

Turning over rocks... Quality in Correctional Education

Education, Training and Employment in Victoria's Prison System

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Agenda

- Context for Quality in Victoria
- Framework in Practice
- Measuring and feeding back
- Lessons for all and the unexpected
- Questions and close

Why the interest in Quality?

- VET market de-regulation 2009 – 2014
- Reputation and value
- Corrections preparing to go to market
- Learners in prisons = mainstream quality

Validation Exercise (De-identified Site)

Service Requirements Validation Form

APR-JUN 2017

Name	
Role	Education Provider
Site	
Date	

Instructions: Please fill in your details to the left; one form is required for each site. Then, review the questions below and rate provider performance against each item on a scale of 1-5; add comments to support your rating (the 200 character limit has been removed):

1 - Difficult to meet expectations / 2 - Progressing towards meeting expectations / 3 - Expectations met / 4 - Expectations easily met / 5 - Exceeding Expectations

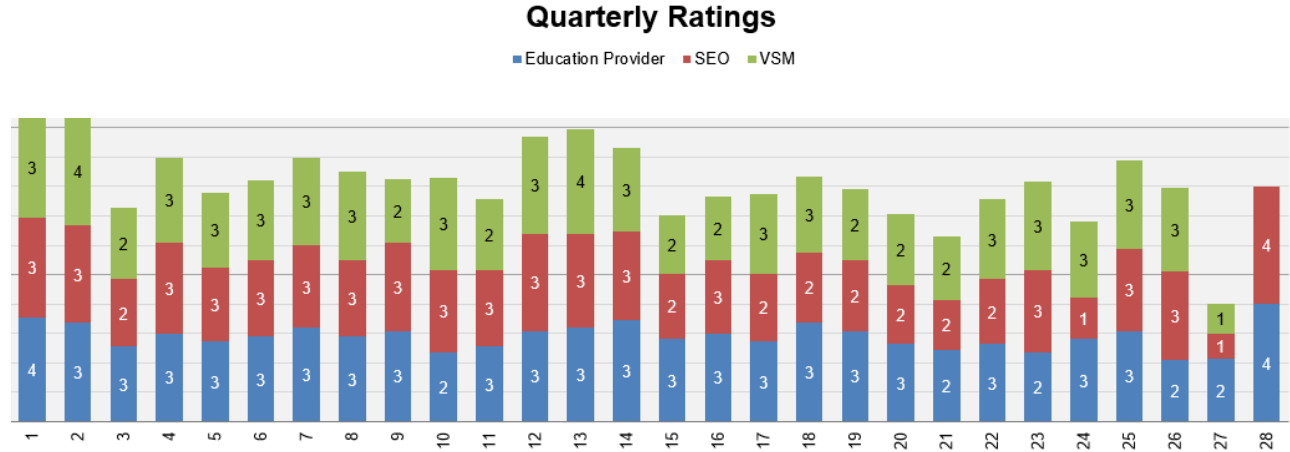
Purpose: The validation exercise is about raising issues that (positively or negatively) impact upon the quality of educational service delivery and to develop standards leading to best practice at each location. Therefore, the benchmark for meeting expectations is "3". A rating above or below 3 should only be recorded to highlight issues which positively or negatively impacted on performance during the last quarter. Comments are especially helpful where a rating is above or below 3 as this will enable us to address matters with each site accordingly.

Please complete and return to education.reporting@justice.vic.gov.au.

