the number of responses as a percentage of this. 'Total prisons in region' details how many prisons there are in each of the regions, and the 'Per cent of prisons' column shows this value against the total number of prisons in England. Therefore, a comparison can be made between the percentage of responses in each region and the percentage of prisons (e.g. only 4% of responses were received from the North East; however, only 6% of prisons are located in the North East).

Two surveys were returned without organisations details, and therefore the results cannot be included within any of the regional responses. We have recorded these results as 'Region unknown'.

While all the HoLS who took part in this survey were asked and subsequently agreed to distribute practitioner surveys, we received a nil response rate from both the North West and York and the Humber. There are many possible reasons for this lack of response, including inspections, security alerts, sickness and, of course, the tight deadline for the return of the questionnaire.

RECOMMENDATION: There should be an additional focus in the next survey on those regions where there was a nil response rate for non-OLASS practitioners.

Response table for non-OLASS practitioners

Region	Reponses	Per cent of responses	Total prisons in region	Per cent of prisons
North East	2	4	8	6
York and the Humber	8	15	12	10
North West	0	0	15	12
East Midlands	10	19	15	12
West Midlands	2	4	11	9
Eastern	6	11	13	10
London	0	0	9	7
South East	16	30	29	23
South West	8	15	14	11
Region unknown	2	4	N/A	N/A

(NB: All figures have been rounded.)

1.1.4 OLASS practitioners

As with the narrative above, the ‘Responses’ column shows the total number of responses received in the region. The ‘Per cent of responses’ shows the number of responses as a percentage of the total number of responses received. ‘Total prisons in region’ details how many prisons there are in each of the regions, and the ‘Per cent of prisons’ column shows this value compared to the total number of prisons in England. Therefore, the comparison can again be made between the percentage of responses in each region and the percentage of prisons (e.g. 14% of responses were received from the North West and 12% of prisons are located in the North West).

There were no returns for York and the Humber, while there was a 9% response rate from the North East, where only 6% of prisons are located. This return in data was caused by the number of tutors (n=*c*. 2000) employed by the Manchester College, which is the provider for these regions, and the timescale available for responses.

Surveys were therefore only sent to all the tutors in the North East region. In addition, the Manchester College is also contracted in the West Midlands, along with Derby College, and therefore the survey was only able to be sent to tutors working for Derby College in this region, thus limiting the potential number of responses.

The survey was not distributed to tutors in London for two reasons:

- City and Islington College (two prisons) could not agree to take part within the established timeframe.

- Kensington and Chelsea College (6 prisons) agreed to cascade the survey to all tutors; however, it became apparent from discussion with the OLASS director at KCC that this had not been done.

RECOMMENDATION: There should be an additional focus in the next survey on those regions where there was a nil or partial response rate for OLASS practitioners.

One return was made from a London-based tutor. It is assumed that, as distribution of surveys did not take place in London, this tutor responded using a survey form distributed through the South East network where they also work.

Response table for OLASS practitioners

Region	Reponses	Per cent of responses	Total prisons in region	Per cent of prisons
North East	22	9	8	6
York and the Humber	0	0	12	10
North West	36	14	15	12
East Midlands	2	1	15	12
West Midlands	0	0	11	9
Eastern	49	20	13	10
London	1	0	9	7
South East	83	33	29	23
South West	58	23	14	11

(NB: All figures have been rounded.)

Prison category	What this means	
A	Closed	Offenders in this category are considered to be the most dangerous, and any escape would be seen as a great threat to the public.
B	Closed	Offenders in this category are considered a potential escape risk, which could be considered to be a threat to the public.
C	Closed	Offenders in this category are not considered an escape risk because they have been assessed to lack either sufficient skill or desire to escape and so any risk to the public is minimised.
D	Open	Offenders in this category are not thought to present a current risk to the public and they have been assessed as being unlikely to escape.
Women	Closed & open	Female prisons are not classified in the same way as male prisons. The female estate is able to provide some mother-and-baby facilities.
Young offenders (female)	Closed	Female young offenders are held in offender-dedicated young offender units (female).
Young offenders	Closed	Offenders in this category can be between the ages of 18 and 20 years.
Juvenile offenders (male)	Closed	Offenders in this category can be between the ages of 15 and 17 years.

Prisons have different categories and capacities. The category[1] of prison will have an impact on the level of security restrictions in place, which may impact in turn on technologies that can be used. However, it should be remembered that some restrictions on using technology will be purely based on the age and physical capacity of the prison to accommodate it.
Englebright and Pettit (2009)

The regional distribution analysis needs also to be considered in relation to the category and the gender of estate worked at. The following tables show the regional response results by category and gender (where known):

[1]The categories of prisons given in the table above are reproduced from Englebright A and Pettit I(2009), *E-learning in the secure estate*, NIACE p15.

North East										
Total	**30**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Young offender (female)**	**Young offender (male)**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	1	0	1	1	0	0	0	3	0	0
Education managers	0	2	0	0	1	0	0	2	1	0
Non-OLASS	0	0	2	0	0	0	0	2	0	0
OLASS	0	6	0	0	15	0	1	6	15	1
Total	**1**	**8**	**3**	**1**	**16**	**0**	**1**	**13**	**16**	**1**

The majority of responses in the North East came from those working in the female estate (n=16). Less than half of the respondents (n=13) came from those working in the male estate. There was one response where the gender of the estate worked at was not recorded.

York and the Humber										
Total	**15**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Cat female**	**Cat juvenile**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	1	1	2	0	1	1	1	6	1	0
Education managers	0	0	0	0	0	0	0	0	0	0
Non-OLASS	4	0	3	0	0	0	1	6	0	2
OLASS	0	0	0	0	0	0	0	0	0	0
Total	**5**	**1**	**5**	**0**	**1**	**1**	**2**	**12**	**1**	**2**

One Picta tutor at a category A male prison in York and the Humber is included in the above table.

The majority of responses in the York and the Humber region came from those working in the male estate (n=12). Only one respondent came from those working in the female estate. There were two responses where the gender of the estate worked at was not recorded.

North West										
Total	**43**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Cat female**	**Cat juvenile**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	1	1	1	0	1	0	1	4	1	0
Education managers	0	0	1	0	0	0	1	2	0	0
Non-OLASS	0	0	0	0	0	0	0	0	0	0
OLASS	4	2	24	0	4	1	1	23	4	9
Total	**5**	**3**	**26**	**0**	**5**	**1**	**3**	**29**	**5**	**9**

The majority of responses in the North West came from those working in the male estate (n=29). Only five of the respondents came from those working in the female estate. There were nine responses where the gender of the estate worked at was not recorded.

East Midlands										
Total	**22**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Cat female**	**Cat juvenile**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	0	1	3	2	1	0	1	7	1	0
Education managers	0	1	1	0	0	0	0	2	0	0
Non-OLASS	0	0	2	4	3	0	1	7	3	0
OLASS	0	1	1	0	0	0	0	0	0	2
Total	**0**	**3**	**7**	**6**	**4**	**0**	**2**	**16**	**4**	**2**

The majority of responses in the East Midlands came from those working in the male estate (n=16). A quarter of the respondents (n=4) came from those working in the female estate. There were two responses where the gender of the estate worked at was not recorded.

West Midlands										
Total	**10**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Cat female**	**Cat juvenile**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	0	3	3	0	0	1	0	7	0	0
Education managers	0	0	0	0	0	1	0	1	0	0
Non-OLASS	0	2	0	0	0	0	0	1	0	1
OLASS	0	0	0	0	0	0	0	0	0	0
Total	**0**	**5**	**3**	**0**	**0**	**2**	**0**	**9**	**0**	**1**

All the responses in the West Midlands came from those working in the male estate (n=9). There were no respondents from those working in the female estate. There was one response where the gender of the estate worked at was not recorded.

Eastern										
Total	**61**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Cat female**	**Cat juvenile**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	0	0	4	1	0	0	0	5	0	0
Education managers	0	1	0	0	0	0	0	1	0	0
Non-OLASS	0	0	3	3	0	0	0	4	0	2
OLASS	4	8	23	3	0	10	1	29	0	20
Total	**4**	**9**	**30**	**7**	**0**	**10**	**1**	**39**	**0**	**22**

All the responses in the Eastern region came from those working in the male estate (n=39). There were no respondents from those working in the female estate. There were 22 responses where the gender of the estate worked at was not recorded.

London										
Total	**8**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Cat female**	**Cat juvenile**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	1	1	0	1	1	2	0	5	1	0
Education managers	0	1	0	0	0	0	0	1	0	0
Non-OLASS	0	0	0	0	0	0	0	0	0	0
OLASS	1	0	0	0	0	0	0	1	0	0
Total	**2**	**2**	**0**	**1**	**1**	**2**	**0**	**7**	**1**	**0**

The majority of responses in the London region came from those working in the male estate (n=7). Only one respondent came from those working in the female estate. There were no responses where the gender of the estate worked at was not recorded.

South East										
Total	**113**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Cat female**	**Cat juvenile**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	0	3	3	1	2	0	3	10	2	0
Education managers	0	0	0	0	1	1	0	1	1	0
Non-OLASS	0	10	1	3	2	0	0	13	2	1
OLASS	1	40	19	6	10	7	0	31	11	41
Total	**1**	**53**	**23**	**10**	**15**	**8**	**3**	**55**	**16**	**42**

One Picta tutor at a category D male prison in the South East is included in the above table.

The majority of responses in the South East came from those working in the male estate (n=55), with 16 responses from those working in the female estate. There were 42 responses where the gender of the estate worked at was not recorded.

South West										
Total	**75**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Cat female**	**Cat juvenile**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	0	1	4	1	0	0	0	6	0	0
Education managers	0	2	0	0	1	0	0	2	1	0
Non-OLASS	0	0	5	0	2	0	1	5	2	1
OLASS	0	12	32	4	2	6	2	31	2	25
Total	**0**	**15**	**41**	**5**	**5**	**6**	**3**	**44**	**5**	**26**

The majority of responses in the South West came from those working in the male estate (n=44), with only five responses from those working in the female estate. There were 26 responses where the gender of the estate worked at was not recorded.

Unknown										
Total	**2**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Cat female**	**Cat juvenile**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	0	0	0	0	0	0	0	0	0	0
Education managers	0	0	0	0	0	0	0	0	0	0
Non-OLASS	0	1	1	0	0	0	0	0	0	2
OLASS	0	0	0	0	0	0	0	0	0	0
Total	**0**	**1**	**1**	**0**	**0**	**0**	**0**	**0**	**0**	**2**

There were two responses received for which there was no specific detail recorded against the gender of the estate.

Overall										
Total	**379**									
	Cat A	**Cat B**	**Cat C**	**Cat D**	**Cat female**	**Cat juvenile**	**Cat unknown**	**Male**	**Female**	**Unknown**
HoLS	4	11	21	7	6	4	6	53	6	0
Education managers	0	7	2	0	3	2	1	12	3	0
Non-OLASS	4	13	17	10	7	0	3	38	7	9
OLASS	10	69	99	13	31	24	5	121	32	98
Total	**18**	**100**	**139**	**30**	**47**	**30**	**15**	**224**	**48**	**107**

- The majority of responses to the survey came from people working in the male estate (n=224).
- The highest level of responses came from people working in category C (n=139) and category B (n=100) prisons.
- There were 30 responses from people working in category D prisons and 18 responses from people working in category A prisons.
- There were 48 responses from people working in the female estate.
- 107 responses were returned that did not record the gender of the estate at which they were working.

1.2 Summary

Overall, the heads of learning and skills engaged well with the survey, as evinced by the good spread of responses.

While sufficient responses were made by education managers, it was felt that a greater response could be gained with increased time tolerances on returns.

As the Manchester College is such a large provider, it is vital that additional work be done with them to ensure that as many regions as possible are included in future surveys.

All of the regions that have given a nil or a partial response based on the number of potential responses/prisons in the region should be given additional focus and support in the next survey.

Although it is not mentioned above, the survey team believe that the acceptance and use of technology in individual prisons is influenced more by the opinions and strategies of their governors than by the nature of the prison or the gender of prisoners. This will be explored in greater depth in the 2009-10 survey.

1.3 Recommendations

Those regions where the 'Per cent of prisons' falls below the overall response rate should be focused on in the next survey.

Those regions where there was a nil or partial response rate for both non-OLASS and OLASS practitioners should be given additional focus in the next survey.

The link between access to technology, category and gender served by each estate needs to be explored further. Future surveys should specifically look at the role of governing governors and local security in relation to access.

1.4 Heads of learning and skills (HoLS)

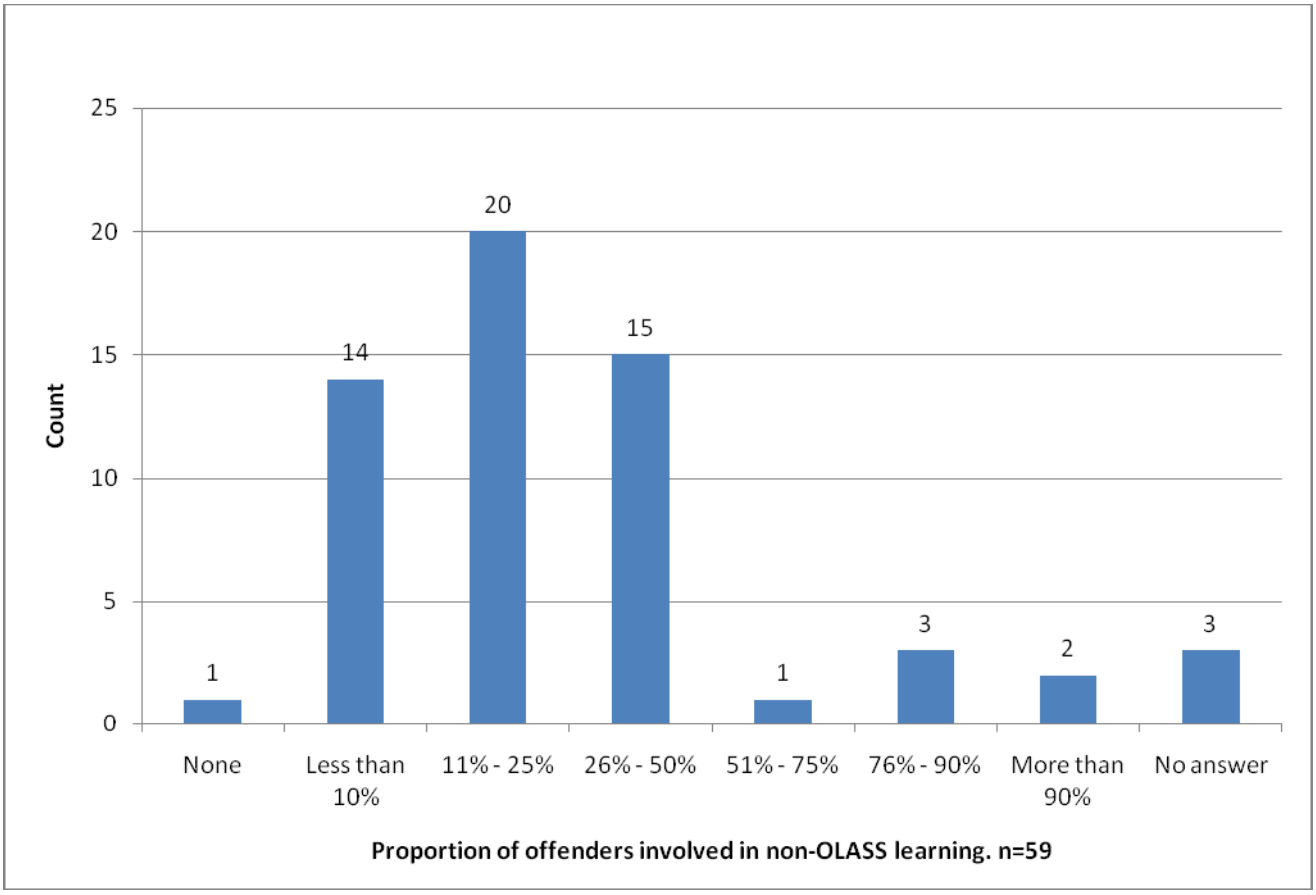
1.4.1 Provision

The first series of questions sought to understand the establishments within which the HoLS (n=59) operated, with regards to client/learner profile and engagement.

1.4.2 Offenders involved in non-OLASS learning

Thirty-four per cent (n=20) highlighted that 11–25 per cent of their offenders are engaged in non-OLASS provision. Twenty-five per cent (n=15) of the HoLS said that between 26 and 50 per cent of their learners are in non-OLASS learning; 24 per cent (n=14) stated that less than 10 per cent are engaged in non-OLASS learning provision; and 5 per cent (n=3) did not answer this question.

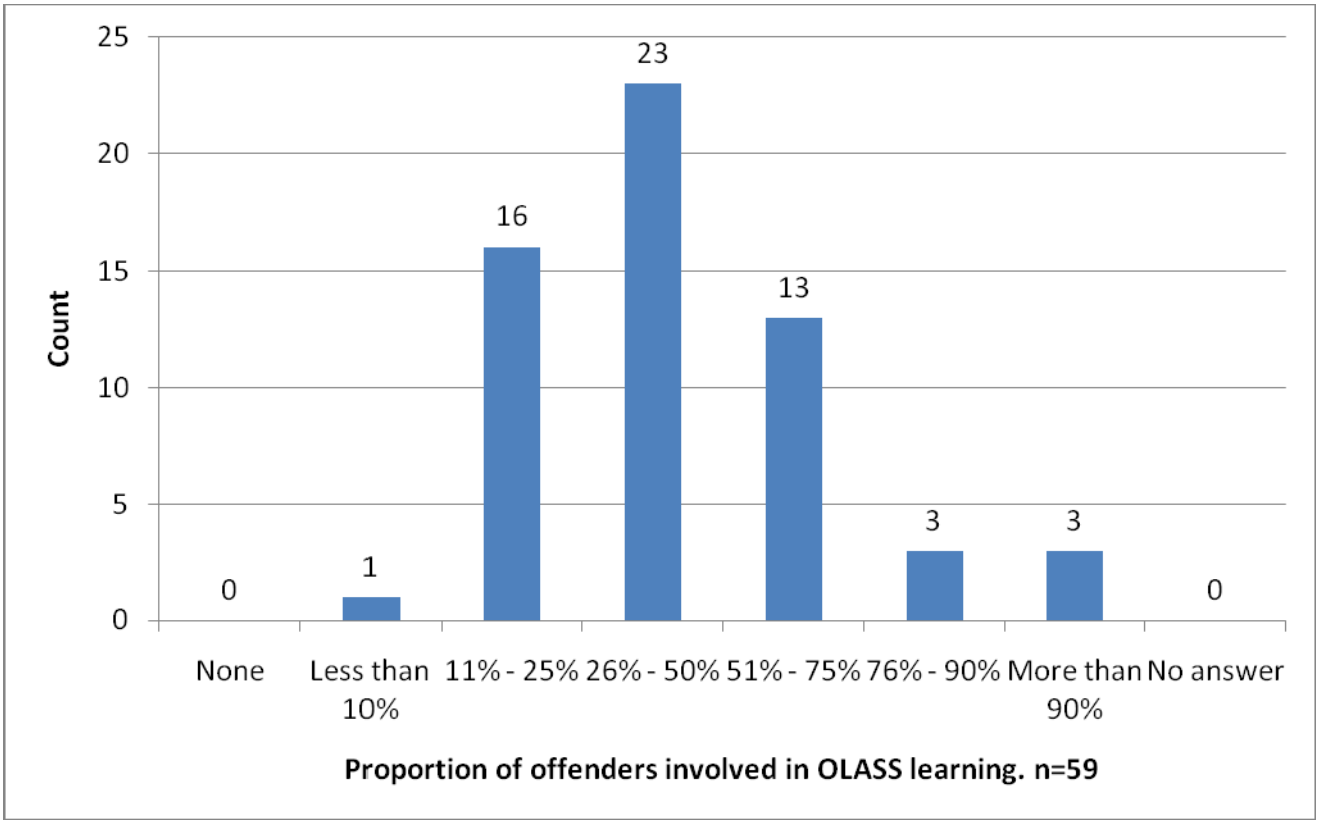
Figure 1: Proportion of offenders currently involved in non-OLASS learning provision



1.4.3 Offenders involved in OLASS learning provision

Thirty-nine per cent (n=23) of the HoLS responses indicated that 26–50 per cent of the population are involved in OLASS provision. Twenty-seven per cent (n=16) said that between 11 and 25 per cent of their offenders engage with OLASS delivery, and 22 per cent (n=13) stated that 51–75 per cent of their offenders attend OLASS provision.

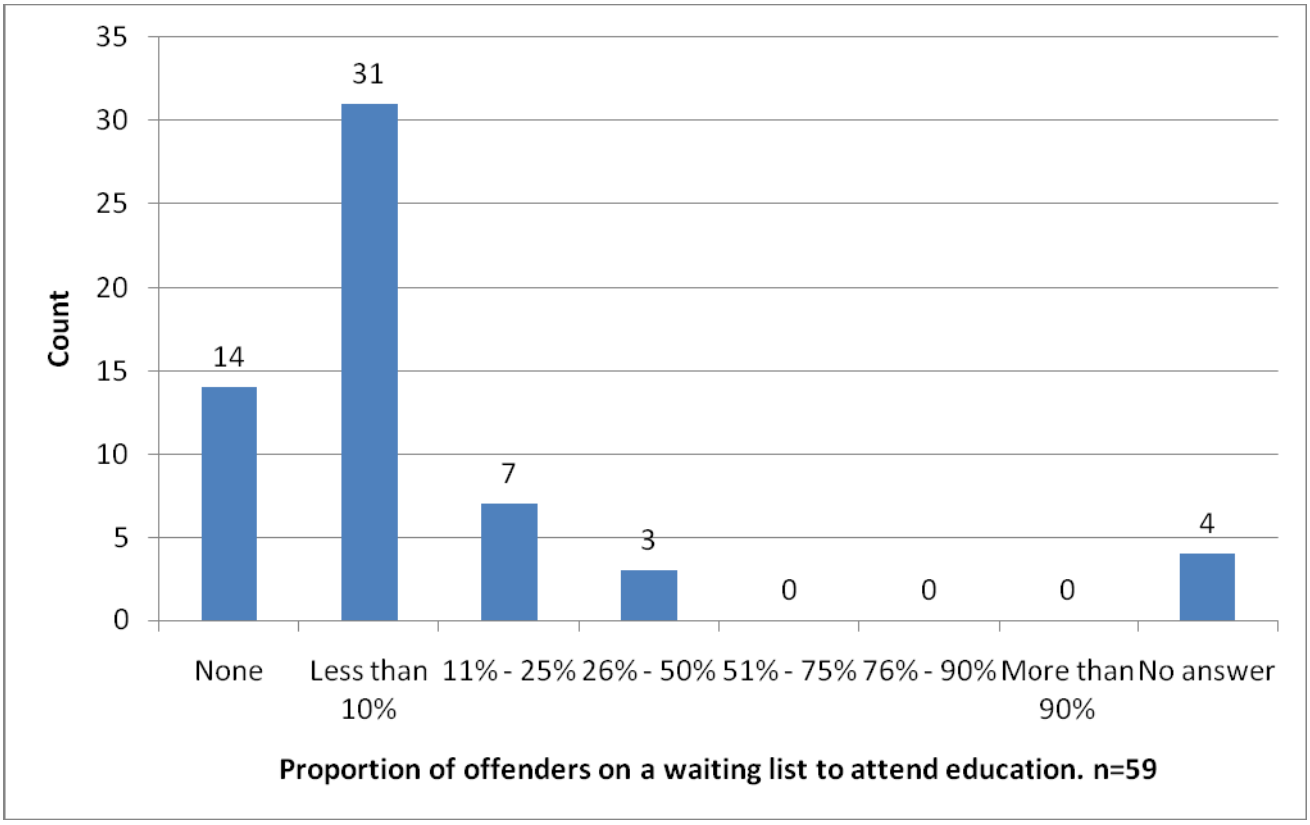
Figure 2: Proportion of offenders currently involved in OLASS learning provision



1.4.4 Offenders on waiting lists to attend education

Of the HoLS, 53 per cent (n=31) stated that less than 10 per cent of inmates are on waiting lists to attend education; 24 per cent (n=14) said that there are no offenders on waiting lists; while 12 per cent (n=7) stated that between 11 and 25 per cent of their offenders are on waiting lists. Seven per cent (n=4) did not answer this question

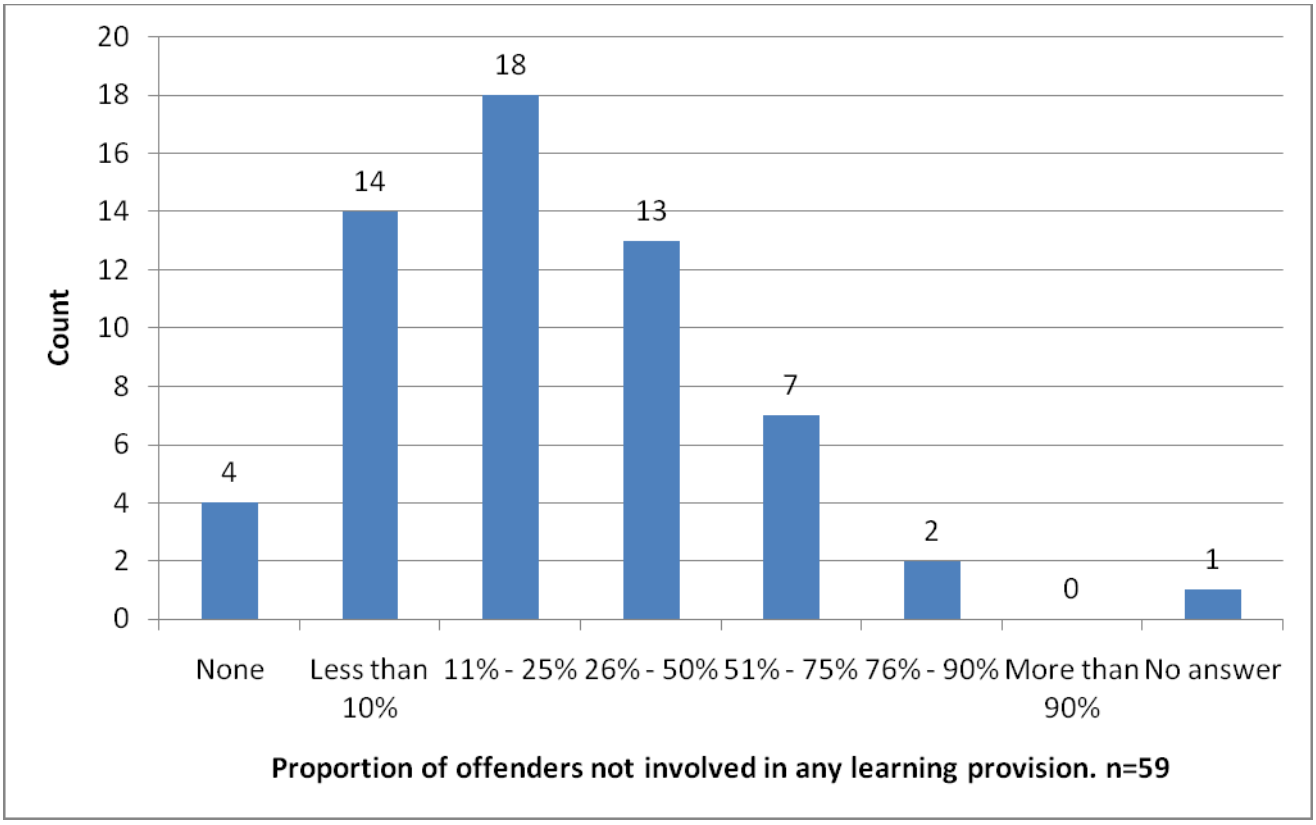
Figure 3: Proportion of offenders currently on a waiting list to attend education



1.4.5 Offenders not involved in any learning provision

Thirty-one per cent of the HoLS (n=18) stated that between 11 and 25 per cent of their population are not involved in any learning provision at the establishment; 24 per cent (n=14) said that less than 10 per cent are not involved; and 22 per cent (n=13) stated that between 26 and 50 per cent are not engaged in any learning provision at all. Two2 per cent (n=1) did not answer this question.

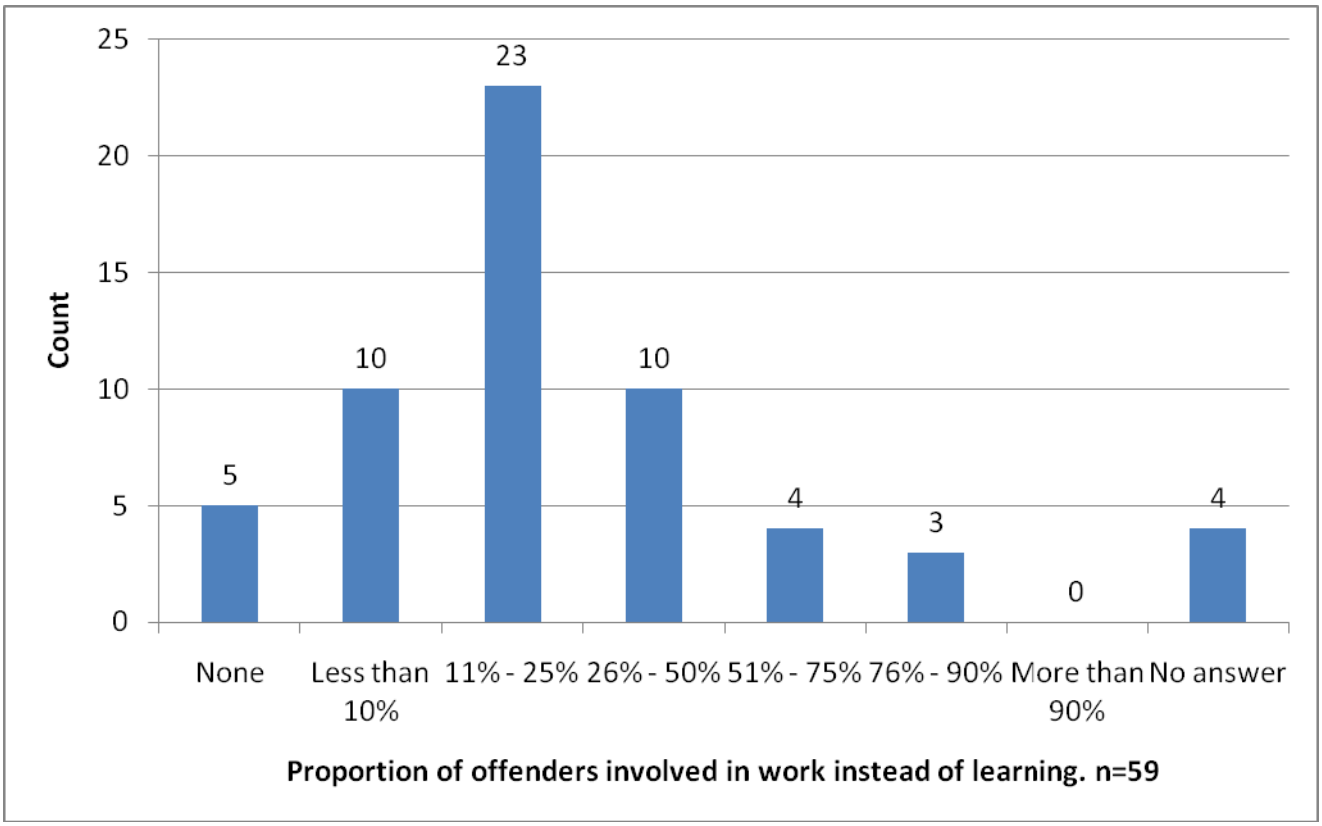
Figure 4: Proportion of offenders not currently involved in any learning provision



1.4.6 Offenders in work instead of learning

Thirty-nine per cent of HoLS (n=23) said that between 11 and 25 per cent of their clients are involved in work instead of learning. Seventeen per cent (n=10 responses) said that, of their offenders, less than 10 per cent are in work instead of learning; an equal percentage of HoLS stated that between 26 and 50 per cent worked instead of learned. Eight per cent of the HoLS (n=5) said that this applied to none of their offenders, and 7 per cent (n=4) did not answer this question.

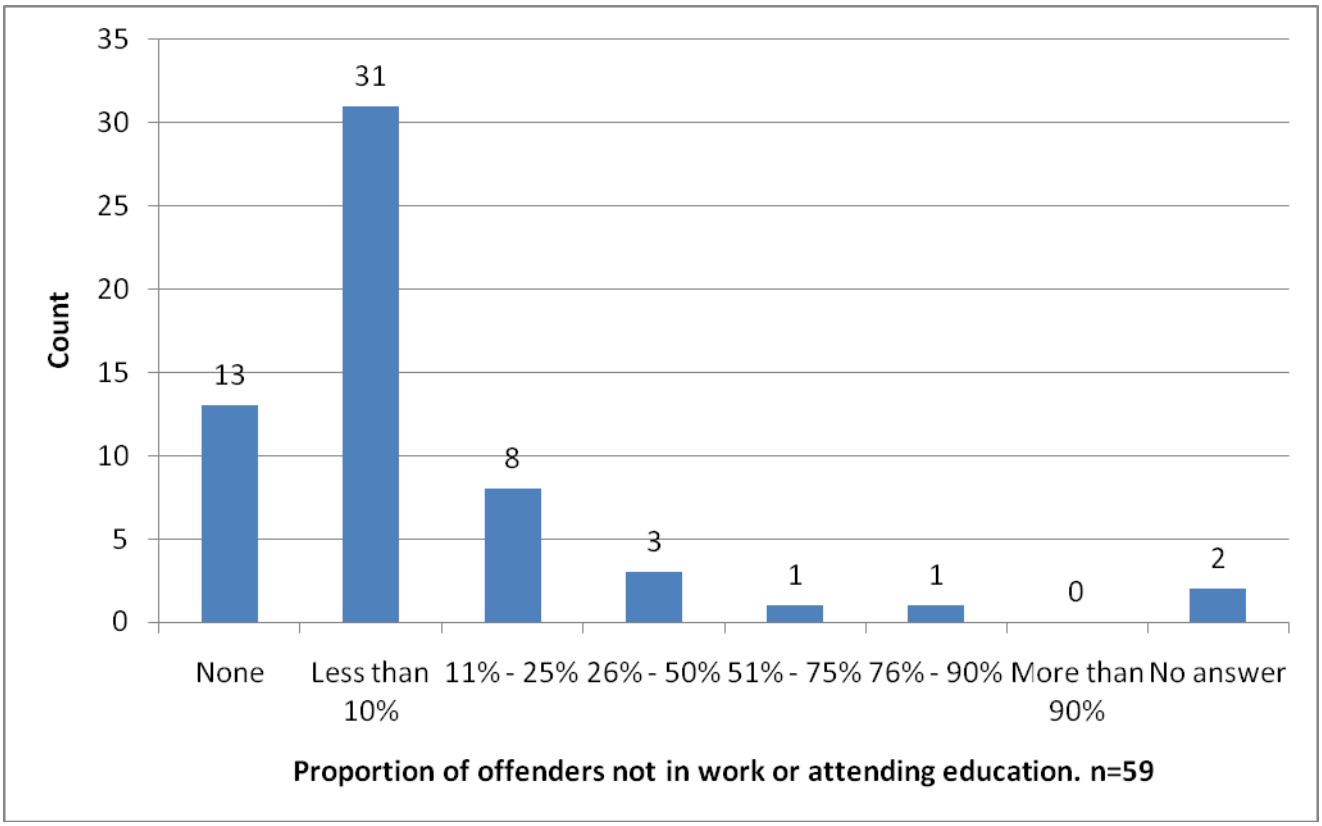
Figure 5: Proportion of offenders currently involved in work instead of learning provision



1.4.7 Offenders that are unemployed and not in learning

Fifty-three per cent (n=31) of the HoLS believed that less than 10 per cent of their inmates are both unemployed and not engaged in any learning provision, and 22 per cent (n=13) said that none of their offenders are in this position. Fourteen per cent (n=8 responses) stated that between 11 and 25 per cent of their inmates are unemployed and not engaged in learning, and 3 per cent (n=2) did not answer this question.

Figure 6: Proportion of offenders not on remand who are not in work and not attending education



1.4.8 Age of offenders

Fifty-eight per cent (n=34) of the HoLS had no offenders aged between 18 and 20 at their establishment; 22 per cent (n=13 responses) said that less than 10 per cent of their offenders were aged 18–20; and 86 per cent (n=51) said that they had no offenders aged between 15 and 17. Of those who indicated that they did house offenders aged between 15 and 17, 8% (n=2) said that more than 75% of their offenders were in this category, and in a further 16% (n=4), the majority of prisoners were aged from 15 to 17.

Figure 7: Proportion of young offenders classed as 'young adult offenders'

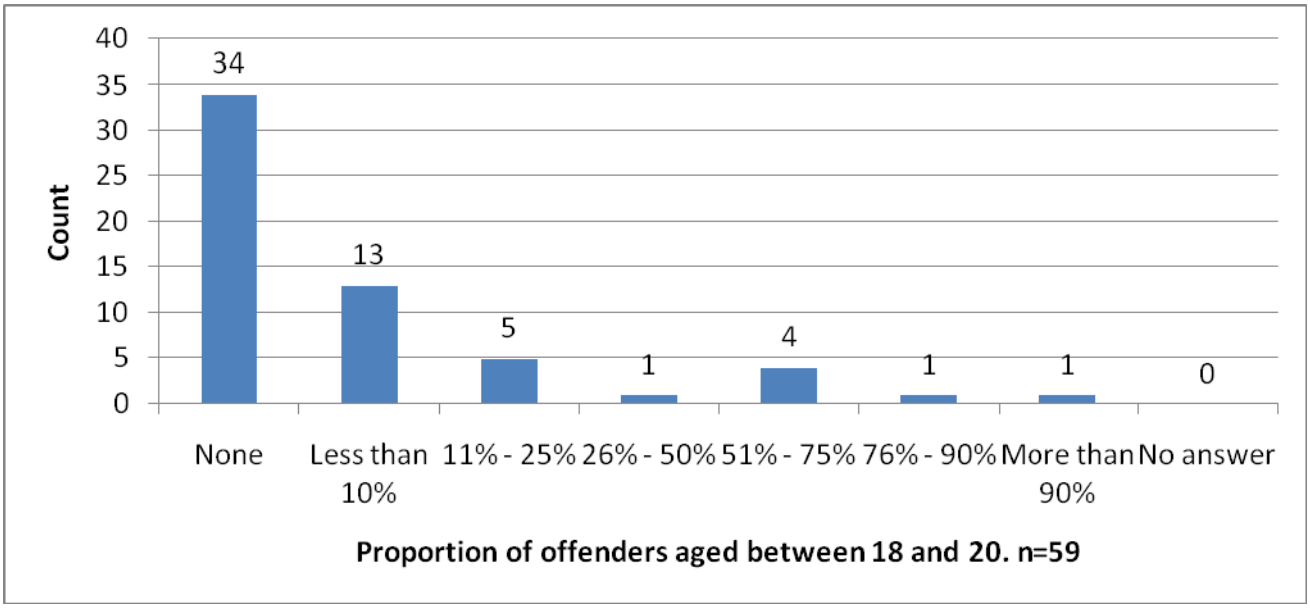
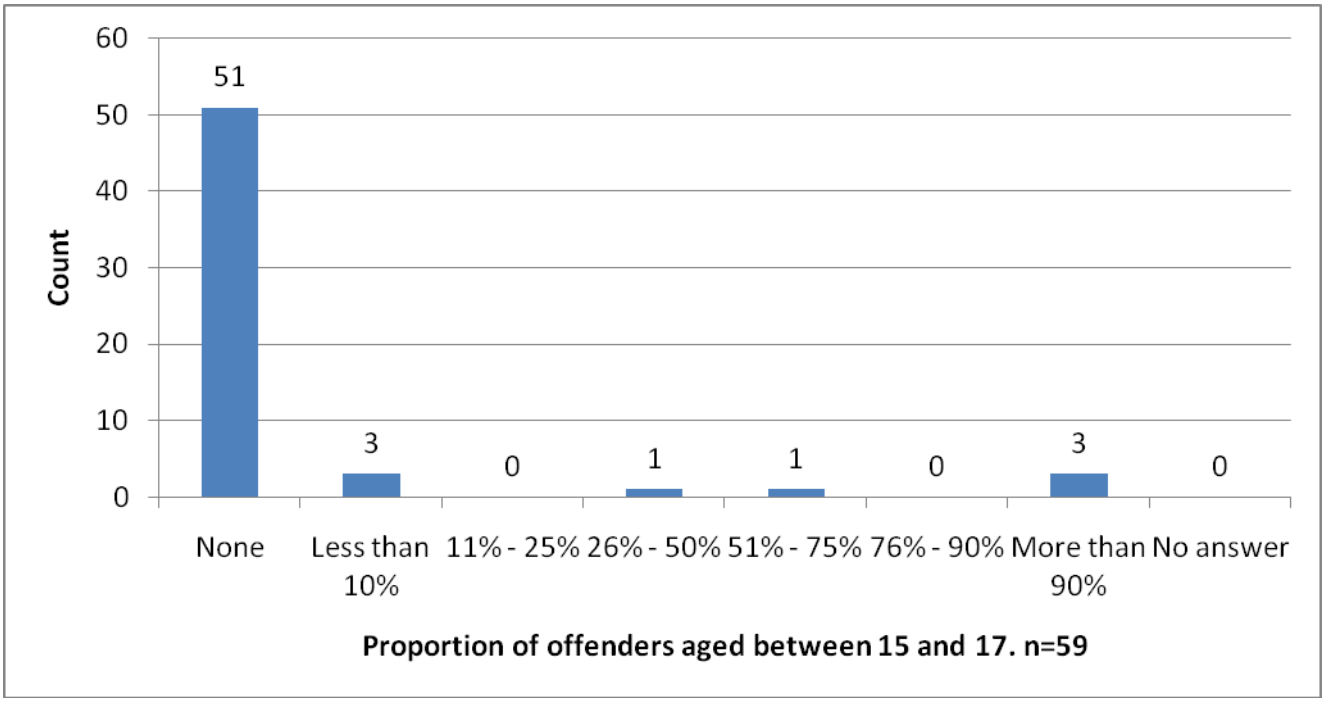


Figure 8: Proportion of young offenders classed as 'juveniles/young people'



1.4.9 Education and work outside prison

Eighty-six per cent (n=42) of HoLS stated that none of their offenders attend education outside prison; 20 per cent (n=12 responses) indicated that less than 10 per cent of offenders go outside for education; while the same percentage – 3 per

cent (n=2) – stated that either 11–25 per cent or 26–50 per cent of their offenders attend education outside the establishment.

Fifty-four per cent of HoLS (n=32) said that none of their offenders leave prison to do work and 22 per cent (n=13) stated that less than 10 per cent of offenders work outside the prison. The same proportion – 10 per cent – said that either 11–25 per cent or 26–50 per cent of offenders attend work outside of the establishment (n=6 responses each).

Two per cent (n=1) did not answer the education question and 3 per cent (n=2) did not answer the attending work question.

Figure 9: Proportion of offenders attending education outside prison

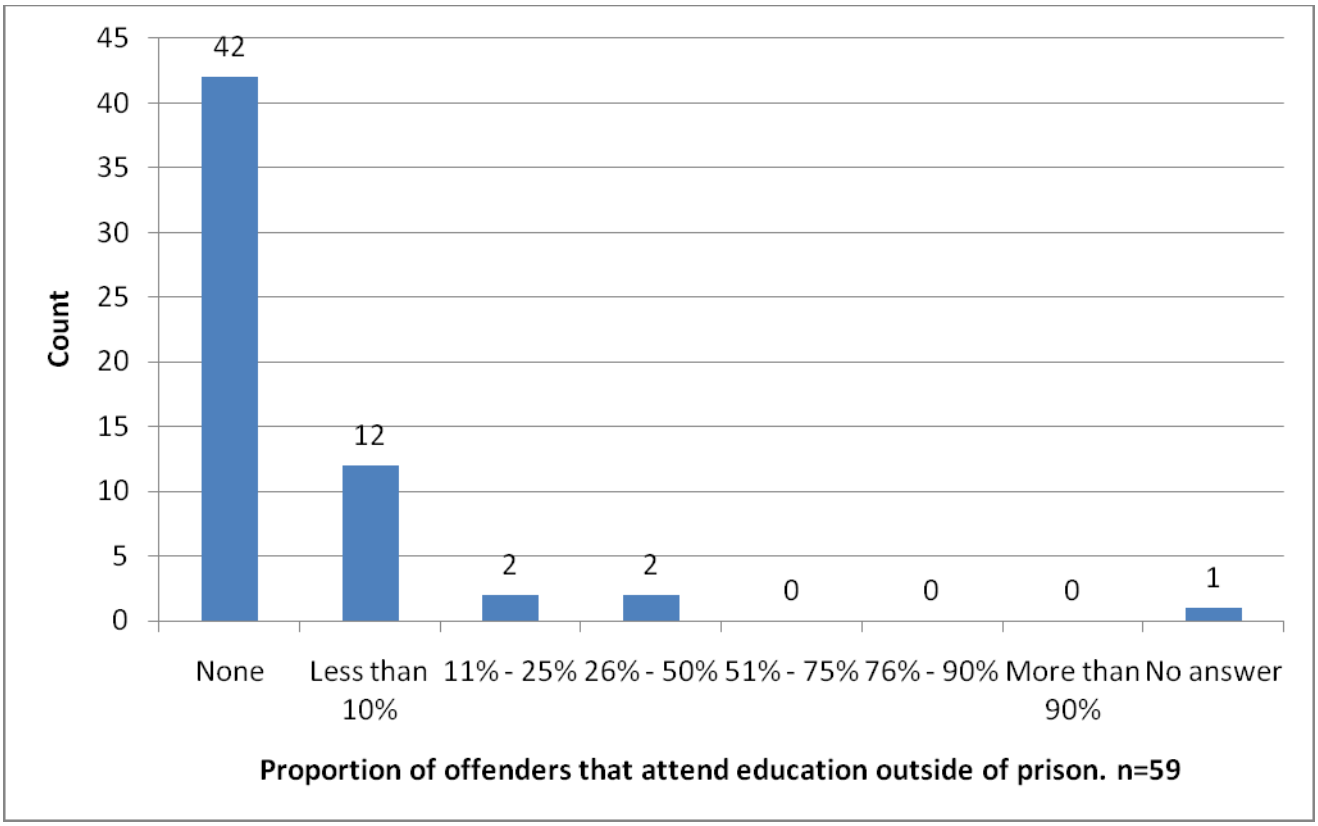
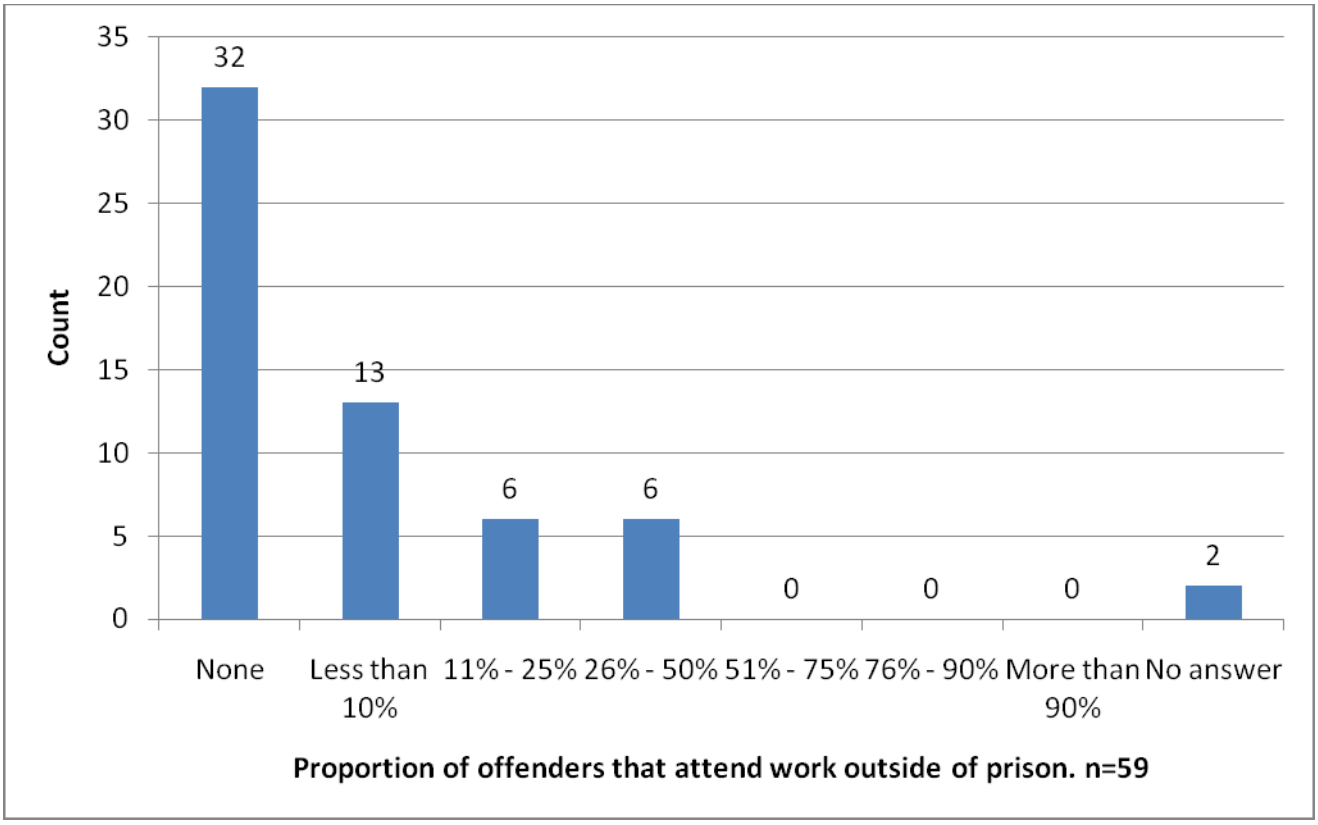


Figure 10: Proportion of offenders attending work outside the prison



1.5 Strategy

The next series of questions asked about the use of technology by learners in prison and whether this is documented in a strategy.

Of the HoLS, 73 per cent (n=43) indicated that the role of technology and e-learning is addressed in a written strategy and the remaining 27 per cent (n=16 HoLS) said that there is no strategy in place at their establishment.

Forty-seven per cent (n=28) said that other people have input into the strategy, whereas 42 per cent (n=25 HoLS) said that nobody else is involved with it. Ten per cent did not answer this question (n=6 HoLS)

1.6 Current use of ICT

This section asked the heads of learning and skills about the current use of and access to technology by staff and learners. The term ‘unrestricted access’ refers to the technology used to enable access (e.g. computers with an internet connection, not access to specific web-based content).

1.7 Staff access to technology

Sixty-six per cent of respondents (n=39) stated that there is unrestricted access to computers and 34 per cent (n=20) stated that staff have access to computers at specific times.

Of the HoLS (n=31), 53 per cent said that there is limited access to projectors, 46 per cent (n=27) indicated that there is unlimited access and 2 per cent (n=1) said that there is no access.

Fifty-one per cent (n=30) stated that there is unrestricted access to DVD players, while 46 per cent (n=27) stated that there is access to DVD players at specific times and 3 per cent (n=2) said that there is no staff access to them.

Fifty-three per cent (n=31) indicated that there is limited access to interactive whiteboards, but 41 per cent (n=24) said that there is unrestricted access to them, with 7 per cent (n=4) of HoLS saying that this technology is not available to staff.

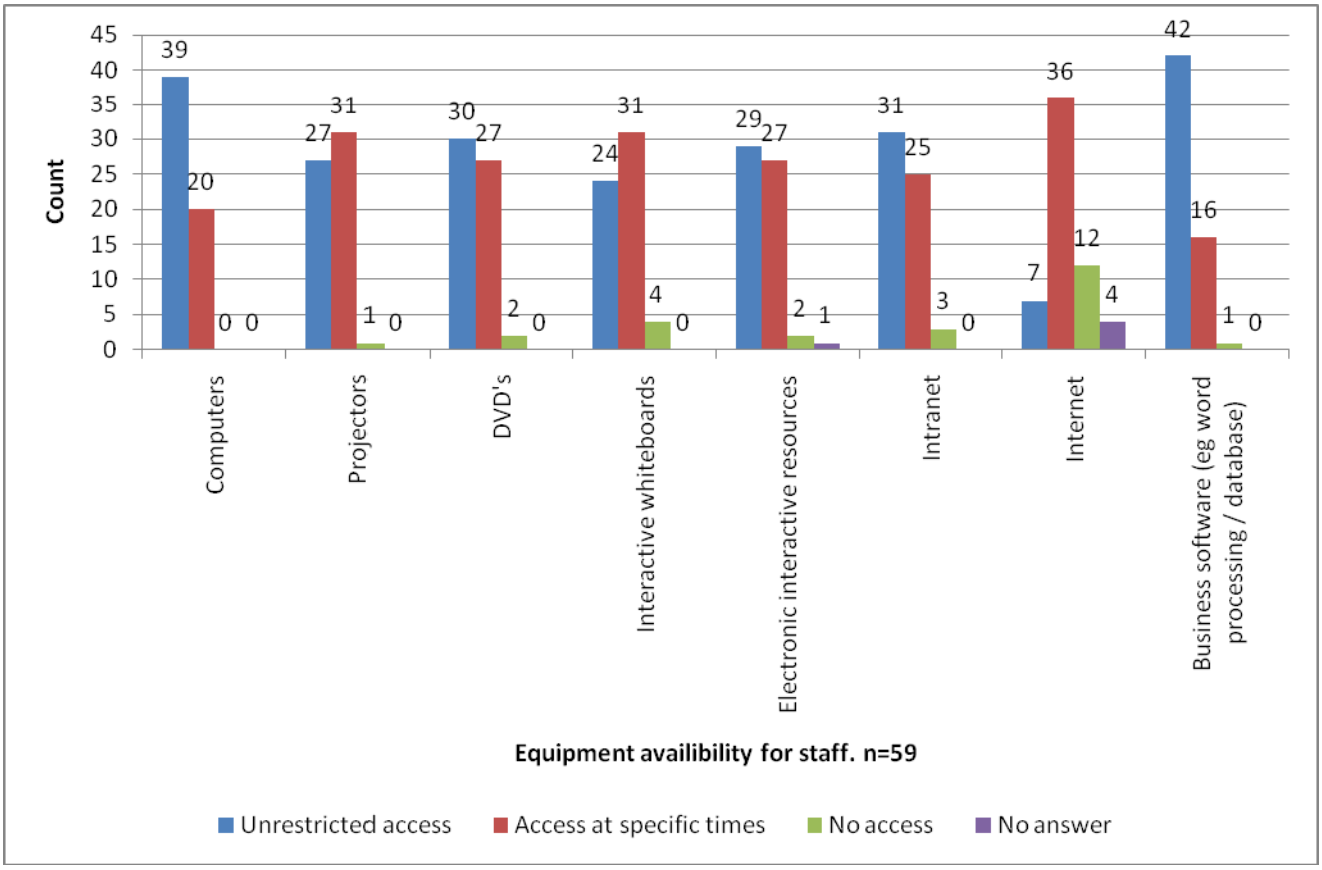
Forty-nine per cent of HoLS (n=29) said that electronic interactive resources are freely available to staff, 46 per cent (n=27) have only restricted access to them. Three per cent said that there is no access to these resources (n=2), and 2 per cent (n=1) did not answer this question.

Fifty-three per cent (n=31) believe that their staff have unrestricted access to an intranet at their establishment, with 42 per cent (n=25) having limited access and 5 per cent (n=3) having no access to an intranet.

Sixty-one per cent (n=36) said that there is limited staff access to the internet, while 20 per cent (n=12) have no staff access to it. Twelve per cent of the HoLS stated that internet access is unrestricted for staff (n=7), but 7 per cent (n=4) did not answer this question.

Staff have open access to business software, according to 71 per cent of respondents (n=42). Twenty-seven per cent (n=16) said that staff can access to it only at specific times, and 2 per cent (n=1) said that there is no staff access.

Figure 11: Availability of specific technology to staff, within establishments



1.8 Learner access to technology

Eighty-five per cent of the HoLS (n=50) said that learners have access to computers at specific times, 14 per cent (n=8) stated that there is unrestricted access, while 2 per cent (n=1) did not answer this question.

