

**Women Into Work: Moving On**

**Internal Evaluation Report**

**Inside Job at HMP Downview**

**A Media For Development Project**

**June 2007**

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## **EXECUTIVE SUMMARY**

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### **Background**

In 2001, SOVA and partners came together to secure funding from the European Social Fund EQUAL programme for the Development Partnership (DP) called Women Into Work. In EQUAL Round 1 the partnership was commissioned to work towards combating discrimination and inequality experienced by women facing disadvantage, particularly as a result of their contact with the Criminal Justice System. The ultimate goal of the programme, lasting until November 2005, was to ensure that these women could work towards gaining access to and sustaining appropriate employment, training or education. An extensive peer research project was undertaken so as to identify the support needs of disadvantaged women and, based on the findings, seven Pilot Projects were commissioned to provide such support.

Members of the this Development Partnership, along with a number of new partners, used the research and piloting work carried out during EQUAL Round 1 to identify further innovative approaches for development and testing under EQUAL Round 2. It was proposed that these approaches would continue to increase the employability and empowerment of women disadvantaged in the labour market in line with the work started by the Women into Work programme during Round 1. Money was accordingly secured from Equal to carry this work forward into Round 2.

The new Development Partnership was called Women into Work: Moving On and fell under the remit of Theme A of the EQUAL funding stream - 'Barriers to Employment'. Its key objective has been to pilot innovative and holistic support packages to enable disadvantaged women to move from disempowerment to empowerment in the labour market.

EQUAL programmes are organised and funded in three separate phases:

- Action 1 - the set-up phase
- Action 2 - the delivery phase, during which joint or complementary initiatives or activities are developed in the UK and in Europe

- Action 3 - mainstreaming policies and disseminating successful initiatives

All three phases are expected to incorporate the five Equal principles of

- Innovation
- Empowerment
- Equal Opportunities
- Transnational Co-operation
- Dissemination and Mainstreaming

### **This Evaluation**

This report is an evaluation of the Inside Job HMP Downview, which is one of seven pilot projects commissioned to run during Action 2. Action 2 was originally due to run from 1 July 2005 to December 2006, but in practice has run from February 2006 to May 2007, with a further extension for the project until October 2007.

The idea behind the Inside Job at HMP Downview is that relevant and accessible information is essential in the support required for serving offenders, and for women managing the transition from custody to the community and into employment. The Inside Job project is based on the premise that offenders themselves are best placed to produce and deliver practical information, and that the means of communicating that information should be through media that women are familiar with, and can easily relate to.

At its core, the Inside Job project at HMP Downview is about re-engaging disaffected learners by delivering a unique and intensive educational experience in Prison. In addition, Inside Job promotes and provides supportive work experience opportunities in the media sector aimed at a phased return to work for both offenders and ex-offenders.

This evaluation will assess the project processes, performance against key outcome targets and the extent to which the five leading Equal principles have been incorporated into the project work.

## **Summary of Evaluation Findings**

This evaluation has shown that the Inside Job at HMP Downview is a credible provision that offers a holistic educational experience that re-engages disaffected learners. It has developed excellent partnership links with relevant agencies. It has, however, suffered a negative impact from the reduced timescales in Action 2.

The fact that the project has been based in a prison has provided easy access to a pool of potential students, but the profile of the prison changing to include more non-equal eligible women has affected the project's attempts to meet beneficiary targets.

The project has worked to empower women by providing information, offering support and enabling women to overcome a variety of personal and educational experience barriers. The project has taken an innovative and empowering approach and has been strong in relation to the further Equal principles of transnational work, mainstreaming and dissemination and Equal Opportunities.

## **Key Strengths**

- The Inside Job at HMP Downview has provided a very successful holistic support model for the women accessing their three part programme
- The delivery of the qualification has strategically enhanced both collective responsibility and individual empowerment in the women accessing the BTEC
- The Video diaries are illustrative of the life changing transformations that these women have experienced and the empowering potential of this programme
- The BTEC students have reported a significant positive effect of attending the Media House on their every-day prison life
- The programme has successfully re-engaged many disaffected learners

- The Graduates at the Broadcast Unit and the Production Assistant Trainees have experienced a positive and supported process of re-entering the workplace
- Both the processes and outputs of the Inside Job programme have had significant effects on changing the attitudes and behaviours of key actors both inside and outside the Prison gates
- The outputs from the Broadcasting Unit have begun to make inroads into the whole Prison community and break down some barriers within the Prison
- The potential disruption to the programme of a change in Education provider was successfully managed by Richmond College and the Inside Job staff
- Changes to the BTEC and the intensive nature of the course, although challenging for some students, was successfully managed and proved beneficial for all involved
- This programme has been very successful in enhancing the Prison staff's ownership of the Project as excellent working partnerships have been formed and maintained
- A significant focus has remained on programme sustainability and replication throughout the programme