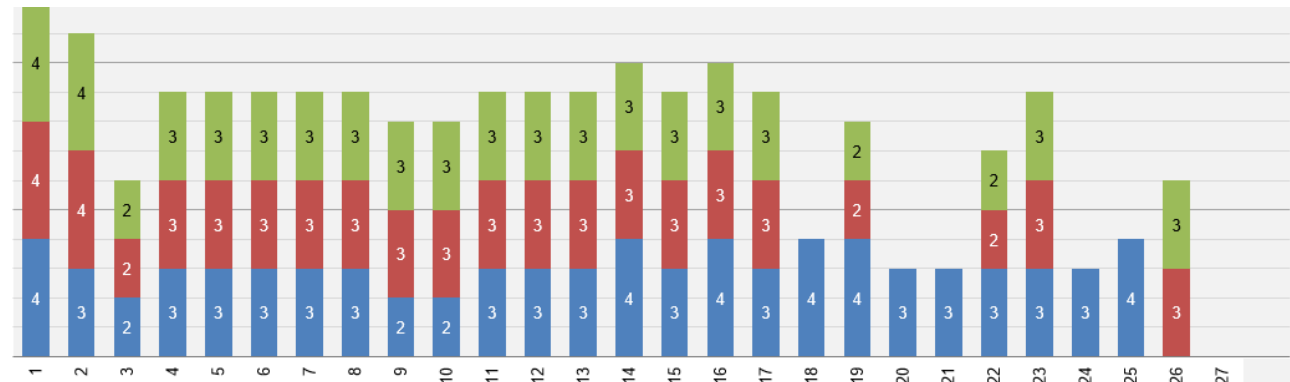
Case management and re-integration pathway					
Questions	Addressing	Best Practice Examples / Indicators	Rating	Comments / Good Practice	Barriers
1. How strong is education integrated at your site? How do you promote it?	<ul style="list-style-type: none"> Education is promoted as a positive option for prisoners Marketing and engagement strategy is referred to and refreshed Consistent and frequent communication with CMRC members, custodial case managers and prison management 	<ul style="list-style-type: none"> Education is demonstrably integrated on site. Education has a visible presence at location beyond education precinct. The review page for CMRC induction is completed. 	4	We have a strong Industries and Education partnership at [redacted] have been instrumental in carrying momentum into the CV mindset on location and my teachers have developed great relationships within Industries in their relevant departments.	Support at Unit level, challenging the men to attend work and Education.
2. How do you ensure that all prisoners understand what courses are available and are enrolled in courses that suit their skills?	<ul style="list-style-type: none"> Promotional materials are prominent Easy availability of timetables/schedules Information about programs communicated effectively and is sufficient for prisoners to make an informed decision LLN assessment and pre-training review clearly shapes Learning plans 	<ul style="list-style-type: none"> The LLN score is noted and updated if relevant. There is evidence at the CMRC meeting and elsewhere that the information in the Learning Plan is well used and communicated. 	3	Promotional materials are within all accommodation units. Prisoners are met initially at CMRC, then followed up by Vocational Counsellor. LLN eligibility is assessed and scheduled.	Prisoners entering [redacted] Management units or HSU environments.
3. Are prisoners' education pathways promoted pre-release (when they are,	<ul style="list-style-type: none"> Planning with prisoners Planning with relevant staff (eg transition support 	<ul style="list-style-type: none"> Is good record keeping of prisoner progress evident? Is the Service Provider creating linkages with external training providers? Is job active referenced if applicable? Is there a strong relationship with the Transition Team? 		We are developing a strong bond with a now settled ATC team. We have set in place weekly meetings between Vocational Pathways teachers & ATC's. We have also	