Fifty-three per cent (n=31) said that there is limited access to projectors, and 36 per cent (n=21) said that learners have no access to projectors at their establishment. Eight per cent (n=5) indicated that there is unlimited learner access to projectors, and 3 per cent (n=2) did not answer this question.

Of the HoLS, 78 per cent (n=46) stated that there is limited learner access to DVD players, while the same proportion – 10 per cent (n=6) – stated that there is either unrestricted access or no access to DVD players at their establishment. Two per cent (n=1) did not answer this question.

Sixty-four per cent (n=38) indicated that there is limited learner access to interactive whiteboards while 24 per cent (n=14) said that learners do not have access to this technology. Eight per cent of respondents (n=5) said that there is unrestricted learner access to interactive whiteboards, while 3 per cent (n=2) did not answer this question.

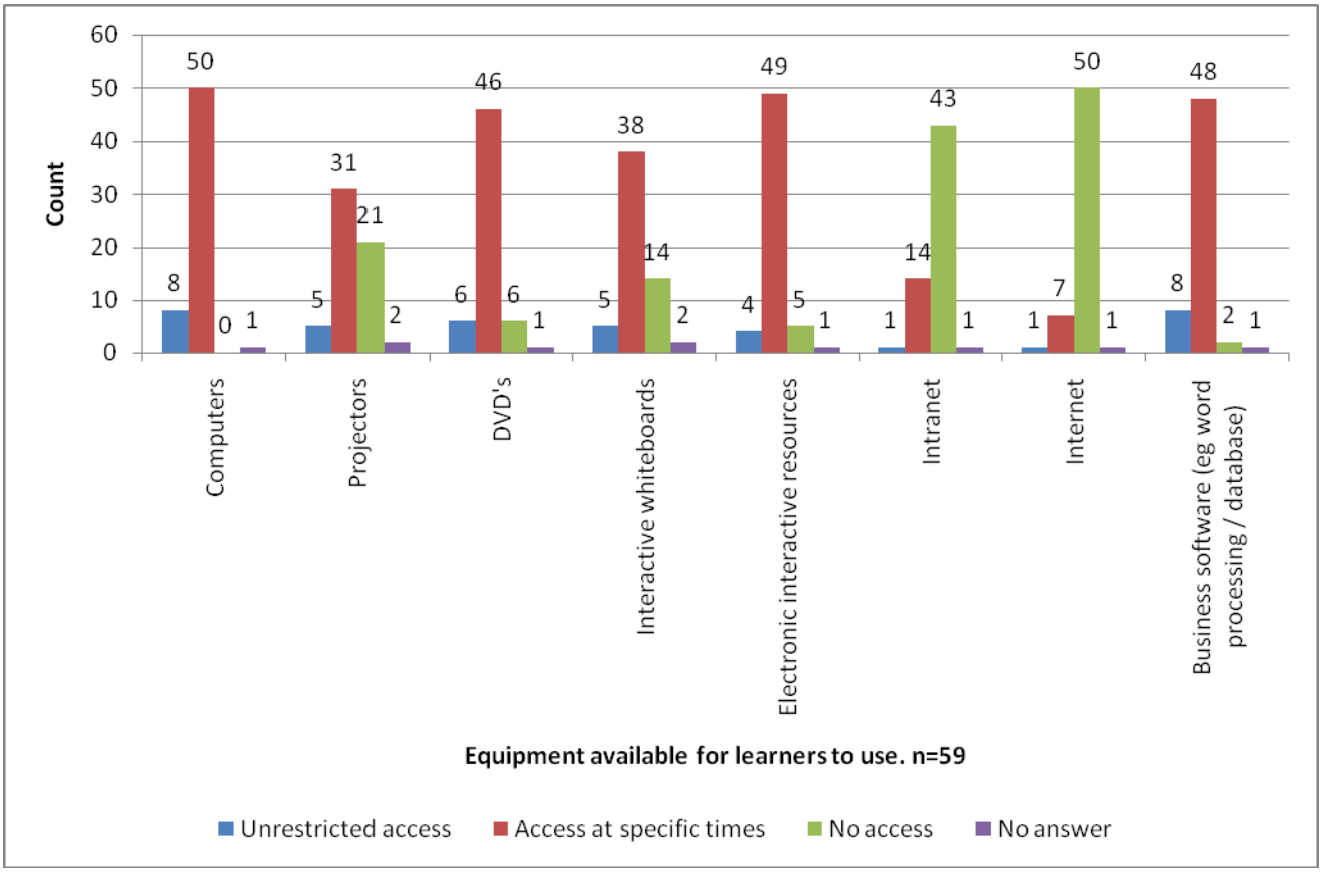
Eighty-three per cent (n=49) said that there is restricted learner access to electronic interactive resources at their establishment. A further 8 per cent (n=2) said that their learners had no access to these resources, but 7 per cent (n=4) said that electronic interactive resources are freely available to learners. Two per cent (n=1) did not answer this question.

Seventy-three per cent of the HoLS (n=43) believe that learners have no access to an intranet, but the learners of 24 per cent (n=14) have restricted access. Only 2 per cent of respondents said that their learners have unrestricted access to an intranet (n=1), and the same percentage did not answer this question

Eighty-five per cent (n=50) of the HoLS said that there is no learner access to the internet within their establishment, but 12 per cent (n=7) said that learners had limited access. Two per cent (n=1) said that internet access is unrestricted for learners, and 2 per cent (n=1) did not answer this question.

Eighty-one per cent (n=48) of respondents said that learners can access business software only at specific times, whereas 14 per cent (n=8) said that their learners have open access to it. Three per cent of HoLS (n=2) said that there is no learner access to business software at their establishment, and 2 per cent (n=1) did not answer this question.

Figure 12: Availability of specific technology to learners, within establishments

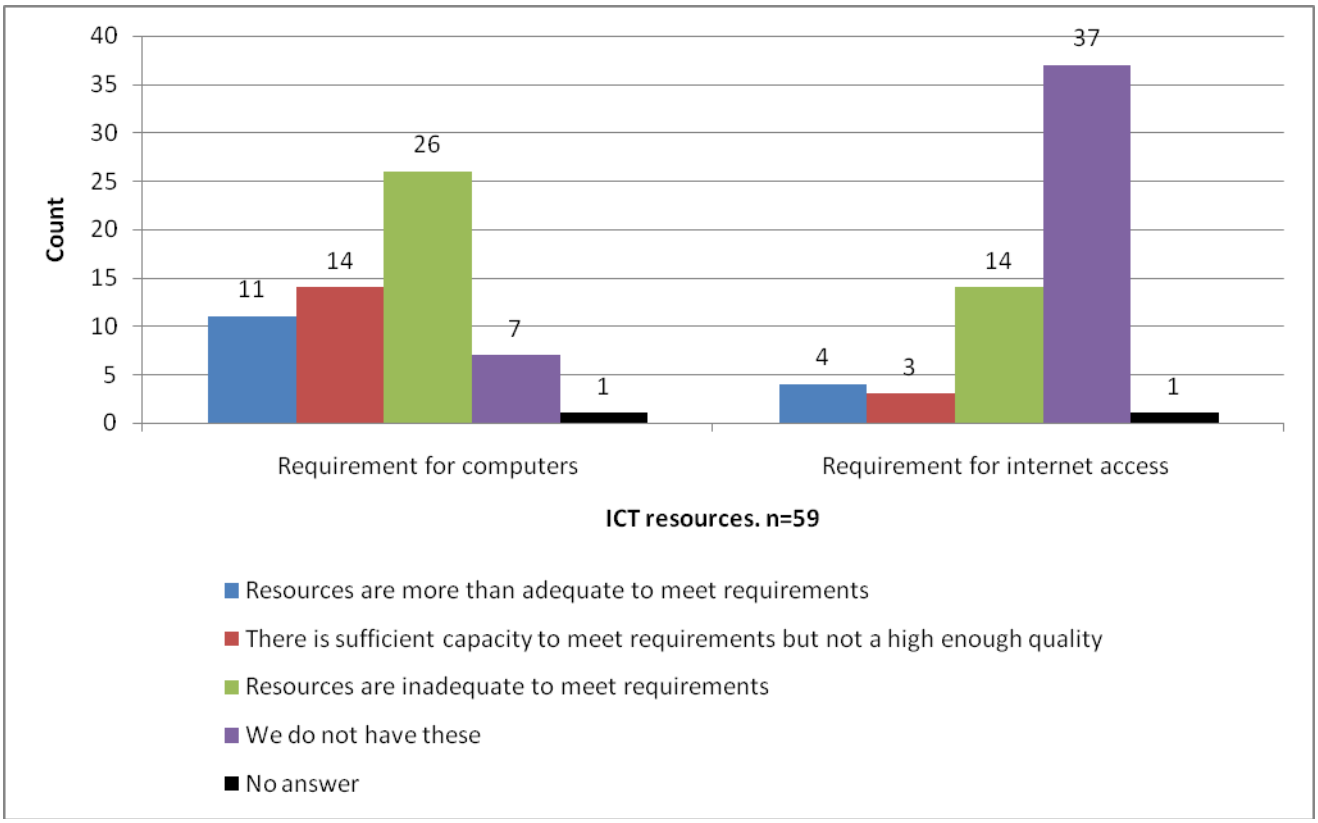


1.9 Adequacy of e-learning resources for non-OLASS only

Forty-four per cent (n=26) of HoLS said that the computer resources required for non-OLASS delivery are inadequate, while 24 per cent (n=14) felt that these are sufficient but there is room for improvement. Seventeen per cent of HoLS (n=11) said that their computers are more than adequate, but 12 per cent (n=7) have no computers at all for non-OLASS delivery. Two per cent (n=1) did not answer this question.

Sixty-three per cent of the HoLS (n=37) said that they did not have access to the internet for non-OLASS delivery, and 24 per cent (n=14) said that their internet provision is inadequate. Seven per cent (n=4) felt that their internet connection is more than adequate, and 5 per cent (n=3) said that it is sufficient. Two per cent (n=1) did not answer this question.

Figure 13: Extent to which ICT resources meet requirements of effective delivery within non-OLASS provision



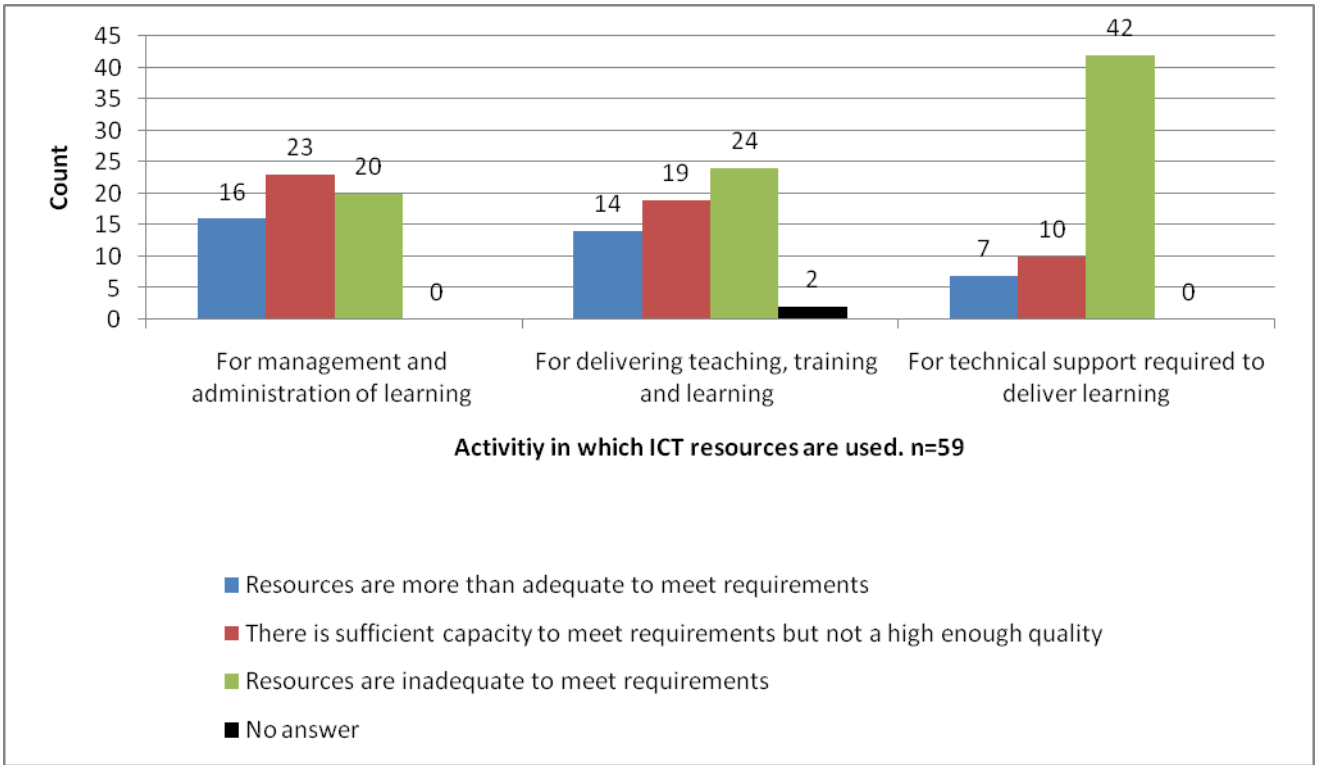
1.10 Adequacy of resources across OLASS and non-OLASS activities

Thirty-nine per cent of the HoLS (n=23) stated that their ICT resources for the management and administration of learning were sufficient, but not of a high enough quality. 'Inadequate' was the verdict of 34 per cent (n=20), and 27 per cent (n=16) said that their resources are more than adequate.

Forty-one per cent (n=24) of respondents said that the resources for delivering teaching, training and learning are inadequate, 32 per cent (n=19) said that they are sufficient, 24 per cent (n=14) said that resources are more than adequate, and 3 per cent (n=2) did not answer this question.

Of the responses, 71 per cent (n=42) felt that the technical support on offer at the establishment was currently inadequate, while 17 per cent (n=10) believed it to be sufficient and 12 per cent (n=7) felt it is more than adequate.

Figure 14: Extent to which available ICT resources meet requirements for delivering both OLASS and non-OLASS training and learning



1.11 Barriers to e-learning

Forty-seven per cent of the HoLS (n=28) felt that insufficient training opportunities were *not* a barrier to e-learning, but 42 per cent (n=25) felt that these were a barrier to some extent and 8 per cent (n=5) said that they were a barrier to a large extent. Two per cent (n=1) did not answer this question.

Of the HoLS who responded, 54 per cent (n=32) felt that a lack of awareness of training opportunities was a barrier to some extent, whereas 39 per cent (n=23) felt it wasn't. However, 9 per cent (n=4) believed it to be a barrier to a large extent.

Forty-two per cent of the HoLS (n=25) felt that the time needed for staff to learn about e-learning is a barrier to some extent and 36 per cent (n=21) believed that it was to a large extent. Twenty-two per cent of the respondents (n=13) felt that it is *not* a barrier.

Fifty-four per cent of respondents (n=32) indicated that a lack of infrastructure and e-learning resources was a barrier to some extent, whereas 29 per cent (n=17) said it was *not*. Seventeen per cent of the HoLS (n=10) indicated that this lack was a barrier to a large extent.

Fifty-nine per cent of HoLS (n=35) stated that a lack of commitment to ICT and e-learning by senior staff was *not* a barrier, but 34 per cent (n=20) said it was to some extent and 5 per cent (n=3) believed it was to a large extent. Two per cent (n=1) did not answer this question.

Forty-one per cent (n=24) said that the cautious approach of the prison service was a barrier to the use of e-learning to some extent, and 37 per cent (n=22) felt that it was to a large extent. Twenty-two per cent (n=13) said that this caution on the part of the prison service was *not* a barrier at their establishment.

Of the HoLS, 56 per cent (n=33) said that physical security/access issues were, to some extent, barriers to e-learning, and 27 per cent (n=16) said that they were to a large extent. However,17 per cent (n=10) said that these issues were *not* a barriers at their establishment.

Forty-nine per cent (n=29) of responses revealed that operational and practical issues (e.g. churn and overcrowding) were barriers to the use of e-learning some extent, but 34 per cent (n=20) said that these sorts of things were *not* barriers. However, 17 per cent (n=10) respondents said that such issues were barriers to a large extent.

Fifty-three per cent of respondents (n=31) felt that a lack of national policy and direction was a barrier to some extent and a further 24 per cent (n=14) believed that it was a barrier to a large extent. However, 22 per cent (n=13) felt that it was *not* a barrier to the use of e-learning at their establishment, and 2 per cent (n=1) did not answer this question.

Table 1: Factors preventing effective use of ICT and e-learning delivery among OLASS delivery staff (n=59)

	To a large extent	To some extent	Not at all	No answer
Insufficient training opportunities	5 (8%)	25 (42%)	28 (47%)	1 (2%)
Lack of awareness of existing training opportunities	4 (9%)	32 (54%)	23 (39%)	0 (0%)
Insufficient time to take up training opportunities	21 (36%)	25 (42%)	13 (22%)	0 (0%)
Inadequate ICT infrastructure and e-learning resources	10 (17%)	32 (54%)	17 (29%)	0 (0%)
Lack of commitment to ICT and e-learning among senior management staff	3 (5%)	20 (34%)	35 (59%)	1 (2%)
Cautious approach of Prison Service	22 (37%)	24 (41%)	13 (22%)	0 (0%)
Physical security/access issues	16 (27%)	33 (56%)	10 (17%)	0 (0%)
Operational and practical issues (e.g. churn and overcrowding)	10 (17%)	29 (49%)	20 (34%)	0 (0%)
Lack of national policy and direction	14 (24%)	31 (53%)	13 (22%)	1 (2%)

1.12 Use of e-learning (non-OLASS)

Twenty-nine per cent of HoLS (n=23) stated that e-learning is used ‘to some extent’ to support learning in their establishment, 36 per cent (n=21) said it is used ‘to a minor extent’ and 12 per cent (n=7) stated that e-learning is not used to support learning. Ten per cent (n=6) stated that e-learning is used ‘substantially’ and 2 per cent (n=1) said that e-learning is used ‘in all teaching, training and learning activity’. Two per cent (n=1) did not answer this question.

Thirty-two per cent (n=19) of HoLS said that e-learning is used ‘to some extent’ as a traditional classroom/workshop teaching tool, and 31 per cent (n=18) said that it is used in this way ‘to a minor extent’. Twenty-seven per cent (n=16) said that e-learning is not used at all in this way, 7 per cent (n=4) said that IT is used ‘substantially’ and 2 per cent (n=1) said that e-learning is used ‘in all teaching, training and learning activity’ in this manner. Two per cent (n=1) did not answer this question.

Twenty-nine per cent (n=23) of responses said that e-learning is not used at all as an element in a blended learning approach, while 27 per cent (n=16) said that it is used in this way 'to a minor extent'. However, 22 per cent (n=13) said that e-learning is used 'to some extent', 5 per cent (n=3) said it is used 'substantially' and 3 per cent (n=2) said that e-learning is used 'in all teaching, training and learning activity' as an element in a blended learning approach. Two per cent (n=1) did not answer this question.

Thirty-two per cent of HoLS (n=19) agreed that e-learning enables their learners to learn more flexibly 'to a minor extent', but 31 per cent of them (n=18) agreed that e-learning *does not* enable their learners to learn more flexibly. A further 25 per cent (n=15) said that it enables their learners to learn more flexibly 'to some extent' and 7 per cent (n=4) agreed that e-learning 'substantially' enables their learners to learn more flexibly. However, only 2 per cent (n=1) said that e-learning enables their learners to learn more flexibly 'in all teaching, training and learning activities', while 2 per cent (n=1) did not answer this question.

Forty-seven per cent of HoLS (n=28) stated that e-learning is *not* used to create individual learning plans at their establishment. However, 20 per cent (n=12) stated that it is used 'to a minor extent, 15 per cent (n=9) agreed that it is used 'to some extent' and 12 per cent (n=7) said that it is 'substantially' used to create individual learning plans. Only 2 per cent (n=1) stated that e-learning is used to create individual learning plans 'in all teaching, training and learning activities', while a further 2 per cent (n=1) did not answer this question.

Forty-four per cent of HoLS (n=26) said that e-learning is *not* used to store individual learning plans, and 22 per cent (n=13) stated that it is used 'to a minor extent'. However, 15 per cent said that it is used 'to some extent' (n=9) and 15 per cent (n=9) said that it is used 'substantially'. Only 2 per cent (n=1) said that e-learning is used to store individual learning plans 'in all teaching, training and learning activity'; 2 per cent (n=1) did not answer this question.

Forty-two per cent of the HoLS (n=25) stated that e-learning is *not* used to support collaborative learning, and 22 per cent (n=13) stated that it is used 'to a minor extent'. However, 22 per cent (n=13) stated that e-learning is used 'to some extent', and 9 per cent (n=4) stated it is employed 'substantially'. Only 2 per cent (n=1) stated that e-learning is used 'in all teaching, training and learning activities' to support collaborative learning; 2 per cent (n=1) did not answer this question

Table 2: Use of e-learning in non-OLASS teaching, training and learning provision (n=59)

	In all teaching, training and learning activity	Substantially	To some extent	To a minor extent	Not at all	Not sure	No answer
To support learning	1 (2%)	6 (10%)	23 (29%)	21 (36%)	7 (12%)	0 (0%)	1 (2%)
As a traditional classroom/workshop teaching tool	1 (2%)	4 (7%)	19 (32%)	18 (31%)	16 (27%)	0 (0%)	1 (2%)
As an element in blended learning (multimedia learning)	2 (3%)	3 (5%)	13 (22%)	16 (27%)	23 (29%)	1 (2%)	1 (2%)
To enable learners to learn more flexibly	1 (2%)	4 (7%)	15 (25%)	19 (32%)	18 (31%)	1 (2%)	1 (2%)
To create individual learning programmes	1 (2%)	7 (12%)	9 (15%)	12 (20%)	28 (47%)	1 (2%)	1 (2%)
To store individual learning plans	1 (2%)	9 (15%)	9 (15%)	13 (22%)	26 (44%)	0 (0%)	1 (2%)
To support collaborative learning	1 (2%)	4 (9%)	13 (22%)	13 (22%)	25 (42%)	2 (3%)	1 (2%)

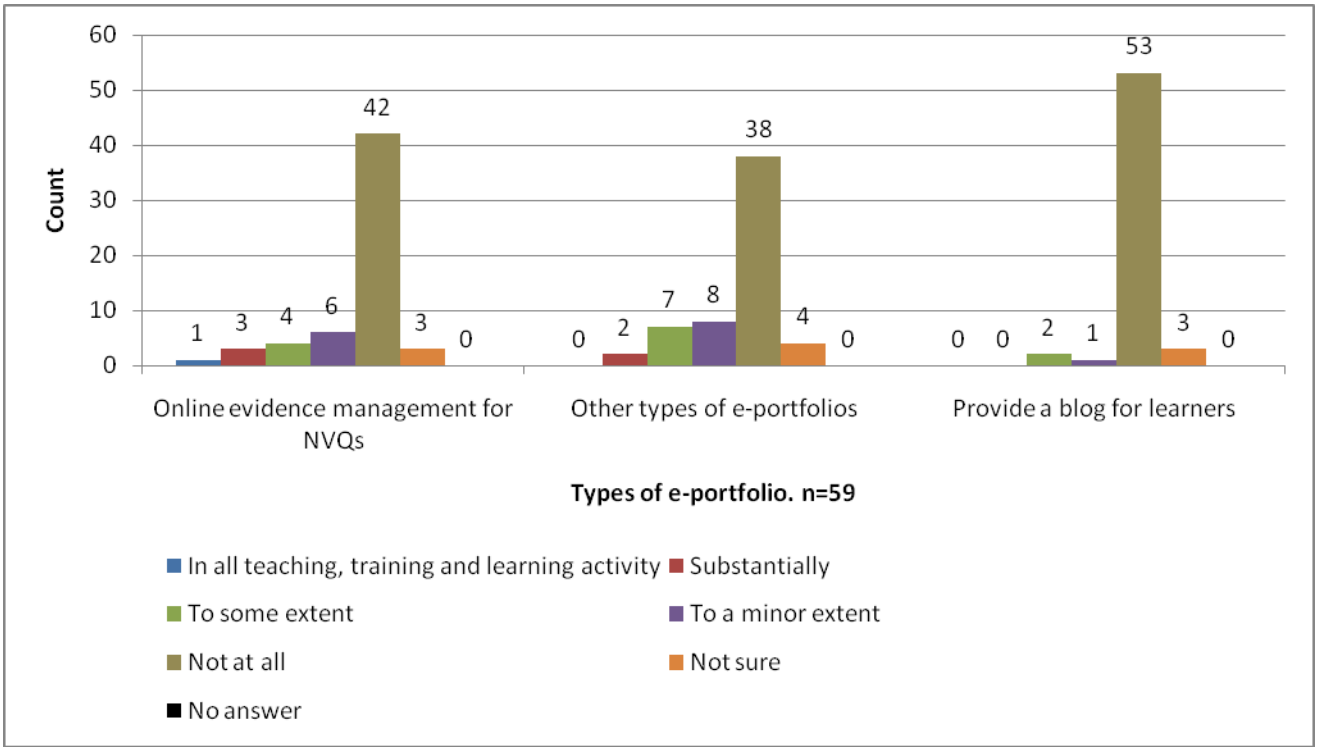
1.13 Use of e-portfolios in OLASS and non-OLASS delivery

Regarding the use of e-portfolios, 71 per cent of the HoLS said that e-portfolios are *not* being used in the online evidence management for NVQs (n=42). Ten per cent (n=6) said that they are being used 'to a minor extent', and 7 per cent (n=4) said that they are being used 'to some extent'. Five per cent (n=3) said that e-portfolios are being used 'substantially' in this way, while just 2 per cent (n=1) said that e-portfolios are being used 'in all teaching, training and learning activity' in the online evidence management for NVQs.

Sixty-four per cent of the HoLS (n=38) said that other types of e-portfolios are *not* being used at their establishment ,and 14 per cent (n=8) said that they are being employed 'to a minor extent'. Twelve per cent (n=7) said that they are used 'to some extent', and 3 per cent (n=2) said that other types of e-portfolios are in 'substantial' use.

Ninety per cent of the respondents (n=53) stated that learner blogs are *not* being used. Three per cent (n=2) said that such blogs are being used 'to a minor extent', and 2 per cent (n=1) stated that learner blogs are being used 'to some extent'.

Figure 15: Use of e-portfolios in teaching, training and learning



1.14 Potential positive impacts of using technology

When asked whether the use of technology has led to more effective teaching at the establishment, 69 per cent (n=41) of the HoLS answered ‘Yes, to some extent’, 25 per cent (n=15) stated ‘Yes, to a large extent’, 2 per cent (n=1) said ‘No’, and 2 per cent (n=1) did not answer this question.

In relation to more effective learning, 69 per cent (n=41) of the HoLS stated ‘Yes, to some extent’, 24 per cent (n=14) said ‘Yes, to a large extent’, 2 per cent (n=1) stated ‘No’ and 2 per cent (n=1) did not answer this question.

Better support for teachers and learners was the subject of the next question on the impact of using technology. Sixty per cent (n=40) of the HoLS stated ‘Yes, to some extent’, 24 per cent (n=14) said ‘Yes, to a large extent’, 3 per cent (n=2) stated ‘No’, and 2 per cent (n=1) did not answer this question.

When asked if using technology has led to improved equal opportunities, 47 per cent of the HoLS (n=28) answered ‘Yes, to some extent’, 18 per cent (n=11) stated ‘Yes, to a large extent’, 12 per cent (n=7) said ‘No', and 2 per cent (n=1) did not answer this question.

The HoLS were then asked if using technology has led to a more diverse learning offer at their establishment. Sixty-six per cent (n=39) stated ‘Yes, to some extent’, 25 per cent (n=15) said ‘Yes, to a large extent’, 5 per cent (n=3) stated ‘No’, and 2 per cent (n=1) did not answer this question.

Regarding improved learner achievements due to the use of technology, 42 per cent of the HoLS (n=25) stated ‘Yes, to some extent’, 24 per cent (n=14) said ‘Yes, to a large extent’, 14 per cent (n=8) stated ‘No’, and 2 per cent (n=1) did not answer this question.

When asked if technology has led to greater participation in learning, 51 per cent of the HoLS (n=30) stated ‘Yes, to some extent’, 22 per cent (n=13) said ‘Yes, to a large extent’, 17 per cent (n=10) stated ‘No’, and 2 per cent (n=1) did not answer this question.

In relation to whether technology has improved learner satisfaction, 58 per cent of the HoLS (n=34) stated ‘Yes, to some extent’, 22 per cent (n=13) said ‘Yes, to a large extent’, 8 per cent (n=5) stated ‘No’, and 2 per cent (n=1) did not answer this question.

Similarly, when asked about improved staff satisfaction and the use of technology, 63 per cent of the HoLS (n=37) stated ‘Yes, to some extent’, 20 per cent (n=12) said ‘Yes, to a large extent’, 7 per cent (n=4) stated ‘No’, and 2 per cent (n=1) did not answer this question.

Relating to technology leading to improved strategic planning, 68 per cent of the HoLS (n=40) stated 'Yes, to some extent', 10 per cent (n=6) said 'Yes, to a large extent', 17 per cent (n=10) stated 'No', and 2 per cent (n=1) did not answer this question.

When asked if using technology helps to improve processes to prepare for inspection, 51 per cent (n=30) of the HoLS stated 'Yes, to some extent', 36 per cent (n=21) said 'Yes, to a large extent', 10 per cent (n=6) stated 'No', and 2 per cent (n=1) did not answer this question.

Table 3: Effects of ICT and e-learning across all offender learning and skills provision (n=59)

	Yes, to a large extent	Yes, to some extent	No	Don't know	No answer
More effective teaching	15 (25%)	41 (69%)	1 (2%)	1 (2%)	1 (2%)
More effective learning	14 (24%)	41 (69%)	1 (2%)	2 (3%)	1 (2%)
Better support for teachers and learners	14 (24%)	40 (68%)	2 (3%)	2 (3%)	1 (2%)
Improved equal opportunities	11 (18%)	28 (47%)	7 (12%)	12 (20%)	1 (2%)
A more diverse learning offer	15 (25%)	39 (66%)	3 (5%)	1 (2%)	1 (2%)
Improved learner achievements	14 (24%)	25 (42%)	8 (14%)	11 (19%)	1 (2%)
Greater participation in learning	13 (22%)	30 (51%)	10 (17%)	5 (8%)	1 (2%)
Improved learner satisfaction	13 (22%)	34 (58%)	5 (8%)	6 (10%)	1 (2%)
Improved staff satisfaction	12 (20%)	37 (63%)	4 (7%)	5 (8%)	1 (2%)
Improved strategic planning	6 (10%)	40 (68%)	10 (17%)	2 (3%)	1 (2%)
Improved processes to prepare for inspection	21 (36%)	30 (51%)	6 (10%)	1 (2%)	1 (2%)

1.15 Time saved in non-OLASS delivery

The HoLS were asked a series of questions about whether they feel that time is saved by their non-OLASS practitioners through the use of technology.

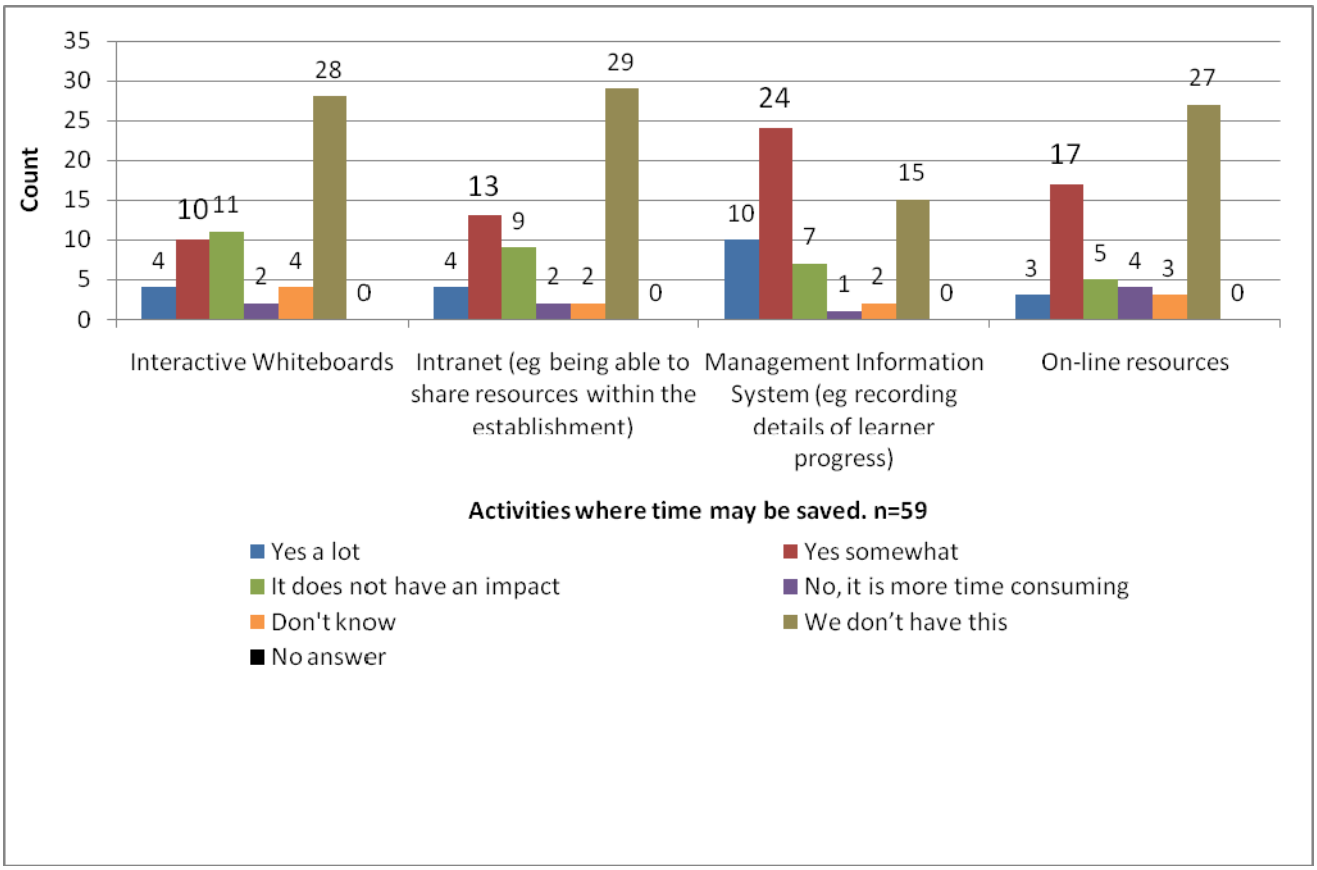
When asked about interactive whiteboards, 47 per cent of HoLS (n=28) stated that they did not have interactive whiteboards and 19 per cent (n=11) said that the use of this technology has no impact on time saving. Seventeen per cent (n=10) stated that there is somewhat of a time saving and 7 per cent (n=4) revealed that a lot of time is saved by using interactive whiteboards. However, 3 per cent (n=2) stated that using them is more time consuming.

Regarding intranets (e.g. being able to share resources within the establishment), 49 per cent of HoLS (n=29) stated that they do not have one, 22 per cent (n=13) said that there is somewhat of a time saving when using one, and 15 per cent (n=9) stated that they had no impact on time. Seven per cent (n=4) stated that a lot of time is saved by using an intranet, but 3 per cent (n=2) stated that using an intranet is more time consuming.

In relation to using a management information system (e.g. to record details of learner progress), 41 per cent of HoLS (n=24) stated that some time is saved through using this technology, but 25 per cent (n=15) stated that they do not use this technology. Seventeen per cent (n=10) stated that a lot of time is saved, and 12 per cent (n=7) stated that there is no impact on time. However, 3 per cent (n=1) said that using a management information system is more time consuming.

When talking about time being saved through the use of online resources, 46 per cent of HoLS (n=27) stated that they do not use such resources. Twenty-nine per cent (n=17) stated that some time is saved, and 8 per cent (n=5) said that using online resources does not have an impact on time. Nine per cent (n=4) stated that using these resources is more time consuming, but 5 per cent (n=3) stated that a lot of time is taken up through using this type of technology.

Figure 16: Time saved in non-OLASS provision as a result of using stated ICT resources



1.16 Time saved in activities by using technology across OLASS and non-OLASS teaching, training and learning

The time-saving theme continued as the HoLS were questioned about specific activities in which time might be saved. Now they were asked to think about all delivery – both OLASS and non-OLASS – at their establishment.

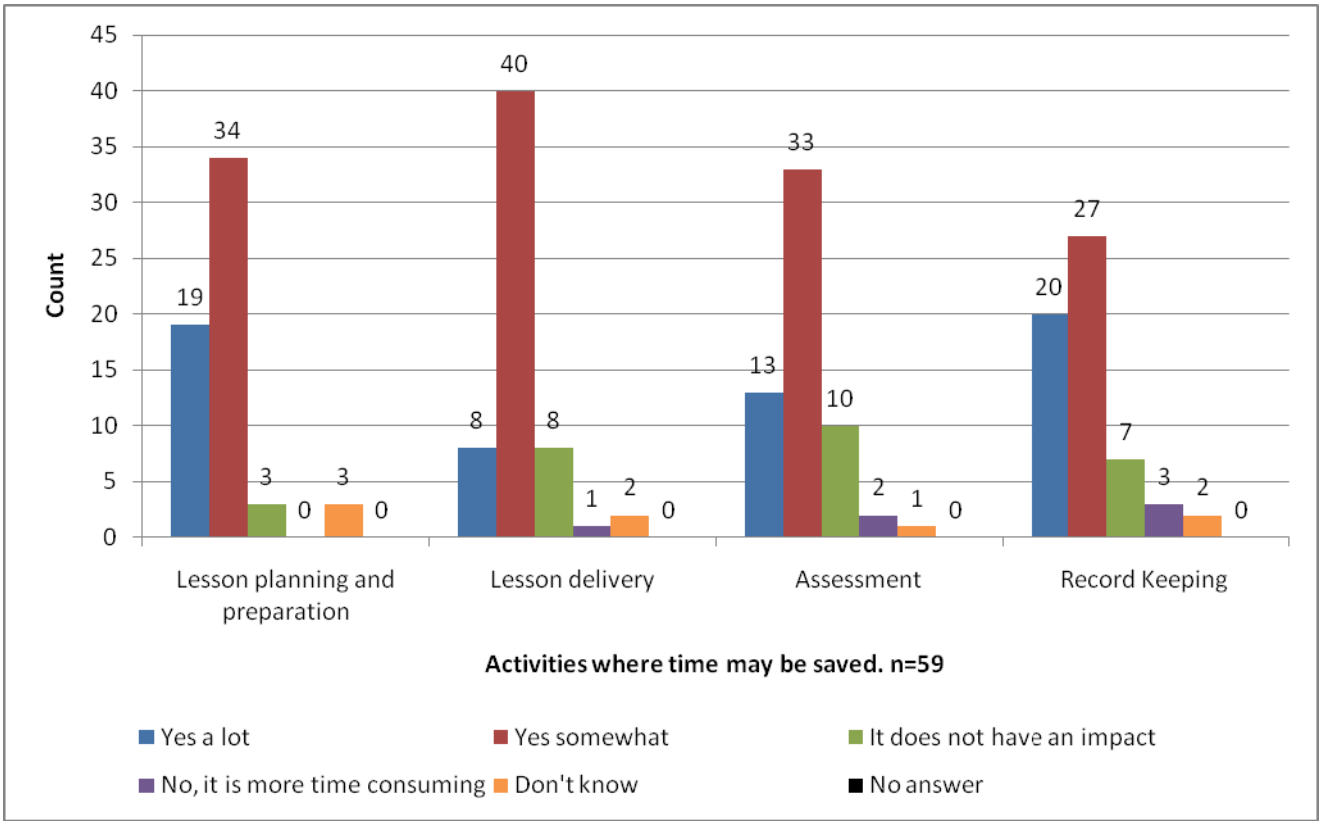
When talking about lesson planning and preparation, 58 per cent of HoLS (n=34) said that some time is saved and 32 per cent (n=19) stated that a lot of time is saved. Five per cent (n=3) said that using technology does not have any impact on lesson planning and preparation.

Regarding lesson delivery, 68 per cent (n=40) said that there is some time is saved and 14 per cent (n=8) said that there is a lot of time saved. The same number (14 per cent) stated that that there is no impact, and 2 per cent (n=1) said that using technology in lesson delivery is more time consuming.

Assessment was the next activity. Fifty-six per cent of HoLS (n=33) said that some time is saved by using technology, and 22 per cent (n=13) said that a lot of time is saved in assessment activities. Seventeen per cent (n=10) stated that there was no impact on time, and 3 per cent (n=2) said that technology makes this activity more time consuming.

In relation to record keeping, 46 per cent of HoLS (n=27) said that some time is saved, and 34 per cent (n=20) said that a lot of time is saved. Twelve per cent (n=7) said that using technology does not have an impact, and 5 per cent (n=3) stated that record keeping becomes more time consuming when technology is used.

Figure 17: Time saved in all offender learning and skills provision as a result of using stated ICT resources



1.17 Access

The HoLS were asked questions about access to specific types of technology at their establishment – specifically, an in-cell television system, a prison radio channel, and a secure intranet and email system for use in non-OLASS delivery.

Availability of an in-cell television system

Sixty-three per cent of the HoLS (n=37) do *not* have an in-cell television system at their establishment, the establishments of 36 per cent (n=21) do have an in-cell television system, and 2 per cent (n=1) are not sure if they have one.

Availability of a prison radio system

Ninety-three per cent of the HoLS (n=55) do *not* have a prison radio system at their establishment, 5 per cent (n=3) do have one, and 2 per cent (n=1) are not sure if they do or not.

Access to an intranet and email system for non-OLASS delivery

Ninety-three per cent of the HoLS (n=55) do *not* have such an intranet and email system, whereas 7 per cent (n=4) do have one.

However, 71 per cent of the HoLS (n=44) feel that a secure intranet and email system would be useful in non-OLASS delivery, 17 per cent (n=10) are not sure, and 7 per cent (n=4) believe that a secure intranet and email system would *not* be useful. Five per cent (n=3) did not answer this question.

1.18 Challenges and support

The final two questions that all HoLS were asked related to whether they feel that effective learning and skills can help reduce re-offending and whether using technology can contribute to this goal.

Sixty-nine per cent of the respondents (n=41) stated they believed that effective learning and skills can contribute to a reduction in the level of re-offending to 'a considerable extent' and 31 per cent (n=18) of the respondents said they believed that they can contribute to this to 'some extent'.

Fifty-six per cent (n=33) stated that use of ICT and e-learning can enhance to 'a considerable extent' the potential of learning to help reduce re-offending, and 44 per cent (n=26) stated that it can do this to 'some extent'.

1.19 IT Refresh project

IT Refresh was a Learning and Skills Council-led project that was run over the summer of 2007. Its aim was to 'refresh' the hardware being used in OLASS delivery.

All the prisons were emailed a set of templates (Excel spreadsheets) that the LSC national office had developed and were asked to provide: a complete asset register of all equipment, a list of equipment that needed to be replaced with urgency, a list of equipment that would need replacing in the medium term and a 'wish list' of equipment that the prison felt would enhance and broaden the learning and skills being offered at the time.

Prisons submitted their templates to NIACE, which analysed and presented the data to the LSC. The LSC then, in consultation with their regional offices, decided on a national level which prisons received which items of equipment from their lists.

The following eight questions that HoLS were asked to answer relate to the LSC-funded IT Refresh project. They were not included in the pilot and, therefore, the overall number of responses was 50.

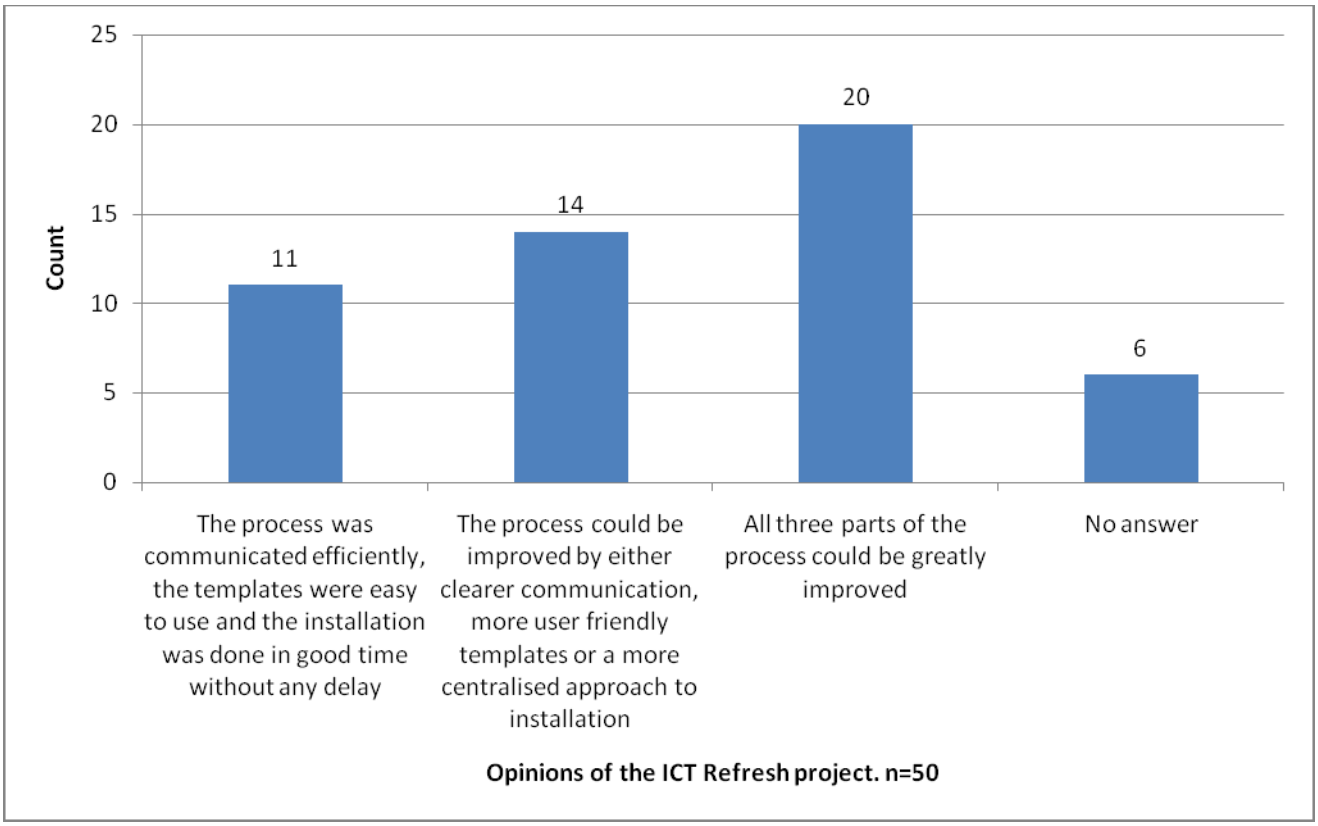
1.19.1 Perceptions of the IT Refresh project

The HoLS were asked to agree with one of the following statements regarding the IT Refresh project;-

1 The process was communicated efficiently, the templates were easy to use and the installation was done in good time without delay.
2 The process could be improved by either clearer communication, more user friendly templates or a more centralised approach to installation.
3 All three parts of the process could be greatly improved.

Forty per cent of HoLS (n=20) agreed with the statement 3, 28 per cent (n=14) agreed with statement 2 and 22 per cent (n=11) agreed with statement 1. Twelve per cent (n=6) did not answer this question.

Figure 18: Perceptions of the Refresh project

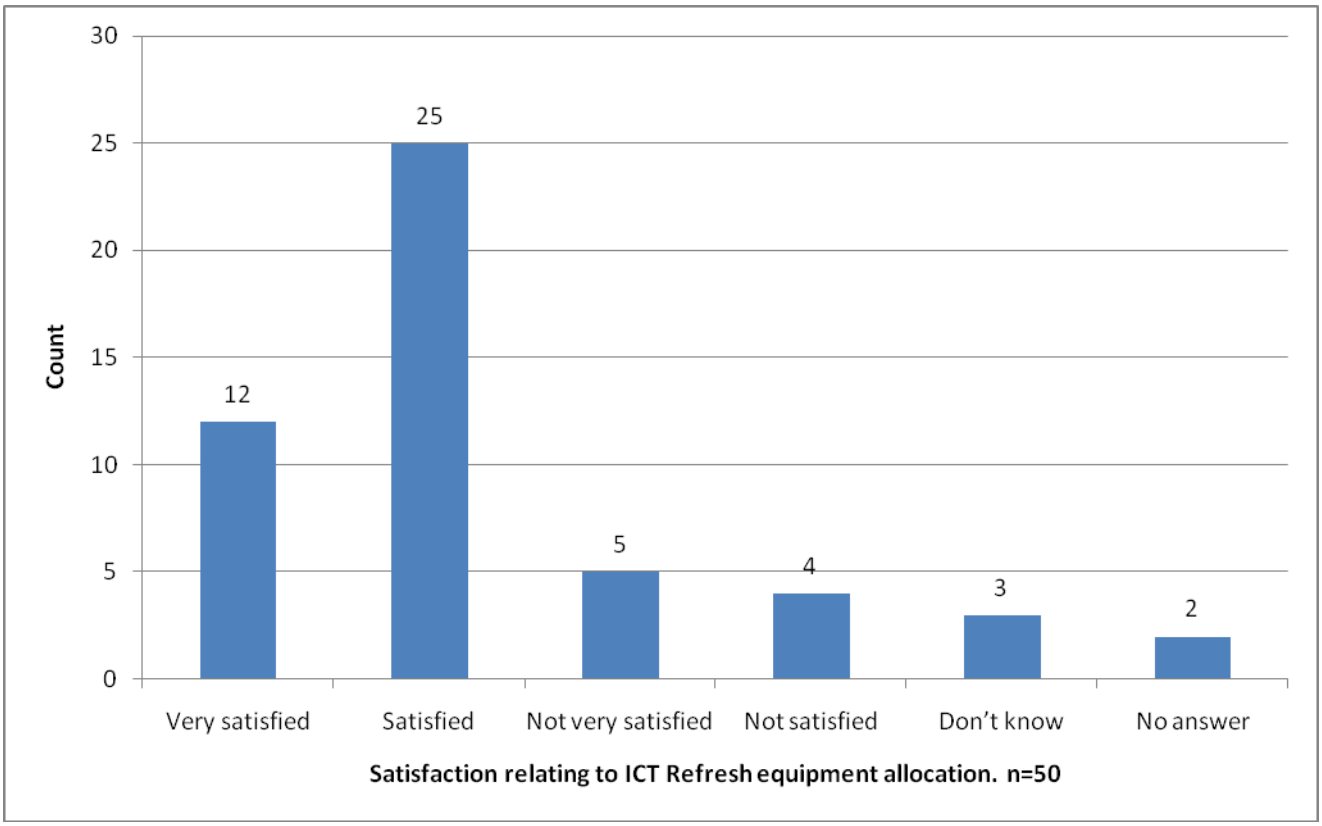


1.19.2 Satisfaction with the allocation of equipment

When the HoLS were asked about their levels of satisfaction with the allocation of equipment at their establishment, 50 per cent (n=25) said that they are 'satisfied', 24 per cent (n=12) stated that they are 'very satisfied', 10 per cent (n=5) said that they are 'not very satisfied' and 8 per cent (n=4) said that they are 'not satisfied'. Six per

cent (n=3) are 'not sure' if they are satisfied with their allocation, and 4 per cent (n=2) did not answer this question.

Figure 19: Satisfaction with 'Refresh' allocation of equipment



1.19.3 Installation status of IT Refresh equipment

Regarding the installation of the IT Refresh equipment, ready to be used by learners, 48 per cent of the HoLS (n=24) said that it is now installed and in use, 48 per cent (n=24) stated that the equipment is yet to be installed, 4 per cent (n=2) were unsure as to whether the equipment had been installed, and 2 per cent (n=1) did not answer this question.

1.19.4 Perceptions of the maintenance arrangements for the IT Refresh equipment

The next subject was the maintenance arrangements for the new equipment. Fifty-four per cent of HoLS (n=27) indicated that they are content with the maintenance arrangements, 8 per cent (n=4) indicated that they are *not* content, 38 per cent (n=19) indicated that the are not aware of the maintenance arrangements, and 2 per cent (n=1) did not answer this question.

1.19.5 Appropriateness of the IT Refresh procurement processes

In relation to IT Refresh equipment procurement and purchasing activities, 44 per cent of the HoLS (n=22) said that the procurement process was appropriate, 12 per cent (n=6) stated that it was *not* appropriate, 42 per cent (n=21) did not know if the procurement process was appropriate or not, and 4 per cent (n=2) did not answer this question.

1.19.6 Security restrictions that may have delayed installation of IT Refresh equipment

Twenty-six per cent of the HoLS (n=13) said that security issues did delay the installation of the new IT Refresh equipment, whereas 60 per cent (n=30) said that they did not delay the installation. Twelve per cent (n=6) did not know if any security issues delayed the installation, and 4 per cent (n=2) did not answer this question.

1.20 Impact of IT Refresh equipment

1.20.1 The learners

Forty-four per cent (n=22) felt that the equipment is having 'some positive impact', 4 per cent (n=2) felt that it is having 'no impact', and 2 per cent (n=1) felt that it is having 'some negative impact'. A further 10 per cent (n=5) stated that they had not yet received their equipment, and 6 per cent (n=3) did not answer this question.

1.20.2 The practitioners

When asked about the equipment's impact on them, 42 per cent (n=21) felt that it is having 'some positive impact', 28 per cent (n=14) felt that it is having 'a strong positive impact', 6 per cent (n=3) believed that it is having 'some negative impact', 2 per cent (n=1) felt that it is having 'no impact' and 8 per cent (n=4) did not know if the new equipment is having any impact. A further 10 per cent (n=5) stated that they had not yet received their equipment, and 6 per cent (n=3) did not answer this question.

1.20.3 The learning department as a whole

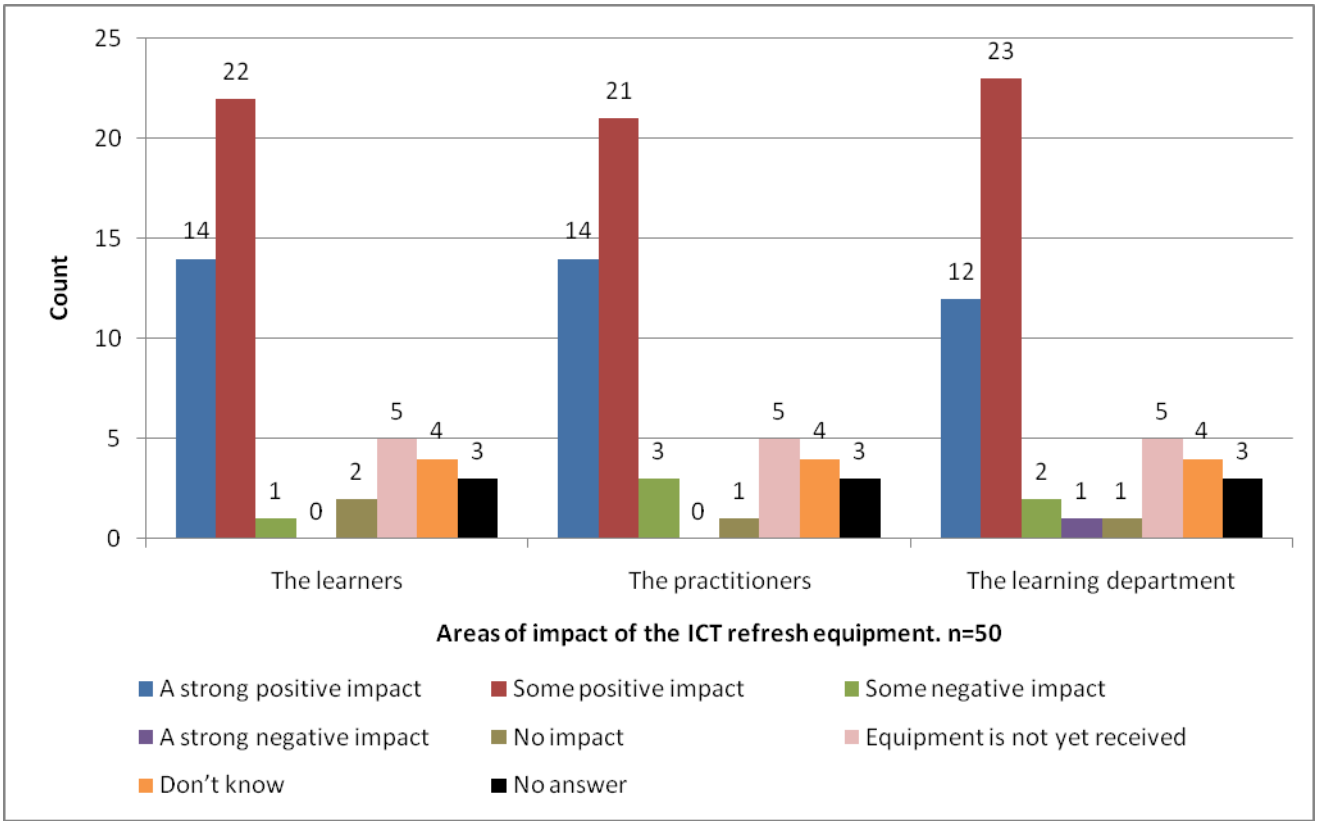
When talking about the impact on the learning department as a whole, 46 per cent (n=23) felt that the equipment is having 'some positive impact', 24 per cent (n=12) said that it is having 'a strong positive impact', 4 per cent (n=2) stated that it is having 'some negative impact', 2 per cent (n=1) felt that the equipment is having 'a strong negative impact' and an equal proportion felt that it is having 'no impact'. A further 10 per cent (n=5) stated that they had not yet received their equipment, and 6 per cent (n=3) did not answer this question.