### **Difficulties or Barriers**

- Activities were trimmed back due to reduction in SOVA/ Equal funding
- An increase in foreign national status prisoners at HMP Downview (not eligible under ESF rules) had a direct impact on the number of beneficiaries accessing the programme
- A change in Education Provider mid-project delivery
- Certain challenges arose specific to providing Media-based courses in Prison (technical equipment, lack of internet access)
- Setting such a high educational qualification, changes to the BTEC provided and the intensive nature of the course proved intense for some of the beneficiaries

## **Items to Consider for Future Projects**

The positive outcomes recorded in the main part of this report can be built on and it is hoped the following recommendations will contribute to the continued success of the Inside Job initiative and any potential replication:

- The successful staff structure at the Media House which has a representative from each of the Partners has proved successful, this needs to be maintained and supported to ensure the continued success of the programme delivery
- In order to ensure the continued recruitment of students to the course, Inside Job delivery staff need to consider alternative sources of recruitment
- Consider providing an 'induction' day for new tutors at HMP Downview to ensure individual teachers are aware of the environment in which they will be working
- In order to provide support for the wide range of academic levels of the BTEC students, consider reducing the numbers of students per cohort. Alternatively a teaching support assistant could be provided
- As internet access is limited in prisons, consider providing alternative stocks of module material (magazines, course books etc)
- The equipment required for providing a Media course is often complicated. Consider installing a technician on site to ensure teaching time is not spent fixing faulty equipment (potentially from existing technical support provided at the Prison)
- The successful partnership formed with HMP Downview is a result of continued consultation with and support from HMP Staff. Any potential expansion of the project to other prisons requires a similar buy-in from Senior Prison Staff
- The recruitment of a MFD Operations Development Manager has proved a positive and strategic recruitment to ensure the learning from the Inside Job programme is deployed elsewhere and illustrates the partnerships commitment to project sustainability and replication

## **CHAPTER 1 - INTRODUCTION**

### **1.1 Background and Introduction to Women into Work: Moving On**

In 2001, SOVA and partners<sup>1</sup> came together to secure funding from the European Social Fund EQUAL programme for the Development Partnership (DP) called Women Into Work. In EQUAL Round 1 the partnership was commissioned to work towards combating discrimination and inequality experienced by women facing disadvantage, particularly as a result of their contact with the Criminal Justice System. The ultimate goal of the programme, lasting until November 2005, was to ensure that these women could work towards gaining access to and sustaining appropriate employment, training or education. In order to achieve this goal an extensive peer research project was undertaken<sup>2</sup> in order to identify the support needs of disadvantaged women and based on the findings, five Pilot Projects were commissioned<sup>3</sup> in order to achieve this goal.

Members of the this Development Partnership, along with a number of new partners<sup>4</sup> used the research and piloting work carried out during EQUAL Round 1 to identify further innovative approaches for development and testing under EQUAL Round 2. It was proposed that these approaches would continue to increase the employability and empowerment of women disadvantaged in the labour market in line with the work started by the Women into Work programme during Round 1.

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<sup>1</sup> Addaction, CAST (Creative and Supportive Trust), Department for Education and Skills (Offender Learning and Skills Unit), Home Office (Women's Policy Team), Job Centre Plus, London Probation Area, NACRO, National Probation Directorate, Prince's Trust, Prison Service, Sheffield Hallam University, Stonham Housing Association

<sup>2</sup> O'Keeffe, C. (2003) Moving Mountains: Identifying and Addressing Barriers to Employment, Training and Education from the Voices of Women (Ex)Offenders. SHU Press.

<sup>3</sup> 'The Network Club' - Creative and Supportive Trust  
Creative Business Pilot - London College of Communications and HMP East Sutton Park  
'Going Straight to Work' - NACRO  
'Norfolk Women into Employment and Training' - Women's Employment Training and Enterprise Unit;  
Peer Mentoring Support and Resettlement Pilot' - SOVA

<sup>4</sup> Business In Prisons, CAST, Incredit Ltd, NACRO, NOMS, Positively Women, Prison Service, Red Kite Learning, Sheffield Hallam University, Southside Partnership, SOVA, Stonham Housing, Tribal Education (Cambridge Training and Development Ltd), West Yorkshire Family Mediation Service.

