

Case Study: Developing the Schemes of Work for the Work Based Learning Areas

'Assessment and learning: involving the learner'. LSC funded project.



The Context:

Durham Prison was built in the early 19th Century, and is adjacent to Durham's Crown Courts. The prison was the site of a number of executions, and has held a variety of different categories of prisoners, both male and female over the course of its history.

At present the Prison now holds up to a thousand prisoners. Some prisoners are on remand and others are sentenced.

Durham is currently a Category B local prison for convicted and remand adult male prisoners, primarily serving the courts of County Durham, Tyne and Wear and Teesside. Accommodation at the prison is divided into 7 wings plus Segregation and Healthcare sections.

The Prison Today

When a prisoner arrives at HMP Durham he will be allocated to the 1st Night Centre where he will spend the first 7 to 8 nights talking to: Citizens Advice, Chapel, Alcohol and Drugs, etc. On the 8th day he will be allocated to the Gateway Program where he will take a Diagnostic Test to record his Literacy & Numeracy Levels. An Information Advice and Guidance worker will then discuss the results and guide the prisoner to the appropriate courses which will suit his needs. If the prisoner's results are below Entry 3 Level then he will automatically be placed in Education.

Education is run by Manchester College and offer a wide range of courses from Literacy & Numeracy to Art & Design, Father and Child, Business Enterprise (Set up of your own business), Pre-Employment (consists of Health & Safety, Emergency First Aid, First Aid, Food Hygiene, Food Safety in Catering, Food Premises Cleaning Certificate).

There are also Specialist Courses for prisoners that can not speak English (ESOL) English Speaking of Other Languages.

The prisoner can also apply for Work Based Learning Areas which gives them employability skills and accredited NVQ qualifications. The prisoners can work on a full and part time basis. These areas consist of: Data Input and IT Clait, Bricklaying, Woodwork, Painting and Decorating, Waste Management, Warehousing, Multi-Skills, BICs (British Institute of Cleaning Sciences), Catering and Gardening.

The challenge:

In a recent pre ofsted inspection the feedback was negative saying there was not enough written evidence in our Schemes of Work. Vital information was missing i.e. a Resource Section to support the course, and how the learner is measured by his competency. Also missing was evidence on how the learner was able to demonstrate and understand the task he was undertaking. The outcomes needed to be linked to the learner's assessment. The incompleteness of the Scheme of Work was due to the lack of training and inexperienced staff that were involved in completing them. A case study of the Scheme of Work in the Woodworking Work Based Learning Area would enable staff to improve their evidence in the Scheme of Work to the course which they were instructing.

What you did:

- Staff completed their own Schemes of Work.
- Samples of these were sent by E-mail to an Ofsted Consultant.
- The Ofsted Consultant sent us feedback on missing information.
- To which another sample was sent back to the Consultant (all changes were highlighted in blue text).
- This continued a number of times until the Consultant approved.

The outcomes:

- One case study was completed efficiently.
- A copy was E-mailed to the Consultant for approval.
- Information could then be disseminated to the staff involved.
- Staff became more proactive and confident in completing their Schemes of Work.

The impact:

- Staff became able to discuss their Schemes of Work confidently with Ofsted Inspectors.
- Staff felt more involved in inspections.
- The learners have positive attitudes through Embedded Learning which is now linked to the course making it more beneficial and learners are more comfortable with the techniques of learning which are being delivered.
- Learners feel supported throughout the duration of the course, and the working atmosphere is calm and course retention rates are good. This is shown on the End of Course Evaluation Forms.
- Learners are able to demonstrate their skills on Contractual Work which is produced in the Woodwork Based Learning Area. This gives them employability skills but also builds their self esteem.
- Training needs were developed with the staff on administration to guide them and make them feel part of the whole picture.
- Unannounced Ofsted & HMCIP Inspection feedback was very positive.

Supporting information:

The SAR (Self Assessment Reports) please see the attachments below (Double click the attachments to open).

For further information contact:

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From: Gardener, Patricia [HMPS]
Sent: 22 July 2009 14:08
To: [REDACTED]
Subject: Schemes of Work

Attachments: Programme Scheme of work.doc;
Hi [REDACTED],

Please can you have a look at these 2 Schemes of Work to see if the information entered is correct. Any advice would be gratefully appreciated.



Programme Scheme
of work.doc (...)

Kind regards,

Pat.

From: [REDACTED]
Sent: 22 August 2009 08:21
To: Gardener, Patricia [HMPS]
Cc: [REDACTED]
Subject: Re: Schemes of Work

BIG apologies for the delay in response but I have been sunning myself in foreign climes - however I have had a quick scan of the material you have sent - here are my initial thoughts on each - as always there is more positive than not - it is not any different than I have seen hundreds of time which is perfectly satisfactory - however it would be good for you to go for gold

Woodwork S of W

- a S of W needs a section for resources either generic or specific to support the course including any research sites, texts or reference documents and any additional materials for the more able

- dislike the word 'state' I don't know what it means and how are you going to measure as an absolute or objectively if the learner is competent or able or achieved fully, partially ???
have a think about these alternativesis able to explain..... is able to demonstrate..... understands and can apply..... if nothing else it will add variety but will also focus on what is it you want the learner to be able to do as a result of the teaching and learning process

- the outcomes need to be linked to the assessment methodology I know this learner can do this because I have tested, trialled, questioned, he has produced work, kept a diary, his work is within XXX accuracy, to XXX standard is of XXX quality.

From: Gardener, Patricia [HMPS]
Sent: 25 August 2009 13:48
To: [REDACTED]
Cc: Storey, Sharon [HMPS]
Subject: Scheme of Work

Attachments: Programme Scheme of Work 25th August 2009.doc;

Hi [REDACTED],

Could you please look over the following document the areas in [blue](#) are what has been change.



Programme Scheme
of work 25th ...

Kind regards
Pat