1.20.4 Impact of IT Refresh on results and progression

After talking about the IT Refresh equipment's impact on staff, learners and department as a whole, the HoLS were asked if they believe that it will benefit results

and progression of learners at their establishment. Ninety-two per cent (n=46) feel that the purchase of the IT Refresh equipment will have a positive impact, 4 per cent (n=2) are not sure, 2 per cent (n=1) feel that it will *not* have a positive impact, and 4 per cent (n=2) did not answer this question.

Figure 20: The impact of IT Refresh equipment on learners, practitioners and the learning department



2 Education managers

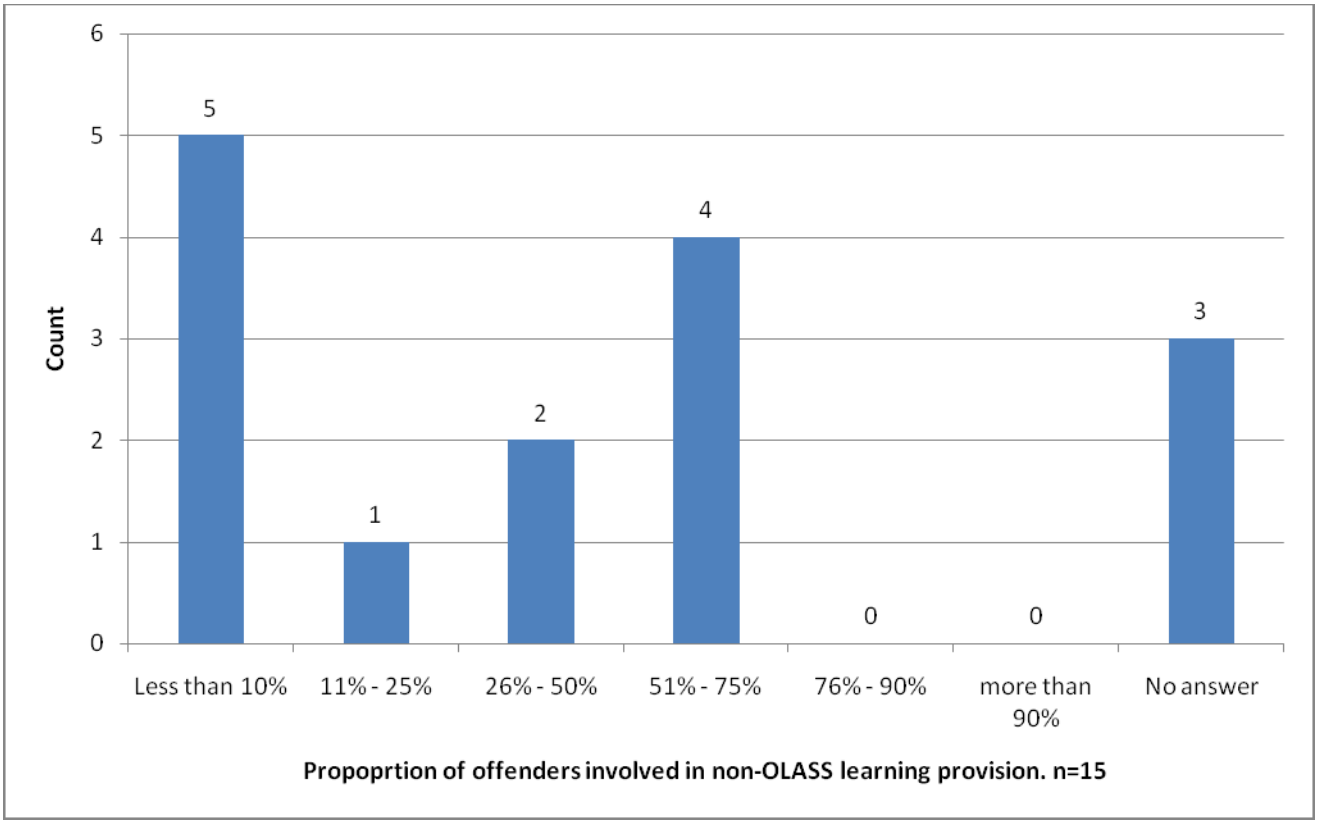
Fifteen education managers were surveyed, and as with the HoLS, this survey was grouped into themes.

2.1 Provision

2.1.1 Offenders involved in non-OLASS learning provision

Thirty-three per cent (n=5) of the education managers said that less than 10 per cent of their offenders are engaged in non-OLASS delivery. A further 27 per cent (n=4) stated that 51–75 per cent of their offenders are engaged in this, 13 per cent (n=2) said that 26–50 per cent of their offenders are engaged in it, and 7 per cent (n=1) said that this applied to 11–25 per cent of their offenders. Twenty per cent (n=3) did not answer this question.

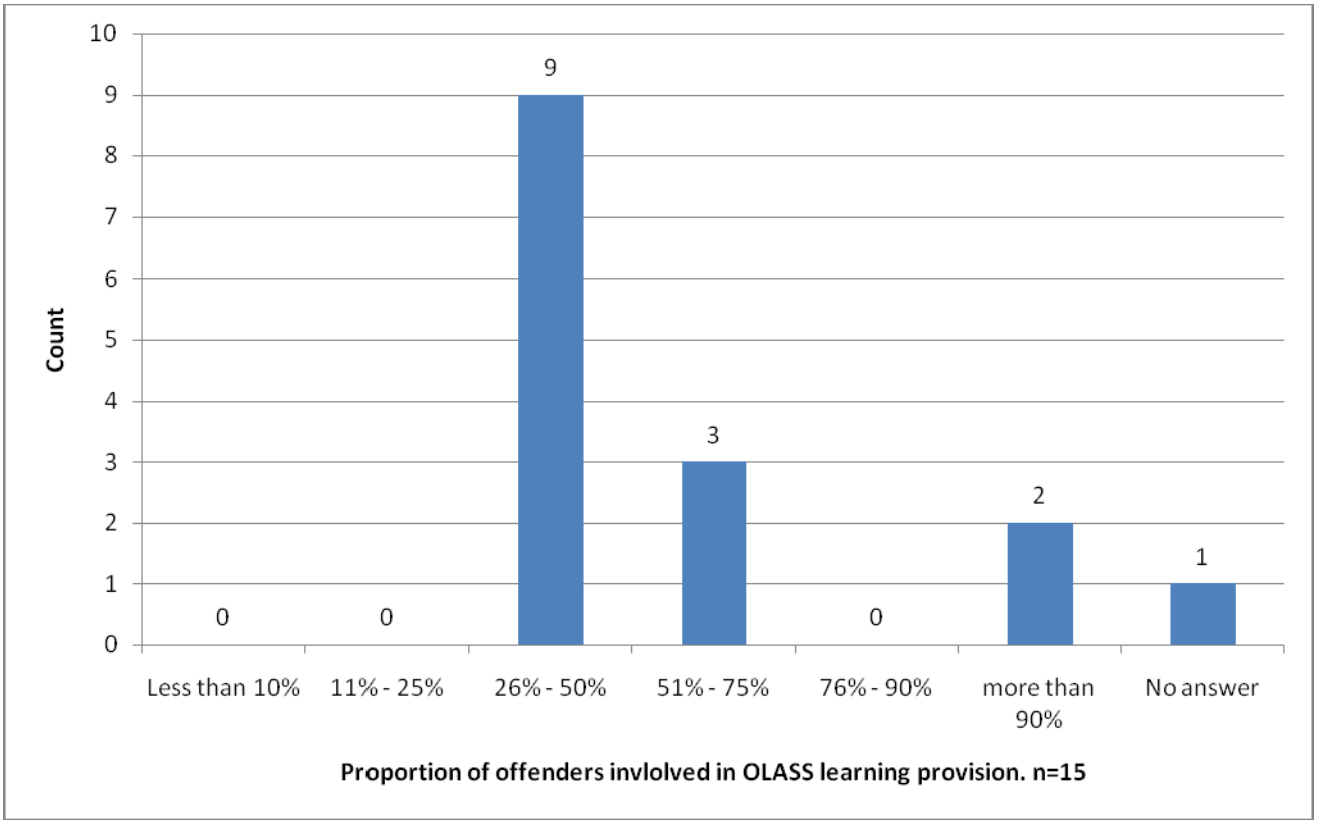
Figure 21: Proportion of offenders currently involved in non-OLASS provision



2.1.2 Offenders engaging with OLASS learning provision

Sixty per cent of the education managers (n=9) stated that 26–50 per cent of their offenders engage in OLASS provision at their establishment, 20 per cent (n=3) said that 51–75 per cent of their offenders engage in this, and 13 per cent (n=2) stated that more than 90 per cent of their offenders engage in it. Seven per cent (n=1) did not answer this question

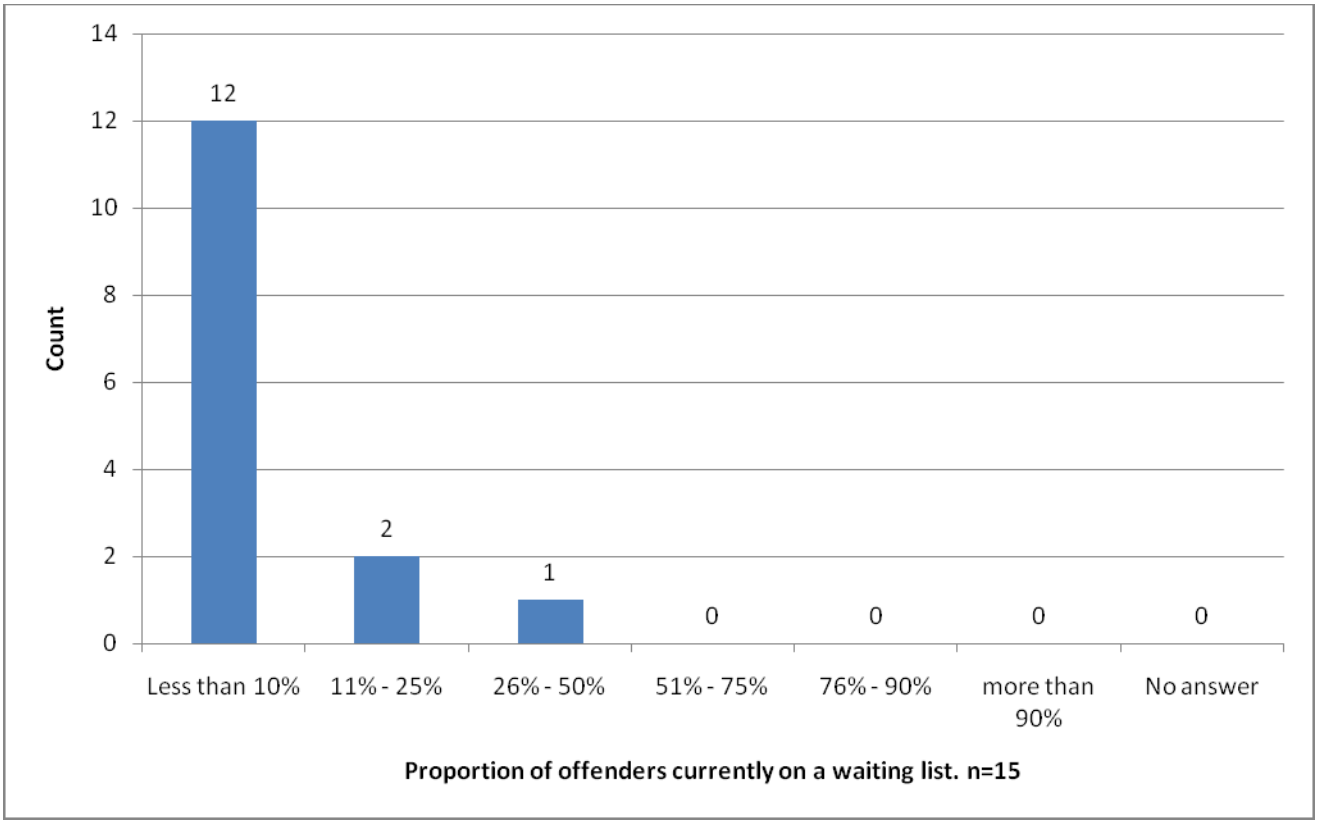
Figure 22: Proportion of offenders currently involved in OLASS provision



2.1.3 Offenders currently on a waiting list to attend education

Of the education managers, 80 per cent (n=12) believe that less than 10 per cent of their offenders are currently on a waiting list to attend education, 13 per cent (n=2) state that 11–25 per cent of them are on a waiting list, and 7 per cent (n=1) said that 26–50 per cent of them are on a waiting list.

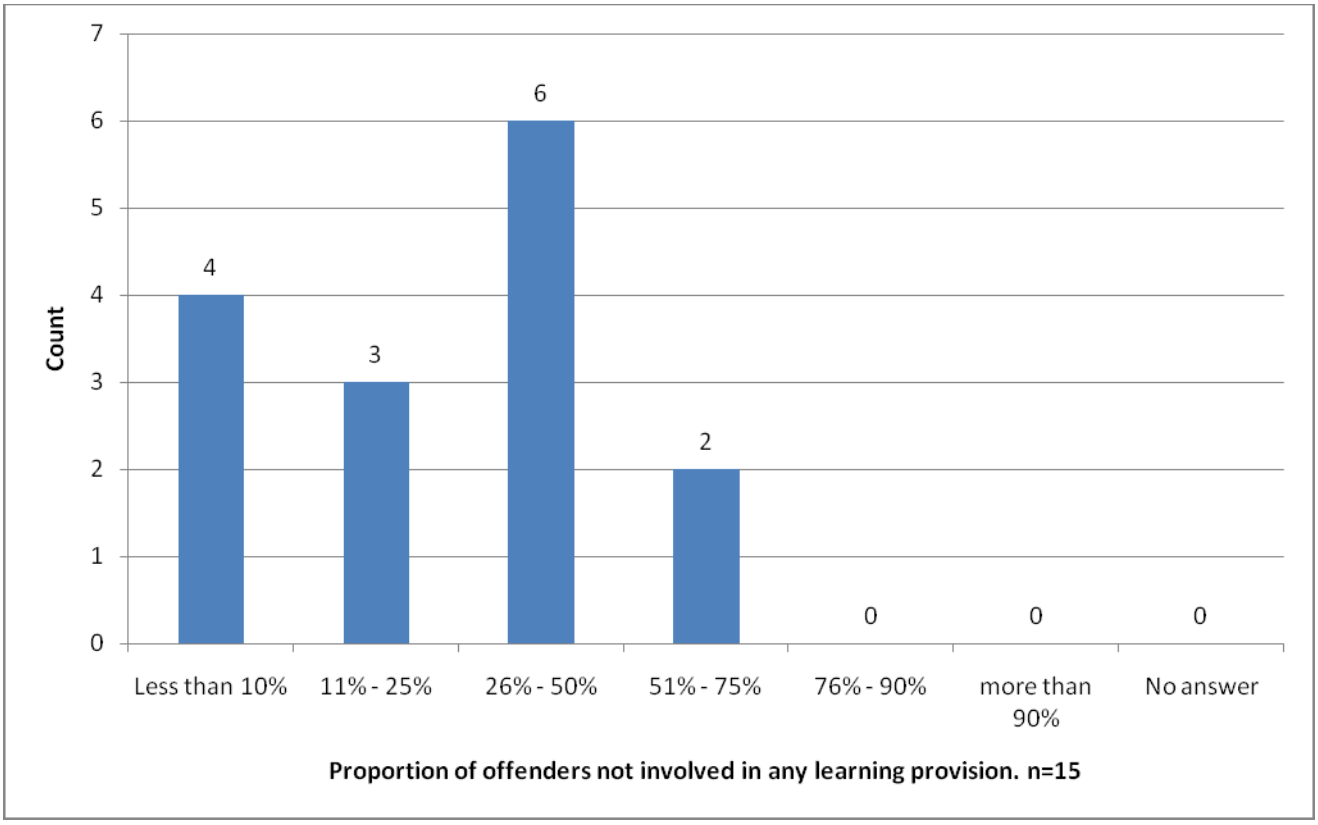
Figure 23: Proportion of offenders currently on a waiting list to attend education



2.1.4 Offenders not currently involved in learning

Forty per cent of education managers (n=6) stated that 26–50 per cent of their offenders are currently not engaged in any learning provision, 27 per cent said that less that 10 per cent of them (n=4) are not engaged in learning provision, 20 per cent of education managers believed that 11–25 per cent of them (n=3) are not engaged in it, and 13 per cent stated that 51– 75 per cent of offenders (n=2) are currently not engaged in any learning provision.

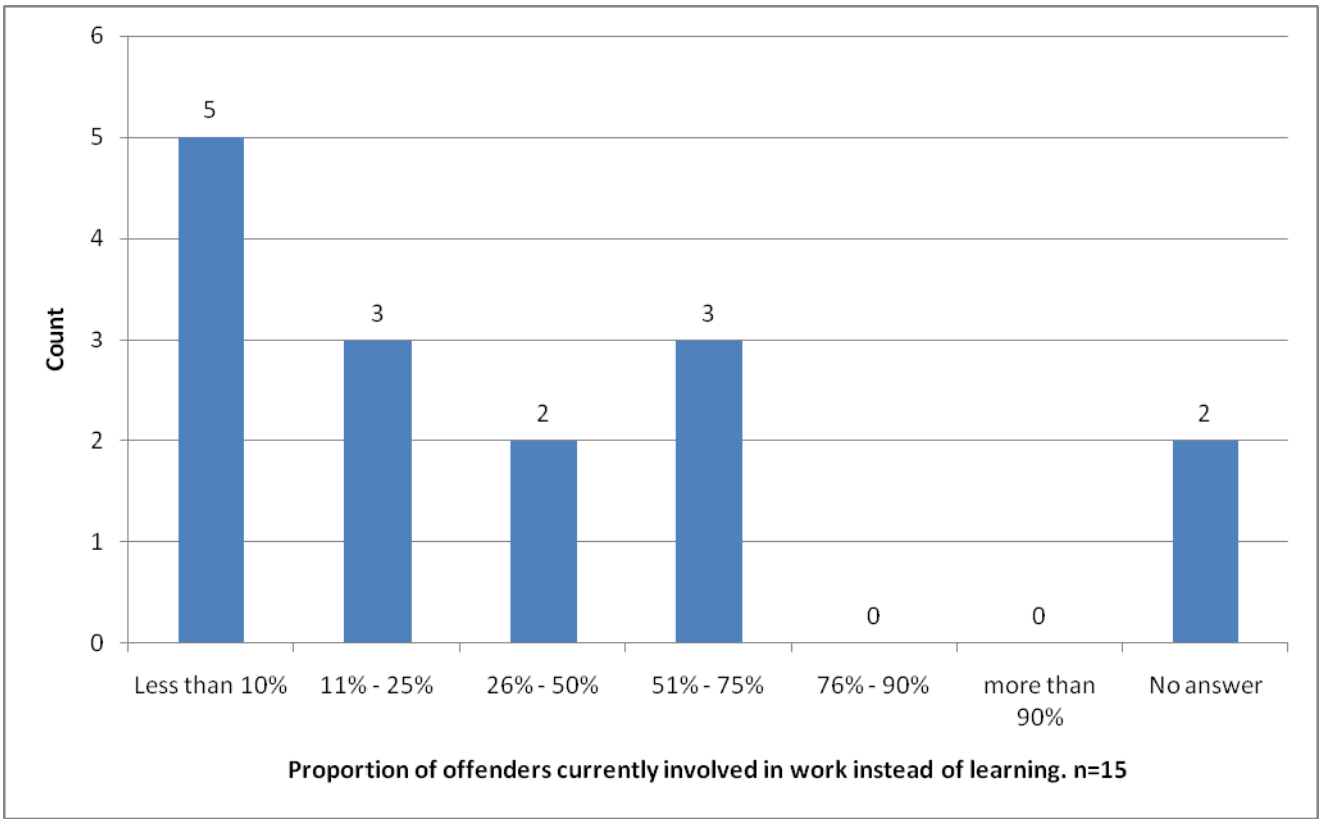
Figure 24: Proportion of offenders currently not involved in any learning provision



2.1.5 Proportion of offenders in work instead of learning

Thirty-three per cent of education managers (n=5) said that less than 10 per cent of their offenders are engaged in work instead of learning at their establishment, 20 per cent (n=3) said that 11–25 per cent of them are engaged in work instead of learning, 20 per cent (n=3) said that 51–75 per cent of them are engaged in work instead of learning. 13 per cent (n=2) state that 26–50 per cent of them are engaged in work instead of learning, and 13 per cent (n=2) did not answer this question.

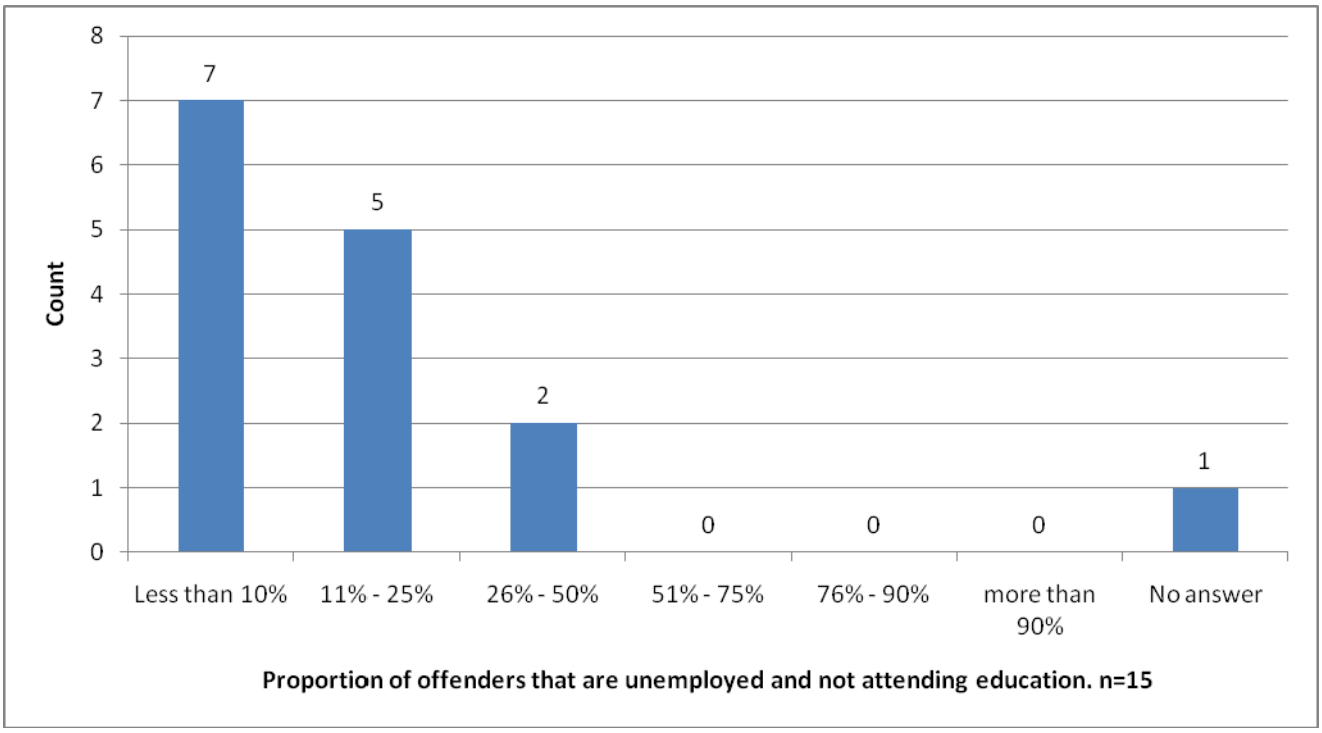
Figure 25: Proportion of offenders currently involved in work instead of learning provision



2.1.6 Proportion of offenders who are unemployed and not in education

Of the respondents, 47 per cent (n=7) said that less than 10 per cent of offenders are unemployed and not in education, 33 per cent (n=5) stated that 11–25 per cent of them are unemployed and not in education, 13 per cent (n=2) said that 26–50 per cent of them are unemployed and not in education. Seven per cent (n=1) did not answer this question.

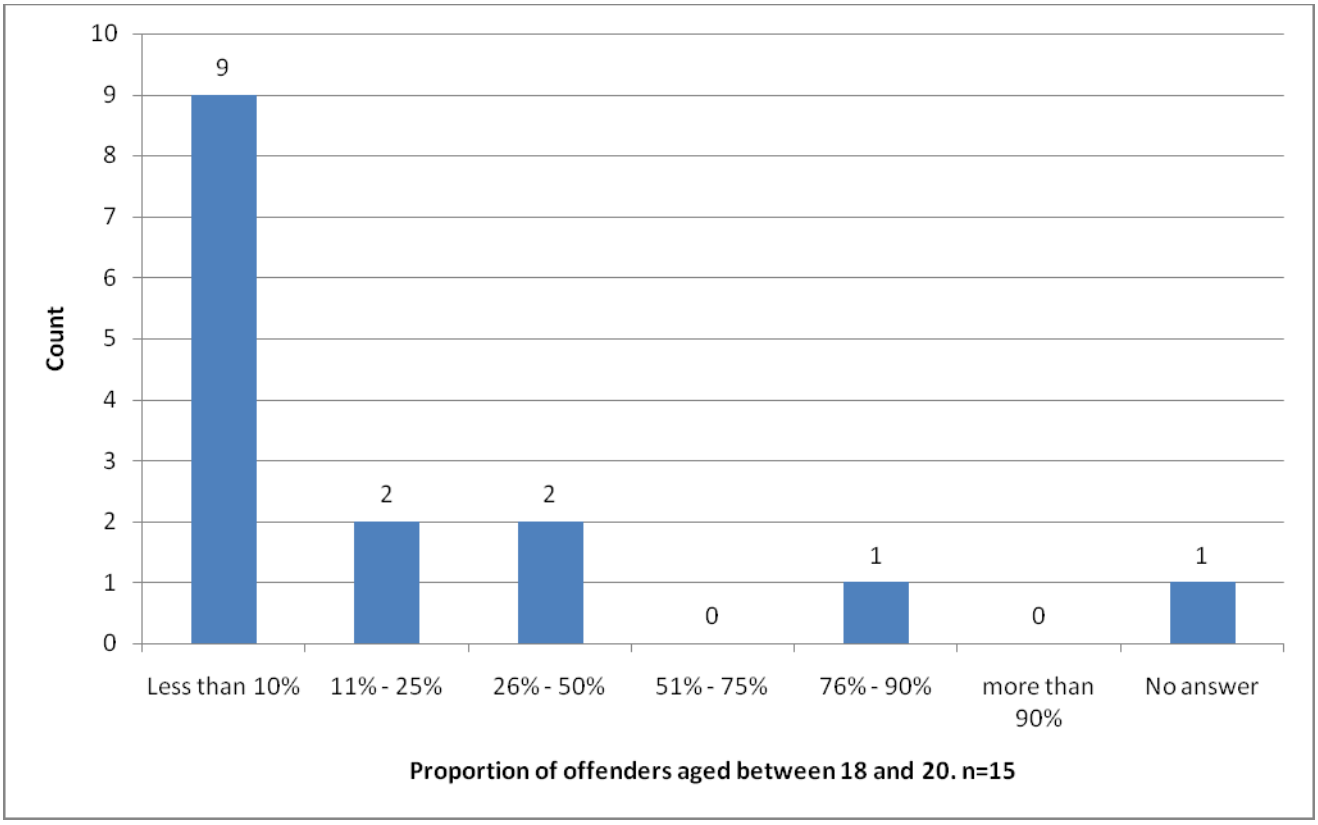
Figure 26: Proportion of offenders not on remand who are unemployed and not attending education



2.1.7 Offenders aged between 18 and 20 years

Sixty per cent of the education managers (n=9) stated that less than 10 per cent of their offenders are aged between 18 and 20, while 13 per cent (n=2) said that 11–25 per cent are aged between 18 and 20, 13 per cent (n=2) stated that 26–50 per cent are aged between 18 and 20, and 7 per cent (n=1) stated that 76–90 per cent are aged between 18 and 20. Seven per cent (n=1) did not answer this question.

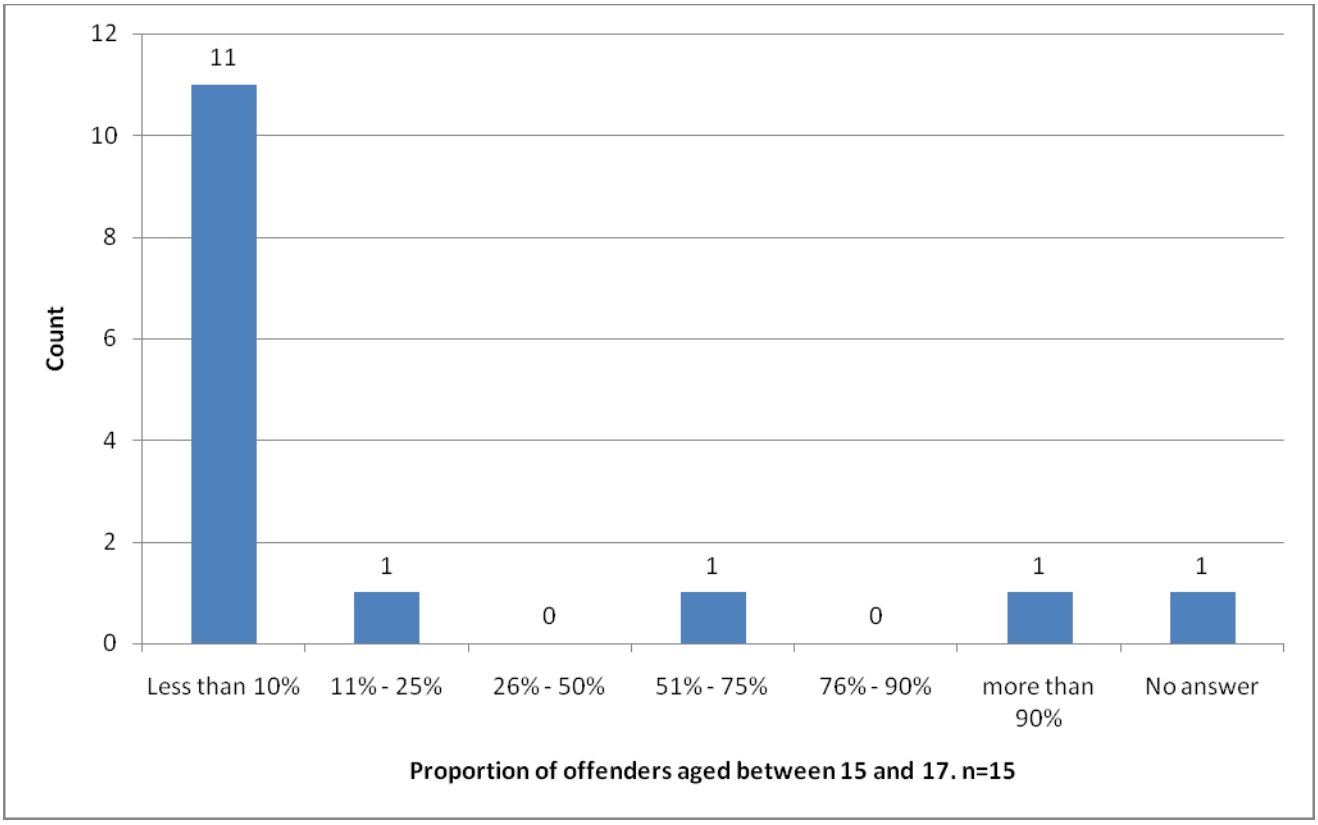
Figure 27: Proportion of offenders classed as 'young adult offenders' (18–20 years)



2.1.8 Offenders aged between 15 and 17 years

Of the respondents, 73 per cent (n=11) stated that less than 10 per cent of their offenders are aged 15–17, 7 per cent (n=1) said that 11–25 per cent of them are aged 15–17, 7 per cent (n=1) stated that 51–75 per cent of them are aged 15–17, and 7 per cent (n=1) said that more than 90 per cent of them are aged 15–17. Seven per cent (n=1) did not answer this question.

Figure 28: Proportion of offenders classed as 'juveniles/young people' (15–17) years)



2.1.9 Offenders attending education and work outside of prison

All the respondents (n=15) stated that none of their offenders go outside of the prison to attend education.

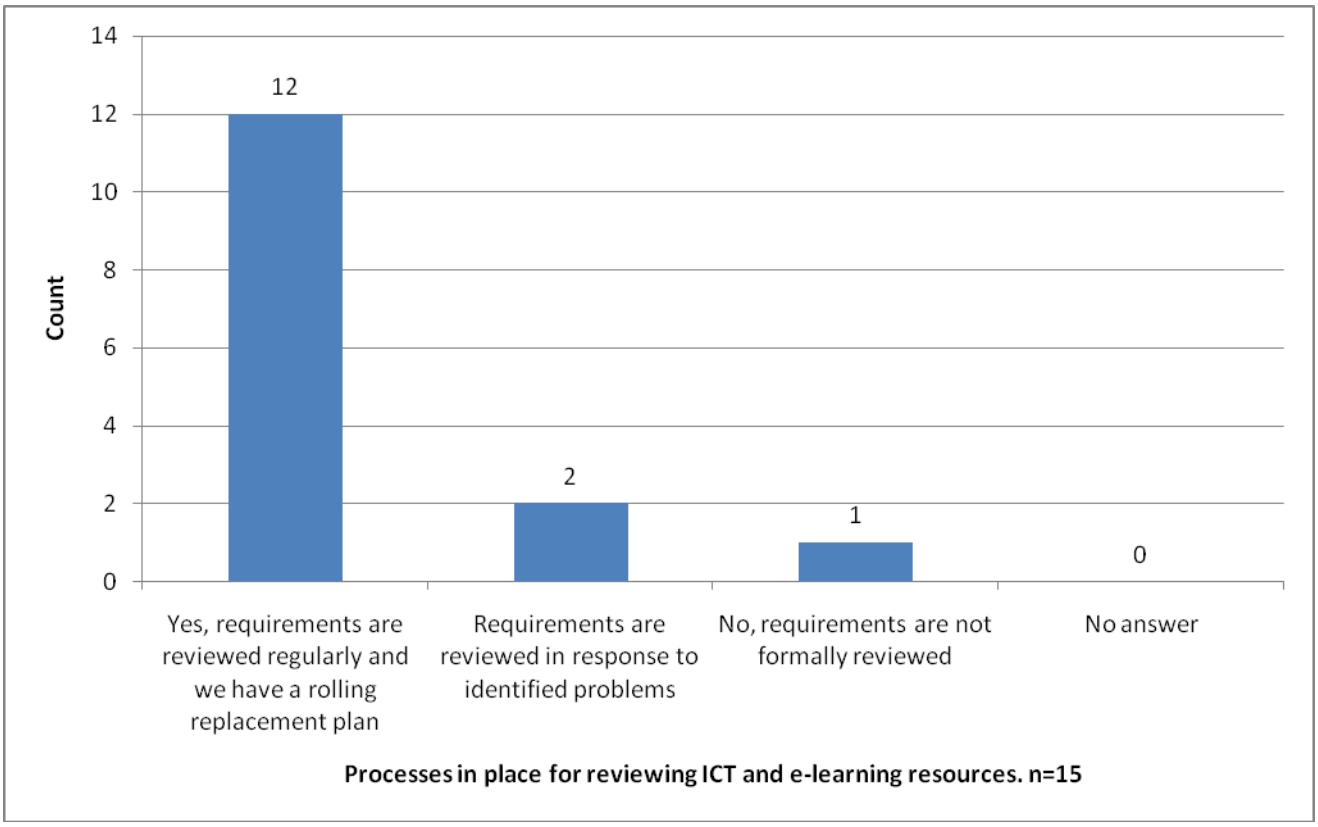
Ninety-three per cent of respondents (n=14) stated that no offenders go outside of the prison to attend work, while 7 per cent (n=1) stated that 11–25 per cent of them do this.

2.2 ICT strategy and leadership

2.2.1 Processes to review ICT and e-learning resources for OLASS delivery

Eighty per cent of responses (n=12) indicated that 'requirements are reviewed regularly and we have a rolling replacement plan', 13 per cent (n=2) indicated that 'requirements are reviewed in response to identified problems' and 7 per cent of those replying (n=1) said: 'No, requirements are not formally reviewed.'

Figure 29: Levels of formal processes in place to review whether ICT and e-learning resources effectively meet requirements (OLASS provision)



2.3 Current use of ICT

The term 'unrestricted access' refers to the technology used to enable access (e.g. computers with an internet connection), not access to specific web-based content. The education managers were asked about a number of specific technologies and whether staff and learners have access to them.

2.3.1 OLASS staff access to specific technologies

When asked about computers, 67 per cent of education managers (n=10) said that there is unrestricted access to computers, and 33 per cent (n=5) said that there is access to them at specific times.

Regarding projectors, 53 per cent (n=8) said that there is access at specific times, and 47 per cent (n=7) said that there is unrestricted access to them.

The use of DVD players in education was the next topic. Fifty-three per cent (n=8) said that there is unrestricted access to DVD players, 40 per cent (n=6) said that there is access to them at specific times, and 7 per cent (n=1) said that there is no access to DVD players.

When talking about interactive whiteboards, 60 per cent (n=9) said that there is unrestricted access to this technology, 33 per cent (n=5) said that there is access to interactive whiteboards at specific times, and 7 per cent (n=1) said that there is no access to them.

Sixty per cent of education managers (n=9) said that there is access to electronic interactive resources at specific times, 27 per cent (n=4) said that there is unrestricted access to this technology, while 13 per cent (n=2) said that there is no access to these resources at their establishment.

Regarding an intranet, 60 per cent (n=9) said that they have access to an intranet at specific times and 33 per cent (n=5) stated that there is unrestricted access to an intranet, but 7 per cent (n=1) have no access to an intranet.

The internet was the next subject. Fifty-three per cent (n=8) said that they had access to the internet at specific times, but 47 per cent (n=7) had no access to it at the establishment in which they work.

Fifty-three per cent (n=8) said that there is unrestricted access to business software and 47 per cent (n=7) stated that they can access business software at specific times only.

Figure 30: Equipment available to staff delivering OLASS provision

2.3.2 Learner access to specific technologies in OLASS

Regarding computers, 80 per cent of education managers (n=12) said that learners can access them at specific times, and 20 per cent (n=3) said that there is unrestricted learner access to computers.

When asked about projectors, 60 per cent (n=9) said that there is no learner access to projectors; however, 33 per cent (n=5) stated that learners can access them at specific times, and 7 per cent (n=1) said that there is unrestricted learner access to projectors.

The education managers were then asked about DVD players. Eighty per cent (n=12) said that there is learner access to DVD players at specific times, and 20 per cent (n=3) stated that learners have no access to them.

When talking about interactive whiteboards, 73 per cent (n=11) said that learners can access them at specific times, 13 per cent (n=2) said that there is unrestricted learner access to them, and 13 per cent (n=2) said that there is no learner access to interactive whiteboards.

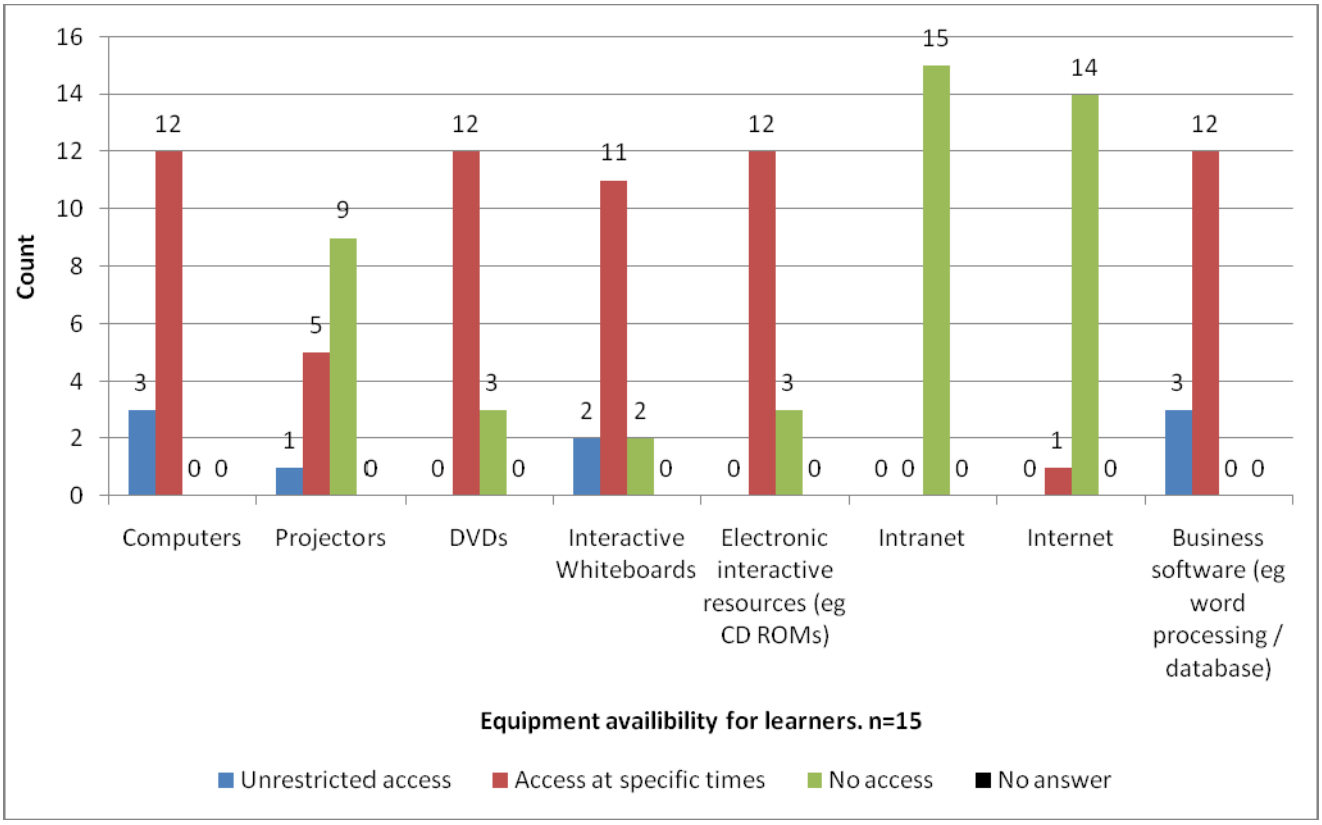
Eighty per cent (n=12) said that learners can access electronic interactive resources at specific times, but 20 per cent (n=3) said that there is no learner access to this technology.

All the education managers (n=15) said that there is no learner access to an intranet at their establishment.

Regarding the internet, 93 per cent (n=14) said that there is no learner access to the internet, but 7 per cent (n=1) said that learners can access it at specific times.

When asked about business software, 80 per cent (n=12) said that there is learner access to business software at specific times only, and 20 per cent (n=3) said that there is unrestricted learner access to business software.

Figure 31: Equipment available for learners (OLASS provision)



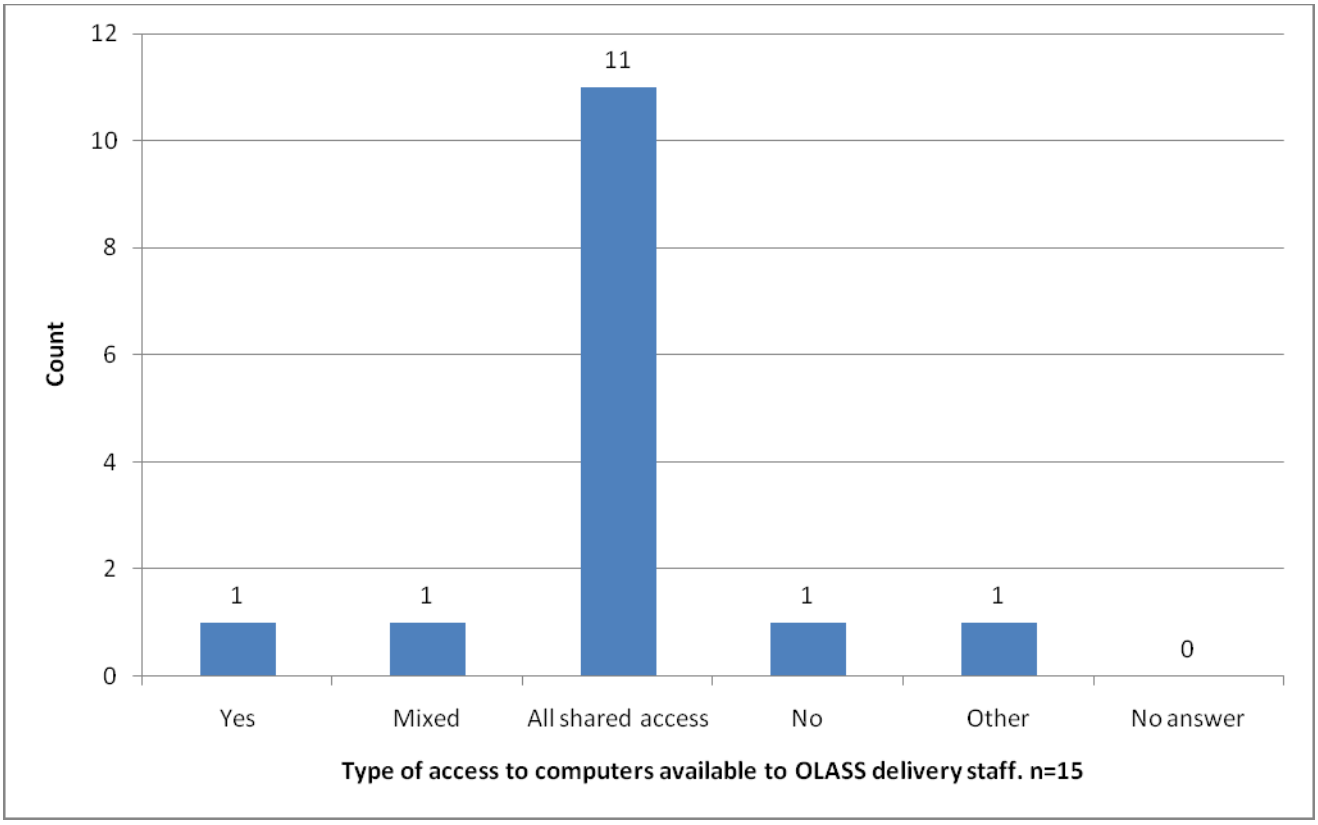
2.3.3 Computer access for OLASS delivery staff

When asked whether staff have access to a dedicated computer at work, 80 per cent of respondents (n=12) said that their staff do not, and 20 per cent (n=3) said that their staff do.

2.3.4 Type of computer access for OLASS delivery staff

The education managers talked about the type of access – shared, sole, mixed – that their staff have to computers at work. Seventy-three per cent (n=11) said that their staff have shared access, 7 per cent (n=1) stated that they have a mix of shared and sole access, another 7 per cent (n=1) believed that their staff have sole access, and yet another 7 per cent (n=1) said that their staff have no access to computers. A further 7 per cent (n=1)said that their staff have access to computers by other means.

Figure 32: Access to computer (OLASS delivery staff)

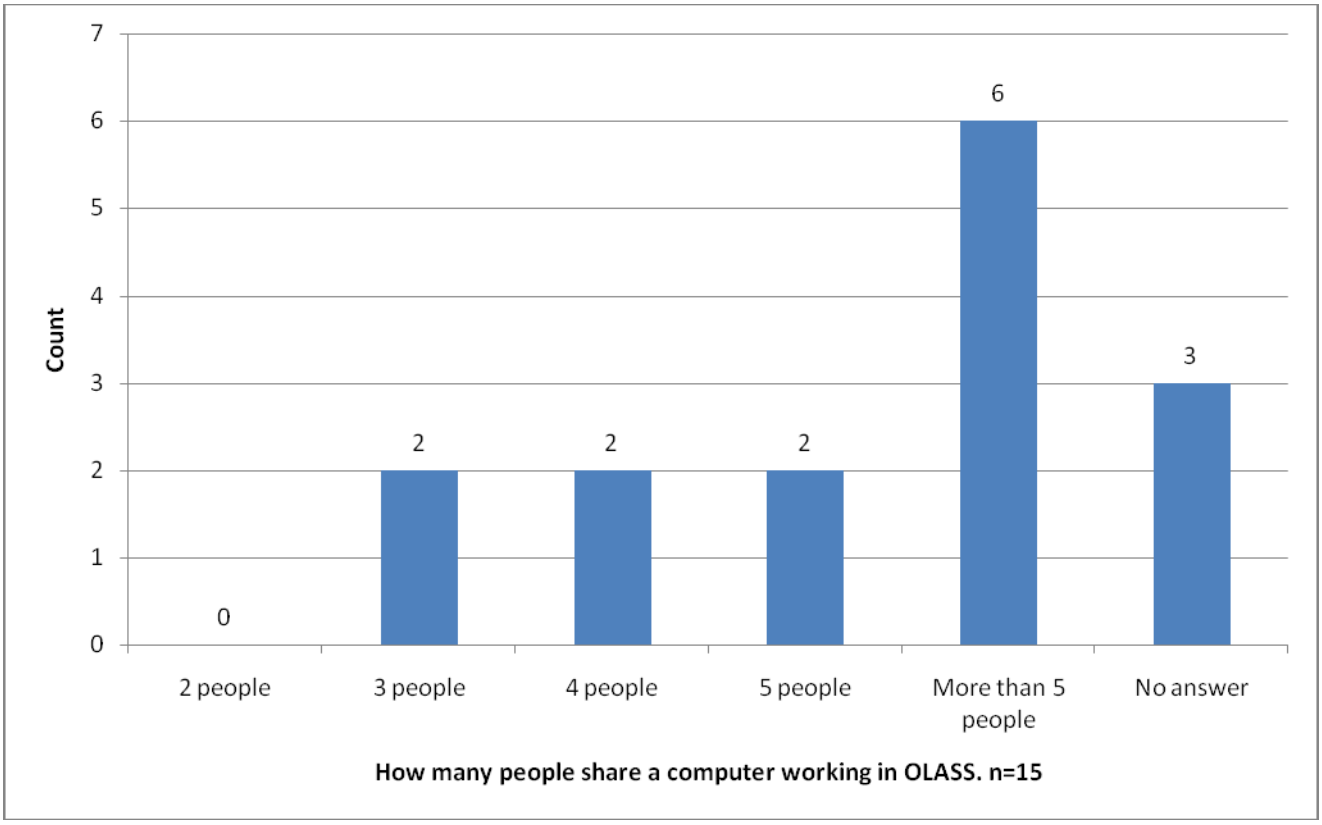


2.3.5 Levels of shared access to computers

The education managers then talked about how many colleagues at their establishment each of their staff has to share a computer with. Forty per cent (n=6) said that each staff member shares a computer with more than five people, and 13 per cent (n=2) said that they had to share a computer with five people in total.

Equal proportions – 13 per cent (n=2) – said that each member of their staff had to share a computer with four and three people, and 20 per cent (n=3) did not answer this question.

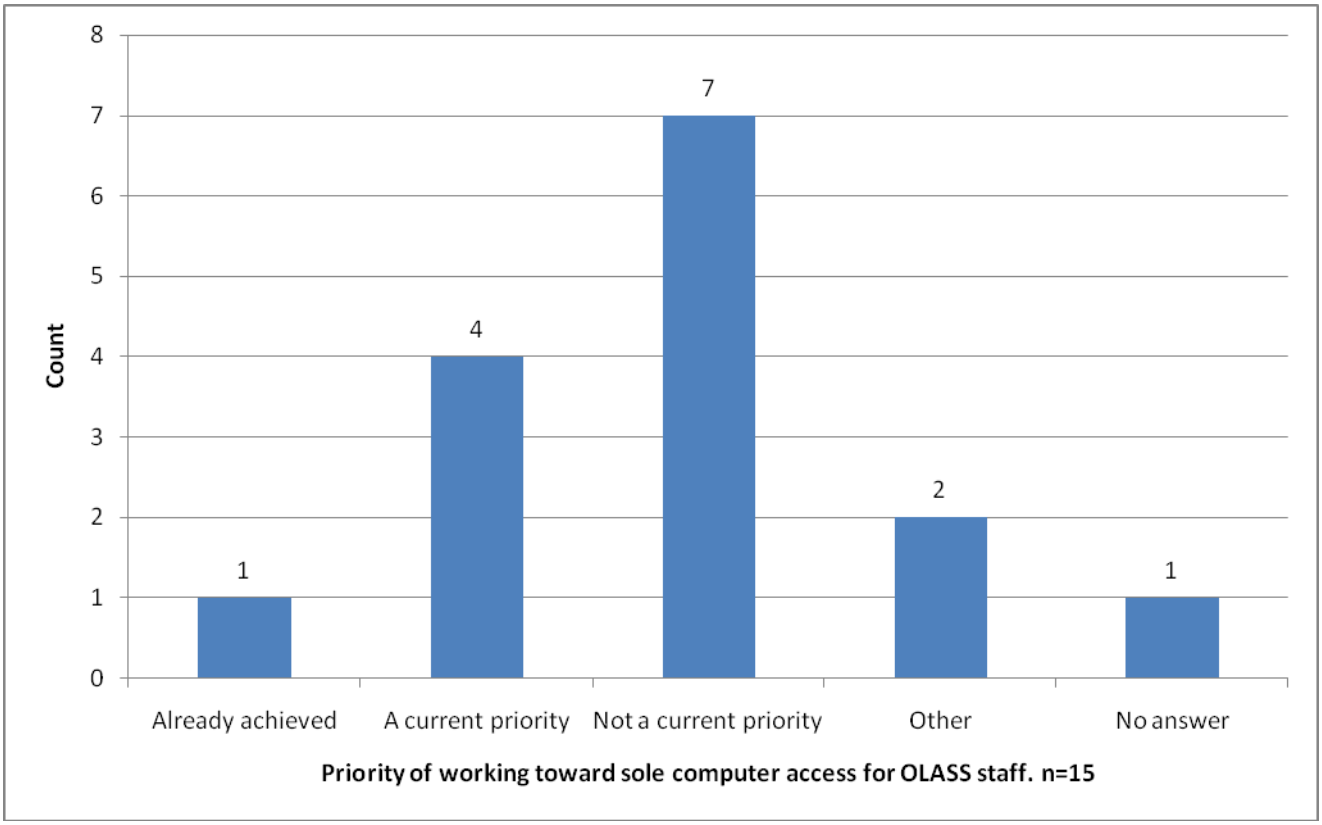
Figure 33: Levels of shared access to computers (OLASS delivery staff)



2.3.6 Priority of working towards sole access to a computer

Following on to this, the education managers were asked if sole access to a computer for each member of staff is a goal that is being worked towards and, if so, is it a priority? Forty-seven per cent (n=7) stated that achieving sole access to a computer is not a current priority, 27 per cent (n=4) stated that achieving this level of access is a current priority and 7 per cent (n=1) stated that sole access has already been achieved. A final 7 per cent (n=1) did not answer this question.