Quarterly Summary

Site Average



De-identified Site

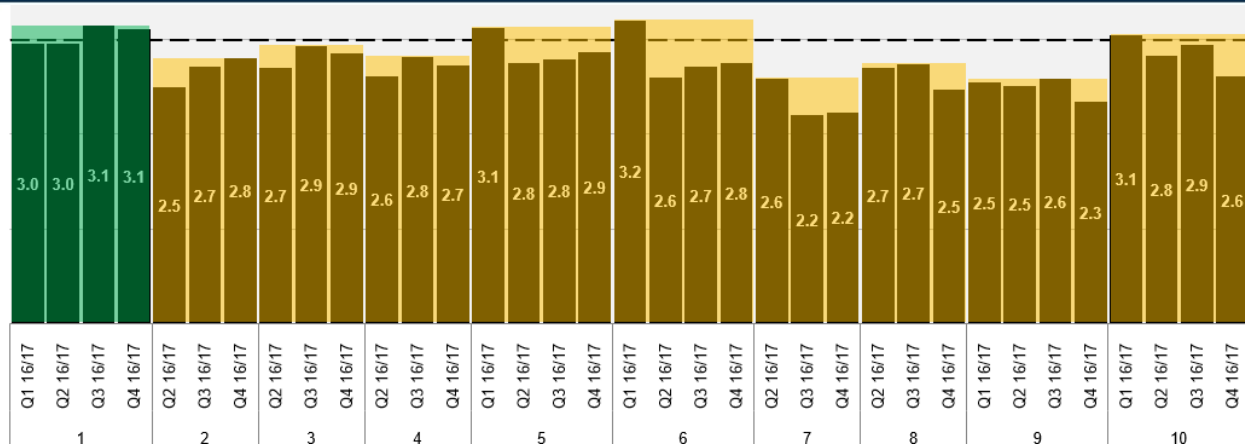


Mapping of Questions to Service Areas

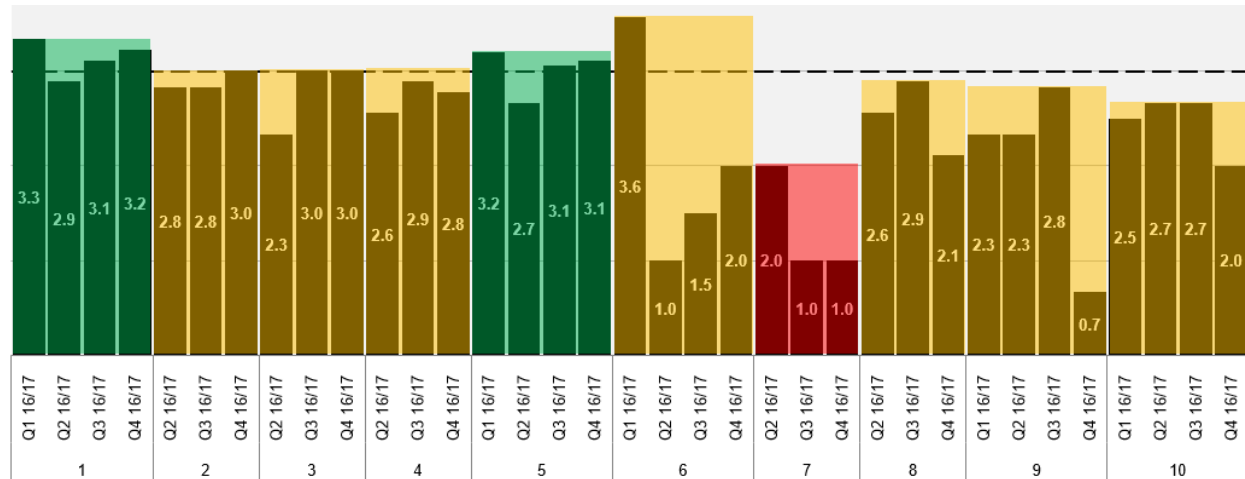
Questions	Area
1-3	1 Case management and re-integration pathway
4-5	2 Target and specialised groups
6-8	3 Assessment and planning
9-11, 28	4 Education and training delivery
12-17	5 Education and training design features
18-19	6 Information management
20-21	7 Human resource management
22-24	8 Innovation and continuous improvement
25, 27	9 Prison region
26	10 Education and training assets, equipment, resources and consumables

Service Area Performance, FY 2016-2017

Site Average



De-identified Site



Stakeholder Ratings

Site Average

Stakeholder Ratings (2016/17 Average)							
Key Area	Question	Provider	SEO	VSM	Total Average		
1	1	3.4	3.4	3.2	3.3		
	2	3.4	3.4	3.2	3.3		
	3	2.7	2.3	2.5	2.5		
2	4	3.0	2.9	3.0	2.9		
	5	2.5	2.2	2.6	2.4		
	6	2.9	2.9	2.6	2.8		
3	7	3.1	2.8	2.7	2.9		
	8	3.1	2.6	2.7	2.8		
	9	3.1	3.1	2.8	3.0		
4	10	2.7	2.8	2.9	2.8		
	11	2.6	2.3	2.0	2.4		
	12	3.3	3.2	3.2	3.2		
5	13	3.2	3.2	3.2	3.2		
	14	3.3	2.9	3.2	3.1		
	15	2.5	2.2	2.1	2.3		
	16	2.8	2.4	2.5	2.6		
	17	3.0	2.4	2.8	2.7		
6	18	3.1	2.3	2.6	2.7		
	19	3.1	2.7	2.5	2.8		
	20	2.8	2.2	2.0	2.4		
7	21	2.8	2.0	1.8	2.3		
	22	3.0	2.4	2.4	2.6		
8	23	2.9	2.8	2.8	2.8		
	24	3.0	2.1	2.2	2.5		
9	25	3.1	2.9	3.0	3.0		
10	26	2.7	2.8	3.1	2.8		
Totals		3.0	2.6	2.7	2.8		