Thus in June 2004, SOVA on behalf of the Women Into Work (WiW) Development Partnership bid for and subsequently secured additional monies from EQUAL Round 2 in order to build on the successes of the partnership work already achieved and to expand activities with new partners. The new Development Partnership was called Women into Work: Moving On and fell under the remit of Theme A of the EQUAL funding stream - 'Barriers to Employment'.

The key objective of Women into Work: Moving On was to pilot innovative and holistic support packages to enable disadvantaged women to move from disempowerment to empowerment in the labour market. The target group included women:

- in contact with the CJS/on resettlement from prison
- involved in the sex industry
- experiencing homelessness
- with health issues
- subject to domestic violence or abuse
- from ethnic minority groups.

EQUAL programmes are organised and funded in three separate phases:

- Action1 - the set-up phase
- Action 2 - the delivery phase, during which joint or complementary initiatives or activities are developed in the UK and in Europe
- Action 3 - mainstreaming policies and disseminating successful initiatives.

Additionally, EQUAL programmes have five leading principles which are incorporated throughout Actions 1, 2 and 3. These are:

- Innovation
- Empowerment
- Equal Opportunities
- Transnational Co-operation
- Dissemination and Mainstreaming

Action One of the programme has been evaluated elsewhere. During Action Two proposals for innovative Pilot Projects were sought through the tendering and commissioning process through which new delivery models could promote access to the labour market for groups of women who are traditionally excluded or discriminated against. As a result of the due tendering and commissioning process seven Pilot Projects were set up under Women Into Work: Moving On.

This reports provides an evaluation of one of these Pilot Projects – 'Inside Job at HMP Downview'

## **1.2 Start up Issues and Problems**

It is important to note that during the first phase of the evaluation of Action 2 there have been some major changes to the Moving On Programme. These changes have obviously had implications for progress with the programme. The background for these changes is described below.

During Action 1 of Women into Work: Moving On the partnership sought clarification from ECOTEC (the GB Equal Support Unit) that the large proportion of match funding in kind committed by one partner was eligible. This was agreed in principle, and the Development Partnership Agreement (DPA) was approved, but SOVA, the lead DP organisation, still felt uncertain about the extent to which some of the proposed match activity fit with the DPA objectives and within the work plan. At the start of Action 2, in conjunction with the main match funding partner, SOVA reviewed and restructured the planned match activity, eliminating that which was not suitable. This was a lengthy exercise and resulted in a reduction in the overall budget of the DPA, with attempts to source other match funding being unsuccessful. A Significant Change was submitted to the DWP via ECOTEC and a revised DPA was approved. Some of the key impacts have included the disbandment of the Beneficiary Support Forum in its original framework along with a reduction in the overall size and scope of the programme. For example, not all partners were providing their own match funding and so some could not be allocated Equal ESF funding as originally intended. These changes

inevitably had a negative impact on some members and delayed the start-up of some pilot projects service delivery.

## CHAPTER 2 -THE EVALUATION

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### 2.1 The Evaluation Structure

Two evaluations in relation to Women into Work: Moving On were commissioned, the External Evaluation and the Internal Evaluation. The External Evaluation (conducted by the Centre for Public Policy at Northumbria University) was designed to examine the *overall effectiveness* of the WIW:MO Development Partnership (DP) and whether the partnership achieved its *strategic objectives*. The Internal Evaluation (as detailed in this report) was designed to examine the *specific achievements* of Pilot Projects and whether they have achieved their *performance objectives*. The performance objectives, which here are taken to mean the bidding and clarification documents included in this report as an activity work plan which contains the extent to which this project has met its contract schedule obligations (see Appendix 4). This evaluation also focuses on the extent to which the project has achieved its objectives (see section 3.3 on page 18). So, in summary, the External Evaluation was concerned with the '*overarching strategic goals*' of the WIW:MO Development Partnership whereas the Internal Evaluation was concerned with the '*nuts and bolts*' of Pilot Project activity.

### 2.2 Overall Aim of the Internal Evaluation

- To provide a rigorous and 'user friendly' assessment of the extent to which Women into Work: Moving On projects have met their objectives (incorporating the Equal principles of innovation and empowerment)<sup>5</sup>

### 2.3 Objectives of the Internal Evaluation

- To provide information on the progress made towards objectives as outlined in Service Specific Contract Schedules
- To identify what worked well and what did not work so well (in terms of both what was done (outputs) and how it was done (processes))

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<sup>5</sup> The other EQUAL principles of equal opportunities, transnational co-operation and dissemination and mainstreaming are explored in the External Evaluation being conducted by Northumbria University

- To provide information on the extent to which Pilot Projects have met the needs of the target group
- To recommend improvements to working practices with disadvantaged women and outline models of good practice thus assisting with mainstreaming and dissemination.