Figure 34: Priority level of ensuring sole access for OLASS staff



2.3.7 Barriers to OLASS delivery staff using e-learning

Forty-seven per cent of education managers (n=7) felt that, to OLASS staff using e-learning, insufficient training opportunities is a barrier 'to some extent', and 13 per cent (n=2) believed that it is a barrier 'to a large extent'. However, 40 per cent (n=6) felt that this is not a barrier..

Regarding a lack of awareness of training opportunities, 47 per cent of education managers (n=7) felt that this is not a barrier. However, another 47 per cent (n=7) believed that it is a barrier 'to some extent' and 7 per cent (n=1) felt that it is 'to a large extent'.

When asked about insufficient time for OLASS staff to take up training, 40 per cent (n=6) felt that this is not a barrier to using e-learning, whereas 33 per cent (n=5) believed that it is 'to a large extent' and 27 per cent (n=4) felt that it is 'to some extent'.

Forty per cent of education managers (n=6) felt that inadequate ICT infrastructure and e-learning resources are not barriers to the use of e-learning, while an equal percentage believed that they are barriers 'to some extent' and a further 20 per cent (n=3) felt that they are a barriers 'to a large extent'.

When asked if a lack of commitment to ICT and e-learning among senior managers is a barrier to OLASS staff using e-learning, 87 per cent of education managers (n=13) said that it wasn't, but 13 per cent (n=2) felt that it was 'to some extent'.

The Prison Service's cautious approach was felt to be a barrier to 'a large extent' by 47 per cent of education managers (n=7), but 40 per cent (n=6) believed it is a barrier only to 'a some extent', while 13 per cent (n=2) felt that it is not a barrier

In relation to physical security and access issues; 53 per cent of education managers (n=8) felt that they are a barrier 'to some extent' and 33 per cent (n=5) felt that they are 'to a large extent'. However, 13 per cent (n=2) felt that this is not an issue at their establishment.

When talking about operational and practical issues (e.g. churn and overcrowding), 47 per cent of education managers (n=7) felt that this is a barrier 'to some extent', and an equal percentage said that this is not an issue, but 7 per cent (n=1) felt that operational and practical issues are a barrier 'to a large extent'.

A lack of national policy and direction was felt *not* to be a barrier by 60 per cent of education managers (n=9). However, 27 per cent of them (n=4) believed that this is a barrier 'to some extent' and 13 per cent (n=2) felt that it is 'to a large extent'.

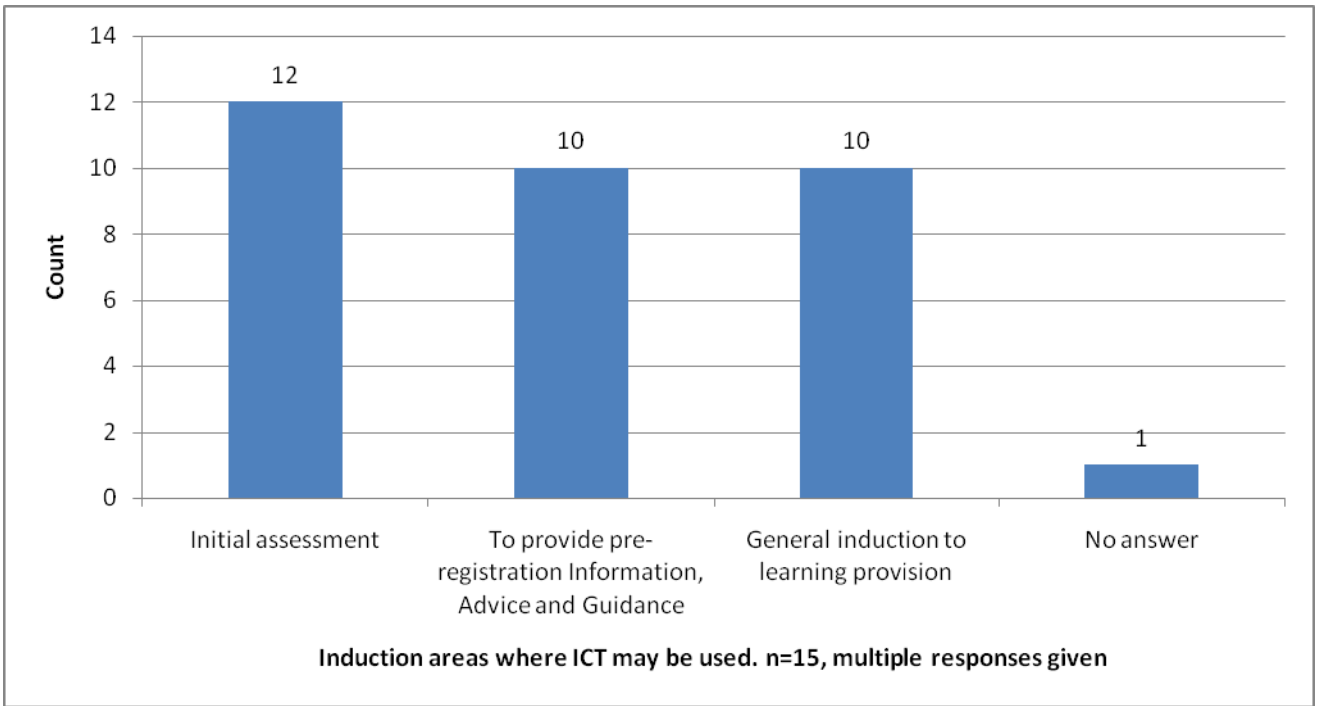
Table 4: Barriers to effective use of ICT and e-learning among OLASS delivery staff

	To a large extent	To some extent	Not at all	No answer
Insufficient training opportunities	2 (13%)	7 (47%)	6 (40%)	0 (0%)
Lack of awareness of existing training opportunities	1 (7%)	7 (47%)	7 (47%)	0 (0%)
Insufficient time to take up training opportunities	5 (33%)	4 (27%)	6 (40%)	0 (0%)
Inadequate ICT infrastructure and e-learning resources	3 (20%)	6 (40%)	6 (40%)	0 (0%)
Lack of commitment to ICT and e-learning among senior management staff	0 (0%)	2 (13%)	13 (87%)	0 (0%)
Cautious approach of Prison Service	7 (47%)	6 (40%)	2 (13%)	0 (0%)
Physical security access issues	5 (33%)	8 (53%)	2 (13%)	0 (0%)
Operational and practical issues (e.g. churn and overcrowding)	1 (7%)	7 (47%)	7 (47%)	0 (0%)
Lack of national policy and direction	2 (13%)	4 (27%)	9 (60%)	0 (0%)

2.3.8 Use of ICT in specific OLASS induction activities

When asked if ICT is used by OLASS staff in induction activities,80 per cent of the education managers (n=12) stated that it is used in initial assessment, 67 per cent (n=10) said that it is used to provide pre-registration Information, advice and guidance, and 67 per cent said (n=10) that it is used in a general induction to learning provision. Seven per cent (n=1) did not answer this question.

Figure 35: Use of ICT for learner induction activities (OLASS)



2.3.9 Learndirect as part of OLASS provision

Eighty-seven per cent (n=13) of education managers said that learndirect does not provide any facilities at their establishment, but it does at 13 per cent (n=2).

2.3.10 General use of e-learning in OLASS

As with the HoLS, the education managers were asked if their OLASS staff make general use of e-learning in various activities.

Sixty per cent of education managers (n=9) stated that it is used to support learning in some programmes, and 27 per cent (n=4) said that it is used in all programmes. However, 7 per cent (n=1) stated that e-learning is not used to support learning at their establishment, and another 7 per cent (n=1) did not answer this question.

When asked if e-learning is used as a traditional classroom/workshop teaching tool, 73 per cent of education managers (n=11) stated that it is used in this way in some programmes, and 13 per cent (n=2) said that it is used in all programmes. However,

7 per cent (n=1) stated that e-learning is not used in this way, and another 7 per cent (n=1) did not answer this question.

Sixty-seven per cent of education managers (n=10) stated that e-learning is used as an element in blended learning in some programmes, and 13 per cent (n=2) said that it is used in all programmes. However, 13 per cent (n=2) stated that e-learning is not used as an element in blended learning, and another 7 per cent (n=1) did not answer this question.

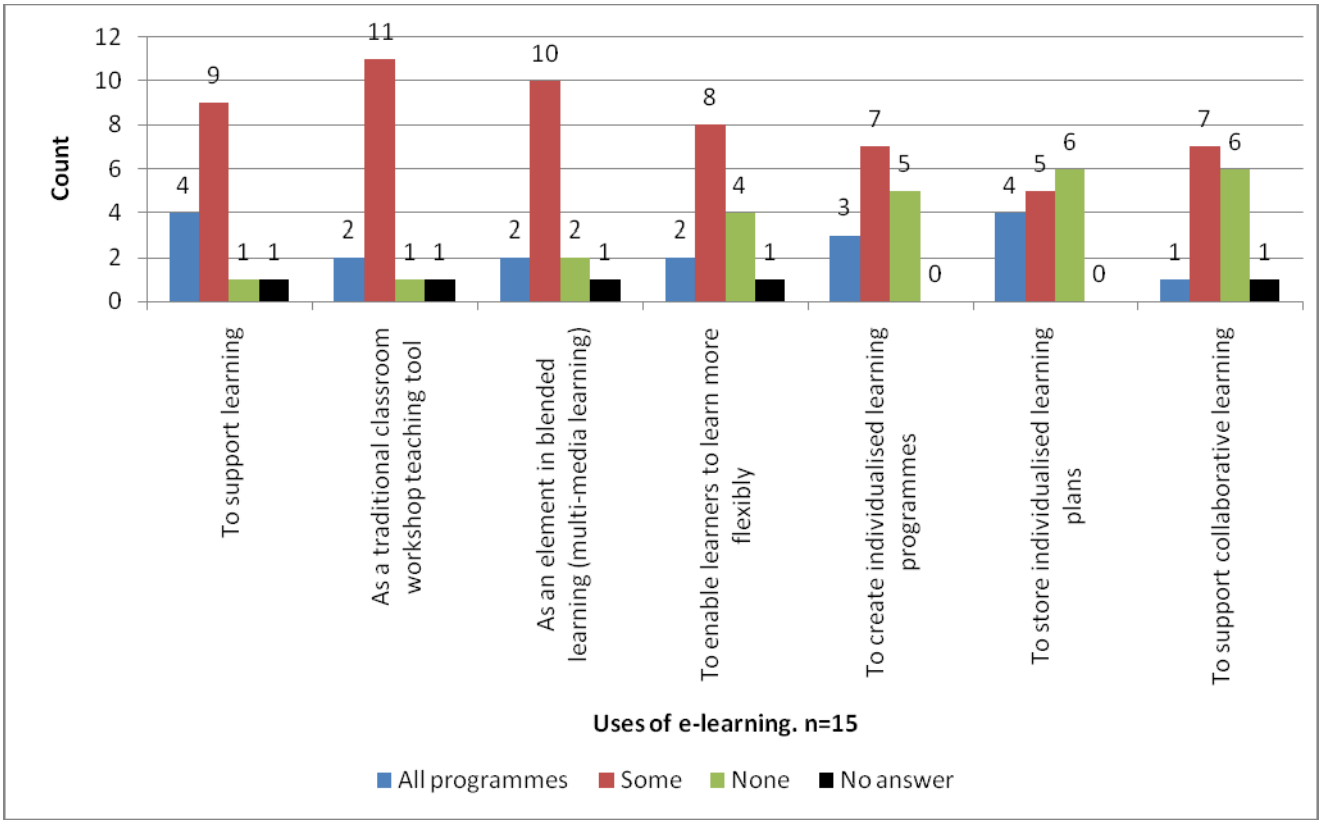
Regarding the use of e-learning to enable learners to learn more flexibly, 53 per cent of education managers (n=8) stated that it is used in this way in some programmes, and 13 per cent (n=2) said that it is used in all programmes. However, 27 per cent (n=4) stated that e-learning is not used to enable more flexible learning, and 7 per cent (n=1) did not answer this question.

When asked about using e-learning to create individualised learning plans, 47 per cent of education managers (n=7) stated that it is used in this way in some programmes, while 20 per cent (n=3) said that it is used in all programmes. However, 33 per cent (n=5) stated that e-learning is not used to create individualised learning plans.

The education managers were then asked if OLASS staff use e-learning to store individualised learning plans. Forty per cent (n=6) stated that it is not used in this way, 33 per cent (n=5) said that it is used in some programmes and 27 per cent (n=4) stated that it is used to store individualised learning plans in all programmes.

When considering whether e-learning is used to support collaborative learning, 47 per cent of education managers (n=7) stated that it is used in this way in some programmes, 40 per cent (n=6) said that it is not used in this way at all, while 7 per cent (n=1) stated that e-learning is used to support collaborative learning in all programmes. Seven per cent (n=1) did not answer this question.

Figure 36: Use of e-learning in OLASS provision



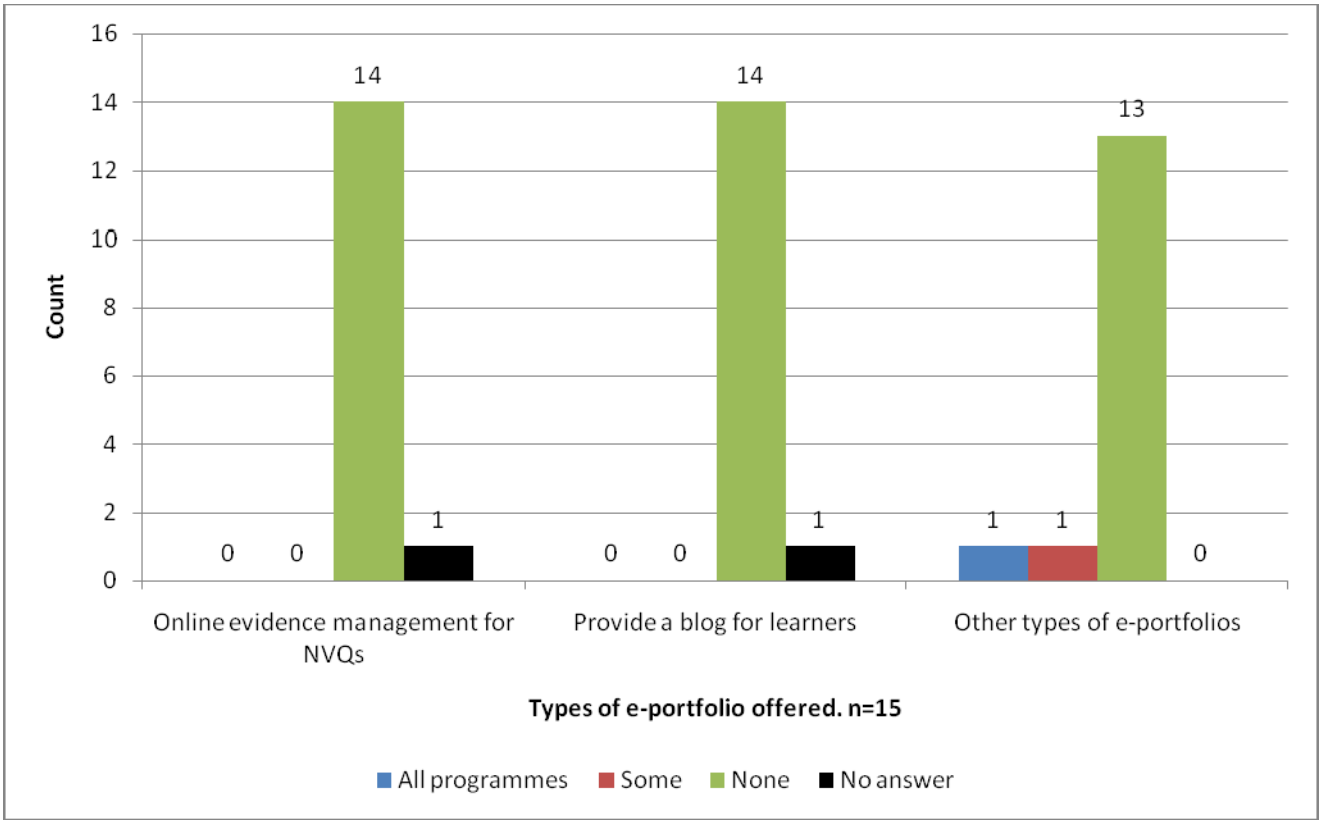
2.3.11 E-portfolios used in OLASS delivery

Regarding the use of e-portfolios in OLASS delivery, 93 per cent of the education managers (n=14) said that no e-portfolios are being used for online evidence management for NVQs, and 7 per cent (n=1) did not answer this question.

Ninety-three per cent of education managers (n=14) said that no e-portfolios are being used to provide a blog for learners, but 7 per cent (n=1) did not answer this question.

Eighty-seven per cent of education managers (n=13) said that no other types of e-portfolios are being used, while 7 per cent (n=1) stated that another type is being used in some programmes, and 7 per cent (n=1) said that another type is being used in all programmes.

Figure 37: Use of e-portfolios in OLASS delivery



2.3.12 Potential positive impacts of ICT and e-learning in OLASS

In line with the HoLS survey, the education managers were asked about the potential positive impacts that using ICT and e-learning may facilitate.

Sixty per cent (n=9) said that ICT and e-learning has led to more effective teaching 'to some extent', and 33 per cent (n=5) said that it had done so 'to a large extent'. Seven per cent (n=1) did not answer this question.

Sixty-seven per cent (n=10) said that ICT and e-learning has led to more effective learning 'to some extent', and 27 per cent (n=4) said that it had done so 'to a large extent'. Seven per cent (n=1) did not answer this question.

Sixty per cent (n=9) said that ICT and e-learning has led to better support 'to some extent', and 27 per cent (n=4) said that it had done so 'to a large extent', but 7 per cent (n=1) said that ICT and e-learning has not led to better support for teachers and learners. Seven per cent (n=1) did not answer this question.

When asked if ICT and e-learning has led to improved equal opportunities at the establishment, 60 per cent (n=9) said that it had done so 'to some extent', and 13 per cent (n=2) said that it had done so 'to a large extent'. However, 20 per cent (n=3)

said that ICT and e-learning has not led to improved equal opportunities, and 7 per cent (n=1) did not answer this question.

Sixty per cent (n=9) said that ICT and e-learning has led to more diverse learning 'to some extent', and 20 per cent (n=3) said that it had done so 'to a large extent'. However, 13 per cent (n=2) said that ICT and e-learning has not led to more diverse learning and 7 per cent (n=1) did not answer this question.

Forty per cent (n=6) said that ICT and e-learning have led to improved learner achievements 'to some extent', but 33 per cent (n=5) said that they have not done so. Thirteen per cent (n=2) did not know if ICT and e-learning have led to improved learner achievements, while 7 per cent (n=1) said that they have helped to improve learner achievements 'to a large extent'. Seven per cent (n=1) did not answer this question.

Forty per cent (n=6) said that ICT and e-learning have led to greater participation in learning 'to some extent', and 33 per cent (n=5) said that they have led to greater participation 'to a large extent'. Twenty per cent (n=3) said that they have not led to greater participation, and 7 per cent (n=1) did not answer this question.

Sixty-seven per cent (n=10) said that ICT and e-learning have led to improved learner satisfaction 'to some extent', and 20 per cent (n=3) said that they have done so 'to a large extent'. However, 7 per cent (n=1) said that they have not led to improved learner satisfaction, and 7 per cent (n=1) did not answer this question.

The education managers were then asked if using ICT and e-learning has led to improved staff satisfaction. 73 per cent (n=11) said that they had done so 'to some extent', but 13 per cent (n=2) stated that they had not. Seven per cent (n=1) said that they have led to improved staff satisfaction 'to a large extent'. A further 7 per cent (n=1) did not answer this question.

As with the HoLS, the education managers were asked about their strategic planning processes and the use of ICT and e-learning. Thirty-three per cent (n=5) said that ICT and e-learning have led to improved strategic planning 'to some extent', but an equal percentage stated that they have not done so at all. Twenty per cent (n=3) said that they have led to improved strategic planning 'to a large extent', but 7 per cent (n=1) did not know if they have done or not. A further 7 per cent (n=1) did not answer this question.

The final question in this series asked if ICT and e-learning have improved processes in preparation for inspection. Forty per cent (n=6) said that they have 'to some extent' and 33 per cent (n=5) stated that they have 'to a large extent'. However, 20 per cent (n=3) said that ICT and e-learning have not led to improved processes for inspection, and 7 per cent (n=1) did not answer this question.

Table 5: Impact of ICT and e-learning in OLASS delivery

	Yes, to a large extent	Yes, to some extent	No	Don't know	No answer
More effective teaching	5 (33%)	9 (60%)	0 (0%)	0 (0%)	1 (7%)
More effective learning	4 (27%)	10 (67%)	0 (0%)	0 (0%)	1 (7%)
Better support for teachers and learners	4 (27%)	9 (60%)	1 (7%)	0 (0%)	1 (7%)
Improved equal opportunities	2 (13%)	9 (60%)	3 (20%)	0 (0%)	1 (7%)
A more diverse learning offer	3 (20%)	9 (60)	2 (13%)	0 (0%)	1 (7%)
Improved learner achievements	1 (7%)	6 (40%)	5 (33%)	2 (13%)	1 (7%)
Greater participation in learning	5 (33%)	6 (40%)	3 (20%)	0 (0%)	1 (7%)
Improved learner satisfaction	3 (20%)	10 (67%)	1 (7%)	0 (0%)	1 (7%)
Improved staff satisfaction	1 (7%)	11 (73%)	2 (13%)	0 (0%)	1 (7%)
Improved strategic planning	3 (20%)	5 (33%)	5 (33%)	1 (7%)	1 (7%)
Improved processes to prepare for inspection	5 (33%)	6 (40%)	3 (20%)	0 (0%)	1 (7%)

2.3.13 Time savings in OLASS delivery

As with the HoLS, the education managers were then asked whether their OLASS staff save time by using technology.

Fifty-three per cent of respondents (n=8) stated that there is 'somewhat of a time saving', but 27 per cent (n=4) stated that 'it is more time consuming' using of interactive whiteboards. Seven per cent (n=1) said that using interactive whiteboards 'does not have an impact,' and 7 per cent (n=1) do not know if using interactive whiteboards saves time. Seven per cent (n=1) did not answer this question.

Regarding the use of an intranet (e.g. to share resources within the establishment), 33 per cent (n=5) of respondents stated that it 'does not have an impact', and 33 per cent (n=5) do not know if using an intranet saves time. Thirteen per cent (n=2) stated that there is 'somewhat of a time saving', and a further 13 per cent stated that 'a lot of time' is saved. Seven per cent (n=1) did not answer this question.

When asked if the use of a management information system (e.g. for recording details of learner progress) saves time in OLASS, 33 per cent of respondents (n=5) stated that there is 'somewhat of a time saving', and 27 per cent (n=4) said that 'a lot of time is saved'. Twenty per cent (n=3) do not know if time is saved, while 7 per cent (n=1) stated that it is 'more time consuming' and another 7 per cent said that it 'has no impact'. Seven per cent (n=1) did not answer this question.

Online resources were the next subject to be discussed. Thirty-three per cent of respondents (n=5) stated that there is 'somewhat of a time saving' by using online resources, and 20 per cent (n=3) said that 'a lot of time is saved', but 13 per cent (n=2) do not know if time is saved, an equal number stated that using online resources is 'more time consuming', and the same percentage also said that it 'does not have an impact'. Seven per cent (n=1) did not answer this question.

Sixty-seven per cent of respondents (n=10) stated that there is 'somewhat of a time saving' by using ICT and e-learning in lesson planning and preparation activities, and 13 per cent (n=2) said that 'a lot of time' is saved. However, 7 per cent (n=1) stated that it is 'more time consuming' and equal percentages do not know if it saves time or did not answer this question.

Fifty-three per cent of respondents (n=8) stated that, during lesson delivery, there is 'somewhat of a time saving' by using ICT and e-learning, but 33 per cent (n=5) said that using ICT and e-learning 'does not have an impact. Equal percentages – 7 per cent (n=1) – stated that 'a lot of time is saved' and did not answer this question.

When talking about assessment activities, 40 per cent of respondents (n=6) stated that there is 'somewhat of a time saving' by using ICT and e-learning, and 20 per cent (n=3) stated that 'a lot of time is saved'. However, 20 per cent (n=3) said that it 'does not have an impact', 13 per cent (n=2) do not know if it saves time and 7 per cent (n=1) did not answer this question.

The use of ICT and e-learning when record keeping was the next question. Thirty-three per cent of respondents (n=5) stated that there is 'somewhat of a time saving' by using it, and 27 per cent (n=4) said that 'a lot of time is saved'. However, 20 per cent (n=3) stated that it 'does not have an impact' and 13 per cent (n=2) do not know if it has an impact. Seven per cent (n=1) did not answer this question.

Figure 38: Perceptions of time-savings through use of specific ICT resources (OLASS provision)

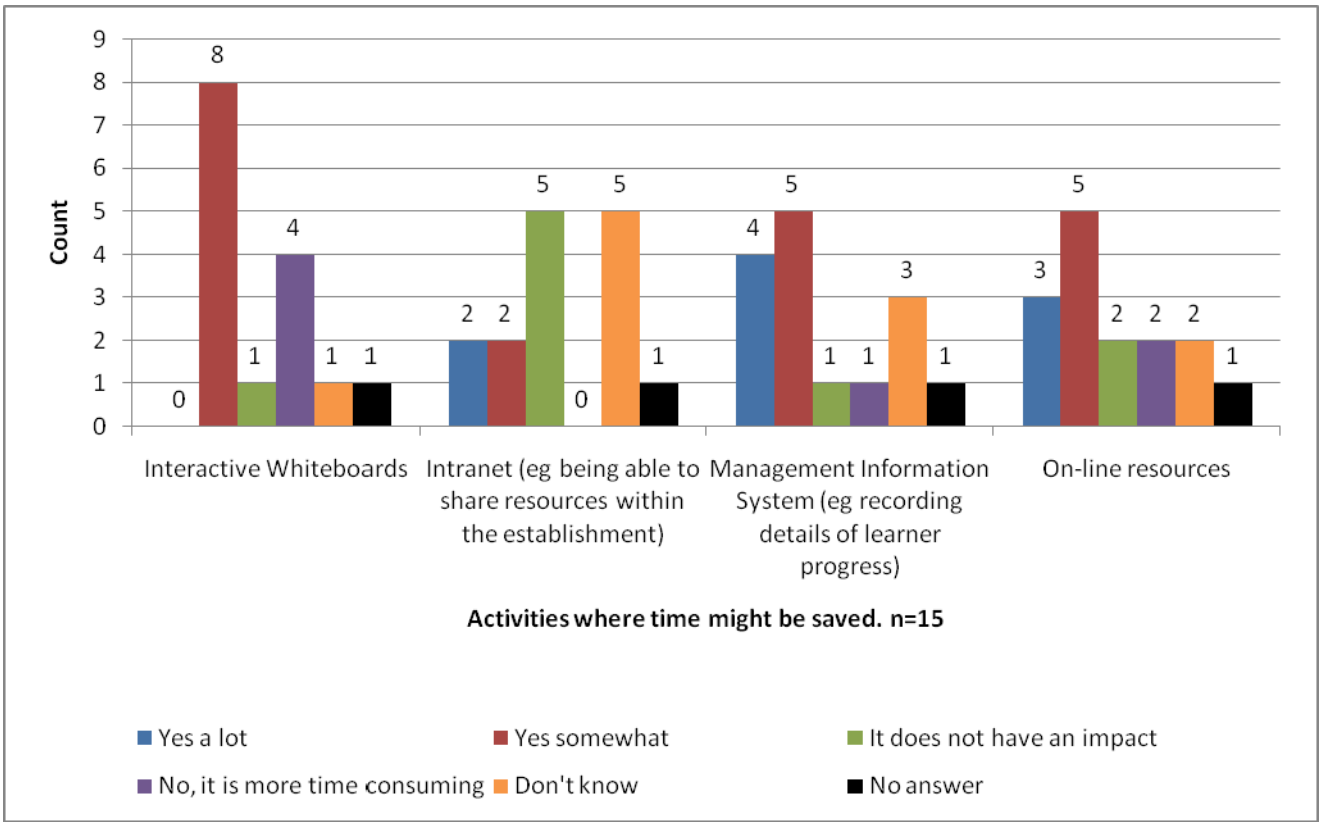
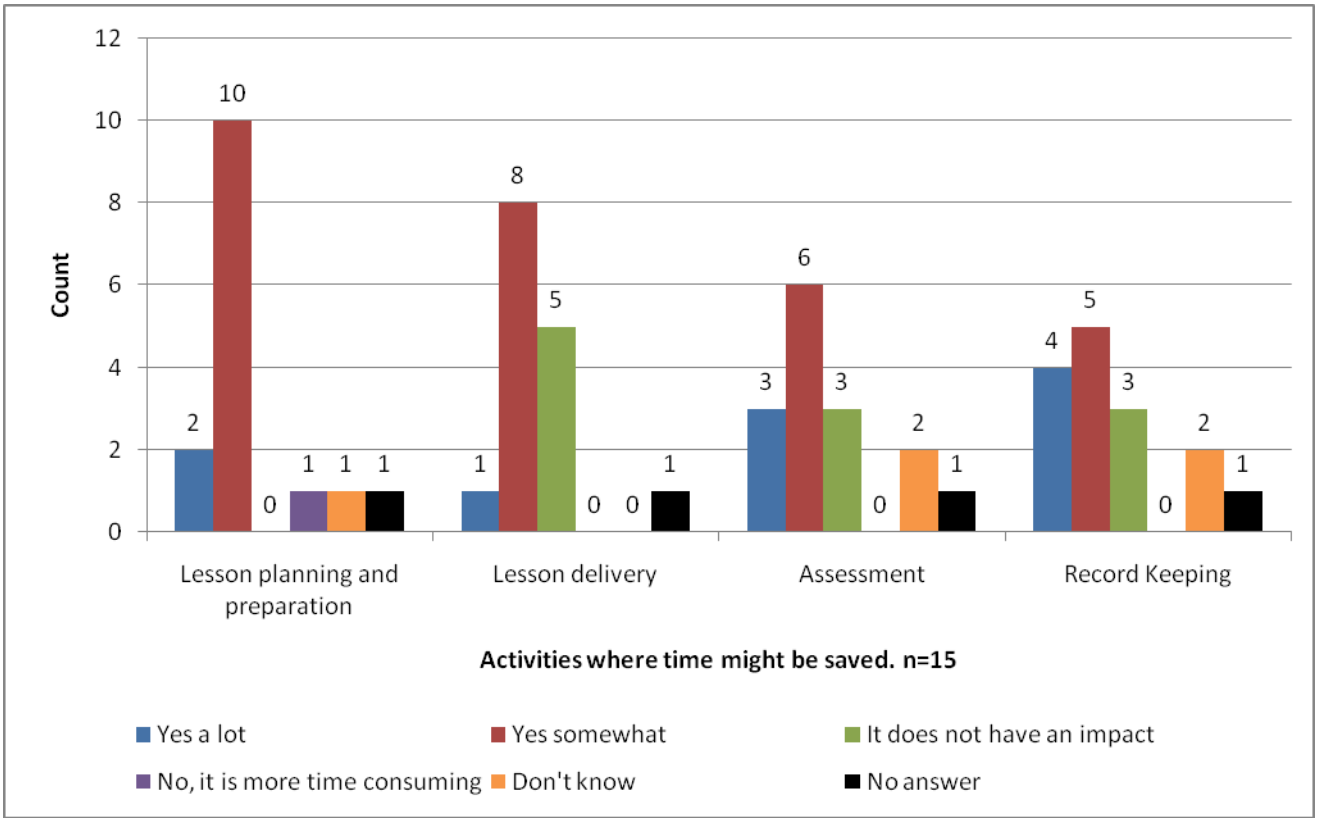


Figure 39: Perceptions of time-savings through use of ICT in support of specific tasks (OLASS provision)



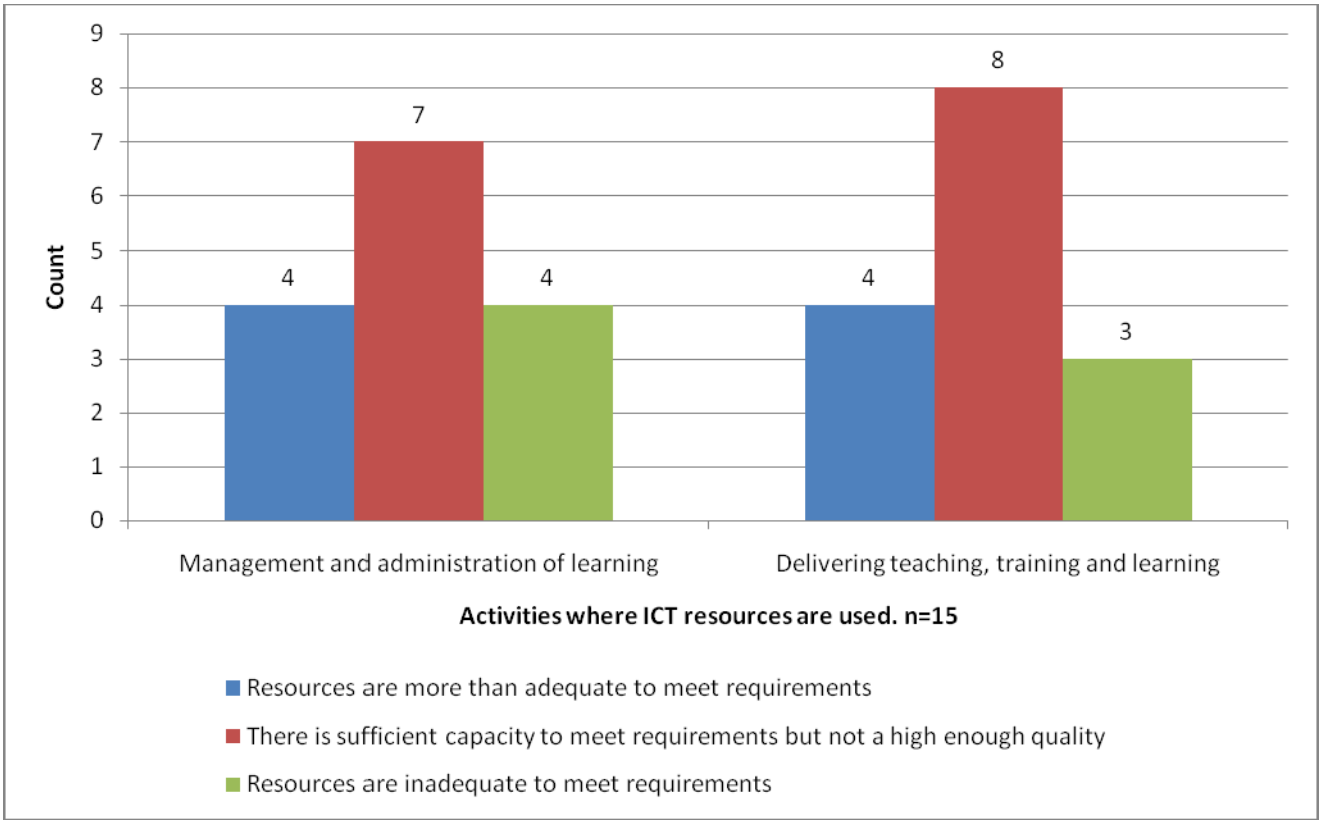
2.4 Access

2.4.1 Adequacy of resources for OLASS delivery

When asked about the adequacy of the resources available for OLASS delivery, 47 per cent of education managers (n=7) said that the resources for the management and administration of learning are 'sufficient to meet requirements but not of a high enough quality', 27 per cent (n=4) said that they are 'more than adequate to meet requirements', and 27 per cent (n=4) said that they are 'inadequate to meet requirements'.

Fifty-three per cent of education managers (n=8) said that the resources for delivering teaching, training and learning are 'sufficient to meet requirements but not of a high enough quality', 27 per cent (n=4) said that they are 'more than adequate to meet requirements', and 20 per cent (n=3) said that they are 'inadequate to meet requirements'.

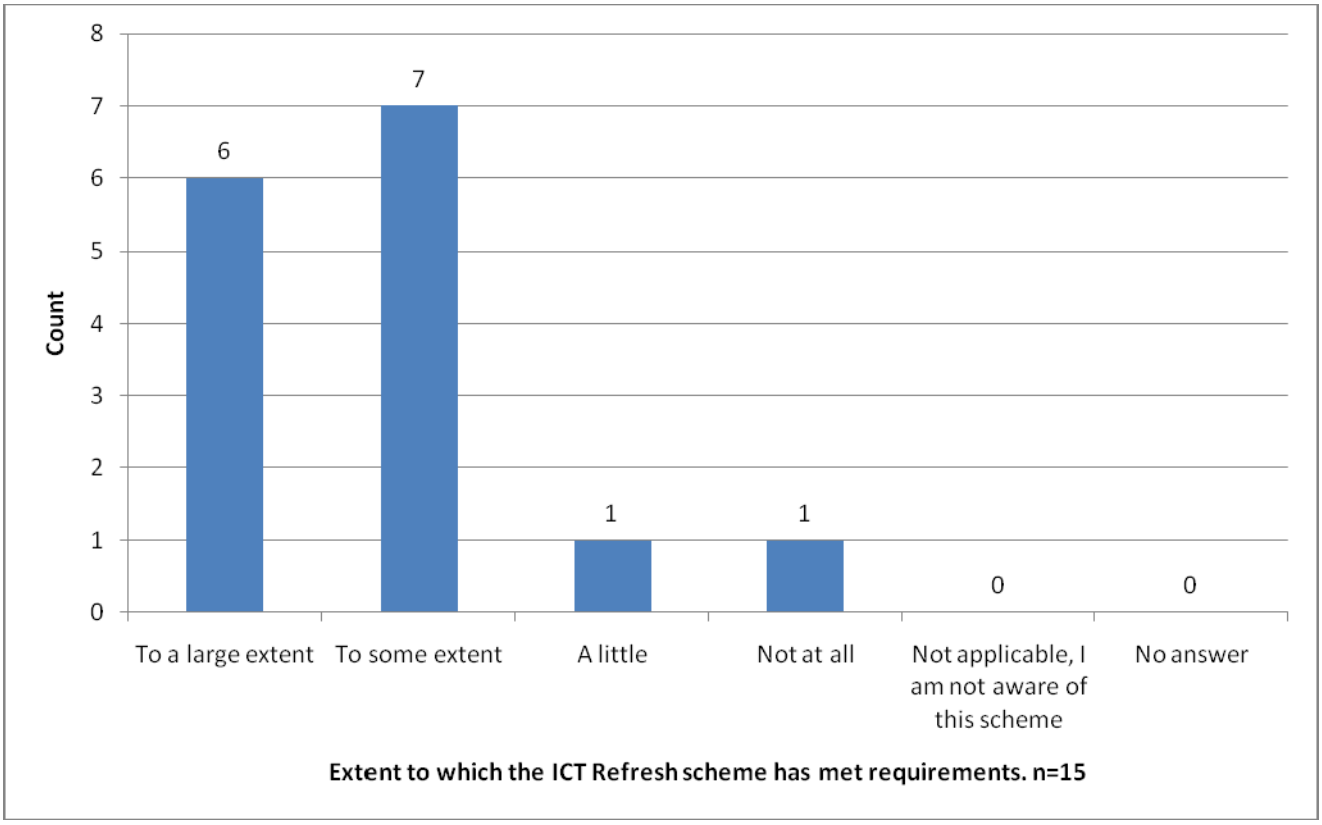
Figure 40: Extent to which ICT hardware and resources meet requirements



2.4.2 The general extent to which the ICT Refresh project met requirements

Although a dedicated IT Refresh section was added to the survey after the pilot, all education managers were asked for their general opinion of whether the project met their requirements. Forty-seven per cent (n=7) stated that they are satisfied 'to some extent, 40 per cent (n=6) said that they are satisfied 'to a large extent', seven per cent (n=1) stated that they are 'a little' satisfied and 7 per cent (n=1) said that they are 'not at all' satisfied.

Figure 41: Extent to which the Refresh project met resource requirements



2.4.3 Availability of an intranet and email system for use in OLASS delivery

The next topic focused on the use of a secure intranet and email system at the establishment. Sixty-seven per cent of the education managers (n=10) said that they do *not* have an intranet and email system in place, whereas 33 per cent of them (n=5) said that they do

Sixty per cent of the education managers (n=9) said that an intranet and email system would be useful, but 7 per cent (n=1) said that they would not be useful and an equal number were not sure if they would be.

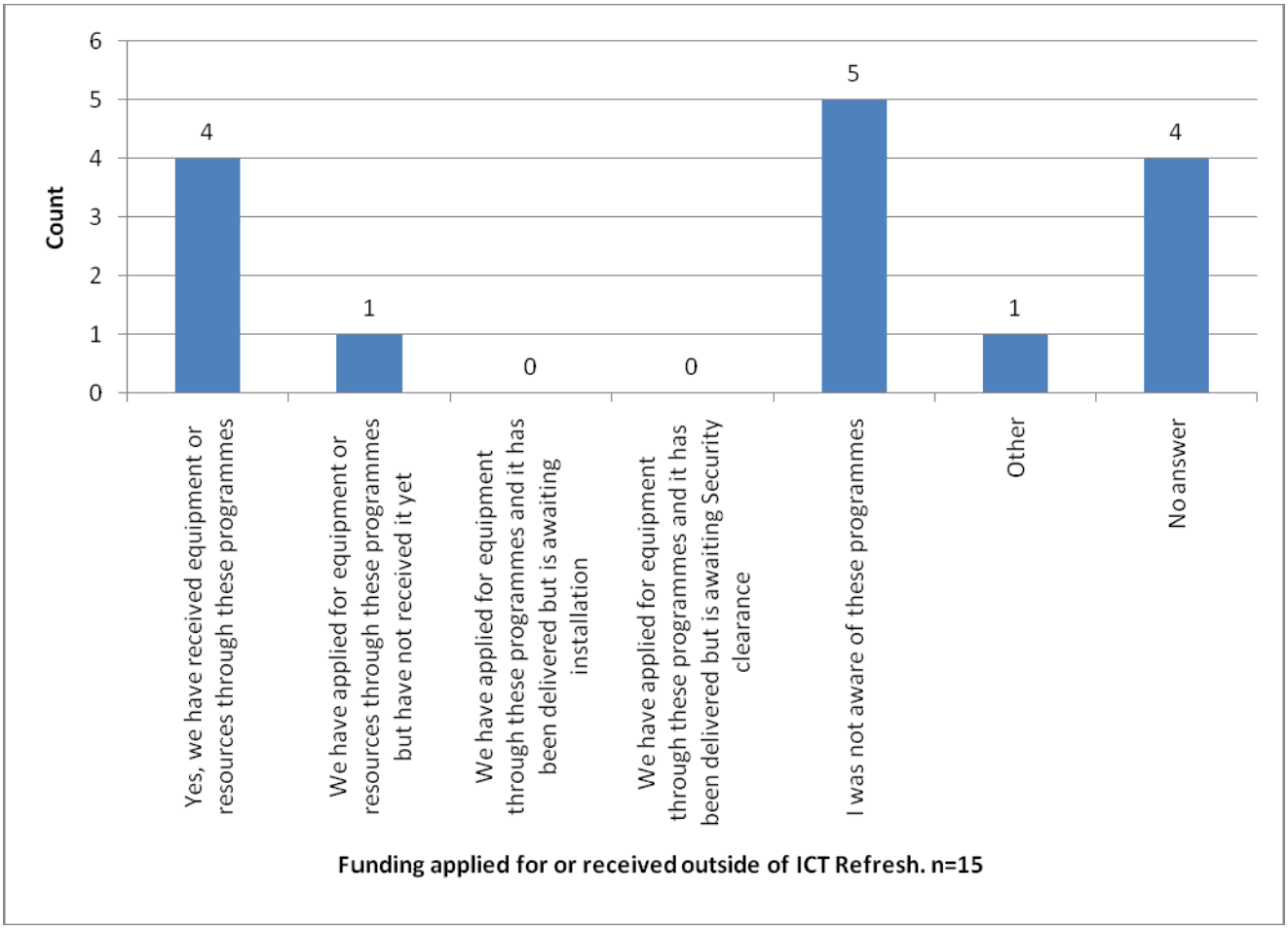
2.5 ICT finance

2.5.1 Sources of funding applied for by the OLASS providers

This section asked the education managers about funding that their establishment may have received for e-learning projects. Thirty-three per cent of the respondents (n=5) were not aware of the sources of funding given as examples, while 27 per cent (n=4) had received funding and equipment from the programmes listed. Seven per cent (n=1) had applied for funding but had yet to receive it, and an equal number had

received funding via a source that was not listed. Twenty-seven per cent (n=4) did not answer this question.

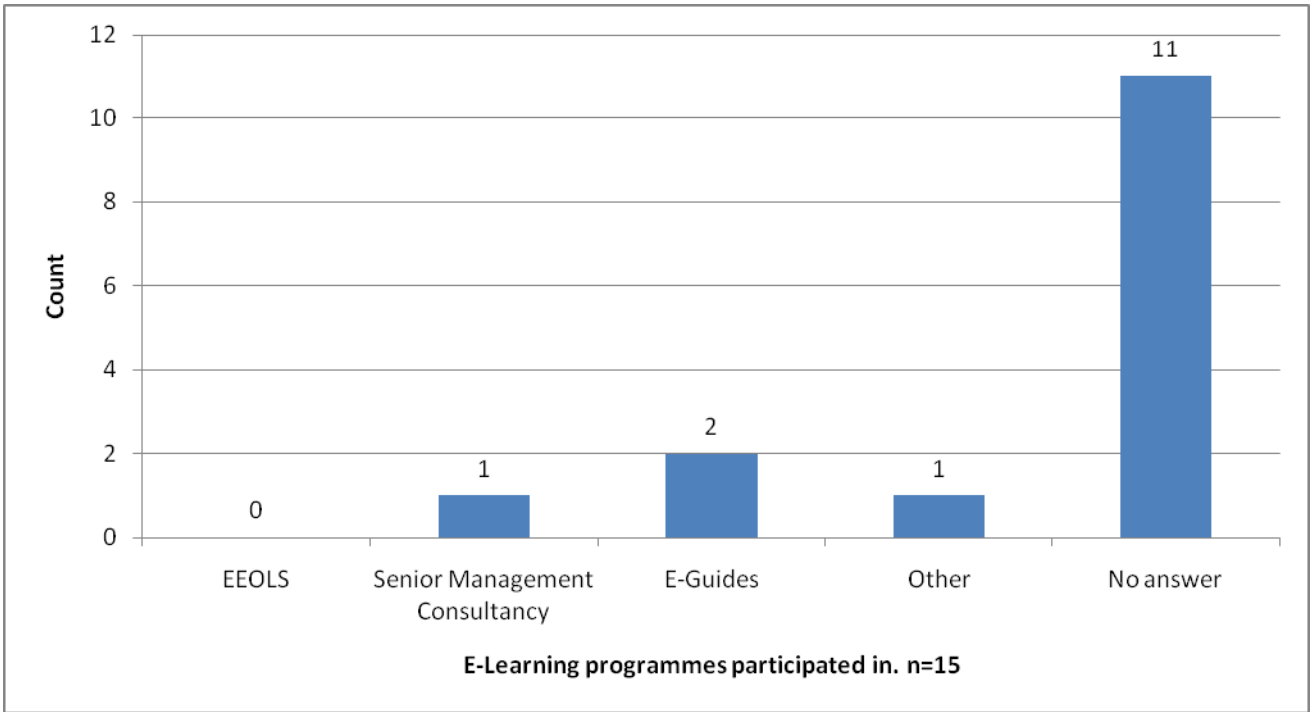
Figure 42: Other resources/funding accessed by establishments



2.5.2 Participation in e-learning programmes

When asked if the education managers have attended any e-learning training programmes, 13 per cent (n=2) said that they have attended E-Guides and 7 per cent (n=1) participated in the senior management e-consultancy project. A further 7 per cent (n=1) took part in another e-learning programme, and 73 per cent (n=11) did not answer this question.

Figure 43: E-learning programmes in which education managers participated



2.6 IT Refresh project

IT Refresh was a Learning and Skills Council-led project that was run over the summer of 2007. Its aim was to 'refresh' the hardware being used in OLASS delivery.

All the prisons were emailed a set of templates (Excel spreadsheets) that the LSC national office had developed and were asked to provide: a complete asset register of all equipment, a list of equipment that needed to be replaced with urgency, a list of equipment that would need replacing in the medium term and a 'wish list' of equipment that the prison felt would enhance and broaden the learning and skills being offered at the time.

Prisons submitted their templates to NIACE, which analysed and presented the data to the LSC. The LSC then, in consultation with their regional offices, decided on a national level which prisons received which items of equipment from their lists.

The following seven questions that education managers were asked to answer relate to the LSC-funded IT Refresh project. They were not included in the pilot and, therefore, the overall number of responses was 13.

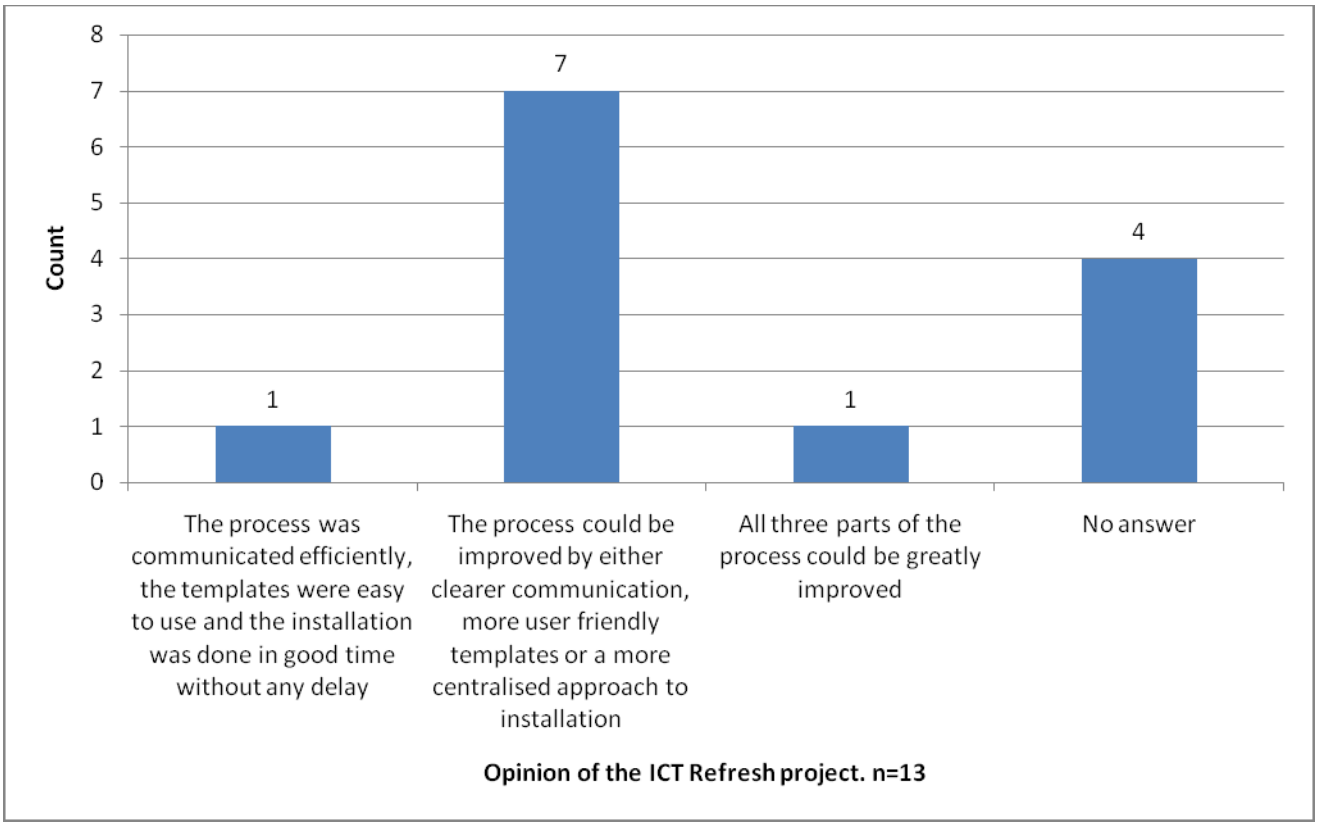
2.6.1 General opinion of the IT Refresh programme

As with the HoLS, the education managers were asked to agree with one of the following statements regarding the IT Refresh project;-

- The process was communicated efficiently, the templates were easy to use and the installation was done in good time without delay.
- The process could be improved by either clearer communication, more user friendly templates or a more centralised approach to installation.
- All three parts of the process could be greatly improved.

Fifty-four per cent of HoLS (n=7) agreed with the statement 2, 8 per cent (n=1) agreed with statement 1, and 8 per cent (n=1) agreed with statement 3. Thirty-one per cent (n=4) did not answer this question.

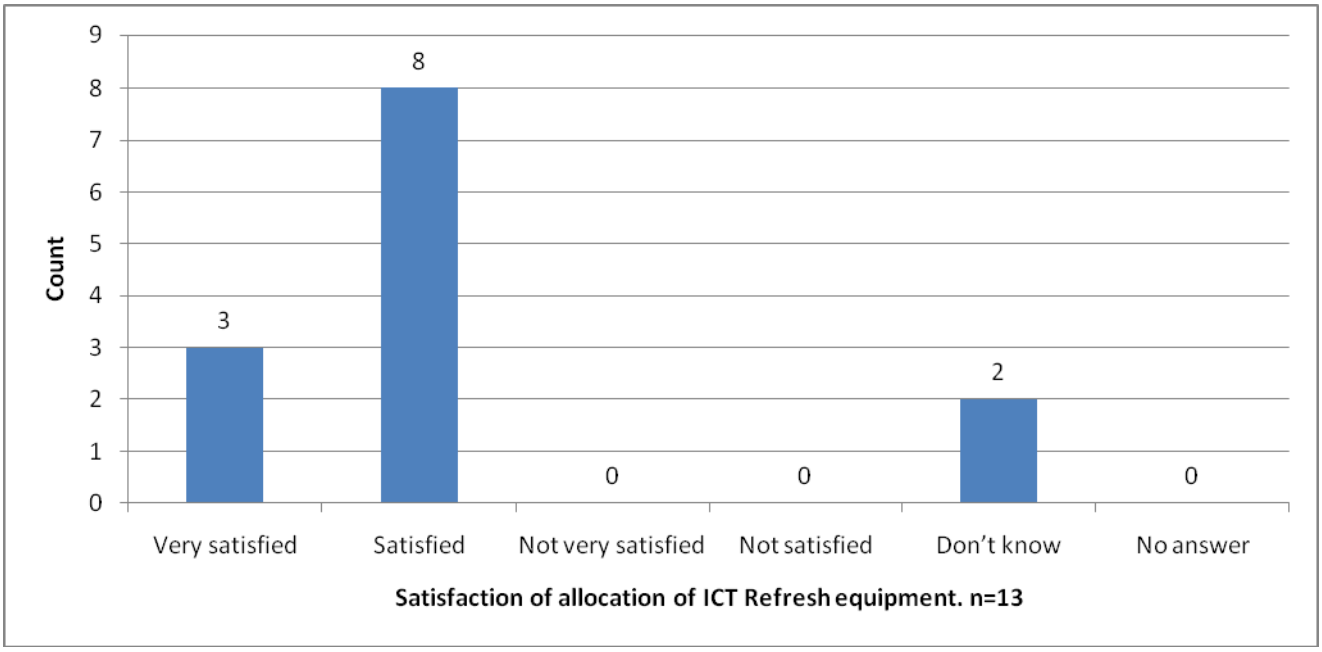
Figure 44: Education managers' view of the Refresh project



2.6.2 Satisfaction relating to the allocation of equipment

When education managers were asked about their levels of satisfaction with the allocation of equipment at their establishment, 62 per cent (n=8) said that they are 'satisfied', and 23 per cent (n=3) stated that they are 'very satisfied'. Fifteen per cent (n=2) are 'not sure' if they are satisfied with their allocation.

Figure 45: Overall satisfaction with Refresh project equipment



2.6.3 Installation status of IT Refresh equipment

Regarding the installation of the IT Refresh equipment, ready to be used by learners, 77 per cent of the education managers (n=10) stated that the equipment is yet to be installed, 15 per cent (n=2) said that it is now installed and in use, and 8 per cent (n=1) did not answer this question.