De-identified Site

Stakeholder Ratings (2016/17 Average)							
	Provider	SEO	VSM	Total Average			
	3.8	3.7	3.8	3.7			
	3.3	3.3	3.3	3.3			
	2.8	2.0	2.3	2.4			
	3.3	3.3	3.0	3.2			
	1.7	3.0	3.0	2.6			
	2.7	2.7	2.7	2.7			
	2.7	2.7	2.7	2.7			
	3.0	3.0	3.0	3.0			
	2.0	3.0	3.0	2.7			
	2.0	3.0	2.7	2.6			
	3.3	3.0	2.7	3.0			
	3.3	3.0	3.3	3.2			
	3.1	3.0	3.0	3.0			
	4.0	3.5	3.1	3.5			
	2.5	3.0	2.5	2.6			
	2.6	3.0	3.1	2.9			
	2.8	2.7	2.6	2.7			
	3.1			1.2			
	3.4	2.0	1.3	2.3			
	3.0	1.0		1.3			
	3.0	1.0		1.3			
	3.0	2.0	1.3	2.1			
	3.3	3.0	3.0	3.1			
	3.0	2.0	2.0	2.3			
	3.7	2.7	1.4	2.6			
	1.6	3.0	2.9	2.5			
	1.5	1.3	1.5	1.5			
	2.9	2.6	2.4	2.6			