In addition to the above a key objective of the evaluation was to respond to the specific questions around holistic working which were outlined in the evaluation specification.

## **2.4 Type of Evaluation**

The evaluation incorporated both formative<sup>6</sup> and summative<sup>7</sup> elements. The formative element employed mainly qualitative methods and involved a process evaluation which allowed for an understanding of the critical factors and mechanisms that shaped the delivery and outcomes of the Women Into Work: Moving On Pilot Projects. The process evaluation was valuable in helping to understand what worked, for whom and why.

The summative element employed mainly quantitative methods in order to assess the outcomes of projects. This part of the evaluation is concerned with the projects overall effectiveness.

The evaluation was conducted in consultation and co-operation with the Women into Work: Moving On DP. In particular, the WIW:MO DP were responsible for monitoring beneficiary information.

## **2.5 Evaluation Questions**

The formative element of the evaluation focussed upon the following questions:

- What have been the main successes of Pilot Projects?
- What have been the main problems encountered by Pilot Projects?  
What steps have been taken to address such problems?

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<sup>6</sup> A type of process evaluation for the purpose of new programmes or services that focuses on collecting data on programme operations

<sup>7</sup> A type of outcome evaluation that assesses the results or outcomes of a program. This type of evaluation is concerned with a program's overall effectiveness

- What are the organisational processes which have supported/hindered achievement of Pilot Project objectives?
- To what extent have worked in partnership with already established services? To what extent/how is partnership working kept high on the agenda – what level/type of dialogue is achieved?
- To what extent were beneficiaries able to contribute to the design of the work programmes and products? To what extent has a sense of ownership of projects been achieved among beneficiaries?
- In what ways have Pilot Projects benefited the target group?
- In what ways has women's quality of life improved as a result of involvement in Pilot Projects?

In addition the following questions were addressed, specifically around holistic working practices:

- How did projects define/understand the term 'holistic approach'?
- To what extent was an holistic approach to the needs of disadvantaged women adopted by Pilot Projects?
- What factors need to be in place to facilitate a truly holistic approach (i.e. appropriate referral systems, shared agendas, building effective partnership building, peer approaches)
- To what extent does an holistic approach increase employability?

The summative element of the evaluation focussed upon the following questions:

- What are the primary activities which the projects have been engaged in?
- Have the projects met their targets of beneficiaries engaged? Did the Pilot Projects attract a range of beneficiaries?
- How many women have entered Education /Training/Employment as a result of their involvement in the Pilot Project?
- What level of 'drop out' have the Pilot Projects encountered?

## **2.6 Empowering Evaluation Strategies**

In line with the ethos of all EQUAL work Evaluation staff conducted an evaluation which was as empowering for participants as possible and aimed at improving practice and fostering self determination of participants. In adopting this approach to evaluating strategies, it was possible to empower individual beneficiaries to self identify and assess the quality of their own experience of the project. In line with the ethos of the EQUAL programme, this evaluation recognises the value of 'soft outcomes' (i.e. increases in beneficiaries self confidence, self esteem, motivation etc) as well as 'hard outcomes' (i.e. achieving qualifications and getting into work).

## **2.7 Methodology**

As previously mentioned, the evaluation included both qualitative and quantitative data collection methods. These included the following:-

- Analysis of project documentation including:
  - Minutes/Notes of meetings
  - Terms of Reference
  - Recruitment/publicity material
  - Training materials
  - Documents/diagrams relating to project structure
  - Reports relating to issues/progress so far
  - Any other documents which reflect work conducted

The following specific information sources were also used:

- Pilot Project progress reports
- Observation of Pilot Project activities
- Analysis of data collected from Registration, Destination and Soft Outcomes forms
- Analysis of beneficiary records
- WiW Moving On Equal 2 Theme A Tender Documents
- WiW Moving On (Theme A, Action 2) Provision Clarification Documents
- SAVA/Equal Service Provider Specific Contract Schedules
- WiW Moving On Beneficiary Registration forms

- WiW Moving On Beneficiary Completer/ Destination Forms
- Individual Learning Plans
- Downview Wednesday Workshops outline
- Feedback forms for Wednesday Workshop
- Course feedback Questionnaires
- Antenna: Quarterly newsletter for Media for Development
- SOVA Progress Reviews
- Inside Job literature
- BTEC Weekly Progress checklists
- Downview scheme of Work weekly units
- Student Action Planning documents
- Student Video dairies
- Eligible Beneficiaries Spread sheets
- MFD Downview Prison Project Launch speech
- Hanlon data base information (SOVA)
- Notes from outputs clarification meeting (SOVA / MFD 13 Friday 2007)
- BTEC National Award Course Handbooks x 3
- T.I.M.E (Production) Viewing Feedback forms

A video diary analysis was also conducted from diary entries made by the first intake of women on the BTEC course. The analyses of these findings are included in Appendix 7.