2.6.4 Perceptions of the maintenance arrangements for the IT Refresh equipment

Fifty-four per cent (n=7) of the education managers said that they are content with the maintenance arrangements that are in place, 23 per cent (n=3) stated that they are not sure if they are content with the arrangements, 15 per cent (n=2) said that they are *not* content with them, and 8 per cent (n=1) did not answer this question.

2.6.5 Appropriateness of the IT Refresh procurement process

When asked about the procurement and purchasing processes involved in IT Refresh, 69 per cent (n=9) said that the procurement process was appropriate, 15 per cent (n=2) were not sure if it was, 8 per cent (n=1) stated that it was *not* appropriate, and 8 per cent (n=1) did not answer this question.

2.6.6 Security restrictions that may have delayed the IT Refresh equipment installation

46 per cent (n=6) of the education managers said that there were security restrictions that delayed the installation of the IT Refresh equipment. 23 per cent (n=3) of the

education managers said that there were **not** any security restrictions that delayed the installation and 23 per cent (n=3) of the education managers are not sure if there were any security restrictions that delayed the installation. 8 per cent (n=1) did not answer this question.

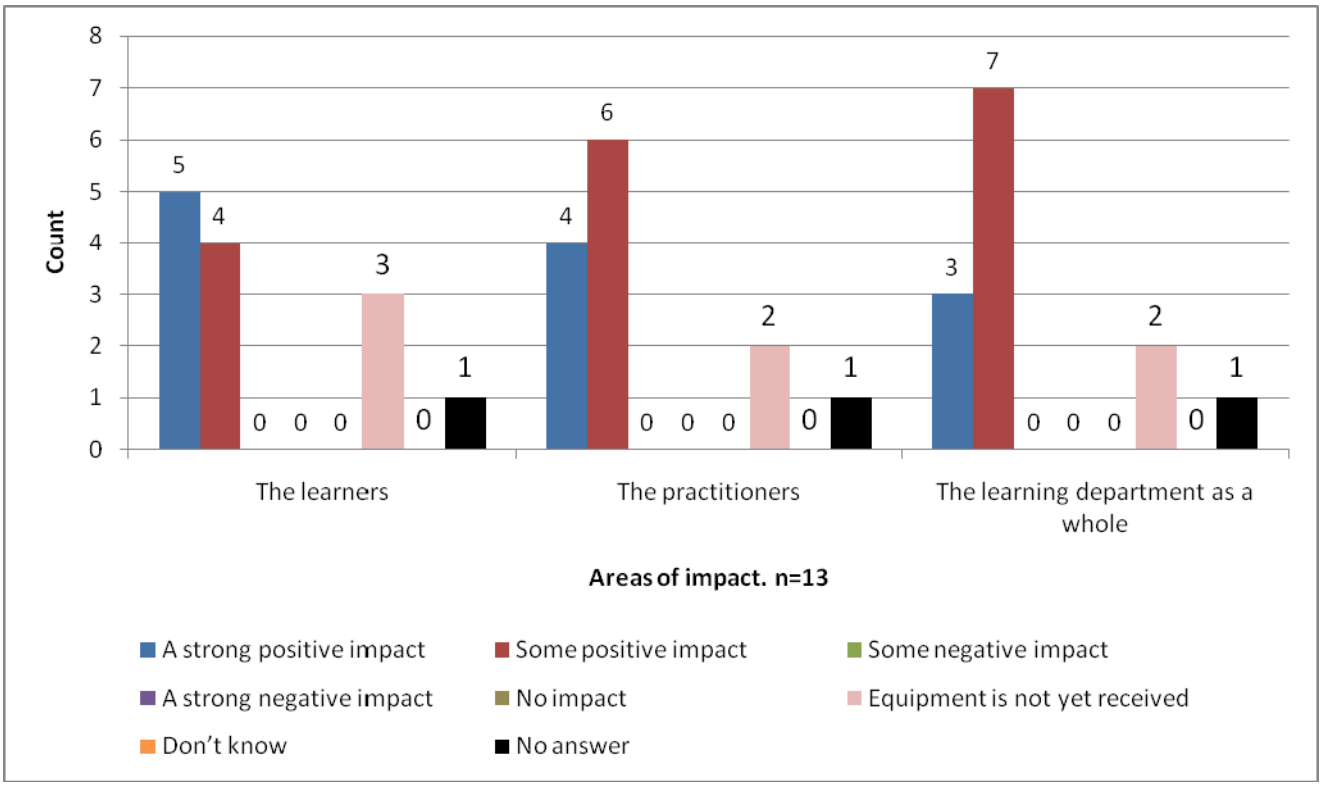
2.6.7 Impact of the IT Refresh equipment

The learners - Thirty eight per cent (n=5) of the education managers said that the equipment has made a 'strong positive impact', 31 per cent (n=4) stated that it has made 'some positive impact' on the learners at their establishment, 23 per cent (n=3) said that they had not yet received their equipment, and 8 per cent (n=1) did not answer this question.

The practitioners Forty-six per cent (n=6) said that the equipment has made 'some positive impact', 31 per cent (n=4) stated that it has made a 'strong positive impact', 15 per cent (n=2) said that they had not yet received their equipment, and 8 per cent (n=1) did not answer this question.

The learning department as a whole When talking about the impact on the learning department as a whole, 54 per cent (n=7) of the education managers said that the equipment is having 'some positive impact', 23 per cent (n=3) stated that it is making a 'strong positive impact', 15 per cent (n=2) said that they had not yet received their equipment, and 8 per cent (n=1) did not answer this question.

Figure 46: Impact of the Refresh equipment



3 Practitioner data: OLASS and non-OLASS

With the exception of the IT Refresh questions, the 251 OLASS and 54 non-OLASS practitioners were asked comparable questions. Therefore, the data will be compared in one section of the report and percentages used to facilitate comparison.

3.1 Organisational details

3.1.1 Settings, apart from offender learning, within which respondents deliver learning

When the practitioners were asked if they deliver learning outside of prison, 23 per cent (n=58) of the OLASS practitioners and 35 per cent (n=19) of the non-OLASS practitioners said that they do deliver learning outside of the offender learning context. Seventy-seven per cent (n=192) of the OLASS practitioners and 63 per cent (n=34) of the non-OLASS practitioners do not deliver learning outside of the offender learning context, and 1 per cent (n=1) and 2 per cent (n=1) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

3.1.2 Roles in offender learning

The practitioners were now asked about their role in offender learning. Eighty-two per cent (n=219) of the OLASS practitioners and 71 per cent (n=42) of the non-OLASS practitioners are in ‘teaching or training’ roles in their establishments, and 13 per cent (n=35) of the OLASS practitioners and 9 per cent (n=5) of the non-OLASS practitioners are in ‘learning support’ roles. Two per cent (n=4) of the OLASS practitioners and 12 per cent (n=7) of the non-OLASS practitioners stated their roles as ‘other’, and 3 per cent (n=9) and 8 per cent (n=5) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 47: OLASS practitioner role data

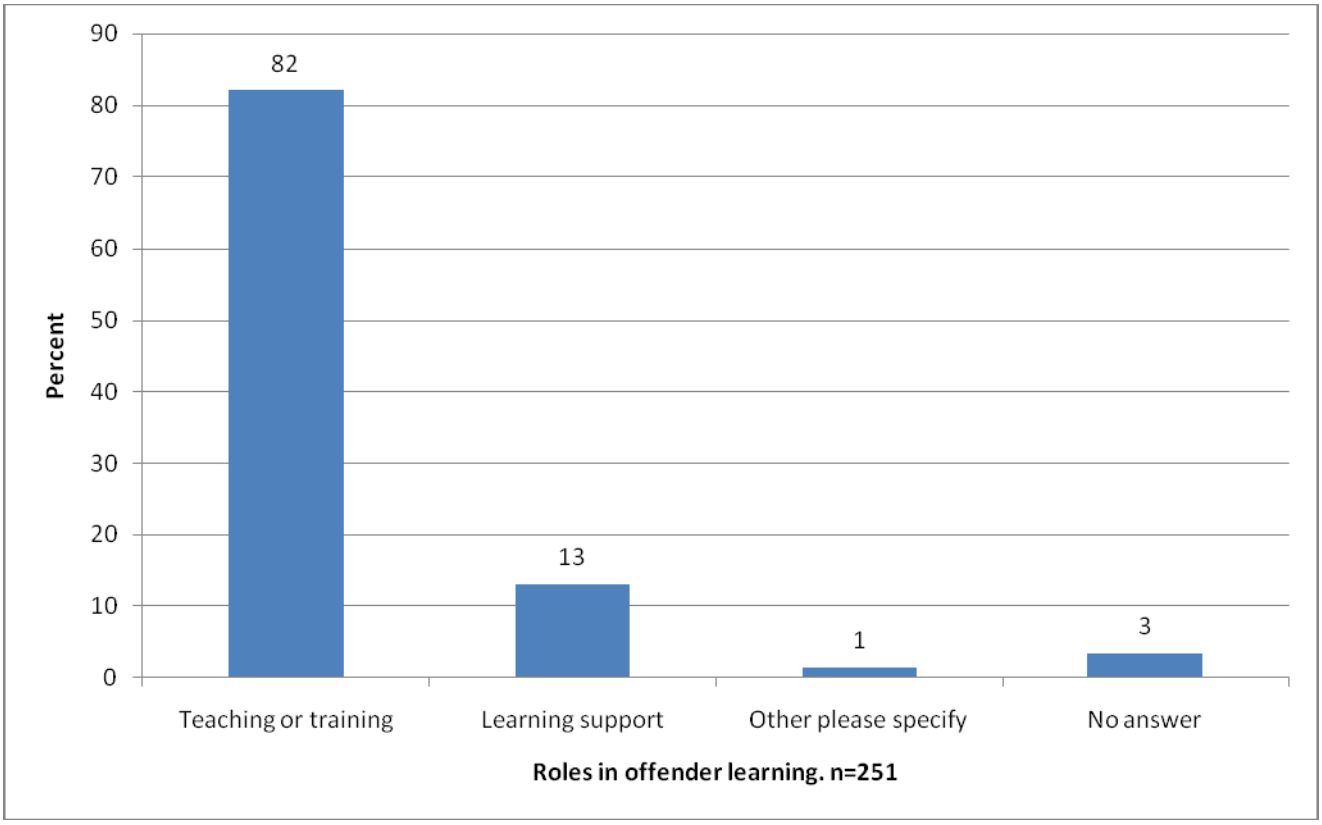
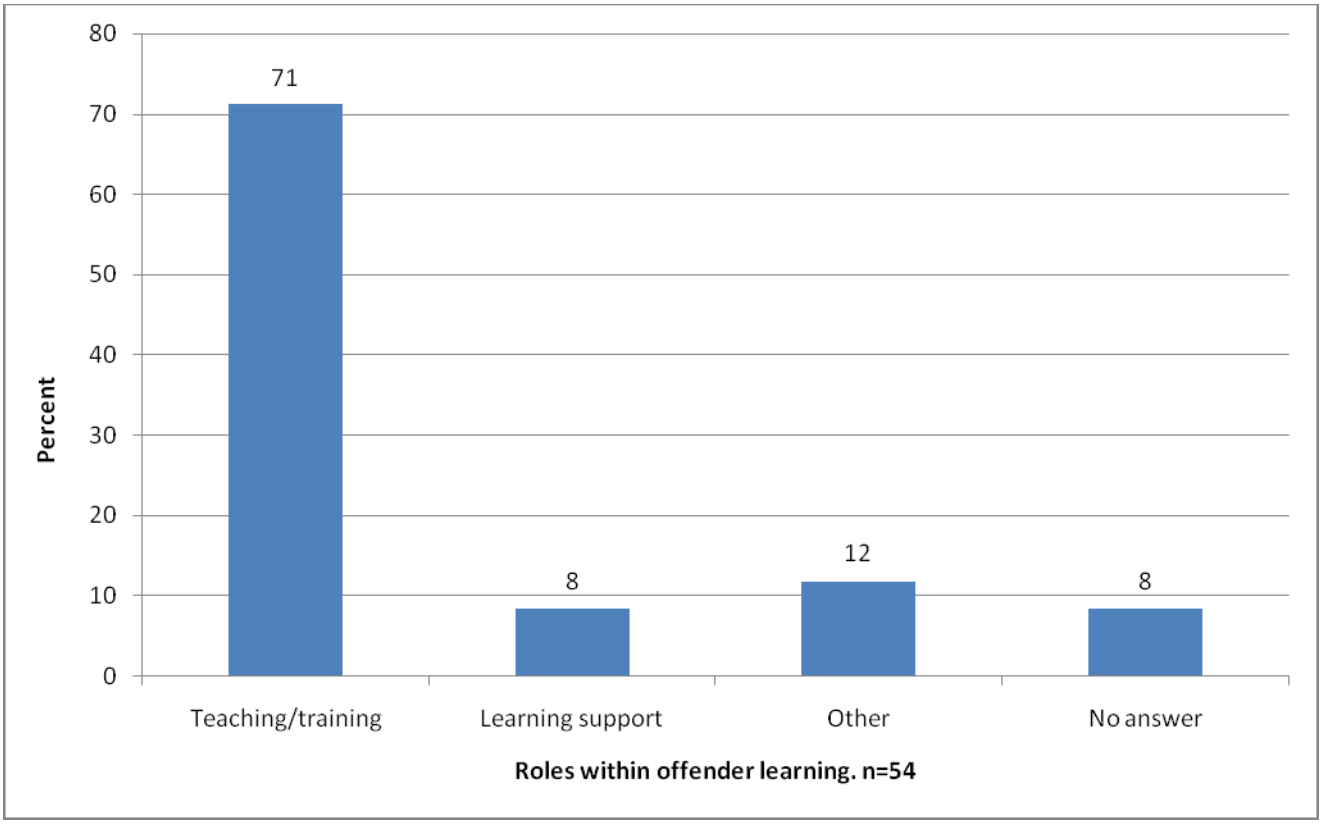


Figure 48: Non-OLASS practitioner role data



3.1.3 Length of employment in various contexts

The practitioners then answered questions about the length of time that they have been employed and a breakdown of this time by roles and employers.

3.1.4 Length of time that practitioners have been employed by their current employer

Sixteen per cent (n=41) of OLASS and 2 per cent (n=1) of non-OLASS staff have been employed by their current employer for less than a year; 14 per cent (n=35) of OLASS and 4 per cent (n=2) of non-OLASS staff have been employed for 1–2 years; 35 per cent (n=88) of OLASS and 22 per cent (n=12) of non-OLASS staff have been employed for 2–5 years; 20 per cent (n=49) of OLASS and 20 per cent (n=11) of non-OLASS staff have been employed for 5–10 years; and 7 per cent (n=18) of OLASS and 48 per cent (n=26) of non-OLASS staff have been employed for more than 10 years. A further 7 per cent (n=17) and 2 per cent (n=1) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

3.1.5 Length of time that practitioners have been in a teaching or training role in the offender learning sub-sector

Nine per cent (n=22) of OLASS and 7 per cent (n=4) of non-OLASS staff have been in such a role for less than a year; 10 per cent (n=26) of OLASS and 11 per cent (n=6) of non-OLASS staff have been in such a role for 1–2 years; 24 per cent (n=61) of OLASS and 26 per cent (n=14) of non-OLASS staff have been in such a role between 2–5 years; 24 per cent (n=61) of OLASS and 19 per cent (n=10) of non-OLASS staff have been in such a role for 5–10 years; and 18 per cent (n=45) of OLASS and 24 per cent (n=13) of non-OLASS staff have been in such a role for more than 10 years. Thirteen per cent (n=32) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

3.1.6 Length of time that practitioners have been employed in a teaching role in the post-16 sector

Three per cent (n=7) of OLASS and 2 per cent (n=1) of non-OLASS staff have been in such a role for less than a year,; 5 per cent (n=13) of OLASS and 7 per cent (n=4) of non-OLASS staff have been in such a role for 1–2 years; 13 per cent (n=33) of OLASS and 6 per cent (n=3) of non-OLASS staff have been in such a role for 2–5 years; 18 per cent (n=46) of OLASS and 7 per cent (n=4) of non-OLASS staff have been in such a role for 5–10 years; and 22 per cent (n=55) of OLASS and 13 per cent (n=7) of non-OLASS staff have been in such a role for more than 10 years. Thirty-two per cent (n=81) and 30 per cent (n=16) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

3.1.7 Length of time that practitioners have been employed in a learning support role in the offender learning sub-sector

Five per cent (n=13) of OLASS and 2 per cent (n=1) of non-OLASS staff have been in such a role for less than a year; 3 per cent (n=8) of OLASS and 6 per cent (n=3) of non-OLASS staff have been in such a role for 1–2 years; 10 per cent (n=25) of OLASS and 6 per cent (n=3) of non-OLASS staff have been in such a role for 2–5 years; 4 per cent (n=9) of OLASS and 6 per cent (n=3) of non-OLASS staff have been in such a role for 5–10 years; and 3 per cent (n=8) of OLASS and 7 per cent (n=4) of non-OLASS staff have been in such a role for more than 10 years. Fifty-two per cent (n=131) and 31 per cent (n= 20) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

3.1.8 Length of time that practitioners have been employed in a learning support role in the post-16 sector

Four per cent (n=10) of OLASS and 0 per cent (n=0) of non-OLASS staff have been in such a role for less than a year; 1 per cent (n=3) of OLASS and 6 per cent (n=3) of non-OLASS staff have been in such a role for 1–2 years; 6 per cent (n=14) of OLASS and 4 per cent (n=2) of non-OLASS staff have been in such a role for 2–5 years; 3 per cent (n=7) of OLASS and 4 per cent (n=2) of non-OLASS staff have been in such

a role for 5–10 years; and 5 per cent (n=12) of OLASS and 9 per cent (n=5) of non-OLASS staff have been in such a role for more than 10 years. Fifty-seven per cent (n=142) and 37 per cent (n=20) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Table 6: OLASS practitioner employment data

	Less than 1 year	1–2 years	2–5 years	5–10 years	More than 10 years	Not applicable	No answer
By your current employer	41 (16%)	35 (14%	88 (35%)	49 (20%)	18 (7%)	3 (1%)	17 (7%)
In a teaching or training role in the offender learning sub-sector	22 (9%)	26 (10%)	61 (24%)	61 (24%)	45 (18%)	4 (2%)	32 (13%)
In a teaching role in the post-16 sector	7 (3%)	13 (5%)	33 (13%)	46 (18%)	55 (22%)	16 (6%)	81 (32%)
In a learning support role in the offender learning sub-sector	13 (5%)	8 (3%)	25 (10%)	9 (4%)	8 (3%)	57 (23%)	131 (52%)
In a learning support role in the post-16 sector	10 (4%)	3 (1%)	14 (6%)	7 (3%)	12 (5%)	63 (25%)	142 (57%)

Table 7: Non-OLASS practitioner employment data

	Less than 1 year	1–2 years	2–5 years	5–10 years	More than 10 years	Not applicable	No answer
By your current employer	1 (2%)	2 (4%)	12 (22%)	11 (20%)	26 (48%)	1 (2%)	1 (2%)
In a teaching or training role in the offender learning sub-sector	4 (7%)	6 (11%)	14 (26%)	10 (19%)	13 (24%)	3 (6%)	4 (7%)
In a teaching role in the post-16 sector	1 (2%)	4 (7%)	3 (6%)	4 (7%)	7 (13%)	19 (35%)	16 (30%)
In a learning support role in the offender learning sub-sector	1 (2%)	3 (6%)	3 (6%)	3 (6%)	4 (7%)	20 (31%)	20 (31%)
In a learning support role in the post-16 sector	0 (0%)	3 (6%)	2 (4%)	2 (4%)	5 (9%)	22 (41%)	20 (31%)

3.2 ICT resources for training and learning: Current use of ICT

3.2.1 General use of computers at work

The practitioners were asked if they use computers in their work. Sixty-two per cent (n=155) of OLASS practitioners 'frequently use computers', as do 70 per cent (n=38) of non-OLASS practitioners. Twenty-four per cent (n=60) of OLASS practitioners 'occasionally use computers', as do 22 per cent (n=12) of non-OLASS practitioners. Twelve per cent (n=31) of OLASS practitioners 'don't use a computer but would like to', as would 6 per cent (n=3) of non-OLASS practitioners, but while 2 per cent (n=4) of OLASS practitioners stated that they 'don't use a computer and don't want to', none of the non-OLASS practitioners said this. In addition, 1 per cent (n=1) and 2 per cent (n=1) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 49: OLASS practitioner use of computers

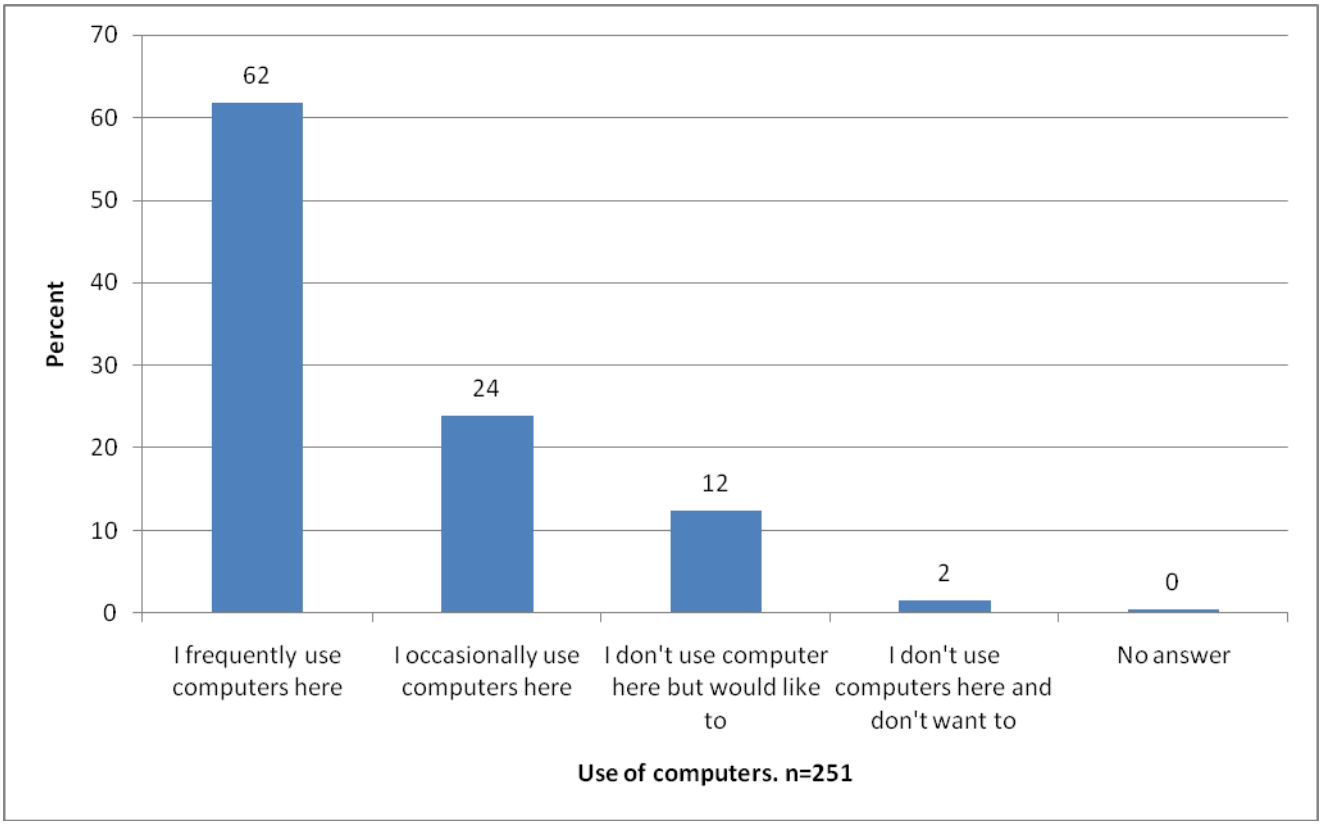
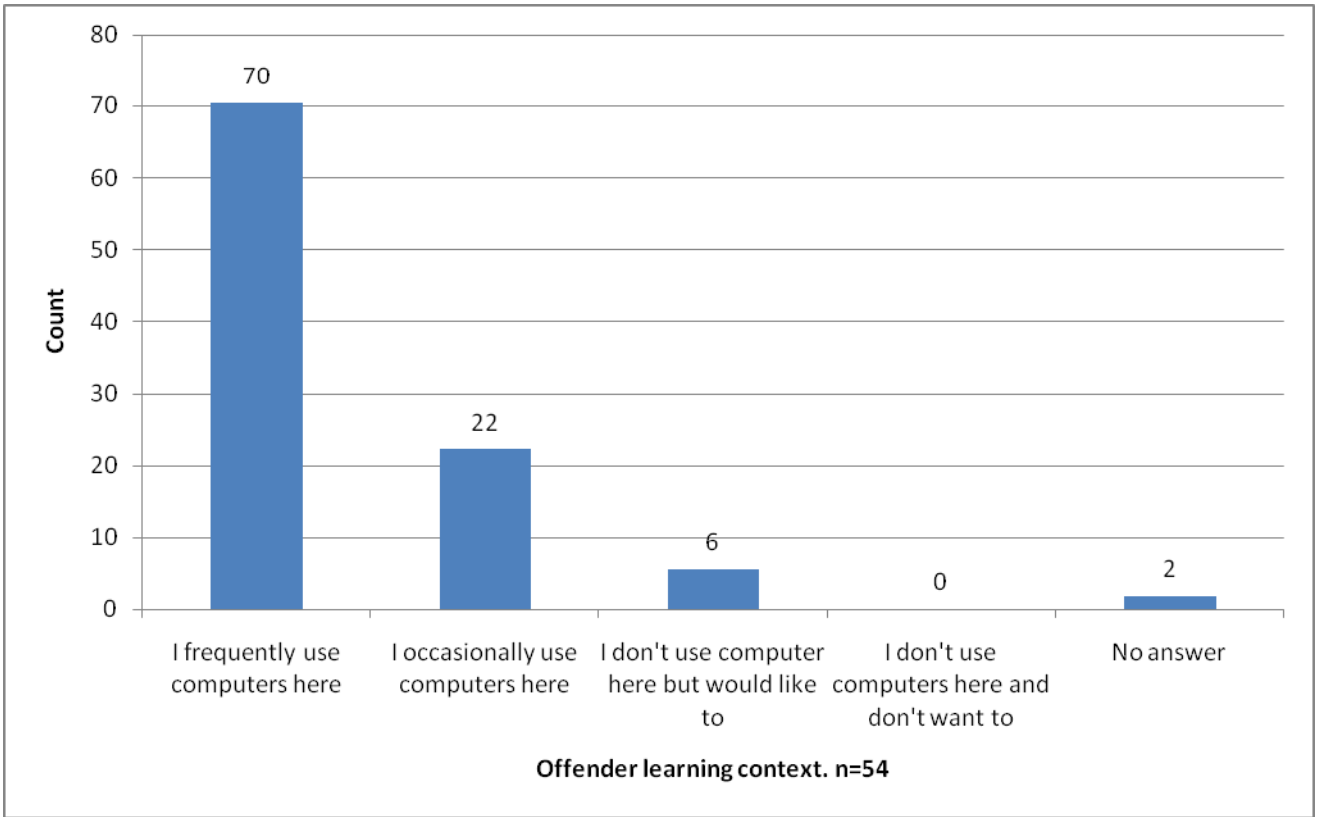


Figure 50: Non-OLASS practitioner use of computers



3.2.2 Availability of resources and technologies

The practitioners were given examples of a number of e-learning technologies and asked if these are available to them and if they use them.

The internet When asked about availability of the internet, 8 per cent (n=19) of the OLASS practitioners and 20 per cent (n=11) of the non-OLASS practitioners said, 'Yes, these are available and I use them regularly'; 8 per cent (n=20) of the OLASS practitioners and 7 per cent (n=4) of the non-OLASS practitioners said, 'Yes, these are available and I use them occasionally'; and 2 per cent (n=5) of the OLASS practitioners and 7 per cent (n=4) of the non-OLASS practitioners said, 'These are available but I rarely or never use them.' Sixty-nine per cent (n=172) of the OLASS practitioners and 30 per cent (n=16) of the non-OLASS practitioners said, 'These are not available but I would use them if they were'; but 7 per cent (n=18) of the OLASS practitioners and 26 per cent (n=14) of the non-OLASS practitioners said, 'These are not available and I would not use them if they were.' Six per cent (n=15) and 2 per cent (n=1) of the OLASS and non-OLASS practitioners did not answer this question.

Network (via shared drives, etc) Regarding a computer network to allow shared files, etc., 29 per cent (n=73) of the OLASS practitioners and 22 per cent (n=12) of the non-OLASS practitioners said, 'Yes, these are available and I use them regularly'; and 13 per cent (n=32) of the OLASS practitioners and 20 per cent (n=11) of the non-

OLASS practitioners said, 'Yes, these are available and I use them occasionally.' Twelve per cent (n=29) of the OLASS practitioners and 4 per cent (n=2) of the non-OLASS practitioners said, 'These are available but I rarely or never use them'; and 26 per cent (n=66) of the OLASS practitioners and 11 per cent (n=6) of the non-OLASS practitioners said, 'These are not available but I would use them if they were.' However, 4 per cent (n=11) of the OLASS practitioners and 19 per cent (n=10) of the non-OLASS practitioners said, 'These are not available and I would not use them if they were'; and 8 per cent (n=21) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners did not answer this question.

An intranet When asked about the use of an intranet at their establishment, 24 per cent (n=59) of the OLASS practitioners and 30 per cent (n=16) of the non-OLASS practitioners said, 'Yes, these are available and I use them regularly'; while 12 per cent (n=30) of the OLASS practitioners and 15 per cent (n=8) of the non-OLASS practitioners said, 'Yes, these are available and I use them occasionally.' Fourteen per cent (n=35) of the OLASS practitioners and 15 per cent (n=8) of the non-OLASS practitioners said, 'These are available but I rarely or never use them'; and 33 per cent (n=83) of the OLASS practitioners and 7 per cent (n=4) of the non-OLASS practitioners said, 'These are not available but I would use them if they were.' Six per cent (n=15) of the OLASS practitioners and 15 per cent (n=8) of the non-OLASS practitioners said, 'These are not available and I would not use them if they were'; and equal percentages of OLASS and non-OLASS practitioners – 6 per cent (n=16) – did not answer this question.

Virtual learning environment (VLE) On the subject of virtual learning environments, 2 per cent (n=5) of the OLASS practitioners and 6 per cent (n=3) of the non-OLASS practitioners said, 'Yes, these are available and I use them regularly'; and 2 per cent (n=4) of the OLASS practitioners and none of the non-OLASS practitioners said, 'Yes, these are available and I use them occasionally.' Three per cent (n=7) of the OLASS practitioners and 4 per cent (n=2) of the non-OLASS practitioners said, 'These are available but I rarely or never use them'; and 52 per cent (n=130) of the OLASS practitioners and 26 per cent (n=14) of the non-OLASS practitioners said, 'These are not available but I would use them if they were.' Ten per cent (n=25) of the OLASS practitioners and 15 per cent (n=8) of the non-OLASS practitioners said, 'These are not available and I would not use them if they were'; and 12 per cent (n=30) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Interactive whiteboards When talking about the availability of interactive whiteboards, 11 per cent (n=27) of the OLASS practitioners and 15 per cent (n=8) of the non-OLASS practitioners said, 'Yes, these are available and I use them regularly'; 12 per cent (n=30) of the OLASS practitioners and 9 per cent (n=5) of the non-OLASS practitioners said, 'Yes, these are available and I use them occasionally'; 15 per cent (n=37) of the OLASS practitioners and 6 per cent (n=3) of the non-OLASS practitioners said, 'These are available but I rarely or never use them'; and 43 per cent (n=109) of the OLASS practitioners and 26 per cent (n=14) of the non-OLASS

practitioners said, ‘These are not available but I would use them if they were.’ Ten per cent (n=24) of the OLASS practitioners and 20 per cent (n=11) of the non-OLASS practitioners said, ‘These are not available and I would not use them if they were’; and 6 per cent (n=16) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Data projectors Data projectors were the next piece of technology to be discussed. Eight per cent (n=20) of the OLASS practitioners and 7 per cent (n=4) of the non-OLASS practitioners said, ‘Yes, these are available and I use them regularly’; 17 per cent (n=42) of the OLASS practitioners and 24 per cent (n=13) of the non-OLASS practitioners said, ‘Yes, these are available and I use them occasionally’; while 15 per cent (n=38) of the OLASS practitioners and 4 per cent (n=2) of the non-OLASS practitioners said, ‘These are available but I rarely or never use them.’ Twenty-five per cent (n=64) of the OLASS practitioners and 15 per cent (n=8) of the non-OLASS practitioners said, ‘These are not available but I would use them if they were’; but 9 per cent (n=22) of the OLASS practitioners and 20 per cent (n=11) of the non-OLASS practitioners said, ‘These are not available and I would not use them if they were.’ Eleven per cent (n=27) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Electronic learning materials As to the availability of electronic learning materials, 13 per cent (n=33) of the OLASS practitioners and 11 per cent (n=6) of the non-OLASS practitioners said, ‘Yes, these are available and I use them regularly’; and 14 per cent (n=35) of the OLASS practitioners and 9 per cent (n=5) of the non-OLASS practitioners said, ‘Yes, these are available and I use them occasionally.’ However, 8 per cent (n=20) of the OLASS practitioners and 7 per cent (n=4) of the non-OLASS practitioners said, ‘These are available but I rarely or never use them’; 37 per cent (n=93) of the OLASS practitioners and 19 per cent (n=10) of the non-OLASS practitioners said, ‘These are not available but I would use them if they were’; and 6 per cent (n=16) of the OLASS practitioners and 17 per cent (n=9) of the non-OLASS practitioners said, ‘These are not available and I would not use them if they were.' Nine per cent (n=23) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Table 8: Availability of specific resources in delivery of OLASS offender learning (n=251)

	Yes, these are available and I use them regularly	Yes, these are available and I use them occasionally	These are available but I never or rarely use them	These are not available but I would use them if they were	These are not available and I would not use them if they were	Don't know	No answer
internet	19 (8%)	20 (8%)	5 (2%)	172 (69%)	18 (7%)	2 (1%)	15 (6%)
Network (via shared drives, etc)	73 (29%)	32 (13%)	29 (12%)	66 (26%)	11 (4%)	19 (8%)	21 (8%)
Intranet	59 (24%)	30 (12%)	35 (14%)	83 (33%)	15 (6%)	13 (5%)	16 (6%)
Virtual learning environment (VLE)	5 (2%)	4 (2%)	7 (3%)	130 (52%)	25 (10%)	50 (20%)	30 (12%)
Interactive whiteboards	27 (11%)	30 (12%)	37 (15%)	109 (43%)	24 (10%)	8 (3%)	16 (6%)
Data projectors	20 (8%)	42 (17%)	38 (15%)	64 (25%)	22 (9%)	38 (15%)	27 (11 %)
Electronic learning materials	33 (13%)	35 (14%)	20 (8%)	93 (37%)	16 (6%)	31 (12%)	23 (9%)

Table 9: Availability of specific resources in delivery of non-OLASS offender learning (n=54)

	Yes, these are available and I use them	Yes, these are available and I use them	These are available but I never or rarely	These are not available but I would use them if	These are not available and I would not use	Don't know	No answer

	regularly	occasionally	use them	they were	them if they were		
Internet	11 (20%)	4 (7%)	4 (7%)	16 (30%)	14 (26%)	4 (7%)	1 (2%)
Network (via shared drives, etc)	12 (22%)	11 (20%)	2 (4%)	6 (11%)	10 (19%)	9 (17%)	4 (7%)
intranet	16 (30%)	8 (15%)	8 (15%)	4 (7%)	8 (15%)	7 (13%)	3 (6%)
Virtual learning environment (VLE)	3 (6%)	0 (0%)	2 (4%)	14 (26%)	8 (15%)	23 (43%)	4 (7%)
Interactive whiteboards	8 (15%)	5 (9%)	3 (6%)	14 (26%)	11 (20%)	9 (17%)	4 (7%)
Data projectors	4 (7%)	13 (24%)	2 (4%)	8 (15%)	11 (20%)	13 (24%)	3 (6%)
Electronic learning materials	6 (11%)	5 (9%)	4 (7%)	10 (19%)	9 (17%)	17 (31%)	3 (6%)

Adequacy of computer and internet resources

In line with the HoLS and education manager surveys, the practitioners were asked to give an opinion on the adequacy of the computer resources they have available and their internet connectivity.

Computers Thirty per cent (n=75) of OLASS and 30 per cent (n=16) of non-OLASS tutors said that their computer 'resources are more than adequate to meet requirements'; and 28 per cent (n=70) of OLASS and 31 per cent (n=17) of non-OLASS tutors said that they are 'of sufficient capacity to meet requirements but are not of high enough quality'. However, 35 per cent (n=89) of OLASS and 28 per cent (n=15) of non-OLASS tutors said that they are 'inadequate to meet requirements, and 7 per cent (n=17) and 11 per cent (n=6) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Internet access When asked about the internet, 7 per cent (n=17) of OLASS and 9 per cent (n=5) of non-OLASS tutors said that the internet 'resources are more than adequate to meet requirements', and 3 per cent (n=8) of OLASS and 11 per cent (n=6) of non-OLASS tutors said that the resources are 'of sufficient capacity to meet requirements but are not of high enough quality'. Seventy-three per cent (n=183) of OLASS and 59 per cent (n=32) of non-OLASS tutors said that the resources are 'inadequate to meet requirements, and 17 per cent (n=43) and 20 per cent (n=11) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 51: The extent to which ICT resources currently meet requirements of effective OLASS delivery

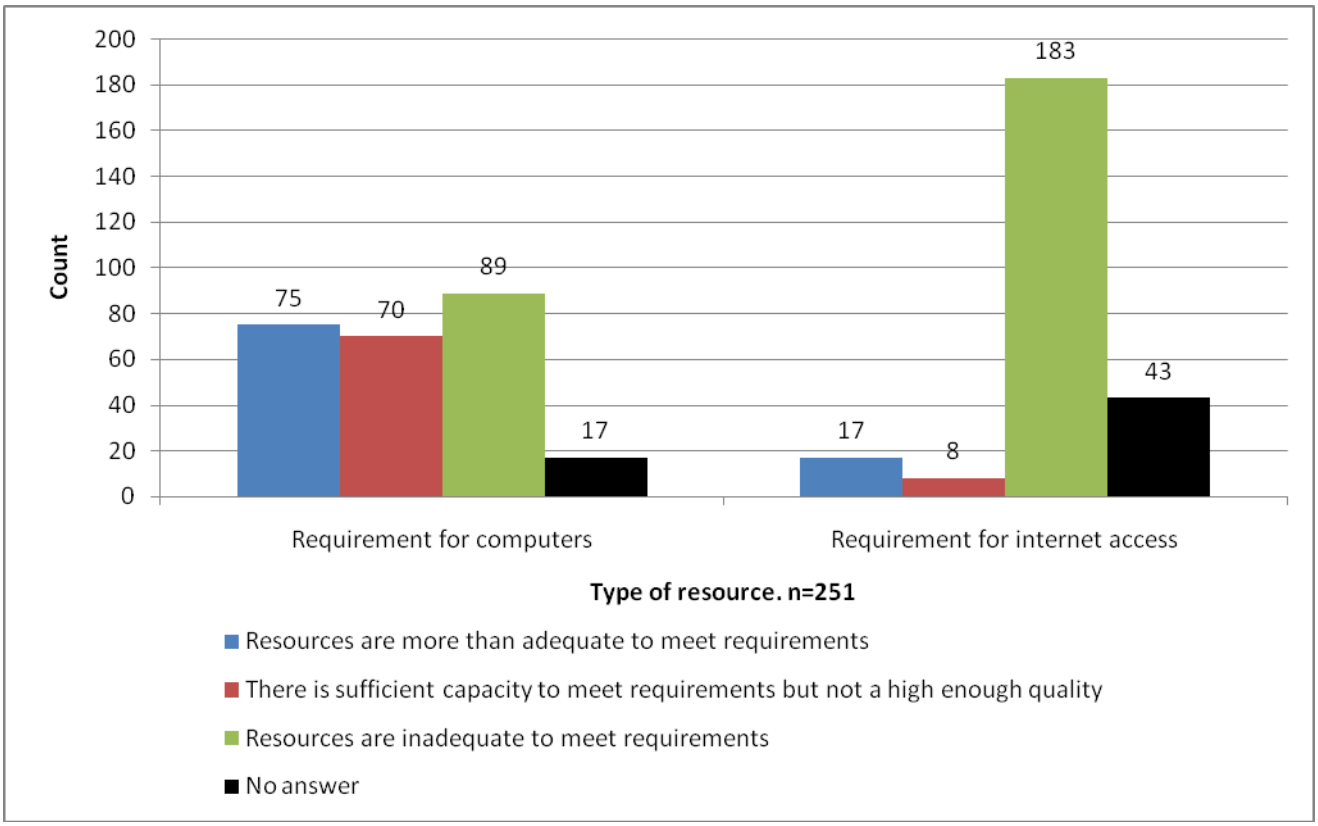
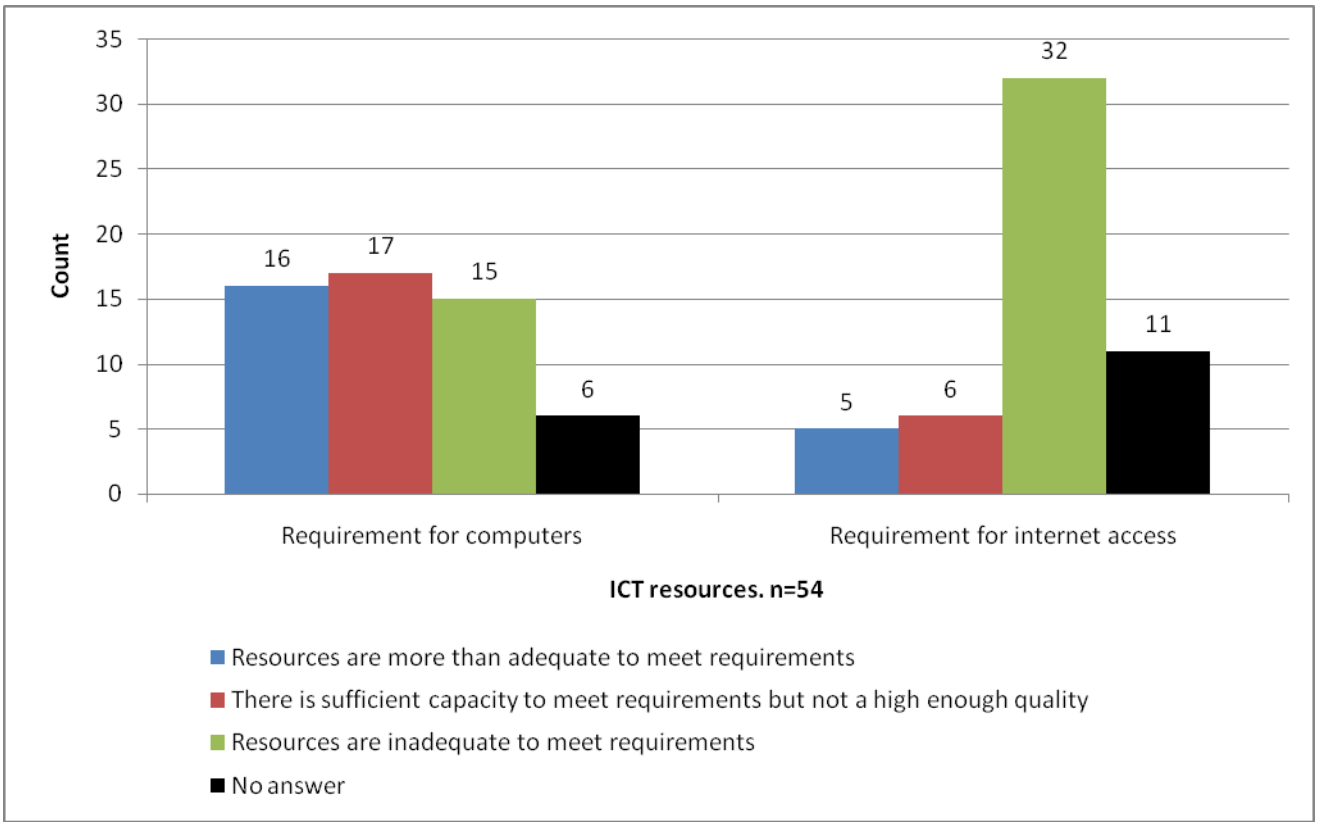


Figure 52: The extent to which ICT resources currently meet requirements of effective non-OLASS delivery



3.2.3 General use of e-learning with offenders

The practitioners were asked about their general use of e-learning in delivery and were given a number of examples of activities in which they might use technology.

Preparing lesson work-plans Forty-nine per cent (n=122) of OLASS and 19 per cent (n=10) of non-OLASS staff stated that they use technology for this 'all of the time'. Twenty per cent (n=51) of OLASS and 26 per cent (n=14) of non-OLASS staff stated that they use it 'frequently', and 14 per cent (n=35) of OLASS and 17 per cent (n=9) of non-OLASS staff stated that they use it 'occasionally' . Eleven per cent (n=27) of OLASS and 24 per cent (n=13) of non-OLASS staff stated that they 'never' use it, and 2 per cent (n=5) of OLASS and 9 per cent (n=5) of non-OLASS staff stated that they 'don't know how to [use it] but would like to'. None of the staff, both OLASS and non-OLASS, said that they 'don't know how to [use it] and do not want to know how', and 4 per cent (n=11) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Creation of teaching or training materials Forty-one per cent (n=104) of OLASS and 11 per cent (n=6) of non-OLASS staff stated that they use technology for this 'all of the time'. Thirty-two per cent (n=80) of OLASS and 41 per cent (n=22) of non-OLASS staff stated that they use it 'frequently', and 16 per cent (n=40) of OLASS and

11 per cent (n=6) of non-OLASS staff stated that they use it ‘occasionally’. Six per cent (n=14) of OLASS and 20 per cent (n=11) of non-OLASS staff stated that they ‘never’ use technology to create teaching or training materials, and 2 per cent (n=4) of OLASS and 9 per cent (n=5) of non-OLASS staff stated that they ‘don’t know how to but would like to’ use it. None of the staff, both OLASS and non-OLASS, said that they ‘don’t know how to [use it] and do not want to know how’, and 4 per cent (n=9) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Researching and accessing teaching/training materials created by others Thirty-three per cent (n=82) of OLASS and 9 per cent (n=5) of non-OLASS staff stated that they use technology for this ‘all of the time’. Twenty-four per cent (n=61) of OLASS and 28 per cent (n=15) of non-OLASS staff stated that they use it ‘frequently’, and 28 per cent (n=71) of OLASS and 30 per cent (n=16) of non-OLASS staff stated that they use it ‘occasionally’. Eight per cent (n=19) of OLASS and 7 per cent (n=11) of non-OLASS staff stated that they 'never' use it, and 2 per cent (n=5) of OLASS and 7 per cent (n=4) of non-OLASS staff stated that they ‘don’t know how to [use it] but would like to’. Less than 1 per cent (n=1) of OLASS practitioners and no non-OLASS staff stated that they ‘don’t know how to and do not want to know how’, and 5 per cent (n=12) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Managing workload (eg using an Outlook calendar) Eighteen per cent (n=45) of OLASS and 15 per cent (n=8) of non-OLASS staff stated that they use technology for this ‘all of the time’. Eight per cent (n=19) of OLASS and 9 per cent (n=5) of non-OLASS staff stated that they use it ‘frequently’, and 13 per cent (n=33) of OLASS and 24 per cent (n=13) of non-OLASS staff stated that they use it ‘occasionally’. Forty-six per cent (n=116) of OLASS and 41 per cent (n=22) of non-OLASS staff stated that they 'never' use it, and 7 per cent (n=18) of OLASS and 7 per cent (n=4) of non-OLASS staff stated that they ‘don’t know how to [use it] but would like to’. Four per cent (n=10) of OLASS staff (but none of the non-OLASS staff) stated that they ‘don’t know how to and do not want to know how’, and 4 per cent (n=10) and 4 per cent (n=2) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Using e-learning tools to communicate with others involved in teaching, training or learning activities in offender learning settings Twenty-two per cent (n=56) of OLASS and 19 per cent (n=10) of non-OLASS staff stated that they use technology for this ‘all of the time’. Twenty-five per cent (n=63) of OLASS and 30 per cent (n=16) of non-OLASS staff stated that they use it ‘frequently’, and 29 per cent (n=72) of OLASS and 26 per cent (n=14) of non-OLASS staff stated that they use it ‘occasionally’. Eighteen per cent (n=44) of OLASS and 15 per cent (n=8) of non-OLASS staff stated that they 'never' use it, and 4 per cent (n=9) of OLASS and 7 per cent (n=4) of non-OLASS staff stated that they ‘don’t know how to [use it] but would like to’. Less than 1 per cent (n=1) of OLASS practitioners and no non-OLASS staff stated that they ‘don’t know how to and do not want to know how’, and 2 per cent

(n=6) 4 per cent (n=2) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Using e-learning tools to communicate with others involved in teaching, training or learning activities in non-offender learning settings Eighteen per cent (n=45) of OLASS and 11 per cent (n=6) of non-OLASS staff stated that they use technology for this ‘all of the time’, and 16 per cent (n=41) of OLASS and 17 per cent (n=9) of non-OLASS staff stated that they use it ‘frequently’. Thirty-one per cent (n=77) of OLASS and 26 per cent (n=14) of non-OLASS staff stated that they use it ‘occasionally’, but 27 per cent (n=67) of OLASS and 33 per cent (n=18) of non-OLASS staff stated that they 'never' use it. Four per cent (n=9) of OLASS and 6 per cent (n=3) of non-OLASS staff stated that they ‘don’t know how to [use it] but would like to’, but 2 per cent (n=5) of OLASS and 2 per cent (n=1) of non-OLASS staff stated that they ‘don’t know how to and do not want to know how to’ use technology in this activity. Three per cent (n=7) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Table 10: Frequency with which ICT and e-learning tools are used in carrying out specific tasks (OLASS)

	All the time	Frequently	Occasionally	Never	Don't know how to do this but would like to	Don't know how to do this and don't want to know	No answer
Preparing lesson work plans	122 (49%)	51 (20%)	35 (14%)	27 (11%)	5 (2%)	0 (0%)	11 (4%)
Creating teaching or training materials	104 (41%)	80 (32%)	40 (16%)	14 (6%)	4 (2%)	0 (0%)	9 (4%)
Researching and accessing teaching and training materials created by others	82 (33%)	61 (24%)	71 (28%)	19 (8%)	5 (2%)	1 (0%)	12 (5%)
Managing workload (e.g. using Outlook calendar)	45 (18%)	19 (8%)	33 (13%)	116 (46%)	18 (7%)	10 (4%)	10 (4%)
Communicating with others involved in teaching, training or learning support in offender learning settings	56 (22%)	63 (25%)	72 (29%)	44 (18%)	9 (4%)	1 (0%)	6 (2%)
Communicating with others involved in teaching, training or learning support in non-offender learning settings	45 (18%)	41 (16%)	77 (31%)	67 (27%)	9 (4%)	5 (2%)	7 (3%)

Table 11: Frequency with which ICT and e-learning tools are used in carrying out specific tasks (non-OLASS)

	All the time	Frequently	Occasionally	Never	Don't know how to do this but would like to	Don't know how to do this and don't want to know	No answer
Preparing lesson work plans	10 (19%)	14 (26%)	9 (17%)	13 (24%)	5 (9%)	0 (0%)	3 (6%)
Creating teaching or training materials	6 (11%)	22 (41%)	6 (11%)	11 (20%)	5 (9%)	0 (0%)	4 (7%)
Researching and accessing teaching and training materials created by others	5 (9%)	15 (28%)	16 (30%)	11 (20%)	4 (7%)	0 (0%)	3 (6%)
Managing workload (e.g. using Outlook calendar)	8 (15%)	5 (9%)	13 (24%)	22 (41%)	4 (7%)	0 (0%)	2 (4%)
Communicating with others involved in teaching, training or learning support in offender learning settings	10 (19%)	16 (30%)	14 (26%)	8 (15%)	4 (7%)	0 (0%)	2 (4%)
Communicating with others involved in teaching, training or learning support in non-offender learning settings	6 (11%)	9 (17%)	14 (26%)	18 (33%)	3 (6%)	1 (2%)	3 (6%)

The use of specific resources in preparation and planning activities

The practitioners were then given a list of specific e-learning resources and asked if they use them in preparation and planning activities.

Software on CD ROM or DVD Twelve per cent (n=29) of the OLASS practitioners and 9 per cent (n=5) of the non-OLASS practitioners stated that they use this resource ‘all of the time’, and 20 per cent (n=51) of the OLASS practitioners and 13 per cent (n=7) of the non-OLASS practitioners stated that they use it ‘frequently’. Thirty-eight per cent (n=95) of the OLASS practitioners and 22 per cent (n=12) of the non-OLASS practitioners stated that they use it ‘occasionally’, and 21 per cent (n=52) of the OLASS practitioners and 26 per cent (n=14) of the non-OLASS practitioners stated that they 'never' use it. Four per cent (n=10) of the OLASS practitioners and 4 per cent (n=2) of the non-OLASS practitioners stated that they ‘don’t know how to use it but would like to’, but none of the practitioners said that they ‘don’t know how to use it and don’t want to’. Three per cent (n=8) of the OLASS practitioners and 19 per cent (n=10) of the non-OLASS practitioners stated that ‘this resource is not available’, and 2 per cent (n=6) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Websites for teaching and training staff When asked about the use of websites for teaching for and training staff, 10 per cent (n=25) of the OLASS practitioners and 4 per cent (n=2) of the non-OLASS practitioners stated that they use this resource ‘all of the time’; 20 per cent (n=49) of the OLASS practitioners and 9 per cent (n=5) of the non-OLASS practitioners stated that they use it ‘frequently’; and 32 per cent (n=81) of the OLASS practitioners and 17 per cent (n=9) of the non-OLASS practitioners stated that they use it ‘occasionally’. Twenty-five per cent (n=64) of the OLASS practitioners and 43 per cent (n=23) of the non-OLASS practitioners stated that they 'never' use it. Four per cent (n=9) of the OLASS practitioners and 6 per cent (n=3) of the non-OLASS practitioners stated that they ‘don’t know how to use this resource but would like to’, but none of them said that they ‘don’t know how to use this resource and don’t want to’. Seven per cent (n=17) of the OLASS practitioners and 19 per cent (n=10) of the non-OLASS practitioners stated that ‘this resource is not available’, and 2 per cent (n=6) and 4 per cent (n=2) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Other websites When the question of the use of websites was opened up to include websites that are not specifically for teaching and training staff, 12 per cent (n=31) of the OLASS practitioners and 2 per cent (n=1) of the non-OLASS practitioners stated that they use them ‘all of the time’; 23 per cent (n=57) of the OLASS practitioners and 19 per cent (n=10) of the non-OLASS practitioners said that they use them ‘frequently’; and 31 per cent (n=77) of the OLASS practitioners and 19 per cent (n=10) of the non-OLASS practitioners stated that they use them occasionally’. Eighteen per cent (n=46) of the OLASS practitioners and 33 per cent (n=18) of the non-OLASS practitioners said that they 'never' use them; 4 per cent (n=10) of the OLASS practitioners and 6 per cent (n=3) of the non-OLASS practitioners stated that

they ‘don’t know how to use this resource but would like to’; and none of the practitioners said that they ‘don’t know how to use this resource and don’t want to’. Five per cent (n=12) of the OLASS practitioners and 17 per cent (n=9) of the non-OLASS practitioners said that ‘this resource is not available’, while 7 per cent (n=18) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Digital resources created by other teaching and training staff On the subject of practitioners using digital resources that have been created by others, 6 per cent (n=14) of the OLASS practitioners and 2 per cent (n=1) of the non-OLASS practitioners stated that they use them ‘all of the time’. Seven per cent (n=18) of the OLASS practitioners and 9 per cent (n=5) of the non-OLASS practitioners stated that they use them ‘frequently’, and 36 per cent (n=90) of the OLASS practitioners and 13 per cent (n=7) of the non-OLASS practitioners stated that they use them ‘occasionally’. Thirty per cent (n=76) of the OLASS practitioners and 43 per cent (n=23) of the non-OLASS practitioners said that they 'never' use them, but 8 per cent (n=19) of the OLASS practitioners and 9 per cent (n=5) of the non-OLASS practitioners stated that they ‘don’t know how to use this resource but would like to’. None of the practitioners said that they ‘don’t know how to use this resource and don’t want to’, whereas 8 per cent (n=20) of the OLASS practitioners and 17 per cent (n=9) of the non-OLASS practitioners stated that ‘this resource is not available’. Five per cent (n=13) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Online subscription services (e.g. Espresso2) Online subscription services were the next example of an e-learning resource that might be used by the practitioners. Two per cent (n=6) of the OLASS practitioners and none of the non-OLASS practitioners stated that they use these services ‘all of the time’, while 2 per cent (n=4) of the OLASS practitioners and none of the non-OLASS practitioners said that they use them ‘frequently’. Six per cent (n=15) of the OLASS practitioners and 2 per cent (n=1) of the non-OLASS practitioners stated that they use them ‘occasionally’, and 52 per cent (n=130) of the OLASS practitioners and 57 per cent (n=31) of the non-OLASS practitioners stated that they 'never' use them. Ten per cent (n=26) of the OLASS practitioners and 7 per cent (n=4) of the non-OLASS practitioners stated that they ‘don’t know how to use this resource but would like to’, while 2 per cent (n=5) of the OLASS practitioners and 2 per cent (n=1) of the non-OLASS practitioners stated that they ‘don’t know how to use this resource and don’t want to’. Twenty-one per cent (n=52) of the OLASS practitioners and 26 per cent (n=14) of the non-OLASS practitioners stated that ‘this resource is not available’, and 5 per cent (n=13) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

[2] From the *Espresso* website [http://www.espresso.co.uk]: ‘Espresso is an extensive library of high-quality, video-rich broadband teaching resources and student activities that motivate pupils and support teachers.'