Evidence Guide

Service Requirements Validation

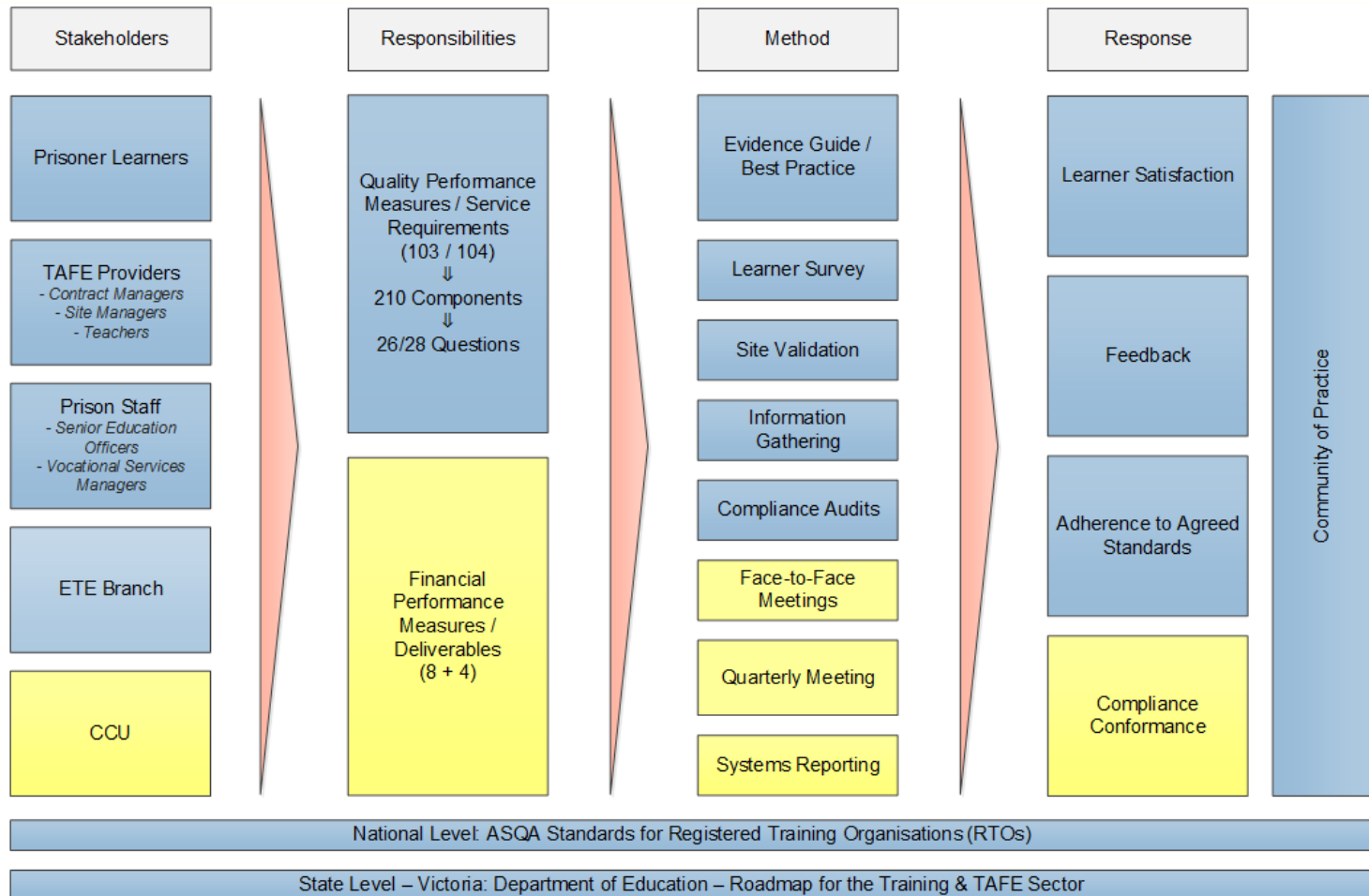
Evidence Guide

Case management and re-integration pathway					
#	Description	Questions	Addressing	Best Practice Examples	SRTOs15 Reference
1	<p>The Service Provider must contribute to the effective case management of prisoners as appropriate, including:</p> <p>a) contributing to assessments of new prisoners through delivery of Language, Literacy and Numeracy (LLN) assessments</p> <p>b) providing Case Management Review Committee (CMRC) members with updated information about education and training opportunities available to prisoners</p> <p>c) advising custodial case managers about appropriate ways to apply Learning Plan content to available prison employment, education and training services</p> <p>d) promoting participation by making education and training course timetables and schedules readily available to prisoners and custodial case managers</p> <p>e) providing information and reports in a format acceptable to the State (where required) to custodial case managers and CMRCs about individual prisoners' progress (or otherwise) relating to education and training program participation</p> <p>f) participating in and attending CMRCs and case conferences where required to contribute to integrated interventions.</p>	1. How strong is education integrated at your site? How do you promote it?	<ul style="list-style-type: none">• Education is promoted as a positive option for prisoners• Marketing and engagement strategy is referred to and refreshed• Consistent and frequent communication with CMRC members, custodial case managers and prison management	<ul style="list-style-type: none">» Education is demonstrably integrated on site.» Education has a visible presence at location beyond education precinct.» The review page for CMRC induction is completed.	Clause 4.1
		2. How do you ensure that all prisoners understand what courses are available and are enrolled in courses that suit their skills?	<ul style="list-style-type: none">• Promotional materials are prominent• Easy availability of timetables/schedules• Information about programs communicated effectively and is sufficient for prisoners to make an informed decision• LLN assessment and pre-training review clearly shapes Learning plans	<ul style="list-style-type: none">» The LLN score is noted and updated if relevant.» There is evidence at the CMRC meeting and elsewhere that the information in the Learning Plan is well used and communicated.	Clauses 4.1, 5.1 – 5.4
2	<p>The Service Provider must ensure it assists prisoners to prepare for transition to the community by:</p> <p>a) participating with transition support staff in planning activities, including case planning, in consultation with transition support staff (where relevant)</p> <p>b) providing relevant education-related information to inform transition planning for prisoners involved in the State Re-integration Pathway</p> <p>c) assisting prisoners link with education and training programs after their release</p> <p>d) providing all prisoners leaving prison with evidence of education and training-related attainment whilst in prison.</p>	3. Are prisoners' education pathways promoted pre release (when they are transitioning to the community)? In what way/s?	<ul style="list-style-type: none">• Planning with prisoners• Planning with relevant staff (eg transition support staff)• Ensuring prisoners have records of attainment	<ul style="list-style-type: none">» Is good record keeping of prisoner progress evident?» Is the Service Provider creating linkages with external training providers?» Is job active referenced if applicable?» Is there a strong relationship with the Transition Team?» Is knowledge of other prison services being built (ie Who are the ATCs and are they known to the Service provider)?» Do Service Provider staff communicate with other services in the prison and are staff introduced to each other?» Are referrals occurring? Are there systemic connections with ATCs as ATCs have obligations?	Clause 3.3, 1.3