Table 12: Respondents' use of specific e-learning resources in support of OLASS delivery

	All the time	Frequently	Occasionally	Never	Don't know how to do this but would like to	Don't know how to do this and don't want to know	Not available	No answer
Software on CD-ROM/DVD	29 (12%)	51 (20%)	95 (38%)	52 (21%)	10 (4%)	0 (0%)	8 (3%)	6 (2%)
Websites for teaching and training staff	25 (10%)	49 (20%)	81 (32%)	64 (25%)	9 (4%)	0 (0%)	17 (7%)	6 (2%)
Other websites	31 (12%)	57 (23%)	77 (31%)	46 (18%)	10 (4%)	0 (0%)	12 (5%)	18 (7%)
Digital resources created by other teaching and training staff	14 (6%)	18 (7%)	90 (36%)	76 (30%)	19 (8%)	1 (0%)	20 (8%)	13 (5%)
Online subscription services – e.g. *Espresso*	6 (2%)	4 (2%)	15 (6%)	130 (52%)	26 (10%)	5 (2%)	52 (21%)	13 (5%)

Table 13: Respondents' use of specific e-learning resources in support of non-OLASS delivery

	All the time	Frequently	Occasionally	Never	Don't know how to do this but would like to	Don't know how to do this and don't want to know	Not available	No answer
Software on CD-ROM/DVD	5 (9%)	7 (13%)	12 (22%)	14 (26%)	2 (4%)	0 (0%)	10 (19%)	4 (7%)
Websites for teaching and training staff	2 (4%)	5 (9%)	9 (17%)	23 (43%)	3 (6%)	0 (0%)	10 (19%)	2 (4%)
Other websites	1	10	10	18	3	0	9	3

	(2%)	(19%)	(19%)	(33%)	(6%)	(0%)	(17%)	(6%)
Digital resources created by other teaching and training staff	1 (2%)	5 (9%)	7 (13%)	23 (43%)	5 (9%)	0 (0%)	9 (17%)	4 (7%)
Online subscription services – e.g. *Espresso*	0 (0%)	0 (0%)	1 (2%)	31 (57%)	4 (7%)	1 (2%)	14 (26%)	3 (6%)

Creation of e-learning resources

The survey then focused on e-learning resource creation and whether the practitioners create any e-learning resources themselves. Six per cent (n=16) of the OLASS and 9 per cent (n=5) of the non-OLASS tutors said that they create them ‘all of the time’, and 12 per cent (n=29) of the OLASS and 6 per cent (n=3) of the non-OLASS tutors said that they create them ‘frequently’. Twenty-seven per cent (n=68) of the OLASS and 16 per cent (n=9) of the non-OLASS tutors said that they create them ‘occasionally’, and 11 per cent (n=27) of the OLASS and 2 per cent (n=1) of the non-OLASS tutors said that they do not create resources because, although they know how to, they 'don't have time’. Eighteen per cent (n=46) of the OLASS and 20 per cent (n=11) of the non-OLASS tutors said that they ‘do not create resources as they don’t know how to do it but would like to know’, and 1 per cent (n=2) of the OLASS and none of the non-OLASS tutors said that they do not create resources as they 'don’t know how to do it and don't want to know’. Twenty-two per cent (n=55) of the OLASS and 46 per cent (n=25) of the non-OLASS tutors said that they ‘never’ create e-learning resources, and 4 per cent (n=9) and 2 per cent (n=1) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 53: Frequency of respondent creation of e-learning resources (OLASS)

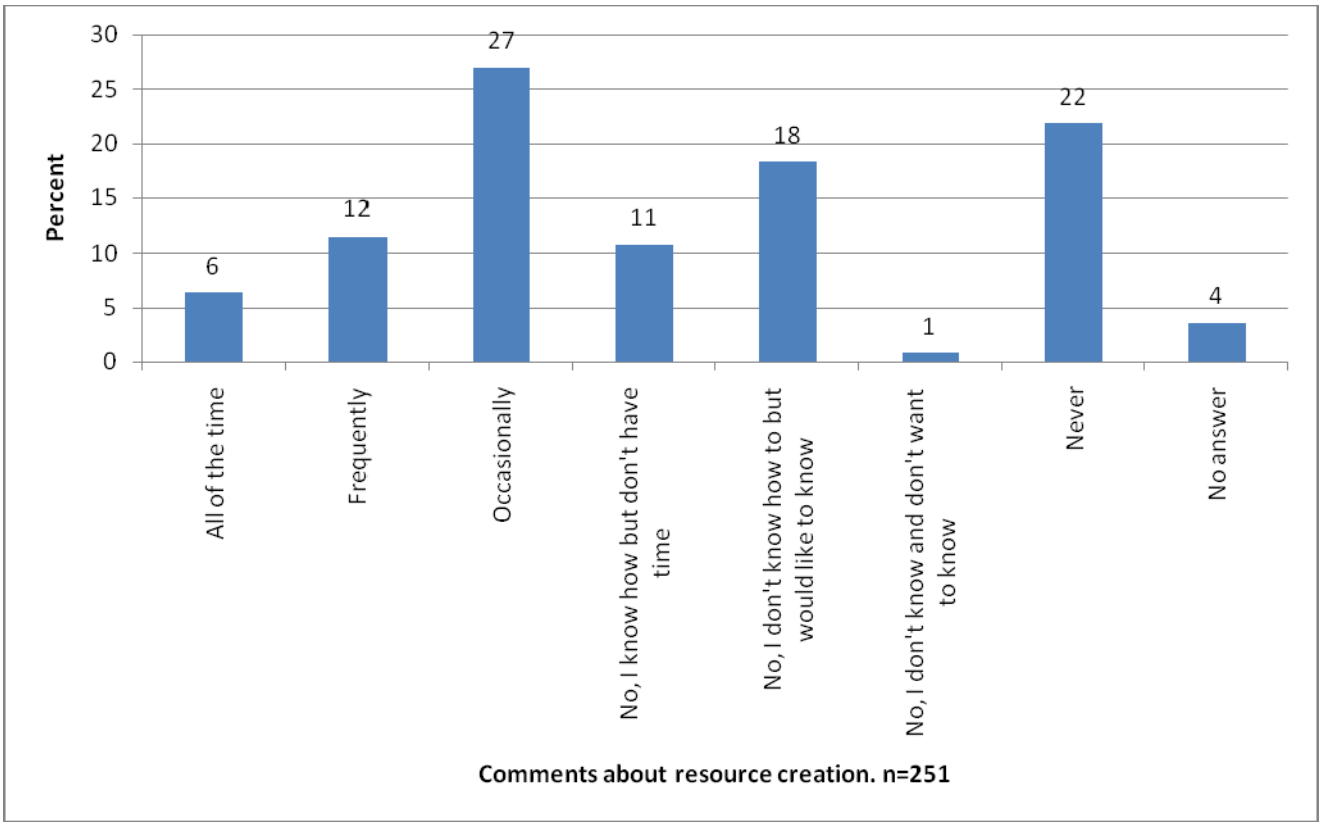
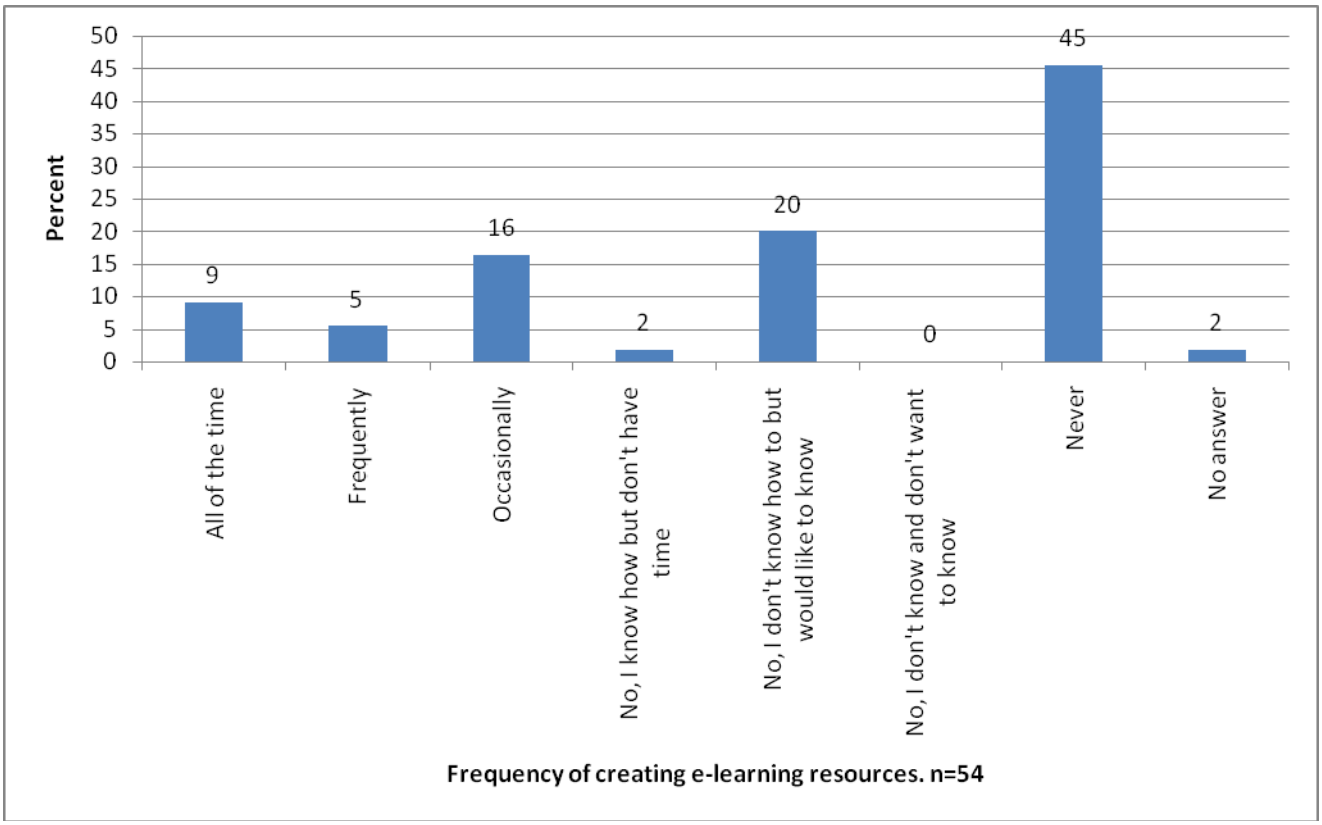


Figure 54: Frequency of respondent creation of e-learning resources (non-OLASS)



Sharing of e-learning resources

The practitioners were asked if they share e-learning resources and, if so, with whom. Thirty per cent (n=79) of OLASS staff and 21 per cent (n=12) of non-OLASS staff stated, 'Yes, with colleagues where I work,' and 14 per cent (n=36) of OLASS staff and 9 per cent (n=5) of non-OLASS staff stated 'Yes, with colleagues working for the same provider.' Eleven per cent (n=29) of OLASS staff and 27 per cent (n=15) of non-OLASS staff said, 'No, because I don't know where I could do this,' and 2 per cent (n=6) of OLASS staff and 4 per cent (n=2) of non-OLASS staff stated, 'No, because I don't want to.' Two per cent (n=4) of OLASS staff and 5 per cent (n=3) of non-OLASS staff responded using the 'Other' category, and 43 per cent (n=107) and 35 per cent (n=19) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 55: Extent of respondent-created resource sharing (OLASS)

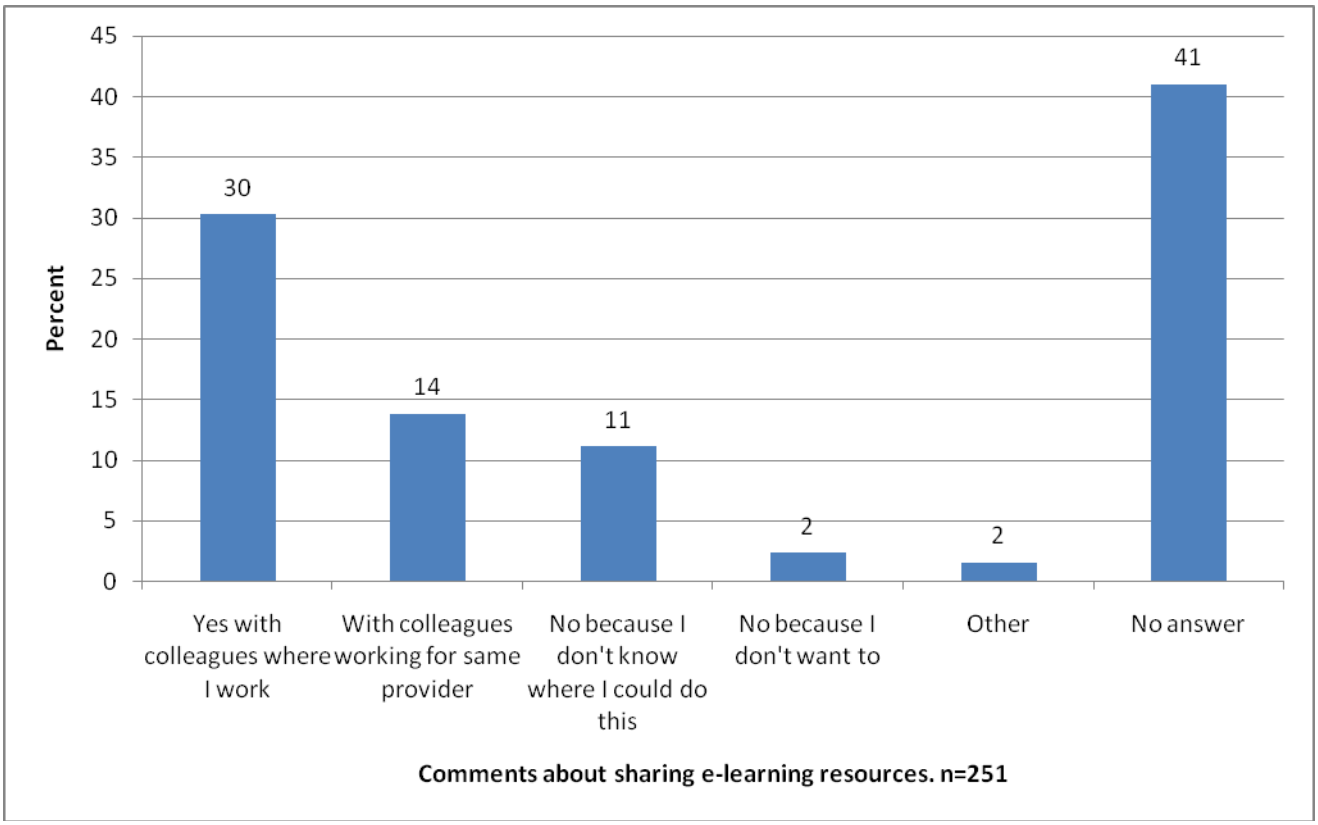
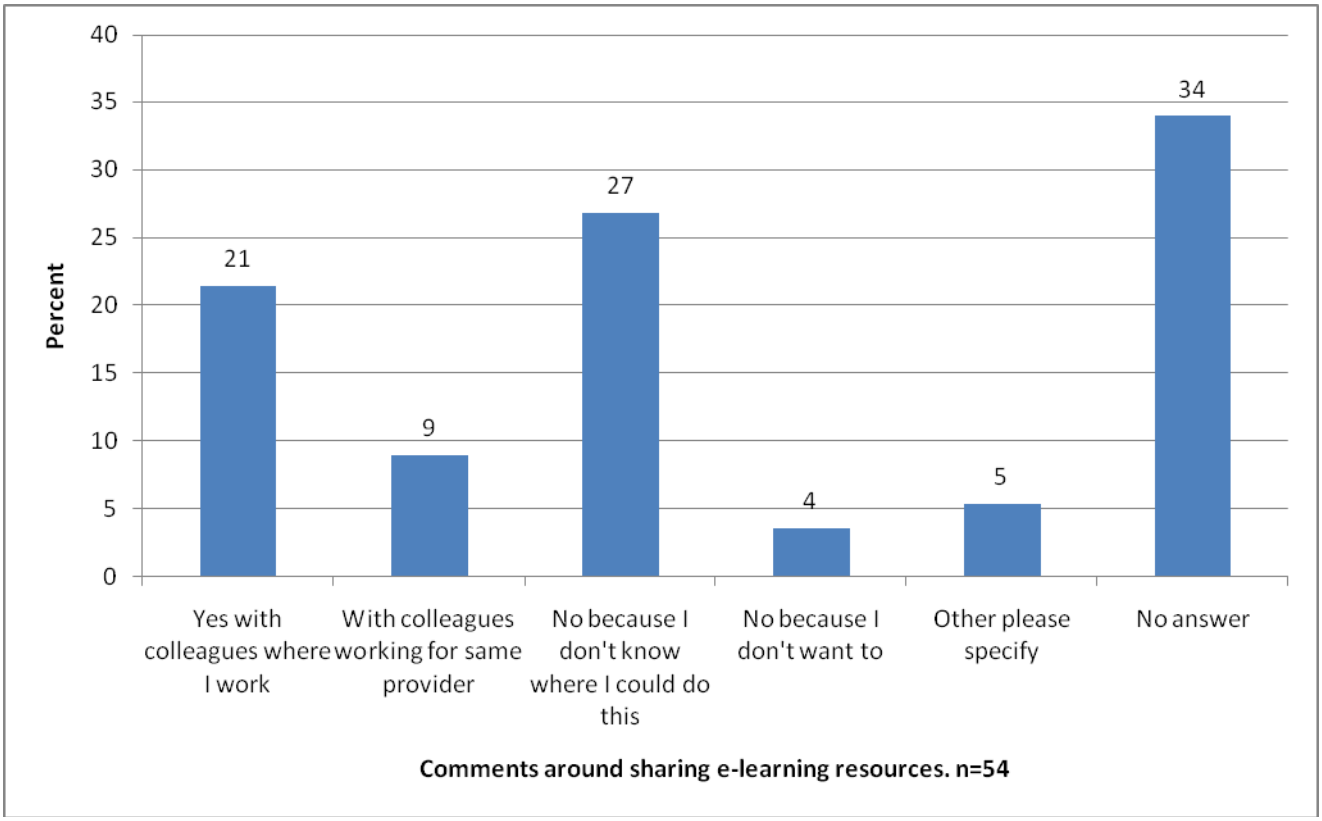


Figure 56: Extent of respondent-created resource sharing (non-OLASS)



Use of National Learning Network materials

To obtain further detail, the survey then looked at a specific resource – National Learning Network (NLN) materials – and asked whether the practitioners use them and how they access them.

First, the practitioners were asked if they access the NLN materials via the NLN website. One per cent (n=2) of OLASS and 2 per cent (n=1) of non-OLASS practitioners stated that they use the website 'all of the time', and 3 per cent (n=8) of OLASS but none of the non-OLASS practitioners stated that they use it 'frequently'. Twelve per cent (n=31) of OLASS and 9 per cent (n=5) of non-OLASS practitioners stated that they use it 'occasionally', while 51 per cent (n=128) of OLASS and 50 per cent (n=27) of non-OLASS practitioners stated that they 'never' use it. Thirty-three per cent (n=82) and 39 per cent (n=21) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

The practitioners were then asked if they access the NLN materials by using the CD-ROM boxed set supplied by NIACE. 'All of the time' was the comment of 0 per cent (n=1) of OLASS and 2 per cent (n=1) of non-OLASS practitioners, while 3 per cent (n=7) of OLASS but none of the non-OLASS practitioners stated that they use the CD-ROMs 'frequently'. Nineteen per cent (n=47) of OLASS and 4 per cent (n=2) of non-OLASS practitioners stated that they use them 'occasionally', and 44 per cent

(n=110) of OLASS and 52 per cent (n=28) of non-OLASS practitioners stated that they 'never' use them. Thirty-four per cent (n=86) and 43 per cent (n=23) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 57: Use of National Learning Network resources (OLASS)

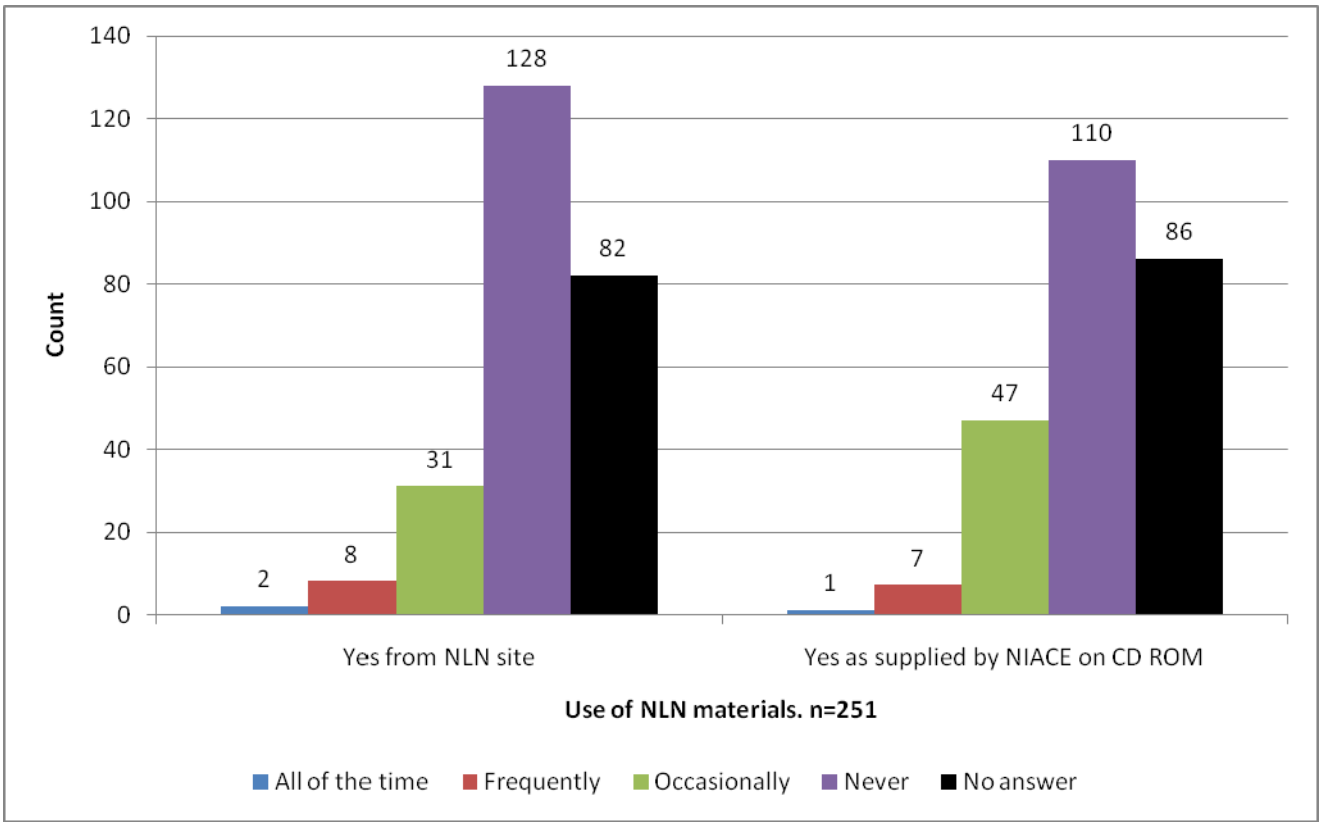
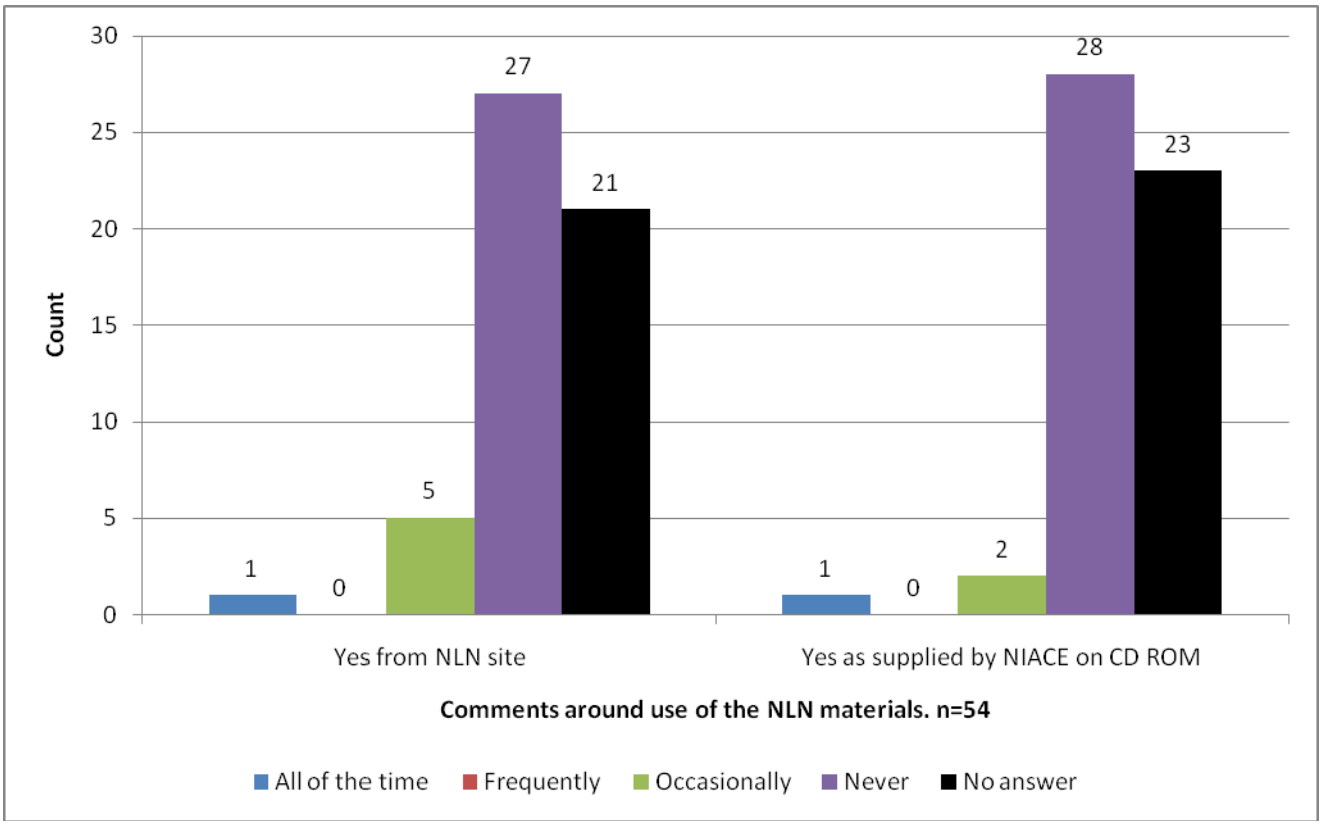


Figure 58: Use of National Learning Network resources (non-OLASS)



The use of paper-based and digital sources in planning learning

The practitioner survey now asked about the use of both paper-based and digital sources of information when undertaking planning activities.

First, the survey asked about paper-based sources. Fifty-three per cent (n=132) of the OLASS tutors and 35 per cent (n=19) of the non-OLASS tutors use them ‘all of the time’; 32 per cent (n=81) of the OLASS tutors and 33 per cent (n=18) of the non-OLASS tutors use them ‘frequently’; and 10 per cent (n=24) of the OLASS tutors and 17 per cent (n=9) of the non-OLASS tutors use them ‘occasionally’. Two per cent (n=5) of the OLASS tutors and 13 per cent (n=7) of the non-OLASS tutors 'never' use then, while less than 1 per cent (n=1) of the OLASS tutors and none of the non-OLASS tutors do not know how to use them when planning. Three per cent (n=8) and 2 per cent (n=1) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

The use of digital sources of information for planning was the next subject. Eleven per cent (n=28) of the OLASS tutors and 9 per cent (n=5) of the non-OLASS tutors use them ‘all of the time’; 24 per cent (n=60) of the OLASS tutors and 9 per cent (n=5) of the non-OLASS tutors use them ‘frequently’; and 33 per cent (n=83) of the OLASS tutors and 30 per cent (n=16) of the non-OLASS tutors use them

'occasionally'. Twenty per cent (n=51) of the OLASS tutors and 35 per cent (n=19) of the non-OLASS tutors 'never' use them, and 4 per cent (n=10) of the OLASS tutors and 6 per cent (n=3) of the non-OLASS tutors do not know how to use them. Eight per cent (n=19) and 11 per cent (n=6) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 59: Extent of respondents' use of paper-based and digital resources when planning learning (OLASS)

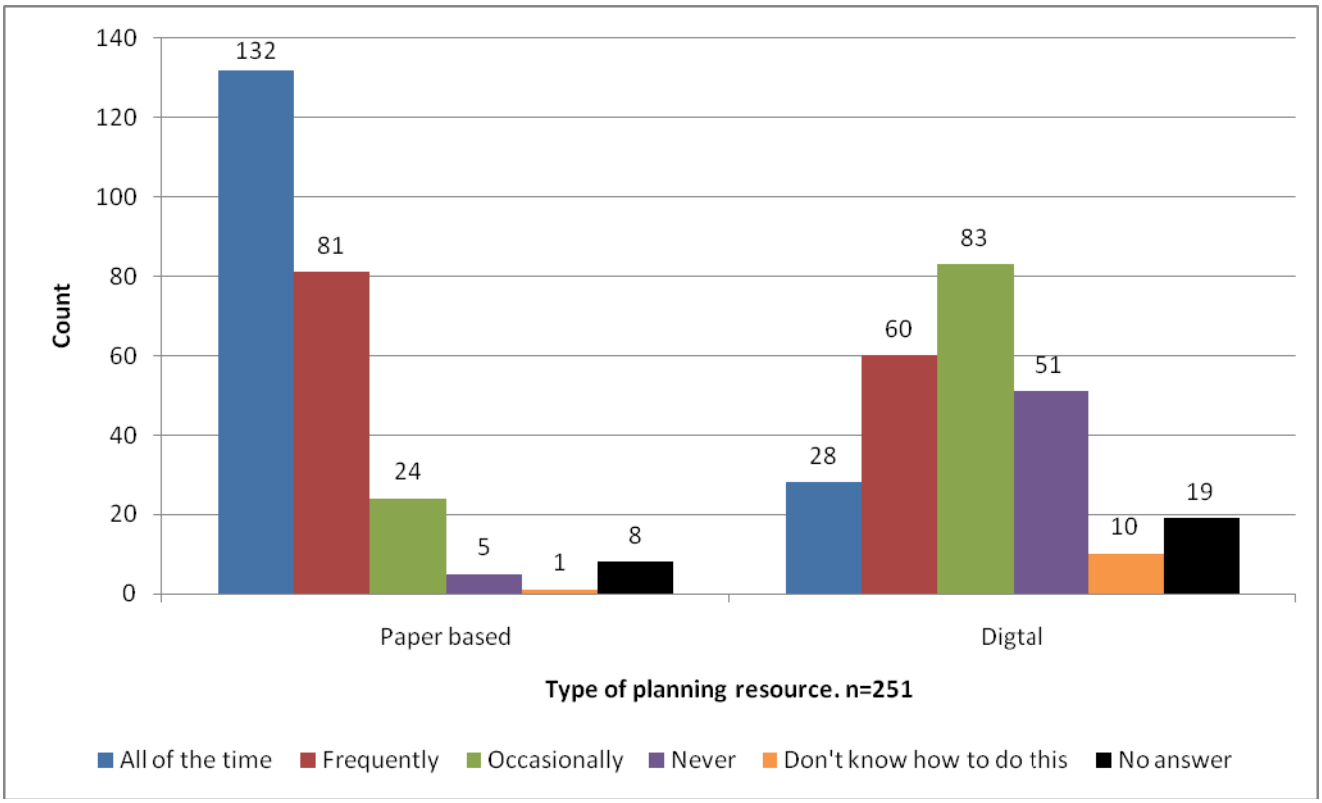
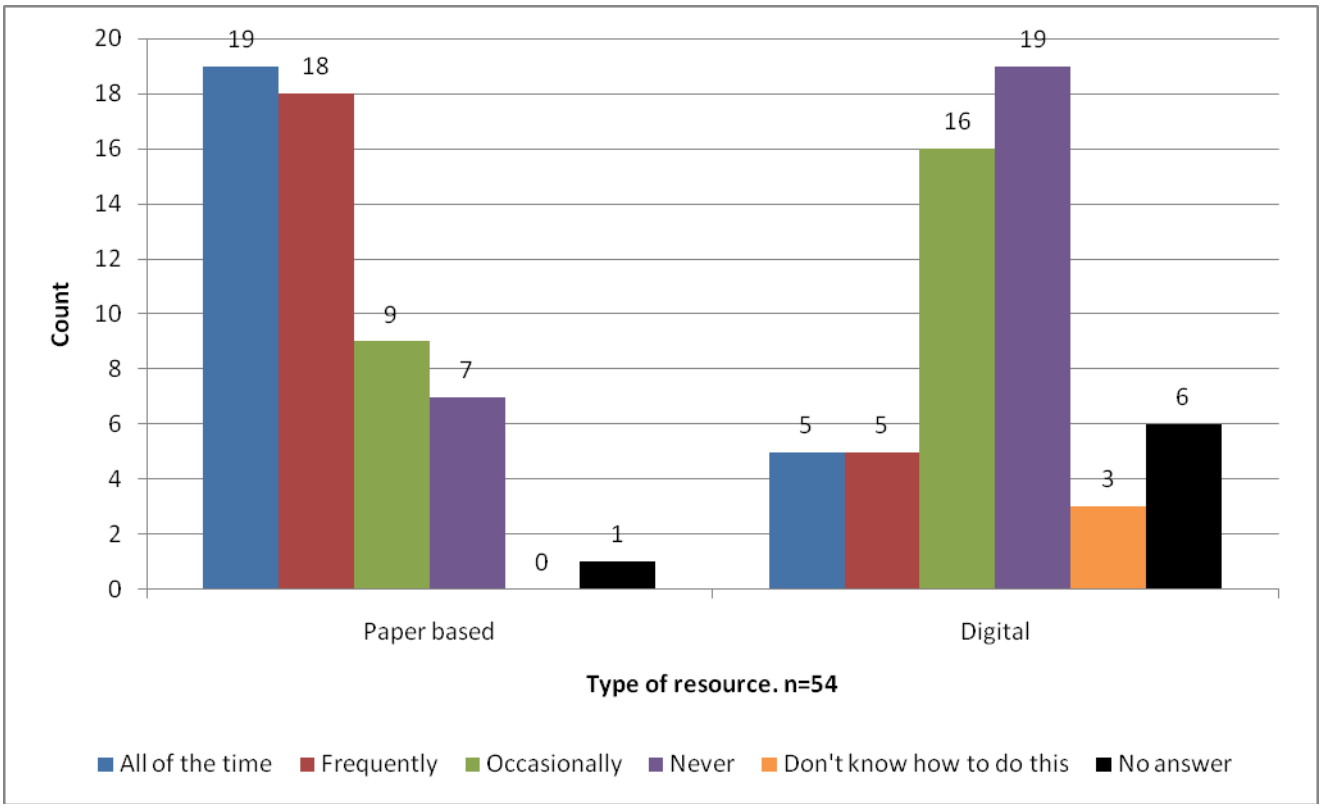


Figure 60: Extent of respondents' use of paper-based and digital resources when planning learning (non-OLASS)



Specific types of technology used in OLASS and non-OLASS delivery

The practitioners were now presented with a list of specific types of technology and asked if they use them in both OLASS and non-OLASS delivery

Basic software packages Forty-one per cent (n=102) (OLASS) and 33 per cent (n=18) (non-OLASS) of practitioners use them 'all of the time'; 18 per cent (n=44) (OLASS) and 20 per cent (n=11) (non-OLASS) of practitioners use them 'frequently'; and 19 per cent (n=47) (OLASS) and 17 per cent (n=9) (non-OLASS) of practitioners use them 'occasionally'. Nineteen per cent (n=47) (OLASS) and 28 per cent (n=15) (non-OLASS) of practitioners 'never' use them, while 2 per cent (n=4) (OLASS) and 2 per cent (n=1) (non-OLASS) of practitioners do not know how to use them. Three per cent (n=7) of the OLASS practitioners did not answer this question.

Computers with internet access Four per cent (n=10) (OLASS) and 6 per cent (n=3) (non-OLASS) of practitioners use them 'all of the time'; 2 per cent (n=6) (OLASS) and 6 per cent (n=3) (non-OLASS) of practitioners use them 'frequently'; and 6 per cent (n=15) (OLASS) and 6 per cent (n=3) (non-OLASS) of practitioners use them 'occasionally'. Eighty-one per cent (n=204) (OLASS) and 80 per cent (n=43) (non-OLASS) of practitioners 'never' use them, while 4 per cent (n=9)

(OLASS) and 4 per cent (n=2) (non-OLASS) of practitioners do not know how to use them. Three per cent (n=7) of the OLASS practitioners did not answer this question.

Interactive whiteboards Four per cent (n=10) (OLASS) and 9 per cent (n=5) (non-OLASS) of practitioners use these ‘all of the time’; 8 per cent (n=21) (OLASS) and 4 per cent (n=2) (non-OLASS) of practitioners use them ‘frequently’; and 18 per cent (n=44) (OLASS) and 11 per cent (n=6) (non-OLASS) of practitioners use them ‘occasionally’. Sixty-three per cent (n=158) (OLASS) and 65 per cent (n=35) (non-OLASS) of practitioners 'never' use them, and 4 per cent (n=10) (OLASS) and 7 per cent (n=4) (non-OLASS) of practitioners do not know how to use this technology. Three per cent (n=8) and 4 per cent (n=2) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Subject-specific software applications Fourteen per cent (n=36) (OLASS) and 15 per cent (n=8) (non-OLASS) of practitioners use these ‘all of the time’; 15 per cent (n=38) (OLASS) and 4 per cent (n=2) (non-OLASS) of practitioners use them ‘frequently’; while 24 per cent (n=60) (OLASS) and 24 per cent (n=13) (non-OLASS) of practitioners use them ‘occasionally’. Thirty-five per cent (n=89) (OLASS) and 54 per cent (n=29) (non-OLASS) of practitioners 'never' use them,’ and 4 per cent (n=11) (OLASS) and 4 per cent (n=2) (non-OLASS) of practitioners do not know how to use this technology. Seven per cent (n=17) of the OLASS practitioners did not answer this question.

Digital video or camera equipment Three per cent (n=7) (OLASS) and 4 per cent (n=2) (non-OLASS) of practitioners use this ‘all of the time’; 4 per cent (n=11) (OLASS) and 7 per cent (n=4) (non-OLASS) of practitioners use it ‘frequently’' and 13 per cent (n=32) (OLASS) and 19 per cent (n=10) (non-OLASS) of practitioners use it ‘occasionally’. However, 66 per cent (n=166) (OLASS) and 65 per cent (n=35) (non-OLASS) of practitioners 'never' use it, and 5 per cent (n=12) (OLASS) and 6 per cent (n=3) (non-OLASS) of practitioners do not know how to use it. Nine per cent (n=23) of the OLASS practitioners did not answer this question.

Figure 61: Frequency of respondents' use of specific types of technology in learning delivery (OLASS)

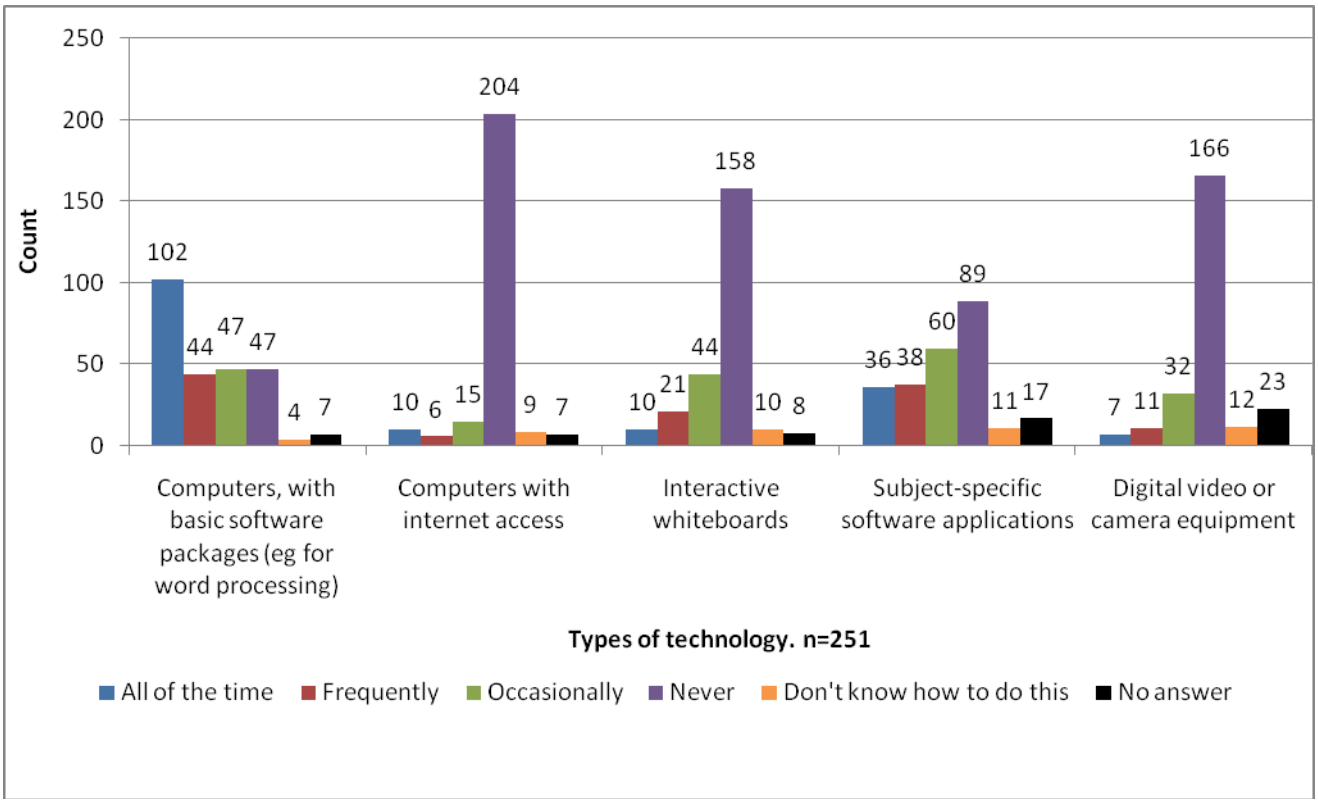
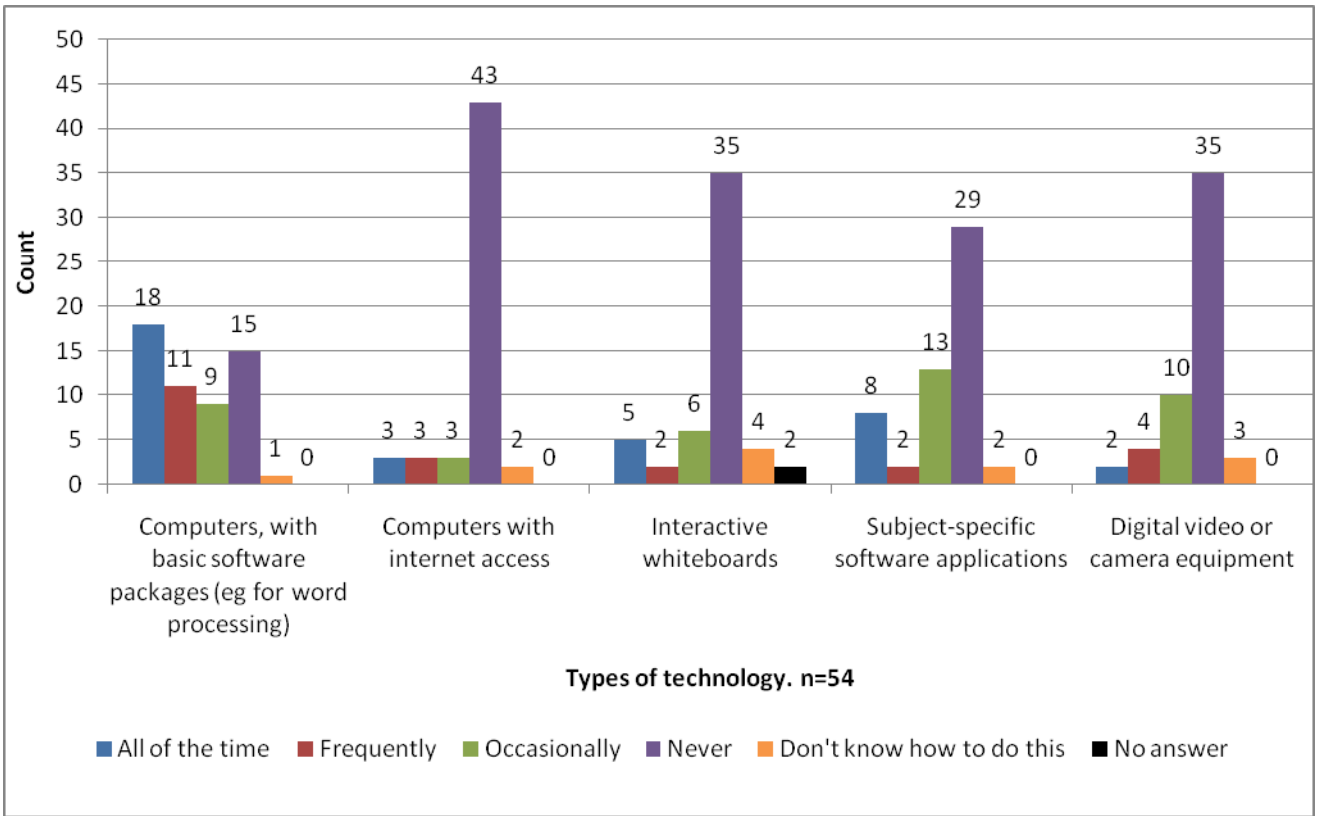


Figure 62: Frequency of respondents' use of specific technology in learning delivery (non-OLASS)



Time saved through using technology in OLASS and non-OLASS

The practitioner survey asked about whether time is saved by using specific technology in OLASS and non-OLASS activities.

Interactive whiteboards Thirteen per cent (n=33) of the OLASS and 7 per cent (n=4) of the non-OLASS tutors said, 'Yes, a lot of time' is saved by using interactive whiteboards; 18 per cent (n=45) of the OLASS and 19 per cent (n=10) of the non-OLASS tutors said, 'Yes, somewhat'; and 13 per cent (n=33) of the OLASS and 15 per cent (n=8) of the non-OLASS tutors said that it 'does not have an impact'. Nine per cent (n=23) of the OLASS and 9 per cent (n=5) of the non-OLASS tutors said that using interactive whiteboards 'is more time consuming', but 35 per cent (n=89) of the OLASS and 46 per cent (n=25) of the non-OLASS tutors did not know if using them saves time or not. Eleven per cent (n=28) and 4 per cent (n=2) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Intranet (e.g. to share resources within the establishment) Fourteen per cent (n=36) of the OLASS and 7 per cent (n=4) of the non-OLASS tutors said, 'Yes a lot of time' is saved by using an intranet, and 18 per cent (n=45) of the OLASS and 19 per cent (n=10) of the non-OLASS tutors said, 'Yes, somewhat'. Thirteen per cent (n=33) of the OLASS and 13 per cent (n=7) of the non-OLASS tutors said that using one 'does

not have an impact', while 7 per cent (n=18) of the OLASS and 11 per cent (n=6) of the non-OLASS tutors said that using one 'is more time consuming'. Thirty-four per cent (n=86) of the OLASS and 43 per cent (n=23) of the non-OLASS tutors did not know if using one saves time or not, and 13 per cent (n=33) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Electronic management information systems (e.g. to record details of learner progress) Twenty per cent (n=51) of the OLASS and 17 per cent (n=9) of the non-OLASS tutors said, 'Yes, a lot of time' is saved by using this technology, and 19 per cent (n=47) of the OLASS and 22 per cent (n=12) of the non-OLASS tutors said, 'Yes, somewhat'. Eight per cent (n=19) of the OLASS and 11 per cent (n=6) of the non-OLASS tutors said that using such a system 'does not have an impact' on time, while 10 per cent (n=25) of the OLASS and 6 per cent (n=3) of the non-OLASS tutors said that using one 'is more time consuming'. Thirty-one per cent (n=78) of the OLASS and 37 per cent (n=20) of the non-OLASS tutors did not know if using this technology saves time, and 12 per cent (n=31) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Online resources Sixteen per cent (n=39) of the OLASS and 13 per cent (n=7) of the non-OLASS tutors said, 'Yes, a lot of time' is saved by using online resources, and 17 per cent (n=43) of the OLASS and 19 per cent (n=10) of the non-OLASS tutors said, 'Yes, somewhat'. Ten per cent (n=24) of the OLASS and 9 per cent (n=5) of the non-OLASS tutors said that using them 'does not have an impact', and 6 per cent (n=15) of the OLASS and 15 per cent (n=8) of the non-OLASS tutors said that using them 'is more time consuming'. Thirty-six per cent (n=91) of the OLASS and 35 per cent (n=19) of the non-OLASS tutors did not know if using online resources saves time, and 16 per cent (n=39) and 9 per cent (n=5) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Table 14: Perceived time-savings made through use of ICT resources (OLASS)

	Yes, a lot	Yes, somewhat	It does not have an impact	No, it is more time consuming	Don't know	No answer
interactive whiteboards	33 (13%)	45 (18%)	33 (13%)	23 (9%)	89 (35%)	28 (11%)
intranet (e.g. to share resources within the establishment)	36 (14%)	45 (18%)	33 (13%)	18 (7%)	86 (34%)	33 (13%)
Management information system (e.g. to record details of learner progress)	51 (20%)	47 (19%)	19 (8%)	25 (10%)	78 (31%)	31 (12%)
Online resources	39 (16%)	43 (17%)	24 (10%)	15 (6%)	91 (36%)	39 (16%)

Table 15: Perceived time-savings made through use of ICT resources (non-OLASS)

	Yes, a lot	Yes, somewhat	It does not have an impact	No, it is more time consuming	Don't know	No answer
interactive whiteboards	4 (7%)	10 (19%)	8 (15%)	5 (9%)	25 (46%)	2 (4%)
intranet (e.g. to share resources within the establishment)	4 (7%)	10 (19%)	7 (13%)	6 (11%)	23 (43)	4 (7%)
Management information system (e.g. to record details of learner progress)	9 (17%)	12 (22%)	6 (11%)	3 (6%)	20 (37%)	4 (7%)
Online resources	7 (13%)	10 (19%)	5 (9%)	8 (15%)	19 (35%)	5 (9%)

Time saved in specific activities

The time saving theme continued as the practitioners were given a list of specific activities and asked if the general use of technology and e-learning saves time when carrying out these activities.

Lesson planning and preparation Fifty-three per cent (n=133) of OLASS tutors and 41 per cent (n=22) of non-OLASS tutors agreed that ‘a lot of time’ is saved, and 24 per cent (n=59) of OLASS tutors and 24 per cent (n=13) of non-OLASS tutors said, 'Yes, somewhat'. Eight per cent (n=21) of OLASS tutors and 9 per cent (n=5) of non-OLASS tutors agreed that ‘no impact’ is seen, and 6 per cent (n=14) of OLASS tutors and 4 per cent (n=2) of non-OLASS tutors said that ‘it is more time consuming’ when using technology for this. Five per cent (n=12) of OLASS tutors and 13 per cent (n=7) of non-OLASS tutors do not know if time is saved, and 5 per cent (n=12) and 9 per cent (n=5) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Delivering lessons Twenty-four per cent (n=60) of OLASS tutors and 20 per cent (n=11) of non-OLASS tutors agreed that ‘a lot of time’ is saved, and 30 per cent (n=76) of OLASS tutors and 28 per cent (n=15) of non-OLASS tutors said, 'Yes, somewhat'. Twenty per cent (n=50) of OLASS tutors and 22 per cent (n=12) of non-OLASS tutors agreed that ‘no impact’ is seen in this activity, while 8 per cent (n=21) of OLASS tutors and 6 per cent (n=3) of non-OLASS tutors agreed that ‘it is more time consuming’ to use technology in lesson delivery. Twelve per cent (n=30) of OLASS tutors and 15 per cent (n=8) of non-OLASS tutors did not know if time is saved in lesson delivery, and 6 per cent (n=14) and 9 per cent (n=5) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Assessment Twenty-five per cent (n=63) of OLASS tutors and 19 per cent (n=10) of non-OLASS tutors agreed that ‘a lot of time’ is saved in assessment activities, and 26 per cent (n=65) of OLASS tutors and 35 per cent (n=19) of non-OLASS tutors said, 'Yes, somewhat'. Nineteen per cent (n=48) of OLASS tutors and 15 per cent (n=8) of non-OLASS tutors agreed that ‘no impact’ is seen, and 9 per cent (n=23) of OLASS tutors and 4 per cent (n=2) of non-OLASS tutors said that ‘it is more time consuming’ to use technology in assessment activities. Fourteen per cent (n=35) of OLASS tutors and 20 per cent (n=11) of non-OLASS tutors did not know if time is saved in assessment activities, and 7 per cent (n=17) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Record keeping and monitoring progress Thirty-nine per cent (n=100) of OLASS tutors and 33 per cent (n=18) of non-OLASS tutors agreed that ‘a lot of time’ is saved in these activities, and 23 per cent (n=58) of OLASS tutors and 30 per cent (n=16) of non-OLASS tutors said, 'Yes, somewhat'. Eight per cent (n=21) of OLASS tutors and 4 per cent (n=2) of non-OLASS tutors agreed that ‘no impact’ is seen when using technology in record keeping and monitoring progress, and 10 per cent (n=26) of OLASS tutors and 6 per cent (n=3) of non-OLASS tutors said that ‘it is more time consuming’ to use technology in these activities. Thirteen per cent (n=32) of OLASS

tutors and 19 per cent (n=10) of non-OLASS tutors did not know if time is saved, and 6 per cent (n=14) and 9 per cent (n=5) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 63: Perceived time-savings made through use of ICT resources for specific activities (OLASS)

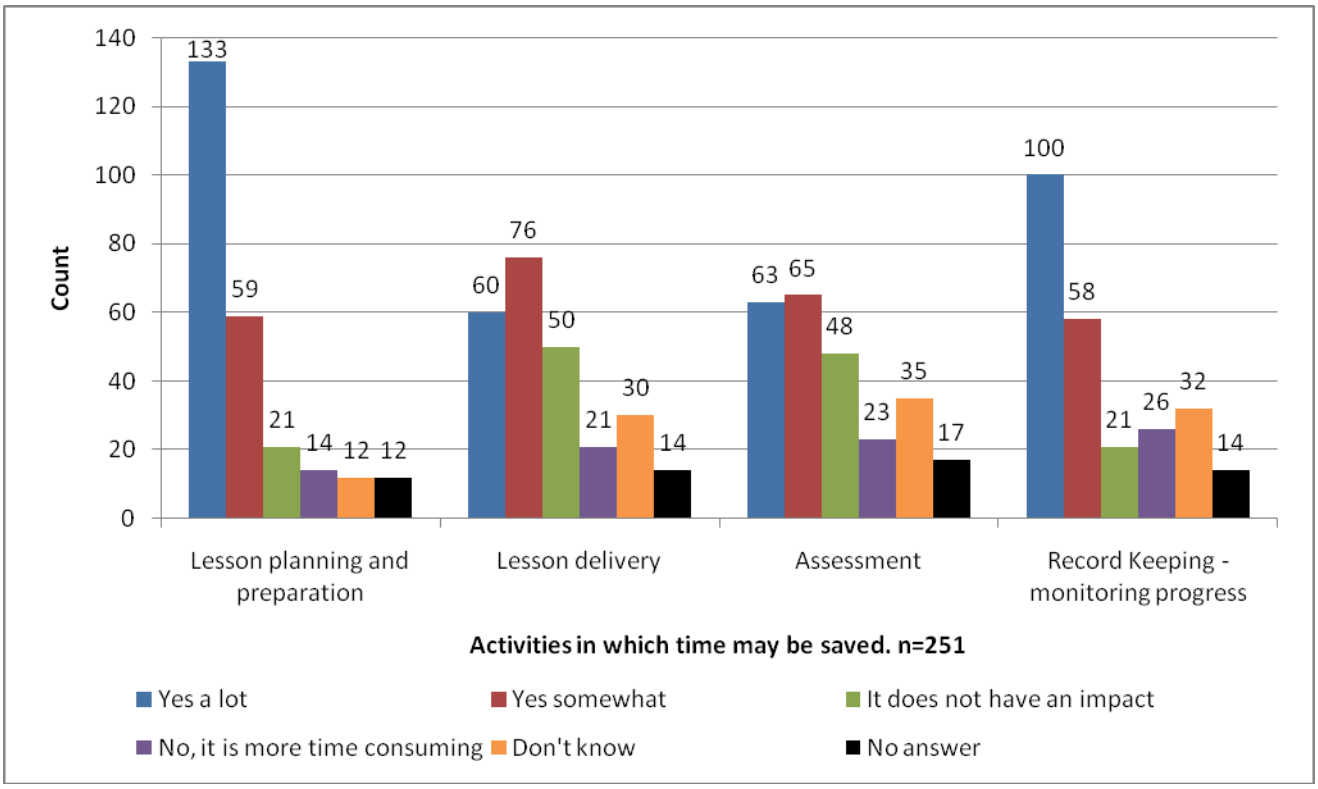
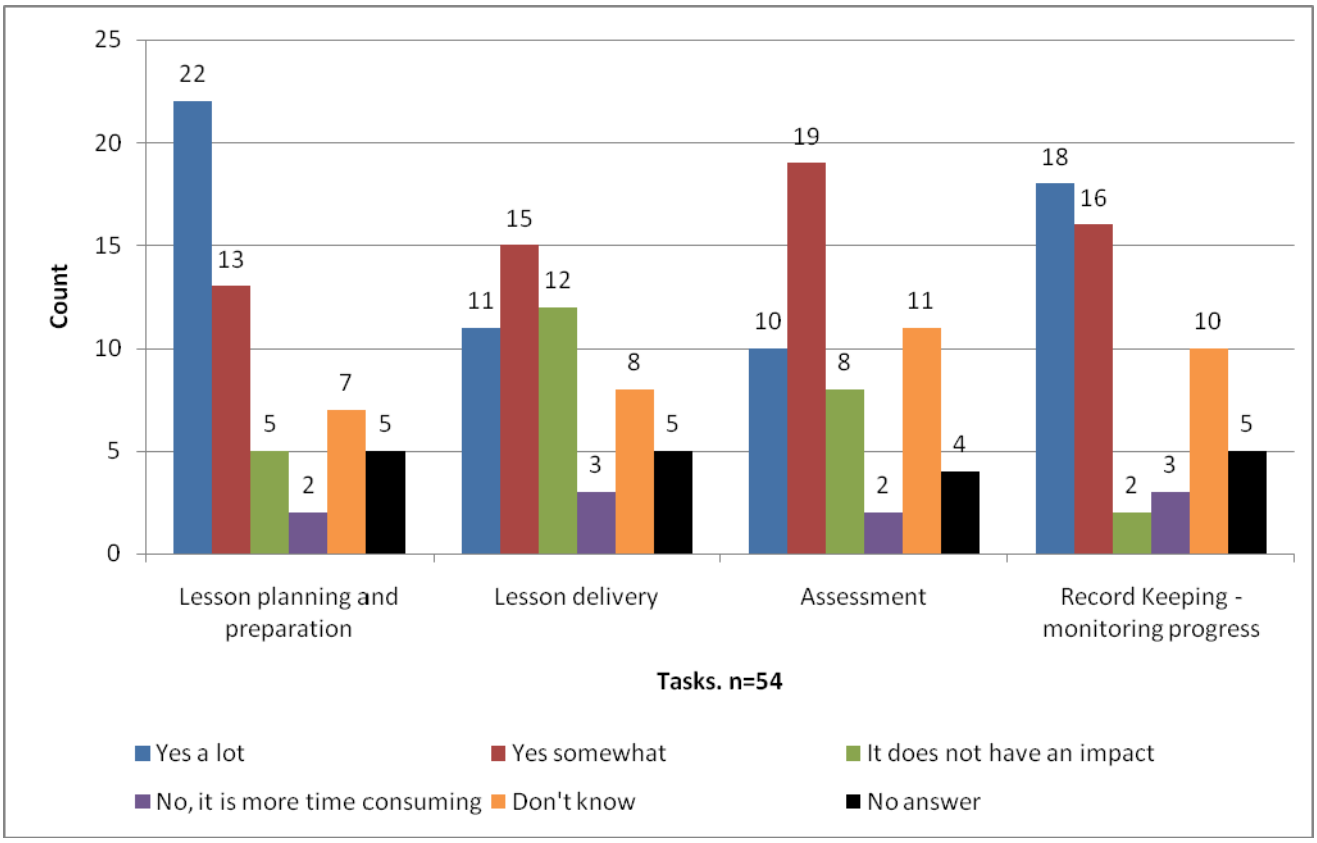


Figure 64: Perceived time-savings made through use of ICT resources for specific activities (non-OLASS)



General impact of ICT in OLASS and non-OLASS delivery

The practitioners were given a number of statements concerning the general use of ICT and e-learning with offenders and asked to what extent they agreed with them.

'Using technology to plan lessons saves time' Thirty-nine per cent (n=99) (OLASS) and 43 per cent (n=23) (non-OLASS) of tutors 'strongly agreed' with this statement, and 30 per cent (n=76) (OLASS) and 22 per cent (n=12) (non-OLASS) of tutors 'agreed' with it. Twenty per cent (n=49) (OLASS) and 30 per cent (n=16) (non-OLASS) of tutors 'neither agreed nor disagreed', while 6 per cent (n=14) (OLASS) and 2 per cent (n=1) (non-OLASS) 'disagreed' and 1 per cent (n=2) (OLASS) and 0 per cent (n=0) (non-OLASS) of tutors 'strongly disagreed'. Four per cent (n=11) and 4 per cent (n=2) of the OLASS and non-OLASS practitioners, respectively, did not respond to this statement.

'Encouraging offenders to learn through e-learning can help reduce re-offending' Eight per cent (n=20) (OLASS) and 9 per cent (n=5) (non-OLASS) of tutors 'strongly agreed' with this statement, and 21 per cent (n=53) (OLASS) and 13 per cent (n=7) (non-OLASS) of tutors 'agreed' with it. Fifty-three per cent (n=134) (OLASS) and 65 per cent (n=35) (non-OLASS) of tutors 'neither agreed nor disagreed'. Ten per cent (n=25) (OLASS) and 6 per cent (n=3) (non-OLASS) of tutors

'disagreed' with this statement, while 2 per cent (n=5) (OLASS) and 2 per cent (n=1) (non-OLASS) of tutors 'strongly disagreed' with it. Six per cent (n=14) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not respond to this statement.

'E-learning can help to engage hard-to-reach learners' Fourteen per cent (n=36) (OLASS) and 13 per cent (n=7) (non-OLASS) of tutors 'strongly agreed' with this statement, and 41 per cent (n=103) (OLASS) and 22 per cent (n=12) (non-OLASS) of tutors 'agreed' with it. Thirty-four per cent (n=86) (OLASS) and 57 per cent (n=31) (non-OLASS) of tutors 'neither agreed nor disagreed'. However, 5 per cent (n=12) (OLASS) and 2 per cent (n=1) (non-OLASS) of tutors 'disagreed' with this statement, and 1 per cent (n=2) (OLASS) and 0 per cent (n=0) (non-OLASS) of tutors 'strongly disagreed' with it. Twenty-two per cent (n=12) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not respond to this statement.

'Using ICT and e-technologies is important for helping learners to learn basic ICT skills' Thirty-three per cent (n=83) (OLASS) and 11 per cent (n=6) (non-OLASS) of tutors 'strongly agreed' with this statement, and 47 per cent (n=118) (OLASS) and 43 per cent (n=23) (non-OLASS) of tutors 'agreed' with it. Thirteen per cent (n=33) (OLASS) and 35 per cent (n=19) (non-OLASS) of tutors 'neither agreed nor disagreed' with this statement. One per cent (n=3) of OLASS tutors and no non-OLASS tutors 'disagreed' with this statement, and less than 1 per cent (n=1) of OLASS tutors and none of the non-OLASS ones 'strongly disagreed' with it. Five per cent (n=13) and 11 per cent (n=6) of the OLASS and non-OLASS practitioners, respectively, did not respond to this statement.

'E-learning is not appropriate in a custodial environment' Three per cent (n=7) of OLASS tutors (but no non-OLASS ones) 'strongly agreed' with this statement, and 5 per cent (n=12) (OLASS) and 7 per cent (n=4) (non-OLASS) of tutors 'agreed' with it. Twenty-seven per cent (n=72) (OLASS) and 39 per cent (n=21) (non-OLASS) of tutors 'neither agreed nor disagreed' with it, while 31 per cent (n=79) (OLASS) and 33 per cent (n=18) (non-OLASS) of tutors 'disagreed' and 27 per cent (n=69) (OLASS) and 17 per cent (n=19) (non-OLASS) of tutors 'strongly disagreed' with it. Five per cent (n=12) and 4 per cent (n=2) of the OLASS and non-OLASS practitioners, respectively, did not respond to this statement.

'Effective use of ICT and e-learning can help track learners' progression through different establishments' Thirty per cent (n=76) (OLASS) and 15 per cent (n=8) (non-OLASS) of tutors 'strongly agreed' with this statement, while 38 per cent (n=96) (OLASS) and 44 per cent (n=24) (non-OLASS) of tutors who 'agreed' with it. Twenty-three per cent (n=58) (OLASS) and 37 per cent (n=20) (non-OLASS) of tutors 'neither agreed nor disagreed'. Two per cent (n=4) of OLASS tutors (but no non-OLASS ones) 'disagreed' with this statement, and 1 per cent (n=2) of OLASS tutors (but no non-OLASS ones) 'strongly disagreed' with it. Six per cent (n=15) and 4 per cent (n=2) of the OLASS and non-OLASS practitioners, respectively, did not respond to this statement.

'ICT and e-learning will help encourage learners to continue learning as they leave custody' Eighteen per cent (n=45) (OLASS) and 11 per cent (n=6) (non-OLASS) of tutors 'strongly agreed' with this statement; 37 per cent (n=93) (OLASS) and 35 per cent (n=19) (non-OLASS) of tutors 'agreed' with it; and 35 per cent (n=87) (OLASS) and 44 per cent (n=24) (non-OLASS) of tutors 'neither agreed nor disagreed'. However, 3 per cent (n=8) (OLASS) and 2 per cent (n=1) (non-OLASS) of tutors 'disagreed' with this statement, and with 1 per cent (n=2) (OLASS) and 2 per cent (n=1) (non-OLASS) of tutors 'strongly disagreed' with it. Six per cent (n=16) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not respond to this statement.

'ICT and e-learning has a positive motivational impact on learners (general)' Seventeen per cent (n=42) (OLASS) and 9 per cent (n=5) (non-OLASS) of tutors 'strongly agreed' with this statement; 42 per cent (n=105) (OLASS) and 30 per cent (n=16) (non-OLASS) of tutors 'agreed' with it; and 30 per cent (n=75) (OLASS) and 56 per cent (n=30) (non-OLASS) of tutors 'neither agreed nor disagreed'. Four per cent (n=10) of OLASS tutors (but no non-OLASS ones) 'disagreed' with this statement, and 1 per cent (n=2) of OLASS tutors (but no non-OLASS ones) 'strongly disagreed' with it. Seven per cent (n=17) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not respond to this statement.

'The use of ICT and e-learning has a motivational effect on offenders' Sixteen per cent (n=41) (OLASS) and 11 per cent (n=6) (non-OLASS) of tutors 'strongly agreed' with this statement; 37 per cent (n=94) (OLASS) and 26 per cent (n=14) (non-OLASS) of tutors 'agreed' with it; and 34 per cent (n=84) (OLASS) and 59 per cent (n=32) (non-OLASS) of tutors 'neither agreed nor disagreed'. Four per cent (n=10) of OLASS tutors (but no non-OLASS ones) 'disagreed' with this statement, and 1 per cent (n=2) of OLASS tutors (but no non-OLASS ones) 'strongly disagreed' with it. Eight per cent (n=20) and 4 per cent (n=2) of the OLASS and non-OLASS practitioners, respectively, did not respond to this statement.

Table 16: Perceived impact of ICT (OLASS)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No answer
'Using technology to plan lessons saves time'	99 (39%)	76 (30%)	49 (20%)	14 (6%)	2 (1%)	11 (4%)
'Encouraging offenders to learn through e-learning can help reduce re-offending'	20 (8%)	53 (21%)	134 (53%)	25 (10%)	5 (2%)	14 (6%)
'E-learning can help to engage hard-to-reach learners'	36 (14%)	103 (41%)	86 (34%)	12 (5%)	2 (1%)	12 (22%)
'Using ICT and e-technologies is important for helping learners to learn basic ICT skills'	83 (33%)	118 (47%)	33 (13%)	3 (1%)	1 (0%)	13 (5%)
'E-learning is not appropriate in a custodial environment'	7 (3%)	12 (5%)	72 (27%)	79 (31%)	69 (27%)	12 (5%)
'Effective use of ICT and e-learning can help track learners' progression through different establishments'	76 (30%)	96 (38%)	58 (23%)	4 (2%)	2 (1%)	15 (6%)
'ICT and e-learning will help encourage learners to continue learning as they leave custody'	45 (18%)	93 (37%)	87 (35%)	8 (3%)	2 (1%)	16 (6%)
'ICT and e-learning has a positive motivational impact on learners (general)'	42 (17%)	105 (42%)	75 (30%)	10 (4%)	2 (1%)	17 (7%)
'Use of ICT and e-learning has a motivational effect on offenders'	41 (16%)	94 (37%)	84 (34%)	10 (4%)	2 (1%)	20 (8%)

Table 17: Perceived impact of ICT (non-OLASS)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No answer
'Using technology to plan lessons saves time'	23 (43%)	12 (22%)	16 (30)	1 (2%)	0 (0%)	2 (4%)
'Encouraging offenders to learn through e-learning can help reduce re-offending'	5 (9%)	7 (13%)	35 (65%)	3 (6%)	1 (2%)	3 (6%)
'E-learning can help to engage hard-to-reach learners'	7 (13%)	12 (22%)	31 (57%)	1 (2%)	0 (0%)	3 (6%)
'Using ICT and e-technologies is important for helping learners to learn basic ICT skills'	6 (11%)	23 (43%)	19 (35%)	0 (0%)	0 (0%)	6 (11%)
'E-learning is not appropriate in a custodial environment'	0 (0%)	4 (7%)	21 (39%)	18 (33%)	9 (17%)	2 (4%)
'Effective use of ICT and e-learning can help track learners' progression through different establishments'	8 (15%)	24 (44%)	20 (37%)	0 (0%)	0 (0%)	2 (4%)
'ICT and e-learning will help encourage learners to continue learning as they leave custody'	6 (11%)	19 (35%)	24 (44%)	1 (2%)	1 (2%)	3 (6%)
'ICT and e-learning has a positive motivational impact on learners (general)'	5 (9%)	16 (30%)	30 (56%)	0 (0%)	0 (0%)	3 (6%)
'Use of ICT and e-learning has a motivational effect on offenders'	6 (11%)	14 (26%)	32 (59%)	0 (0%)	0 (0%)	2 (4%)

3.3 ICT resources for training and learning: Access to ICT

3.3.1 Access to computers in different locations (OLASS and non-OLASS)

In line with the HoLS and education manager surveys, the practitioners were asked whether they have access to computers in various locations. Thirty-six per cent (n=91) of OLASS and 54 per cent (n=29) of non-OLASS staff said that they have access to a computer at the establishment they work in. However, 61 per cent (n=152) of OLASS and 43 per cent (n=23) of non-OLASS staff said that they do *not* have such access. Three per cent (n=8) and 4 per cent (n=2) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Twelve per cent (n=31) of OLASS and 6 per cent (n=3) of non-OLASS staff said that they have access to a computer at the learning providers' premises, but 75 per cent (n=188) of OLASS and 85 per cent (n=46) of non-OLASS staff said that they do *not* have such access. Thirteen per cent (n=32) and 9 per cent (n=5) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 65: Proportion of practitioners with sole use of a computer for work relating to OLASS offender learning

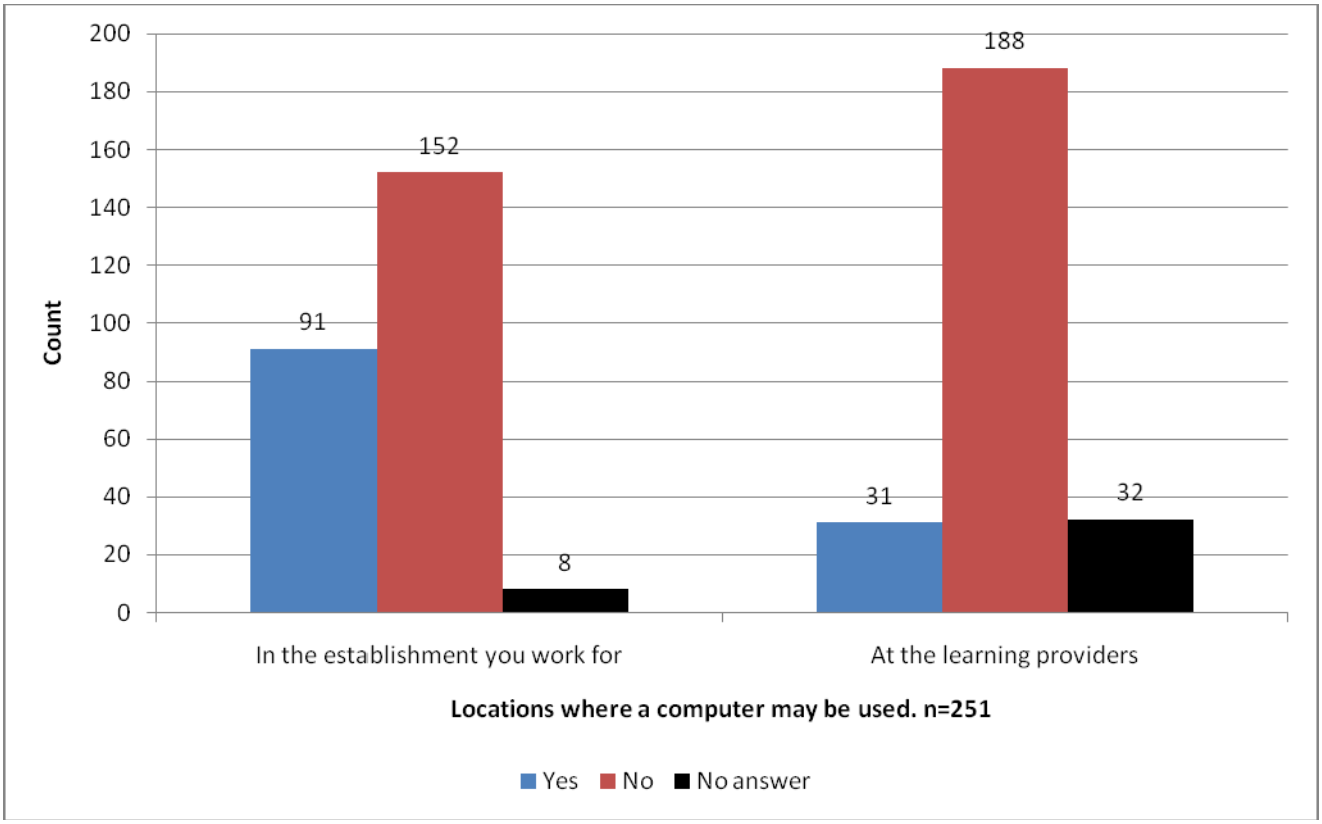
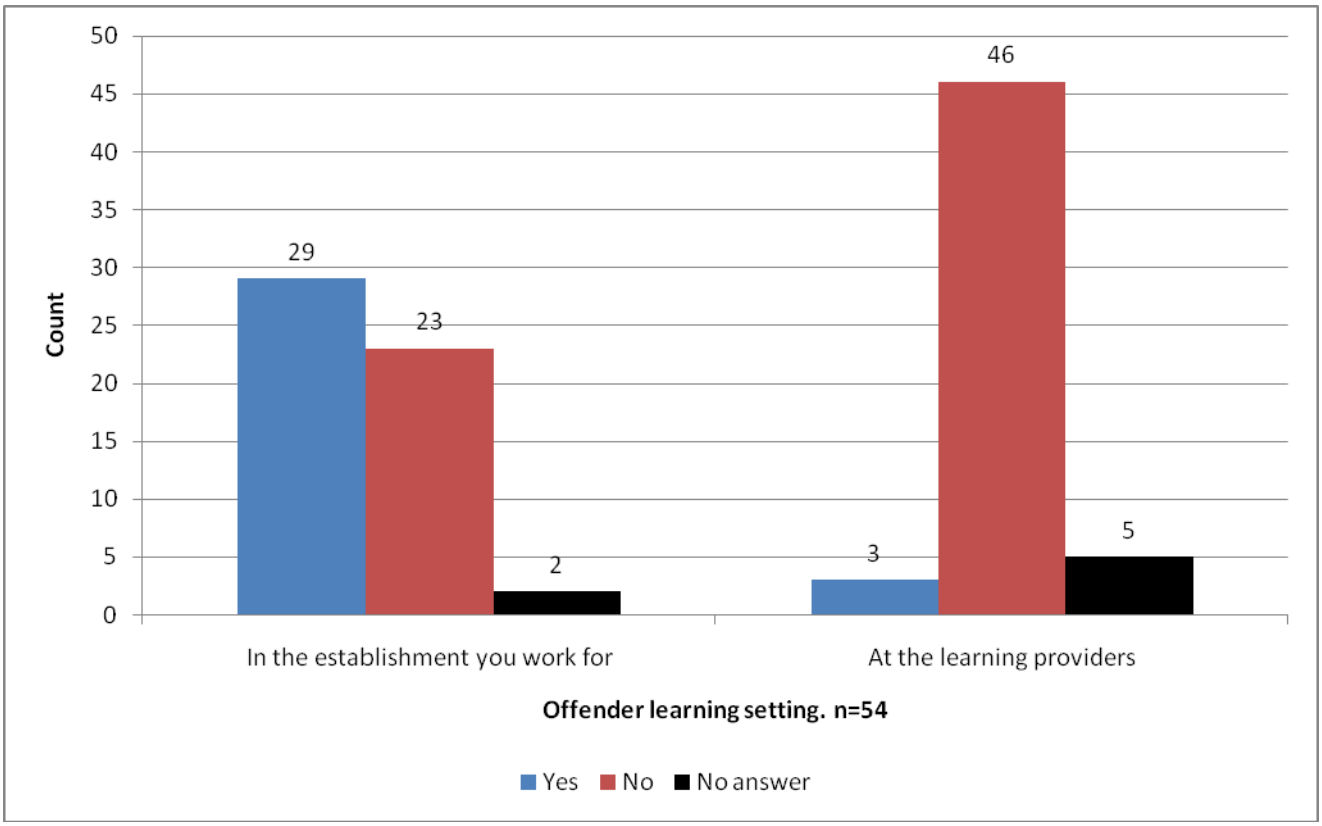


Figure 66: Proportion of practitioners with sole use of a computer for work relating to non-OLASS offender learning



3.3.2 Outputs and areas that may be improved through the sole use of a computer

The practitioners were asked if the sole use of a computer would improve their outputs in specific areas. Fifty-seven per cent (n=144) (OLASS) and 56 per cent (n=30) (non-OLASS) of tutors agreed that lesson preparation would be improved, and 62 per cent (n=155) (OLASS) and 50 per cent (n=27) (non-OLASS) of tutors agreed record keeping would be improved. Sixty per cent (n=150) (OLASS) and 48 per cent (n=26) (non-OLASS) of tutors agreed that creation of resources would be improved, and 52 per cent (n=130) (OLASS) and 46 per cent (n=25) (non-OLASS) of tutors agreed that continuing professional development (CPD) would be improved, while 61 per cent (n=154) (OLASS) and 61 per cent (n=33) (non-OLASS) of tutors agreed that generally keeping up to date would be improved.

Figure 67: Respondents' perceptions of the impact of sole computer use on the quality of their outputs (OLASS)

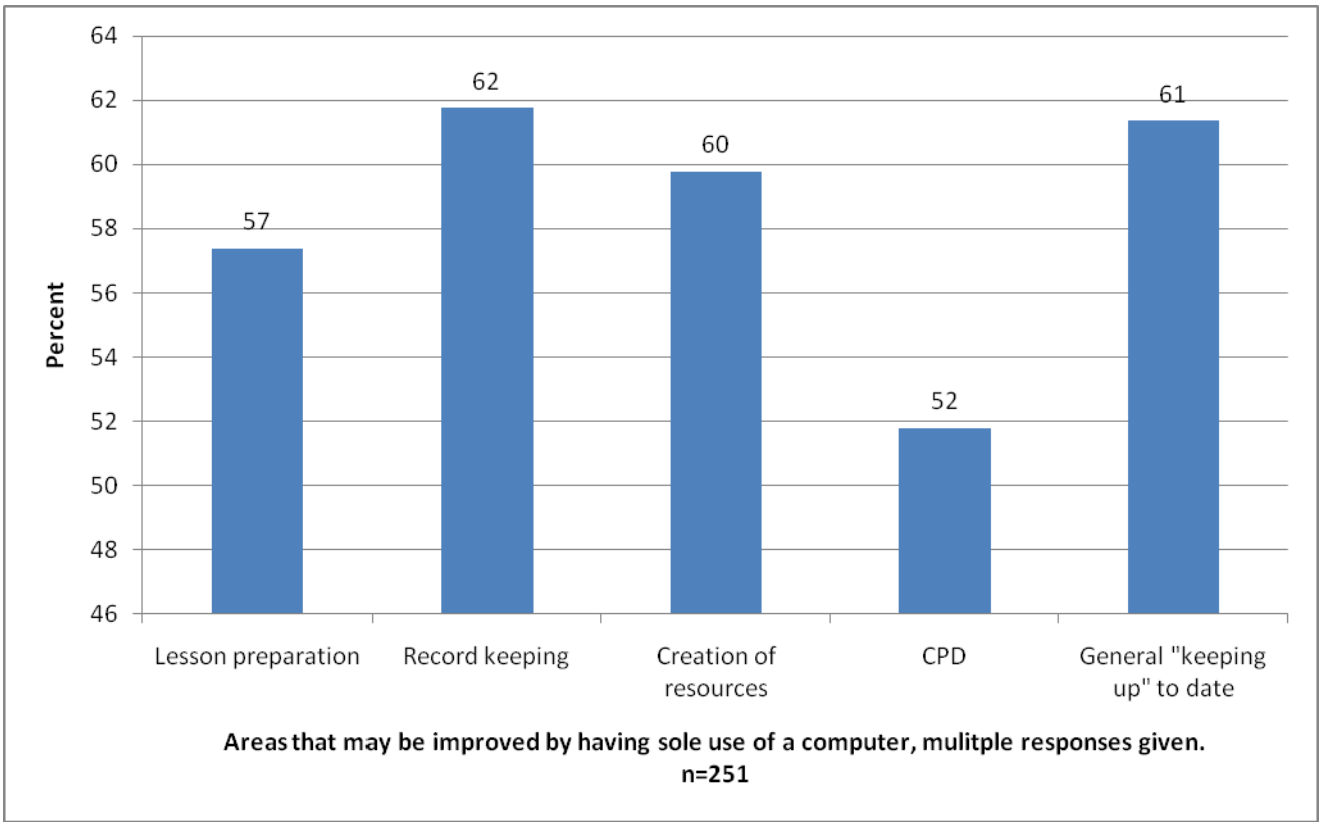
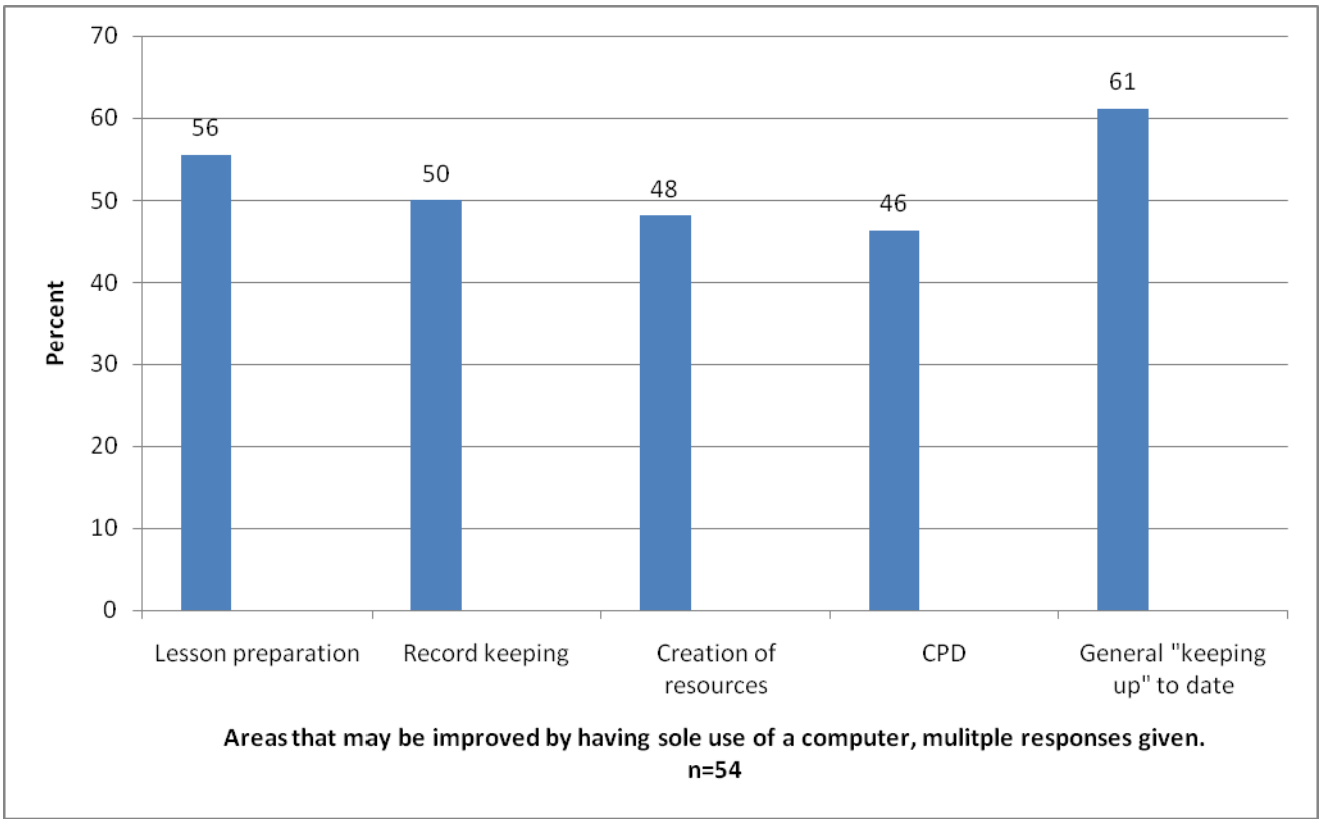


Figure 68: Respondents' perceptions of the impact of sole computer use on the quality of their outputs (non-OLASS)



3.3.3 Colleagues who share computers

The practitioners then stated how many colleagues they are expected to share a computer with at their establishment.

First, the practitioners were asked about full-time colleagues. Six per cent (n=15) of OLASS and 15 per cent (n=8) of non-OLASS staff share a computer with 2 full-time colleagues; 4 per cent (n=10) of OLASS and 13 per cent (n=7) of non-OLASS staff share a computer with 3 full-time colleagues; 4 per cent (n=9) of OLASS and 2 per cent (n=1) of non-OLASS staff share a computer with 4 full-time colleagues; and 4 per cent (n=9) of OLASS and 2 per cent (n=1) of non-OLASS staff share a computer with 5 full-time colleagues. Twenty-six per cent (n=66) of OLASS and 22 per cent (n=12) of non-OLASS staff share a computer with more than 5 full-time colleagues. Fifty-seven per cent (n=142) and 46 per cent (n=25) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

The practitioners were then asked about part-time colleagues. Eight per cent (n=19) of OLASS and 2 per cent (n=1) of non-OLASS staff share a computer with 2 part-time colleagues; 2 per cent (n=6) of OLASS staff (but no non-OLAS) share a computer with 3 part-time colleagues; 4 per cent (n=9) of OLASS staff (but no non-OLASS) share a computer with 4 part-time colleagues; 2 per cent (n=6) of OLASS

staff (but no non-OLASS) share a computer with 5 part-time colleagues; and 29 per cent (n=72) of OLASS and 4 per cent (n=2) of non-OLASS staff share a computer with more than 5 part-time colleagues. Fifty-five per cent (n=139) and 94 per cent (n= 51) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 69: Levels of shared computer access among respondents (OLASS)

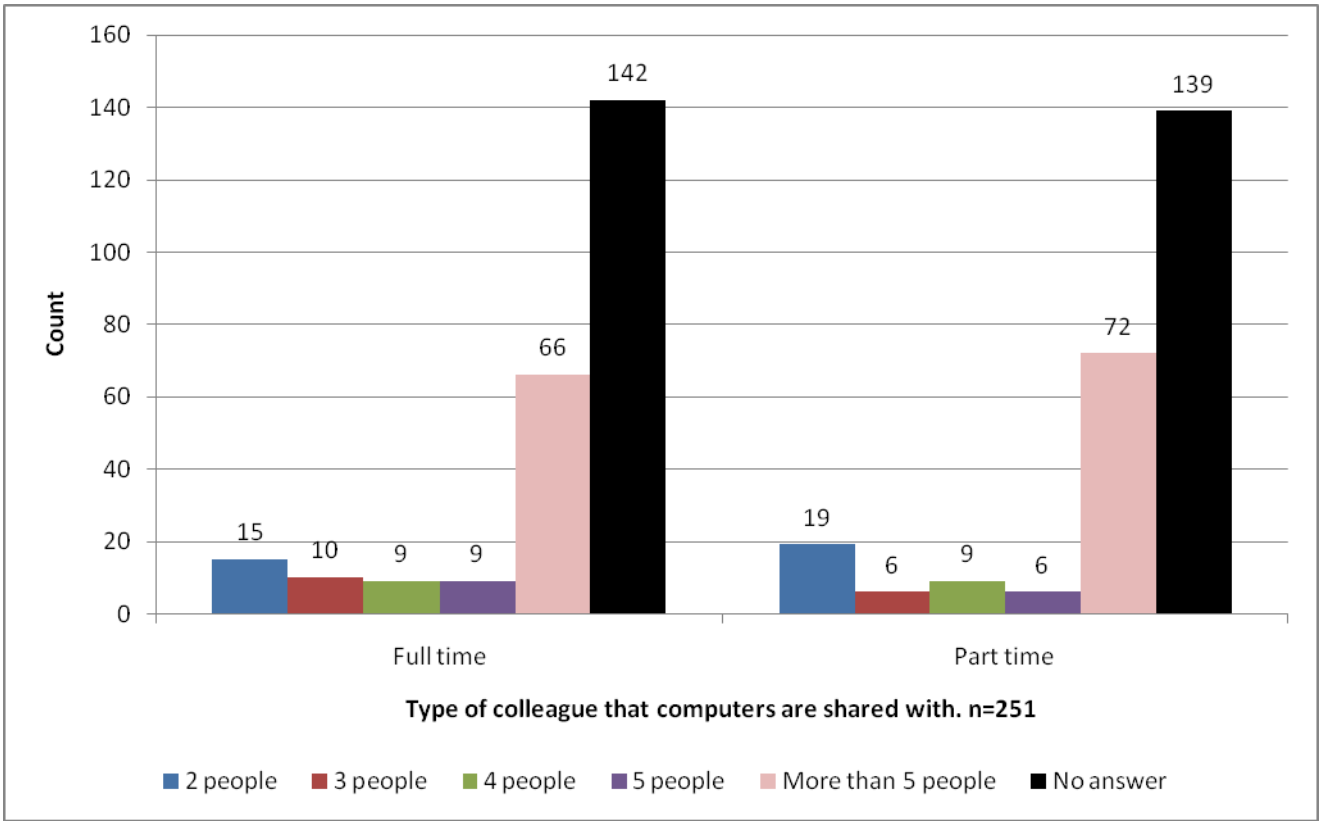
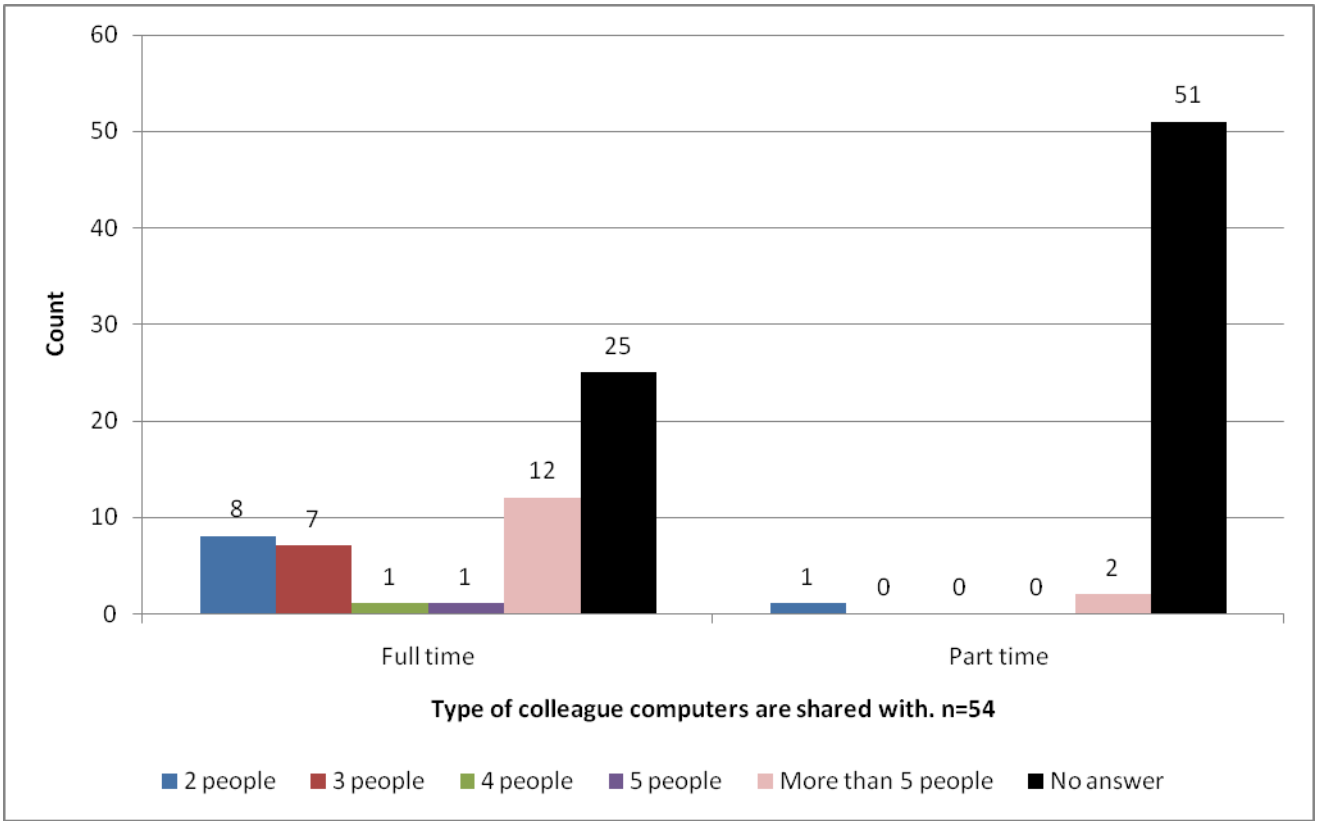


Figure 70: Levels of shared computer access among respondents (non-OLASS)



3.4 Continuing professional development

3.4.1 Staff skills in relation to specific technologies

The practitioners were asked to rate their skills with respect to the use of specific technologies.

Computers One per cent (n=3) of OLASS practitioners (but no non-OLASS ones) stated that they 'have never used' computers. Sixteen per cent (n=39) of OLASS and 26 per cent (n=14) of non-OLASS practitioners stated that they have 'basic' computer skills; 47 per cent (n=118) of OLASS and 52 per cent (n=28) of non-OLASS practitioners stated that they have 'intermediate' skills; and 31 per cent (n=79) of OLASS and 17 per cent (n=9) of non-OLASS practitioners stated that they have 'advanced' computer skills. Five per cent (n=12) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Projectors Sixteen per cent (n=40) of OLASS and 11 per cent (n=6) of non-OLASS practitioners stated that they 'have never used' projectors. Twenty-nine per cent (n=73) of OLASS and 37 per cent (n=20) of non-OLASS practitioners stated that they have 'basic' projector skills; 36 per cent (n=90) of OLASS and 35 per cent (n=19) of non-OLASS practitioners stated that they have 'intermediate' skills; and 12 per cent (n=31) of OLASS and 11 per cent (n=6) of non-OLASS practitioners stated that they

have ‘advanced’ skills. Seven per cent (n=17) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

DVD players Four per cent (n=11) of OLASS and 6 per cent (n=3) of non-OLASS practitioners stated that they ‘have never used’ DVD players. Twenty per cent (n=50) of OLASS and 28 per cent (n=15) of non-OLASS practitioners stated that they have ‘basic’ DVD player skills; 44 per cent (n=111) of OLASS and 48 per cent (n=26) of non-OLASS practitioners stated that they have ‘intermediate’ skills; 25 per cent (n=63) of OLASS and 13 per cent (n=7) of non-OLASS practitioners stated that they have ‘advanced’ skills. Six per cent (n=16) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Interactive whiteboards Thirty-three per cent (n=82) of OLASS and 56 per cent (n=30) of non-OLASS practitioners stated that they ‘have never used’ interactive whiteboards. Thirty-one per cent (n=77) of OLASS and 24 per cent (n=13) of non-OLASS practitioners stated that they have ‘basic’ interactive whiteboard skills; 27 per cent (n=68) of OLASS and 30 per cent (n=5) of non-OLASS practitioners stated that they have ‘intermediate’ skills; and 4 per cent (n=11) of OLASS and 6 per cent (n=3) of non-OLASS practitioners stated that they have ‘advanced’ skills. Five per cent (n=13) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Electronic interactive resources (e.g. on CD-ROMs) Twelve per cent (n=31) of OLASS and 17 per cent (n=9) of non-OLASS practitioners stated that they ‘have never used’ this technology. Twenty-one per cent (n=53) of OLASS and 35 per cent (n=19) of non-OLASS practitioners stated that they have ‘basic’ skills with this technology; 38 per cent (n=95) of OLASS and 30 per cent (n=16) of non-OLASS practitioners stated that they have ‘intermediate’ skills; and 22 per cent (n=56) of OLASS and 13 per cent (n=7) of non-OLASS practitioners stated that they have ‘advanced’ skills. Six per cent (n=16) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Intranet Fourteen per cent (n=34) of OLASS and 4 per cent (n=2) of non-OLASS practitioners stated that they ‘have never used’ an intranet. Twenty-three per cent (n=57) of OLASS and 28 per cent (n=15) of non-OLASS practitioners stated that they have ‘basic’ intranet skills; 41 per cent (n=102) of OLASS and 46 per cent (n=25) of non-OLASS practitioners stated that they have ‘intermediate’ skills; and 16 per cent (n=41) of OLASS and 17 per cent (n=9) of non-OLASS practitioners stated that they have ‘advanced’ skills. Seven per cent (n=17) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Internet Four per cent (n=11) of OLASS and 9 per cent (n=5) of non-OLASS practitioners stated that they ‘have never used’ the internet. Sixteen per cent (n=41) of OLASS and 22 per cent (n=12) of non-OLASS practitioners stated that they have ‘basic’ internet skills; 42 per cent (n=106) of OLASS and 46 per cent (n=25) of non-OLASS practitioners stated that they have ‘intermediate’ skills; and 31 per cent

(n=78) of OLASS and 17 per cent (n=9) of non-OLASS practitioners stated that they have 'advanced' skills. Six per cent (n=15) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Business software (e.g. word processing packages) Six per cent (n=15) of OLASS and 9 per cent (n=5) of non-OLASS practitioners stated that they 'have never used' this technology. Eighteen per cent (n=46) of OLASS and 30 per cent (n=16) of non-OLASS practitioners stated that they have 'basic' business software skills; 38 per cent (n=95) of OLASS and 33 per cent (n=18) of non-OLASS practitioners stated that they have 'intermediate' skills; and 31 per cent (n=79) of OLASS and 20 per cent (n=11) of non-OLASS practitioners stated that they have 'advanced' skills. Six per cent (n=16) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Table 18: Practitioner self-perception of personal skills in the use of specific equipment/technology (OLASS)

	Never used	Basic	Intermediate	Advanced	No answer
Computers	3 (1%)	39 (16%)	118 (47%)	79 (31%)	12 (5%)
Projectors	40 (16%)	73 (29%)	90 (36%)	31 (12%)	17 (7%)
DVD players	11 (4%)	50 (20%)	111 (44%)	63 (25%)	16 (6%)
Interactive whiteboards	82 (33%)	77 (31%)	68 (27%)	11 (4%)	13 (5%)
Electronic interactive resources (e.g. CD-ROMs)	31 (12%)	53 (21%)	95 (38%)	56 (22%)	16 (6%)
Intranet	34 (14%)	57 (23%)	102 (41%)	41 (16%)	17 (7%)
Internet	11 (4%)	41 (16%)	106 (42%)	78 (31%)	15 (6%)
Business software (e.g. word processing/database)	15 (6%)	46 (18%)	95 (38%)	79 (31%)	16 (6%)

Table 19: Practitioner self-perception of personal skills in the use of specific equipment/technology (non-OLASS)

	Never used	Basic	Intermediate	Advanced	No answer
Computers	0 (0%)	14 (26%)	28 (52%)	9 (17%)	3 (6%)
Projectors	6 (11%)	20 (37%)	19 (35%)	6 (11%)	3 (6%)
DVD players	3 (6%)	15 (28%)	26 (48%)	7 (13%)	3 (6%)
Interactive whiteboards	30 (56%)	13 (24%)	5 (30%)	3 (6%)	3 (6%)
Electronic interactive resources (e.g. CD-ROMs)	9 (17%)	19 (35%)	16 (30%)	7 (13%)	3 (6%)
Intranet	2 (4%)	15 (28%)	25 (46%)	9 (17%)	3 (6%)
Internet	5 (9%)	12 (22%)	25 (46%)	9 (17%)	3 (6%)
Business software (e.g. word processing/database)	5 (9%)	16 (30%)	18 (33%)	11 (20%)	4 (7%)

3.5 Practitioner ICT skills in preparation and delivery

In the next series of questions, the practitioners were asked about their general ICT skills pertaining to specific activities.

Preparing for teaching, training and learning Fourteen per cent (n=36) (OLASS) and 26 per cent (n=14) (non-OLASS) said they have 'never used' ICT in this way. Fifteen per cent (n=37) (OLASS) and 2 per cent (n=12) (non-OLASS) said they have 'basic' ICT skills when preparing for teaching training and learning; 41 per cent (n=102) (OLASS) and 35 per cent (n=19) (non-OLASS) said they have 'intermediate' skills; and 25 (n=64) per cent (OLASS) and 11 per cent (n=6) (non-OLASS) said they have 'advanced' skills. Five per cent (n=12) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Lesson delivery Eighteen per cent (n=45) (OLASS) and 28 per cent (n=15) (non-OLASS) said they have 'never used' ICT for this. Twenty-two per cent (n=56) (OLASS) and 30 per cent (n=16) (non-OLASS) said they have 'basic' ICT skills when delivering learning; 36 per cent (n=90) (OLASS) and 20 per cent (n=11) (non-OLASS) said they have 'intermediate' skills; and 19 per cent (n=48) (OLASS) and 17 per cent (n=9) (non-OLASS) said they have 'advanced' skills. Five per cent (n=12) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Figure 71: Practitioner self-perception of personal skills in the use of ICT in preparation and delivery (OLASS)

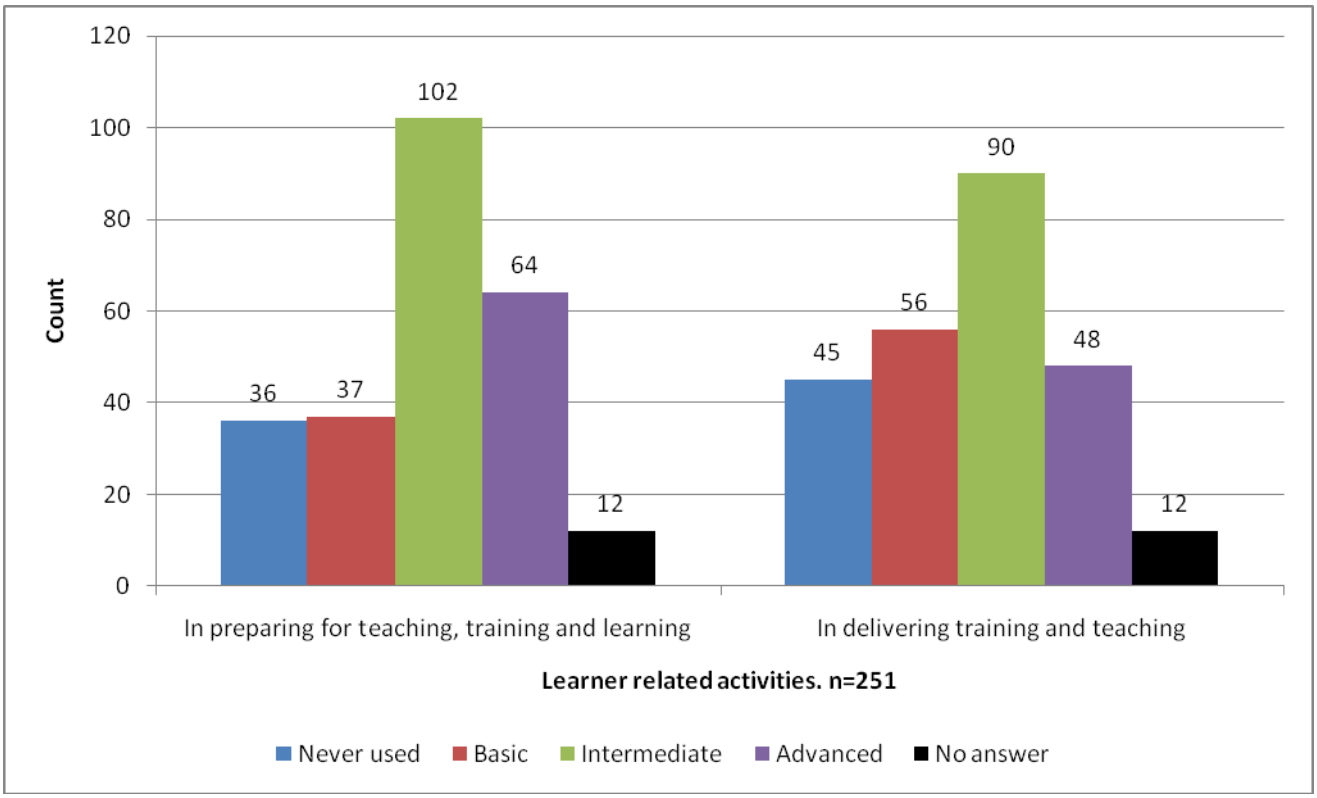
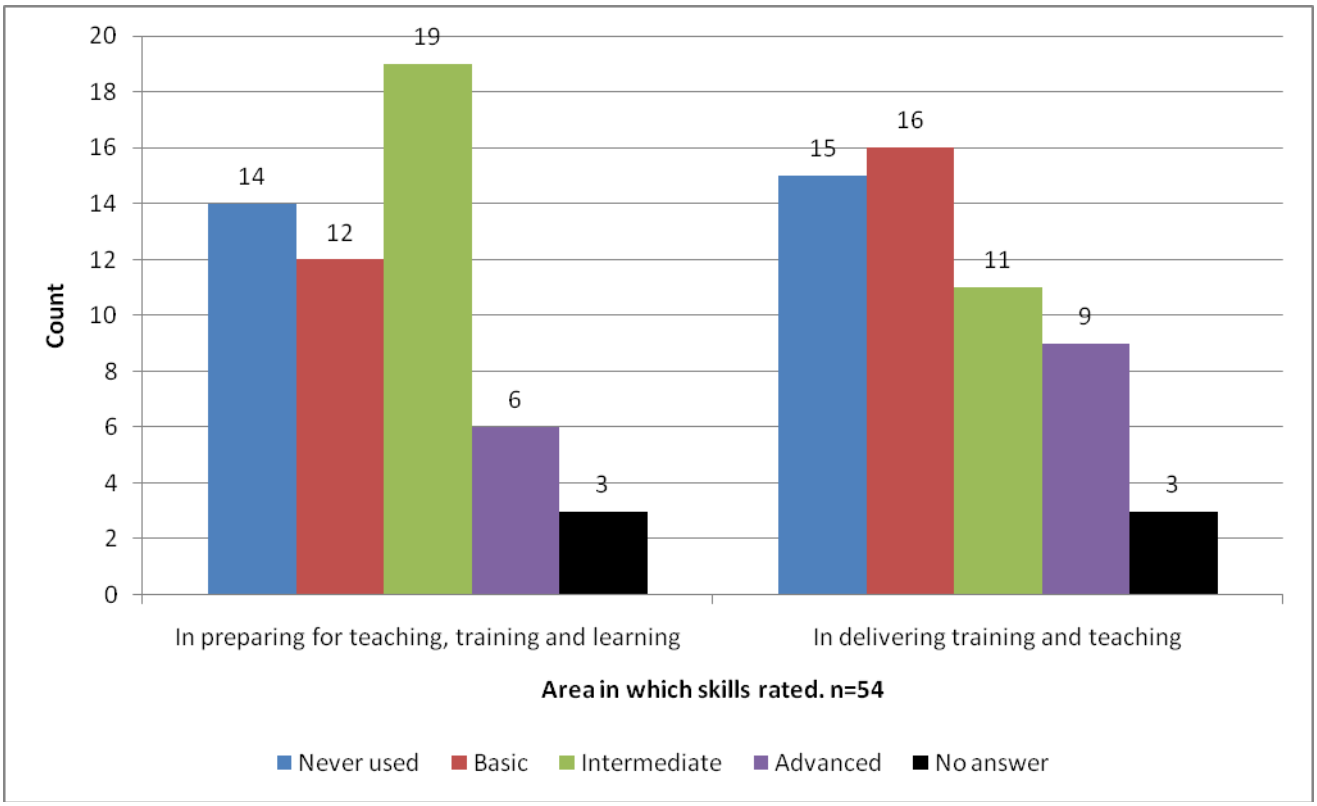


Figure 72: Practitioner self-perception of personal skills in the use of ICT in preparation and delivery (non-OLASS)



3.5.1 Employer training and development on offer

Continuing the CPD theme, practitioners were asked about the types of staff training on offer to them at their establishments.