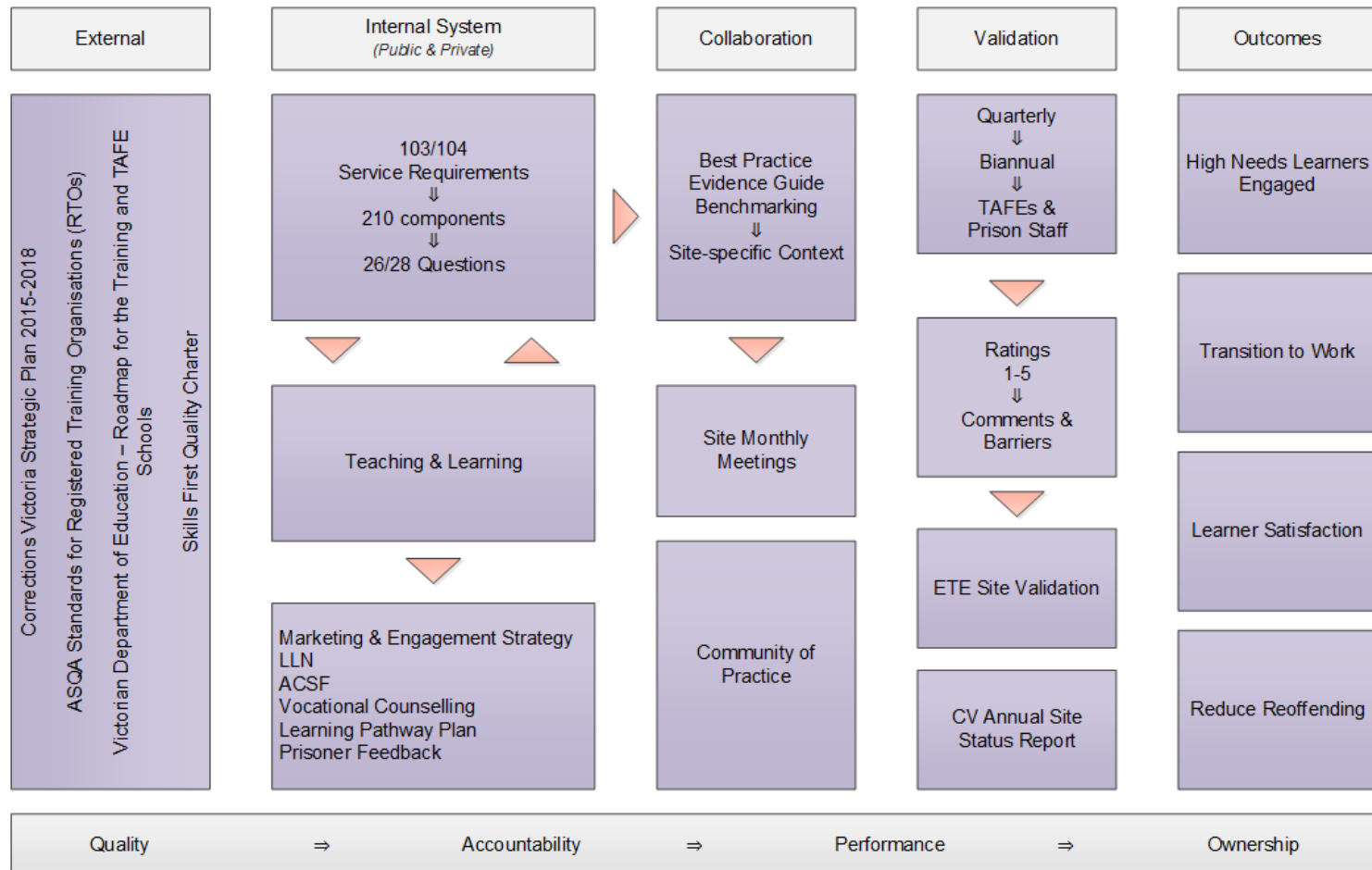
Q 22 Continuous Improvement - Best Practice Examples

- Have providers told prisoners what education is like?
- Do providers know why there are drop outs and stay-aways?
- Are focus group conducted?
- Are there wait lists for any courses?
- What evidence can you see of any prisoner feedback?
- If collected, how is their feedback analysed and communicated back to students?

Quality Framework



Quality Continuum



Service Area Comparison, FY 2016-2017

	Key Service Area	All Sites	De-identified Site
1	Case management and re-integration pathway	●	●
2	Target and specialised groups	●	●
3	Assessment and planning	●	●
4	Education and training delivery	●	●
5	Education and training design features	●	●
6	Information management	●	●
7	Human resource management	●	●
8	Innovation and continuous improvement	●	●
9	Prison region	●	●
10	Education and training assets, equipment, resources and consumables	●	●

Lessons for all

- Built not imposed
- Importance of benchmarking
- Reciprocation of effort
- Trust and openness – Community of Practice
- PD needed for knowledge gaps
- Value of data management
- Under the rocks ...respect

Questions & Close