General ICT skills training Thirty per cent (n=75) of OLASS tutors and 35 per cent (n=19) of non-OLASS tutors said that their employer offers this type of training and they have taken part, but 17 per cent (n=43) of OLASS tutors and 20 per cent (n=11) of non-OLASS tutors said that, while their employer offers this type of training, they have not taken part. Twenty-one per cent (n=52) of OLASS tutors and 24 per cent (n=13) of non-OLASS tutors said that their employer does not offer this type of training but they would like them to. Two per cent (n=5) of OLASS tutors (but no non-OLASS ones) said that their employer does not offer this type of training and they would not use it anyway. Thirteen per cent (n=32) of OLASS tutors and 4 per cent (n=2) of non-OLASS tutors did not know if their employer offers this type of training. Eighteen per cent (n=44) and 17 per cent (n=9) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Specialist software packages for teaching and learning Seventeen per cent (n=43) of OLASS tutors and 13 per cent (n=7) of non-OLASS tutors said that their employer offers this type of training and they have taken part, but 12 per cent (n=31)

of OLASS tutors and 11 per cent (n=6) of non-OLASS tutors said that, while their employer offers this type of training, they have not taken part. Thirty-one per cent (n=77) of OLASS tutors and 39 per cent (n=21) of non-OLASS tutors said that their employer does not offer this type of training but they would like them to. Two per cent (n=4) of OLASS tutors and 4 per cent (n=2) of non-OLASS tutors said that their employer does not offer this type of training and they would not use it anyway. Nineteen per cent (n=48) of OLASS tutors and 15 per cent (n=8) of non-OLASS tutors do not know if their employer offers this type of training. Nineteen per cent (n=48) and 19 per cent (n=10) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Using ICT to manage learning and workload Nine per cent (n=22) of OLASS tutors and 15 per cent (n=8) of non-OLASS tutors said that their employer offers this type of training and they have taken part, but 11 per cent (n=28) of OLASS tutors and 7 per cent (n=4) of non-OLASS tutors said that, while their employer offers this type of training, they have not taken part. Thirty-three per cent (n=84) of OLASS tutors and 37 per cent (n=20) of non-OLASS tutors said that their employer does not offer this type of training but they would like them to. Three per cent (n=8) of OLASS tutors and 4 per cent (n=2) of non-OLASS tutors said that their employer does not offer this type of training and they would not use it anyway. Twenty-five per cent (n=62) of OLASS tutors and 19 per cent (n=10) of non-OLASS tutors do not know if their employer offers this type of training. Nineteen per cent (n=47) and 19 per cent (n=10) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Using ICT to develop paper-based learning materials Thirteen per cent (n=33) of OLASS tutors and 11 per cent (n=6) of non-OLASS tutors said that their employer offers this type of training and they have taken part. Eleven per cent (n=26) of OLASS tutors and 6 per cent (n=3) of non-OLASS tutors said that their employer offers this type of training and they have not taken part, while 29 per cent (n=72) of OLASS tutors and 41 per cent (n=22) of non-OLASS tutors said that their employer does not offer this type of training but they would like them to. Four per cent (n=10) of OLASS tutors and 4 per cent (n=2) of non-OLASS tutors said that their employer does not offer this type of training and they would not use it anyway, and 24 per cent (n=59) of OLASS tutors and 20 per cent (n=11) of non-OLASS tutors did not know if their employer offers this type of training. Twenty per cent (n=51) and 19 per cent (n=10) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Developing electronic learning materials Ten per cent (n=26) of OLASS tutors and 17 per cent (n=9) of non-OLASS tutors said that their employer offers this type of training and they have taken part. Twelve per cent (n=29) of OLASS tutors – but no non-OLASS tutors – said that their employer offers this type of training and they have not taken part, while 32 per cent (n=81) of OLASS tutors and 44 per cent (n=24) of non-OLASS tutors said that their employer does not offer this type of training but they would like them to. Three per cent (n=7) of OLASS tutors and 2 per cent (n=1) of

non-OLASS tutors said that their employer does not offer this type of training and they would not use it anyway, and 24 per cent (n=59) of OLASS tutors and 19 per cent (n=10) of non-OLASS tutors did not know if their employer offers this type of training. Twenty per cent (n=49) and 19 per cent (n=10) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Development opportunities in teaching and facilitating online Four per cent (n=9) of OLASS tutors and 7 per cent (n=4) of non-OLASS tutors said that their employer offers this type of training and they have taken part. Six per cent (n=16) of OLASS tutors – but no non-OLASS tutors – said that their employer offers this type of training and they have not taken part, while 35 per cent (n=87) of OLASS tutors and 41 per cent (n=22) of non-OLASS tutors said that their employer does not offer this type of training but they would like them to. Eight per cent (n=19) of OLASS tutors and 6 per cent (n=3) of non-OLASS tutors said that their employer does not offer this type of training and they would not use it anyway, and 27 per cent (n=68) of OLASS tutors and 28 per cent (n=15) of non-OLASS tutors did not know if their employer offers this type of training. Twenty-one per cent (n=52) and 19 per cent (n=10) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Use of ICT face to face with learners Eleven per cent (n=27) of OLASS tutors and 11 per cent (n=6) of non-OLASS tutors said that their employer offers this type of training and they have taken part. Eight per cent (n=20) of OLASS tutors and 4 per cent (n=2) of non-OLASS tutors said that their employer offers this type of training and they have not taken part, while 30 per cent (n=76) of OLASS tutors and 37 per cent (n=20) of non-OLASS tutors said that their employer does not offer this type of training but they would like them to. Four per cent (n=9) of OLASS tutors and 2 per cent (n=1) of non-OLASS tutors said that their employer does not offer this type of training and they would not use it anyway, and 27 per cent (n=67) of OLASS tutors and 26 per cent (n=14) of non-OLASS tutors did not know if their employer offers this type of training. Twenty-one per cent (n=52) and 20 per cent (n=11) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Accessing ICT-based learning resources Twelve per cent (n=30) of OLASS tutors and 7 per cent (n=4) of non-OLASS tutors said that their employer offers this type of training and they have taken part. Nine per cent (n=22) of OLASS tutors and 6 per cent (n=3) of non-OLASS tutors said that their employer offers this type of training and they have not taken part, while 31 per cent (n=77) of OLASS tutors and 39 per cent (n=21) of non-OLASS tutors said that their employer does not offer this type of training but they would like them to. Four per cent (n=10) of OLASS tutors and 2 per cent (n=1) of non-OLASS tutors said that their employer does not offer this type of training and they would not use it anyway, and 24 per cent (n=61) of OLASS tutors and 26 per cent (n=14) of non-OLASS tutors did not know if their employer offers this type of training. Twenty per cent (n=51) and 20 per cent (n=11) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Training using NIACE and E-Guides Twelve per cent (n=29) of OLASS tutors and 2 per cent (n=1) of non-OLASS tutors said that their employer offers this type of training and they have taken part. Eight per cent (n=19) of OLASS tutors and 6 per cent (n=3) of non-OLASS tutors said that their employer offers this type of training and they have not taken part, while 25 per cent (n=62) of OLASS tutors and 33 per cent (n=18) of non-OLASS tutors said that their employer does not offer this type of training but they would like them to. Three per cent (n=8) of OLASS tutors and 4 per cent (n=2) of non-OLASS tutors said that their employer does not offer this type of training and they would not use it anyway, and 33 per cent (n=83) of OLASS tutors and 35 per cent (n=19) of non-OLASS tutors did not know if their employer offers this type of training. Twenty per cent (n=50) and 20 per cent (n=11) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Table 20: Availability of training or personal development for OLASS teaching staff (n=251)

	They have offered and I have used it	They have offered but I have not used it	They have not offered but I would like them to	They have not offered but I would not use it anyway	Don't know	No answer
General ICT skills	75 (30%)	43 (17%)	52 (21%)	5 (2%)	32 (13%)	44 (18%)
Using specialist software packages	43 (17%)	31 (12%)	77 (31%)	4 (2%)	48 (19%)	48 (19%)
Using ICT to manage learning and workload	22 (9%)	28 (11%)	84 (33%)	8 (3%)	62 (25%)	47 (19%)
Using ICT to develop paper-based learning materials	33 (13%)	26 (11%)	72 (29%)	10 (4%)	59 (24%)	51 (20)
Developing electronic learning materials	26 (10%)	29 (12%)	81 (32%)	7 (3%)	59 (24%)	49 (20%)
Teaching and facilitating online	9 (4%)	16 (6%)	87 (35%)	19 (8%)	68 (27%)	52 (21%)
Using ICT face to face with learners	27 (11%)	20 (8%)	76 (30%)	9 (4%)	67 (27%)	52 (21%)
Knowledge of how to access ICT-based learning resources	30 (12%)	22 (9%)	77 (31%)	10 (4%)	61 (24%)	51 (20%)
Training using NIACE and E-Guides	29 (12%)	19 (8%)	62 (25%)	8 (3%)	83 (33%)	50 (20%)

Table 21: Availability of training or personal development for non-OLASS teaching staff (n=54)

	They have offered and I have used it	They have offered but I have not used	They have not offered but I would like them to	They have not offered but I would not use it anyway	Don't know	No answer
General ICT skills	19 (35%)	11 (20%)	13 (24%)	0 (0%)	2 (4%)	9 (17%)
Using specialist software packages	7 (13%)	6 (11%)	21 (39%)	2 (4%)	8 (15%)	10 (19%)
Using ICT to manage learning and workload	8 (15%)	4 (7%)	20 (37%)	2 (4%)	10 (19%)	10 (19%)
Using ICT to develop paper-based learning materials	6 (11%)	3 (6%)	22 (41%)	2 (4%)	11 (20%)	10 (19%)
Developing electronic learning materials	9 (17%)	0 (0%)	24 (44%)	1 (2%)	10 (19%)	10 (19%)
Teaching and facilitating online	4 (7%)	0 (0%)	22 (41%)	3 (6%)	15 (28%)	10 (19%)
Using ICT face to face with learners	6 (11%)	2 (4%)	20 (37%)	1 (2%)	14 (26%)	11 (20%)
Knowledge of how to access ICT-based learning resources	4 (7%)	3 (6%)	21 (39%)	1 (2%)	14 (26%)	11 (20%)
Training using NIACE and E-Guides	1 (2%)	3 (6%)	18 (33%)	2 (4%)	19 (35%)	11 (20)

3.6 Sources of advice on e-learning subjects

Aside from training and development courses, the practitioners were asked if they use other sources for advice on using technology or e-learning.

ICT and e-learning champion Seven per cent (n=17) of OLASS practitioners and 2 per cent (n=1) of the non-OLASS practitioners use one 'frequently', along with 13 per cent (n=33) of OLASS practitioners, and 7 per cent (n=4) of the non-OLASS practitioners use one 'occasionally'. Fourteen per cent (n=35) of OLASS practitioners and 26 per cent (n=14) of the non-OLASS practitioners do not one, and 22 per cent (n=56) of OLASS practitioners and 15 per cent (n=8) of the non-OLASS practitioners do not have one available to them. Twenty-nine per cent (n=72) of OLASS practitioners and 43 per cent (n=23) of the non-OLASS practitioners did not know where to find one in their establishment, and 15 per cent (n=38) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Other staff in the practitioner's work area Twenty-three per cent (n=58) of OLASS practitioners and 19 per cent (n=10) of the non-OLASS practitioners use other staff in their work area 'frequently', and 50 per cent (n=126) of OLASS practitioners and 35 per cent (n=19) of the non-OLASS practitioners use them 'occasionally'. Seven per cent (n=17) of OLASS practitioners and 17 per cent (n=9) of the non-OLASS practitioners do not use them, while 4 per cent (n=11) of OLASS practitioners and 5 per cent (n=3) of the non-OLASS practitioners do not have them available to them. Eight per cent (n=19) of OLASS practitioners and 19 per cent (n=10) of the non-OLASS practitioners did not know where to find other staff in their work area, and 8 per cent (n=20) and 6 per cent (n=3) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Independent trainers and consultants Two per cent (n=5) of OLASS practitioners and 7 per cent (n=4) of the non-OLASS practitioners use them 'frequently', and 14 per cent (n=35) of OLASS practitioners and 19 per cent (n=10) of the non-OLASS practitioners use them 'occasionally'. Twenty-two per cent (n=55) of OLASS practitioners and 20 per cent (n=11) of the non-OLASS practitioners do not use them, whereas 27 per cent (n=69) of OLASS practitioners and 17 per cent (n=9) of the non-OLASS practitioners do not have them available to them. Twenty per cent (n=49) of OLASS practitioners and 30 per cent (n=16) of the non-OLASS practitioners did not know where to find these sources of advice, and 15 per cent (n=38) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Support websites Nine per cent (n=22) of OLASS practitioners and 11 per cent (n=6) of the non-OLASS practitioners use support websites 'frequently', while 30 per cent (n=76) of OLASS practitioners and 17 per cent (n=9) of the non-OLASS practitioners use them 'occasionally'. Fifteen per cent (n=37) of OLASS practitioners and 24 per cent (n=13) of the non-OLASS practitioners do not use them, and 15 per

cent (n=38) of OLASS practitioners and 13 per cent (n=7) of the non-OLASS practitioners do not have them available to them. Seventeen per cent (n=43) of OLASS practitioners and 28 per cent (n=15) of the non-OLASS practitioners did not know where to find them, and 14 per cent (n=35) and 7 per cent (n=4) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

National agencies (eg Becta, QIA, JISC) Two per cent (n=5) of OLASS practitioners and 4 per cent (n=2) of the non-OLASS practitioners use these agencies 'frequently', and 15 per cent (n=38) of OLASS practitioners and 9 per cent (n=5) of the non-OLASS practitioners use them 'occasionally'. Twenty-seven per cent (n=68) of OLASS practitioners and 28 per cent (n=15) of the non-OLASS practitioners do not use them, while 15 per cent (n=37) of OLASS practitioners and 17 per cent (n=9) of the non-OLASS practitioners do not have them available to them. Twenty-seven per cent (n=69) of OLASS practitioners and 33 per cent (n=18) of the non-OLASS practitioners did not know where to find these agencies, and 14 per cent (n=34) and 9 per cent (n=5) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

NIACE E-Guides Three per cent (n=8) of OLASS practitioners – but no non-OLASS practitioners – use these 'frequently', and 14 per cent (n=36) of OLASS practitioners and 11 per cent (n=6) of the non-OLASS practitioners use them 'occasionally'. Twenty-eight per cent (n=71) of OLASS practitioners and 24 per cent (n=13) of the non-OLASS practitioners do not use them at all, while 13 per cent (n=33) of OLASS practitioners and 17 per cent (n=9) of the non-OLASS practitioners do not have them available to them. Twenty-seven per cent (n=69) of OLASS practitioners and 39 per cent (n=21) of the non-OLASS practitioners did not know where to find E-Guides, and 14 per cent (n=34) and 9 per cent (n=5) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Learners Five per cent (n=13) of OLASS practitioners and 4 per cent (n=2) of the non-OLASS practitioners use their learners for advice 'frequently', and 31 per cent (n=77) of OLASS practitioners and 20 per cent (n=11) of the non-OLASS practitioners use them 'occasionally'. Thirty-one per cent (n=78) of OLASS practitioners and 30 per cent (n=16) of the non-OLASS practitioners do not use their learners, and 6 per cent (n=15) of OLASS practitioners and 7 per cent (n=4) of the non-OLASS practitioners do not have this source of advice available to them. In addition, 10 per cent (n=26) of OLASS practitioners and 26 per cent (n=14) of the non-OLASS practitioners did not know where to find their learners, and 17 per cent (n=42) and 13 per cent (n=7) of the OLASS and non-OLASS practitioners, respectively, did not answer this question.

Table 22: OLASS practitioners' use of specified sources of advice on using ICT

	I use frequently	I use occasionally	I do not use	Not available to me	I don't know where to find this type of support	No answer
ICT and e-learning champion	17 (7%)	33 (13%)	35 (14%)	56 (22%)	72 (29%)	38 (15%)
Other staff in practitioner's area of work	58 (23%)	126 (50%)	17 (7%)	11 (4%)	19 (8%)	20 (8%)
Independent trainers and consultants	5 (2%)	35 (14%)	55 (22%)	69 (27%)	49 (20%)	38 (15%)
Support websites	22 (9%)	76 (30%)	37 (15%)	38 (15%)	43 (17%)	35 (14%)
National agencies (e.g. Becta, QIA, JISC)	5 (2%)	38 (15%)	68 (27%)	37 (15%)	69 (27%)	34 (14%)
NIACE E-Guides	8 (3%)	36 (14%)	71 (28%)	33 (13%)	69 (27%)	34 (14%)
Learners	13 (5%)	77 (31%)	78 (31%)	15 (6%)	26 (10%)	42 (17%)

Table 23: Non-OLASS practitioners' use of specified sources of advice about using ICT

	I use frequently	I use occasionally	I do not use	Not available to me	I don't know where to find this type of support	No answer
ICT and e-learning champion	1 (2%)	4 (7%)	14 (26%)	8 (15%)	23 (43%)	4 (7%)
Other staff in practitioner's area of work	10 (19%)	19 (35%)	9 (17%)	3 (%5)	10 (19%)	3 (6%)
Independent trainers and consultants	4 (7%)	10 (19%)	11 (20%)	9 (17%)	16 (30%)	4 (7%)
Support websites	6 (11%)	9 (17%)	13 (24%)	7 (13%)	15 (28%)	4 (7%)
National agencies (e.g. Becta, QIA, JISC)	2 (4%)	5 (9%)	15 (28%)	9 (17%)	18 (33%)	5 (9%)
NIACE E-Guides	0 (0%)	6 (11%)	13 (24%)	9 (17%)	21 (39%)	5 (9%)
Learners	2 (4%)	11 (20%)	16 (30%)	4 (7%)	14 (26%)	7 (13%)

3.7 IT Refresh (OLASS practitioners)

The IT Refresh programme was an LSC-led project that was run over the summer of 2007. Its aim was to 'refresh' the hardware being used in OLASS delivery.

All the prisons were emailed a set of templates (Excel spreadsheets) that the LSC national office had developed and were asked to provide: a complete asset register of all equipment, a list of equipment that needed to be replaced with urgency, a list of equipment that would need replacing in the medium term, a 'wish list' of equipment that the prison felt would enhance and broaden the learning and skills offer at the time.

Prisons submitted their filled-in templates to NIACE who analysed and presented the data to the LSC. The LSC then made decisions on a national level, in consultation with their regional offices, to decide which prisons received which items of equipment from their lists.

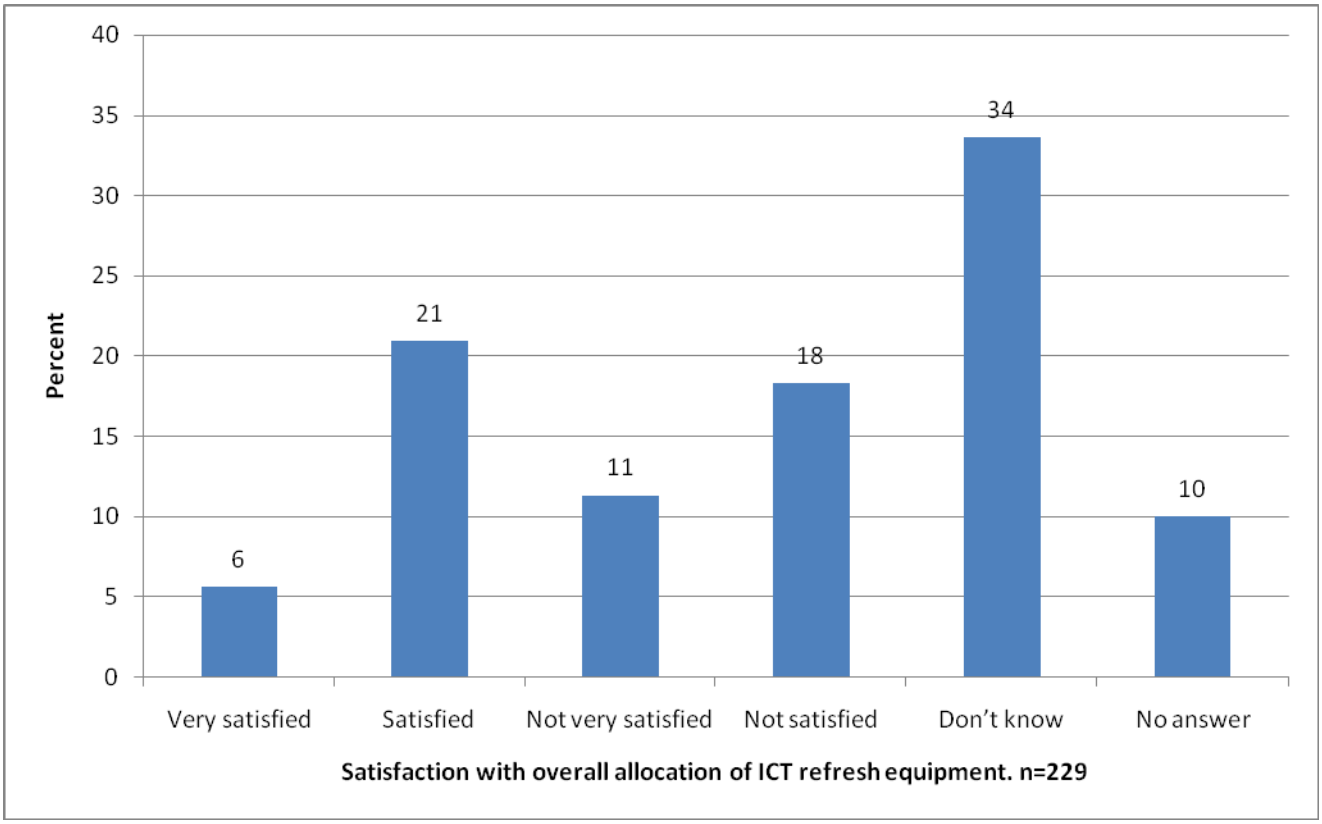
The following seven questions relate to this project. They were only asked of the OLASS practitioners and were not included in the pilot. Therefore the overall number of responses was 229.

Practitioner awareness of the IT Refresh project Fifty per cent (n=115) of the OLASS practitioners said yes, 46 per cent (n=106) were not included in the project, and 3 per cent (n=8) did not answer this question.

Proportion of practitioners that were consulted about IT Refresh requirements Thirty-seven per cent (n=77) of the OLASS practitioners were consulted, 60 per cent (n=138) were not consulted, and 6 per cent (n=14) did not answer this question.

Practitioner satisfaction with the equipment allocated Thirty-four per cent (n=77) of the OLASS practitioners do not know if they are satisfied with the allocation of equipment, 21 (n=48) per cent are 'satisfied', 18 per cent (n=42) are 'not satisfied', 11 per cent (n=26) are 'not very satisfied', 6 per cent (n=13) are 'very satisfied', and 10 per cent (n=23) did not answer this question.

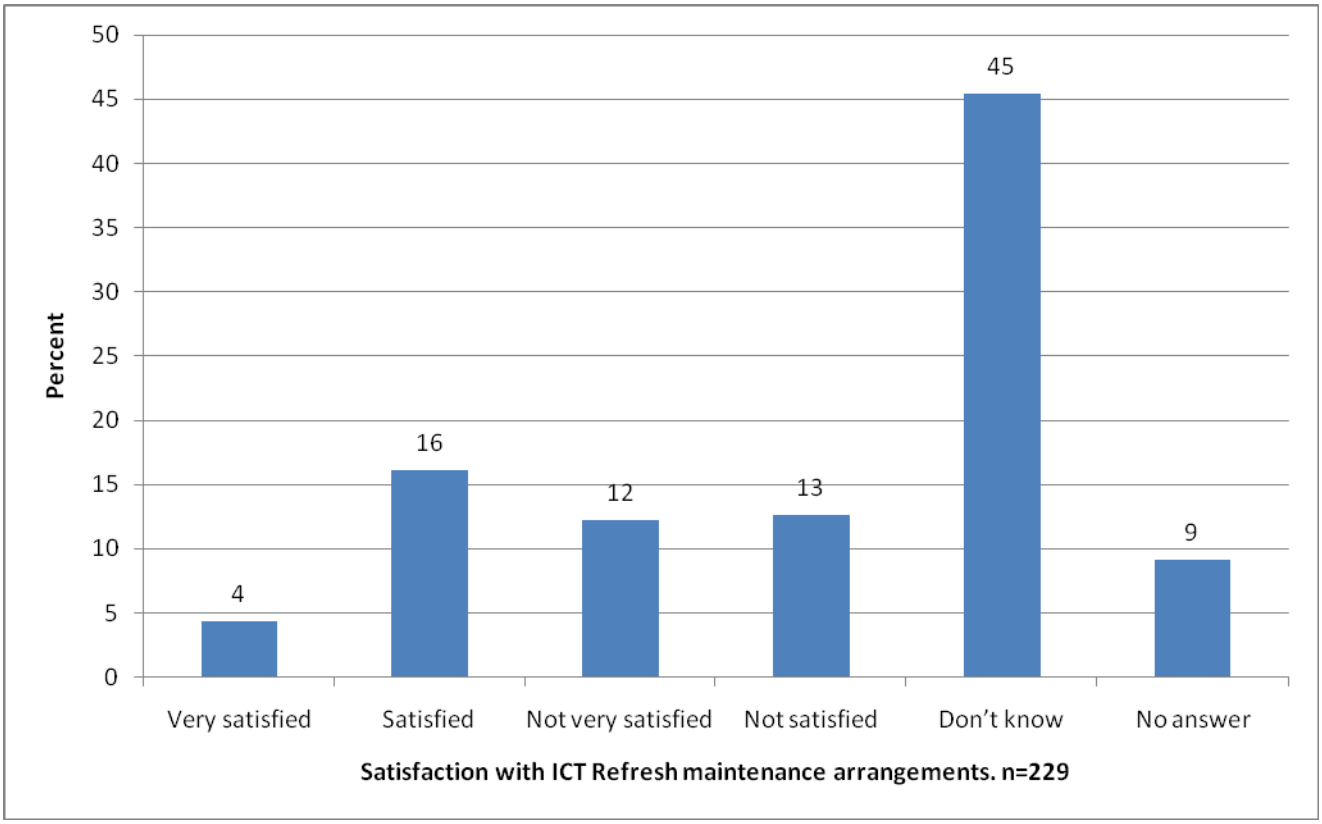
Figure 73: OLASS practitioners' overall satisfaction with allocation of Refresh equipment for learners



Installation status of the IT Refresh equipment Fifty-two per cent (n=118) of the OLASS tutors do not know if the equipment is installed or not. 29 per cent (n=67) stated that it is not yet installed, while 10 per cent (n=23) said that it is now installed. Nine per cent (n=21) did not answer this question.

Maintenance arrangements for the IT Refresh equipment Forty-five per cent (n=104) of OLASS staff is not sure if they are content with the maintenance arrangements for the IT Refresh equipment and 16 per cent (n=37) are 'satisfied', while 13 per cent (n=29) are 'not satisfied'. Twelve per cent (n=28) are 'not very satisfied', but 4 per cent (n=10) are 'very satisfied' with the maintenance arrangements. Nine per cent (n=21) did not answer this question.

Figure 74: OLASS tutors' satisfaction with maintenance arrangements made in support of Refresh



IT Refresh equipment impact The practitioners were asked the same question as the HoLS and the education managers relating to the impact that the equipment has had on the learners, on themselves and on the learning department as a whole.

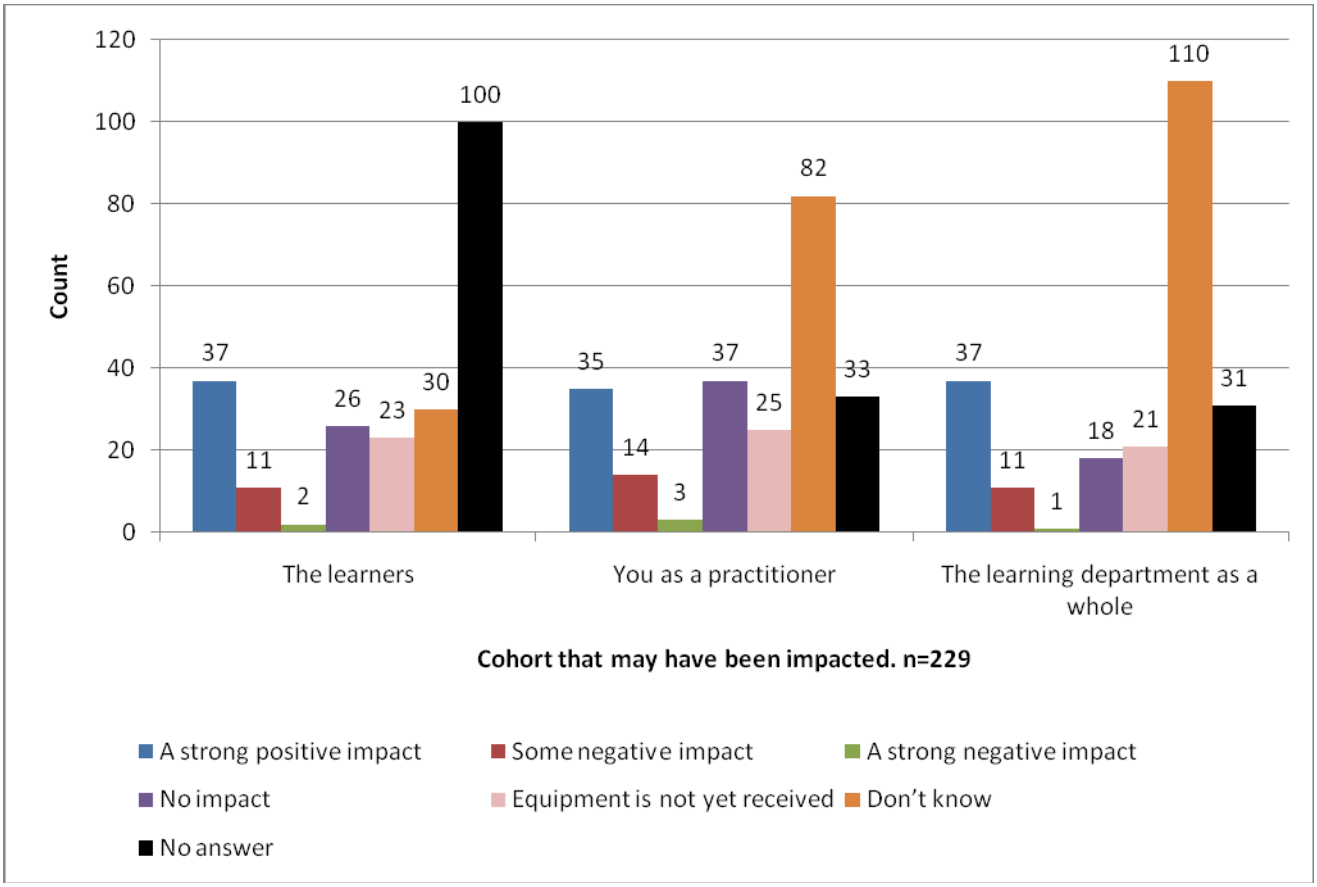
The learners Sixteen per cent (n=37) of OLASS staff feel that the equipment will have a 'strong positive impact' on the learners, but 5 per cent (n=11) feel that it will have 'some negative impact' on them. One per cent (n=2) of OLASS staff feel that the equipment will have a 'strong negative impact' on the learners, while 11 per cent (n=26) feel that it will have 'no impact' on them. Ten per cent (n=23) of OLASS staff stated that the equipment has not been received yet, and 13 per cent (n=30) of them do not know if the equipment will impact the learners. Forty-four per cent (n=100) did not answer this question.

The practitioners Fifteen per cent (n=35) of OLASS staff feel that the equipment will have a 'strong positive impact' on themselves, whereas 6 per cent (n=14) feel that it will have 'some negative impact' on them. One per cent (n=3) of OLASS staff feel that the equipment will have a 'strong negative impact', and 16 per cent (n=37) feel that it will have a 'no impact' on them. Eleven per cent (n=25) of the OLASS staff stated that the equipment has not been received yet, 36 per cent (n=82) of the

OLASS staff do not know if it will have an impact on them, and 14 per cent (n=33) did not answer this question.

The learning department Sixteen per cent (n=37) of OLASS staff feel that the equipment will have a 'strong positive impact' on the learning department, but 5 per cent (n=11) of them feel that it will have a 'some negative impact'. Less than 1 per cent (n=1) of OLASS staff feel that the equipment will have a 'strong negative impact' on the learning department, and 8 per cent (n=18) feel that it will have a 'no impact'. Nine per cent (n=21) of OLASS staff stated that the equipment has not been received yet, while 48 per cent (n=110) do not know if it will impact the learning department. Fourteen per cent (n=31) did not answer this question.

Figure 75: Impact of Refresh equipment on learners, practitioners and learning departments



3.8 Impact of the Refresh IT equipment on results and progress

The final question asked the practitioners if they feel that the Refresh IT equipment will have a positive impact on results and progress of learners at their establishment. Forty-nine per cent (n=112) of the OLASS practitioners do not know if the equipment will have an impact, while 33 per cent (n=76) of them feel that it will have a positive

impact. Five per cent (n=12) of them feel that the equipment will not have a positive impact, and 13 per cent (n=29) did not answer this question.

4 Offender learning: Conclusions and issues

4.1 Conclusions

The following is a brief summary of each sub-section of the surveys, and includes issues that have arisen as a result of the survey results. In some cases (HoLS and education managers), text is duplicated in order to introduce the related recommendation.

The summary is presented in the following order:

- heads of learning and skills (HoLS)
- education managers
- OLASS and non-OLASS practitioners.

The themed survey headings are given in Table 24 below.

Table 24: Themed survey headings

Position	Respondent			
	HoLS	**Education manager**	**OLASS practitioner**	**Non-OLASS practitioner**
A	Organisation details (A)	Organisation details (A)	Organisation details (A)	Organisation details (A)
B	Provision (B)	Provision (B)	Not asked	Not asked
C	ICT strategy and leadership (C)	ICT strategy and leadership (C)	Not asked	Not asked
D	Current use of ICT (D)	Current use of ICT (D)	ICT resources for training and learning – current use of ICT (B)	ICT resources for training and learning – current use of ICT (B)
E	Access (E)	Access (E)	ICT resources for training and learning – access to ICT (C)	ICT resources for training and learning – access to ICT (C)
F	Challenges and support (F)	Challenges and support (H)	Challenges and support (F)	Not asked
G	ICT Refresh (U)	ICT Refresh (G)	ICT Refresh (D)	Not asked

H	Not asked	ICT finance (F)	Not asked	Not asked
I	Not asked	Not asked	Not asked	Continuing professional development (E)

'Position' indicates the order in which the themes are summarised. 'Respondent' indicates who took part. 'Position' and 'Respondent' can be used to identify which themes apply to which respondents.

Within each theme, there is a bracketed letter. This indicates the original position that this theme had within the respondents' survey. Questions relating to ICT Refresh have been coded '(U)' as this theme was added to the survey after the pilot and was not part of the original theme set.

Except in cases where additional information is required for clarity, no organisation details will be shown.

4.1.1 Heads of learning and skills (HoLS)

(B) Provision

The survey shows that there is access to learning of some kind available for offenders through OLASS and non-OLASS provision in all the establishments where HoLS responded (Fig. 1, Fig. 2). However, this survey did not look at the types of provision that are included and so how much of any one type or level is available cannot be assessed, nor what choice there is for offenders in relation to accessing different provision.

Waiting lists for education and unemployment levels are both reported as being low in the prisons (Fig. 3; Fig. 6,). However, the HoLS survey reported a larger number of offenders being involved in work rather than in learning (Fig. 5,), a finding that might benefit from further exploration. Future surveys should seek to understand why offenders are involved in work and have no engagement with learning. Initially obvious areas such as pay disparities should be checked – e.g. can an offender earn more money sweeping a floor than learning in a classroom? In addition, the type and level of provision that is on offer should be examined. For example, while it is accepted that 60 per cent of the prison population have basic skills needs, that leaves 40% who do not[3] and who need to be provided with more challenging levels of provision.

To help address the issue of offenders being in work and not education (Fig. 5), future research should compare the provision delivery time to the time available to

[3] Creighton, A (2004), 'And the other 40%?', *Journal of Offender Education* 1(1).

offenders to engage in education or work, to understand the full impact and placement of OLASS and non-OLASS provision within the e-maturity framework.

In future surveys, it will be important to look at what provision is being delivered within the establishment and what targets, if any, are prioritised in its offer.

Further research might establish if those offenders who are recorded as not taking part in any learning provision are on a waiting list or working, or if they are on remand, they may be sentenced and then 'churned' or possibly released if they have already served their sentence while on remand. Other aspects that would be worth investigating would be offenders' choice of and access to relevant levels and types of education within the provision offered and any pay disparity.

The survey results show that waiting lists for learning are not long, but we were unable to establish the length of time that offenders stayed on the lists (Fig. 3). It will be beneficial in future research to establish the approximate length of time offenders remain on a list, rather than just showing how many are waiting. By looking at length of time and number, the survey is likely to gain a more accurate picture of the potential impact of waiting times. For instance, it might show what percentage of offenders are likely to complete their sentences and be released before they have access to education.

(C) ICT Strategy and leadership

The majority of HoLS responded that technology and e-learning are included in their establishments' written strategies. It is not clear which strategies for technology and e-learning are included, nor if there is a specific technology or e-learning strategy in place. Future surveys will find it useful to discover which strategies are being referenced and if there is a specific strategy for technology and e-learning in place, as this might help gauge the level and maturity of any strategies mentioned.

(D) Current use of ICT

Barriers

The general response around the use of technology was fairly positive, and the majority of HoLS reported being able to access quite a wide range of technologies relatively easily, in terms of their own use and that of staff and learners (Fig. 11; Fig. 12). Issues were raised relating to a lack of both infrastructure and e-learning resources, with this lack being cited as a barrier to some extent. The majority of HoLS reported that there was no access to an intranet for learners, although 14 did say that access at specific times was available (Fig. 12). Only one HoLS reported that learners had unrestricted access to both an intranet and the internet at their establishment (Fig. 12). This current low level of learner access to an intranet or the internet is an issue at present and should be monitored in future surveys.

A number of responses indicated that improvement was still needed in relation to resources for delivering teaching, training and learning (Fig. 13,; Fig. 14,). However, the biggest barrier to effective use of technology was seen to be a lack of good quality and timely technical support (Fig. 14).

Training in the use of equipment was not in itself a barrier, although there were issues related to access to sufficient information or to awareness about training opportunities, or to having enough time to learn skills and put them into practice (Table 1).

Security, overcrowding and churn were seen as barriers, to some extent, to the use of e-learning by OLASS staff (Table 1). The majority also felt that the lack of a clear and accessible national policy and direction in relation to technology and e-learning was also somewhat of a barrier (Table 1).

The majority of respondents said that e-portfolios were not being used in any of the teaching and learning activities at their establishments (Fig. 15). This includes using e-portfolios for online evidence management for NVQs, or using other types of e-portfolios or providing blogs for learners (Fig. 15).

Benefits

The majority of HoLS responded that ICT and e-learning had enabled them and their staff to provide better support for teachers and learners (Table 3). The survey shows that this may be because of increased equality of opportunity which has allowed a more diverse learning offer to be made (Table 3). It may also be that using technology and e-learning has led to increased participation in learning (Table 3). One of the benefits arising from increased equality, opportunity and participation is that learner and staff satisfaction with the provision is also seen to have improved to some extent (Table 3).

The survey also showed that HoLS believed to some extent that, where technologies were available, staff time was saved by using them in their lesson planning and preparation as well as in delivery, including assessments (Fig. 17).

Issues exist around technical support (Fig. 14), and the next survey should to try to identify what the key problems are and what would need to be done to overcome them. It should be investigated whether this simply relates to additional security layers being applied to equipment and software so that administration rights are extremely limited and equipment can’t be readily restored and restarted, or if the issues are more complicated. It might also be beneficial to survey technical support staff to try to identify what they think are the main problems, based on their experiences in the establishment. It would be sensible to compare what is being reported as an issue and what the issue actually is, to see if there is a communication error rather than a technical one.

Those working in or with prisons do not always have access to clear and easy-to-read national policy and directions on the use of technology and e-learning (Table 1). This is a piece of work that might be developed in a partnership with key agencies that can provide expert advice on good practice requirements in teaching and learning using technology, alongside security staff, with additional contributions from governing governors and representatives from prison staff unions.

(E) Access

The majority of the HoLS reported that offenders in their establishments do not have access to in-cell television or specific prison radio channels that could be used for teaching and learning. This issue carries through to the lack of availability to non-OLASS staff of an intranet system that could be used for teaching, training and learning.

A large number of HoLS responded that it would be useful to have access to an intranet system for teaching, training and learning. Other HoLS responded that they were not sure. While POLARIS and the Virtual Campus are testing and exploring how shared (or elements of shared) resources can be used, more work needs to be done in this area. To help inform us about this issue, future surveys might look in more detail at those who want an intranet and explore further what they think this might enable them to do or do better. Equally there should be exploration of those, admittedly few, who are definite that an intranet is not something that they would regard as useful – again to see why they think this and explore what they think an intranet might do.

(F) Challenges and support

All the respondents stated they believed that effective learning and skills can contribute to reducing levels of re-offending, either to a considerable extent or to some extent. They also stated that the use of ICT and e-learning can enhance the potential of learning to help reduce re-offending.

In further surveys, it would be useful to explore more specifically what the HoLS regard as effective learning and skills. It would also be helpful to explore in what ways ICT and e-learning could potentially enhance learning, and if there are issues around specific technologies or applications of technologies that they think would work best to help reduce re-offending and why.

(**G) ICT Refresh**

Half of all HoLS who took part in the survey were satisfied with the equipment that had been allocated to them as part of the LSC ICT Refresh project (Fig. 19), although many of them said that the equipment is yet to be installed and used. However, in the main the HoLS reported that the procurement processes followed were appropriate and that installation was not delayed due to any security restrictions.

4.1.2 Education managers

(B) Provision

The survey shows that there is access to learning of some kind available for offenders through OLASS and non-OLASS provision in all the establishments where education managers responded (Fig. 21,; Fig. 22). However, this survey did not look at the types of provision that are included and so how much of any type or level is available cannot be assessed, nor what choice there is for offenders in relation to accessing different provision.

Waiting lists for education and levels of unemployment in prison are both reported as being low (Fig. 23,; Fig. 26). However, the education managers stated that a large number of offenders are involved in work instead of in learning (Fig. 25,), a finding that might benefit from further exploration. Future surveys should seek to understand why offenders are involved in work and have not learning. Initially obvious areas such as pay disparities should be checked – e.g. can an offender earn more money sweeping a floor than learning in a classroom? – as well as questions about the type and level of provision on offer. For example, while it is accepted that 60 per cent of the prison population have basic skills needs, that leaves 40% who do not[4] and who need more challengeing levels of provision.

Future research should compare the amount of provision delivery time to the time available to offenders to engage in education or work, to understand the full impact and placement of OLASS and non-OLASS provision within the e-maturity framework.

It would be important in future surveys to look at what provision is being delivered within the establishment and what targets, if any, are prioritised in its offer.

Further research might establish if those offenders who are recorded as not taking part in any learning provision are on a waiting list or working, or if they are on remand, they may be sentenced and then 'churned' or possibly released if they have already served their sentences while on remand. Other aspects that would be worth investigating would be the identification of pay disparity and offenders' choice and access to relevant levels and types of education within the provision offered.

The number of people on waiting lists for education is low (Fig. 23), but it would be beneficial in future research to establish the approximate length of time that offenders wait on a list rather than just how many are waiting. By looking at both length of time and number, the survey is likely to gain a more accurate picture of the potential impact of waiting times – e.g. it might show what percentage of offenders are likely to complete their sentence and be released before they have access to education.

[4] Ibid.

(C) ICT Strategy

The majority of education managers responded that their establishment regularly reviewed ICT and e-learning resources and that there is a rolling replacement plan in place (Fig. 29).

This survey did not explore issues related to whether the review of ICT and e-learning was linked to the establishment's or the provider's e-strategy. This is something that might be examined in the next survey.

(D) Current use of ICT

Barriers

The general response to the use of technology by staff was fairly positive, and the majority of education managers reported being able to access quite a wide range of technologies relatively easily, in terms of their own use and that of staff and learners (Fig. 30; Fig. 31). The education managers did see a lack of infrastructure and e-learning resources as an issue. This mainly relates to all of the education managers reporting that there was no access to an intranet for learners, and only one report that time-specific access to the internet was available for learners (Fig. 31).

The majority of education managers reported that OLASS staff do not have sole access to a computer at the establishment in which they work (Fig. 32) and, in some cases, are required to share with five people or more (Fig. 33). Currently achieving sole access to a computer for staff isn't a priority (Fig. 34).

Shared access with so many staff might be a potential issue in achieving e-maturity within the establishments, and it may be beneficial in the next survey to look at how shared access links to work patterns – e.g. is the sharing by five or more people happening at different times or during the same shifts?

Education managers reported that training in the use of equipment was not in itself a barrier, although having enough information or awareness about training opportunities, or enough time to learn skills and put them into practice, were issues in some cases (Table 4).

Education managers were fairly evenly divided on the impact of such things as security, overcrowding and churn in relation to preventing effective use of e-learning (Table 4). They also differed from HoLS in that less than half reported that lack of a clear and accessible national policy and direction in relation to technology and e-learning was a barrier to some extent (Table 4).

As with the HoLS, the education managers reported no or little use of e-portfolios in teaching and learning activities at their establishments. This includes using e-portfolios for online evidence management for NVQ's, employing other types of e-portfolios and providing blogs for learners (Fig. 37).

Benefits

The majority of education managers responded that ICT and e-learning had enabled them and their staff to provide better support for teachers and learners (Table 5). The survey shows that this may be because of increased equality of opportunity, which has allowed a more diverse learning offer to be made (Table 5). It was less clear in the responses whether participation using technology and e-learning has led to an increase in participation or achievement in learning (Table 5).

Education managers responded very positively that senior management staff were committed to ICT and e-learning (Table 5).

The survey also showed that education managers believed to some extent that, where technology was available, staff time was saved by using it in their lesson planning and preparation, as well as in delivery, including assessments (Fig. 39).

The responses imply that there are issues around the use of technology and e-learning not having any significant impact on learning. Further research should look at the responses to participation and achievement in relation to technology and e-learning to see why it is felt that they have not made a significant impact.

(E) Access

The education managers feel that resources for management and administration of e-learning and for delivering teaching and learning are sufficient to meet existing requirements but are not of a high enough quality (Fig. 40).

The issue of resources available and the quality they provide should be explored in further surveys. It will be important to see if there are resources being used across the establishment that could be improved, especially in terms of quality. Also it will be important to unpick whether 'quality' refers to visual accessibility such as style and format, or if it is to do with content, such as accessibility and language, or with ease of use and degree of relevance to the context in which it is being used.

(G) ICT Refresh

The majority of education managers raised issues with the communication used in the Refresh project. This could have been better, and the process would have been helped if there had been more user-friendly templates and a more centralised approach to installation (Figure 44).

While the majority also said that they were satisfied with the allocation of equipment to their establishment, many of the education managers are still waiting for equipment to be installed (Fig. 45).

(H) ICT finance

A large number of education managers reported that they had not been aware of funding available to OLASS providers outside the Refresh project (Fig. 42). However, some were not only aware of other funding but had successfully bid for it through other projects and were awaiting the arrival of equipment (Fig. 42). Those education managers who had been aware of additional funding had links to the E-Guides and NIACE e-consultancy programme (Fig. 43).

With respect to additional funding and other projects in which education managers might be able to participate in or access funding through, the most effective way in which to communicate with them needs to be explored.

4.1.3 OLASS and non-OLASS practitioners

Organisation details

The majority of OLASS and non-OLASS practitioners do not deliver learning outside of the offender learning context, and within that context, the majority of practitioners work in a teaching/training role (Fig. 47; Fig. 48).

The majority of OLASS and non-OLASS practitioners had been employed by their current employer for more than two years (Table 6; Table 7). Most significantly, some 48 per cent of non-OLASS staff had been with their current employers for more than 10 years (Table 7). The length of employment within the secure estate should be looked at in two ways: the positive depth of experience that the member of staff has in an often very specialised learning environment, and the limited exposure they have had outside the establishment, especially in relation to access to and opportunities for training.

Where staff have been working within the secure estate for a long time, the impact that their length of service may have on how resources are sourced and used should be explored. For example, if they have not had access to or become familiar with certain technologies, this may affect how staff perceive the technologies' usefulness or benefits within their own teaching and learning. In this situation, some staff might need to see real examples (case studies) of the technologies that have helped staff or learners achieve, to give them both a better understanding and some ideas of how they could use the technologies.

(D) Current use of ICT

Both OLASS and non-OLASS practitioners report that they use computers frequently for their work. Only a tiny percentage (2%) said that they didn't use computers and didn't want to (Fig. 49; Fig. 50).

Non-OLASS practitioners currently report having better access to and use of the internet (Table 9) than their OLASS counterparts (Table 8), while the OLASS practitioners report similar usage of existing intranets (Tables 8 and 9).

OLASS practitioners are more keen on the idea of being able to use and access virtual learning environments (Table 8) than their non-OLASS counterparts (Table 9).

Both OLASS (Fig. 51) and non-OLASS (Fig. 52) practitioners responded that the resources they had were adequate or more than adequate and were enough to meet their requirements.

The majority of practitioners use e-learning in preparing lessons and work plans and for creating teaching or training materials, although the OLASS staff were slightly more likely to use it in this way (Table 10; Table 11).

Issues exist regarding the number of practitioners who report that they have never used technology for managing their workload and similarly the number who have never used technology to communicate with others involved in teaching, training or learning activities in non-offender learner settings (Tables 10 and 11).

There is a potential issue concerning the isolated nature of practitioners' work. This limits the networks in the non-offender world with which they can exchange ideas and challenges. This is important because these staff may not be exposed to new ideas and technologies as they emerge and so may be in danger of becoming as excluded as those they teach.

Half of all practitioners reported that they had never used materials on the National Learning Network (NLN) website, and similar numbers had never used the NLN CD-ROMs (Fig. 57; Fig. 58).

While limited access to a website is understandable within the context of offender learning, this should not apply to the use of approved CD-ROMs. Investigation into the issue of the non-use of CD-ROMs should be included in future surveys to explore with both OLASS and non-OLASS practitioners what they think are the best routes to disseminate information to them in an accessible and timely manner. It may also be useful to discuss with practitioners if their lack of use is because they don't have access to the CD-ROMs or because they are unsure how to use the materials. This is important because, if it is the latter, additional materials need to be developed alongside these resources to make them more accessible and user friendly.

The majority of practitioners report using paper-based resources when planning, which is perfectly acceptable if it is the best and most convenient material for them to use (Fig. 59; Fig. 60). A key aspect of any teaching, training or learning is using the best resources available for the task in hand – and if this is pen and paper, that's fine.

Overall, both OLASS and non-OLASS staff reported that they felt that they made time savings on lesson planning and preparation, lesson delivery, assessment and record keeping through the use of ICT resources for specific activities (Fig. 63; Fig. 64).

Over half of both OLASS and non-OLASS practitioners were not convinced one way or the other that e-learning could help reduce the cycle of offending. However, there was also considerable agreement that e-learning could help engage hard-to-reach learners (Table 16; Table 17).

(E) Access

Sole access to a computer is an issue for the non-OLASS practitioners. They had the highest response in relation to feeling that, if they had sole access to a computer, there would be benefits in lesson preparation, record keeping, creation of resources, CPD and generally keeping up to date (Fig. 68).

The survey should look further into issues around sole access and how sole access might increase the benefits in training and learning for staff. One thing to find out would be if there is something specific about sole access that practitioners feel would be of benefit or if it is just about never having to wait to use a computer. If it is the former, it would be worth exploring what other benefits practitioners want. For example, it might be something simple like a default home page with their own style and layout so that they feel they know where to find things, or a space in which they can experiment with creating resources and learn and make mistakes without being exposed.

(G) ICT Refresh (OLASS practitioners only)

Communication issues exist here as only half of the OLASS practitioners reported that they had been aware of the ICT Refresh project – the majority say that they were not consulted during it. This lack of consultation may be reflected in the responses that practitioners gave about Refresh equipment, which indicate that either they don’t know if equipment has been allocated or, where they do know, there are issues regarding a lack of satisfaction with the installation or maintenance of the equipment (Fig. 73).

OLASS practitioners didn’t know at the time of the survey whether the Refresh equipment would impact the learners, practitioners or learning department (Fig. 75).

Continuing professional development

Both OLASS and non-OLASS practitioners were asked to rate their skills on a scale ranging from 'Advanced' to 'Never used'.

Slightly more OLASS practitioners (Table 18) than non-OLASS ones regard themselves as having intermediate or advanced skills in relation to using computers.

OLASS and non-OLASS practitioners rate themselves as having similar skills in relation to the use of projectors and DVD players (Table 18; Table 19).

The majority of practitioners, both OLASS and non-OLASS, have never used interactive whiteboards or only have basic skills in using them (Tables 18 and 19).

A large number of both OLASS and non-OLASS practitioners report having intermediate or advanced skills in using intranets and the internet, as well as in using business software such as word processing and databases (Tables 18 and 19).

Overall, OLASS practitioners (Table 18) report themselves as having more intermediate or advanced skills than their non-OLASS counterparts (Table 19).

The issues around the difference in ability to use certain technologies and e-learning should be looked at to see if there truly is a disparity in skills. It may be, for example, that some people are recording their skills based on qualification level rather than use, or vice versa. However, if there is a skills gap, this should be examined and the probable causes identified. For instance, the survey data seems to show that, while non-OLASS practitioners report that they have taken part in more employer training for general ICT skills (Table 21), they have not had or been able to take the opportunity to develop their skills in other areas with different technologies and e-learning (Table 21).

There is still much work to be done in relation to cascading information and making advice about e-learning more accessible. A large number of both OLASS and non-OLASS practitioners do not use or don’t know where to find help and support, whether this be from national agencies such as Becta or from NIACE-trained E-Guides or e-learning champions. However, more positively, both types of practitioner do go to other practitioners that they work with for advice about e-learning (Table 22; Table 23).

To counter the issues surrounding practitioners not having advice and information readily available, there needs to be a recognised and known e-champion or E-Guide in every prison, coming from OLASS, non-OLASS, security, senior management and, ideally, prison officers. This approach would enable E-Guides or champions to support each other, as well as ensuring more of a 'whole establishment' approach so that people work together, rather than in silos.

5 Next year: Methodological overview and revisions

In addition to resurveying the strata of the sub-sector covered in 2008/09, the survey will be extended to:

- LSC OLASS providers with probation service contracts (lead providers across three English regions)
- other providers delivering to the Probation Service in the remaining six regions
- local authority youth offending teams (139 across local authorities in England)
- secure training units (10 in England: four juvenile and six female).

Broadly, the work to be undertaken will cover the following:

- developing new timeframe, PID and early meeting of new project team (May)
- reviewing any relevant literature published since January 2009 (June/July)
- reviewing and piloting the survey(s) with a sample from each of the groups to be surveyed in 2009/10 (July/August).

Early communications:

- Seek a continuation of the agreement to do research in prisons [in process].
- Email key contacts in each area with an early warning, stating who we wish to contact and how (122 people).
- During the summer, contact the potential telephone interview participants to schedule them and request the practitioner surveys to be cascaded (357 known people, plus 124 potential education managers) (April onwards).

Survey all potential participants – senior management over the telephone, practitioners by post, through their senior management. The focus group suggested that this was an equally appropriate approach to the wider sub-sector (August/ September).

Develop event(s) to support the survey work in 2009/10, incorporating the focus group and broad sectoral consultation group for the period 2010/11. The purpose of

the event(s) will be to share good practice, offer networking opportunities to the sub-sector and act as an incentive to participation in research[5] (January/February).

[5] NIACE experience of conducting events in the offender learning sector has shown that such events tend to be unusual in the sector and oversubscribed, with very positive feedback. When this was suggested at the focus group, it received a very positive response.

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