## 2.8 Fieldwork Conducted

In addition, in depth semi structured interviews with key stakeholders were conducted, as detailed below:

<b>Project Role</b>	<b>No. of Interviews</b>	<b>Time point</b>
Inside Job Staff	3	May 06
Communication Officer	1	
Beneficiaries	8	
Inside Job Staff	2	Sept 06
Communication Officer	1	
Beneficiaries	7	

Inside Job Staff	2	Feb 07
Prison Staff	2	
Beneficiaries	5	
BTEC Tutors	2	
MFD Staff	2	June 07
Prison Staff	2	
Beneficiaries	8	
BTEC Tutors	1	
MFD Executive Director	2	Telephone Interviews January 07 June 07

## CHAPTER 3 - THE PROJECT

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### 3.1 Project Information/Details

**Project Title:** Inside Job Downview

**Timescales:** February 2006 to May 2007 (Contract extension to October 2007)

**Location:** HMP Downview, London

**Funds allocated to Project:** £470,793, after the variation to contract (£259,663 from ESF, and £211,130 in match). As part of the Women into Work DP, Media for Development contributed £211,130 in match funding. The source of this match funding, both cash and in-kind, included the Esmee Fairbairn Foundation, the Indigo Trust, Paul Hamlyn Foundation, the Tudor Trust, and Richmond Adult Community College.

### 3.2 Rationale

The overall rationale for Inside Job at Downview is that relevant and accessible information is essential in the support required for serving offenders, and for women managing the transition from custody to the community and into employment. The Inside Job project is based on the premise that offenders themselves are best placed to produce and deliver practical information, and that the means of communicating that information should be through media that women are familiar with, and can easily relate to.

At its core, the Inside Job project at HMP Downview is about re-engaging disaffected learners by delivering a unique and intensive educational experience in Prison. In addition, Inside Job promotes and provides supportive work experience opportunities in the media sector aimed at a phased return to work for both offenders and ex-offenders.

### 3.3 Objectives

The objectives of the Inside Job at HMP Downview are summarised as follows:

- To establish a multi-media production centre at HMP Downview
- To establish an offender-led radio station, TV station and newsletter

- To deliver ongoing accredited training courses of 4- 6 months duration in radio and TV production
- To broadcast daily radio/ TV programmes and publish monthly newsletter for serving offenders at HMP Downview
- To produce offender-led audio/visual support packages at HMP Downview for use in other women’s prisons that address issues relevant to offenders
- To facilitate ‘prisoner exchange’ with HMP Send so serving offenders there can contribute to production of support packages
- To provide Information, Advice and Guidance support to direct beneficiaries from HMP Downview and HMP Send into non-traditional employment sectors of ICT and Media

To embody Equal principles in all areas of provision:

- Partnership working
- Innovation
- Equal opportunities
- Trans-national co-operation
- Empowerment
- mainstreaming

### 3.4 Partners

<b>Partner Organisation</b>	<b>Role and Contribution</b>
Media For Development	Core match funder. Providing management and delivery of BTEC qualification, Broadcast Unit output and supported Traineeships
HMP Downview	Provision of premises, designated Communications Officer and on-going support from Head of Learning and Skills
London Metropolitan University	Initial Education Provider, providing tutors and educational support
Richmond College	Current Education Provider, providing

	tutors and educational support
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### **3.5 Management/Project Structure**

MFD is a not-for-profit organisation that uses different media to reach, engage and empower isolated communities in the United Kingdom and internationally. MFD's Inside Job initiative operates within the criminal justice system in the United Kingdom. MFD's experience within the Prison community makes them well placed to manage this Equal funded project.

As a direct result of the Equal funding stream, MFD piloted a film and DVD production project, Inside Job Productions, which provides work opportunities for serving offenders. Inside Job Productions (IJP) is intended to become a unique social enterprise that will work with prisoners to produce highly professional video, print, and multi-media products (see Appendix 1). IJP was set up in April 2006 and is the only enterprise of its kind in the country. IJP employs serving offenders who have graduated from the BTEC media courses at HMP Downview, run which are run in partnership with London Metropolitan University (and later Richmond College). As part of the Inside Job, other graduates from HMP Downview are recruited to work in the Broadcast Unit at the Prison. Further, at any one time, IJP employs two graduates as Production Assistant Trainees through The Inside Job, making the most of their unique knowledge while at the same time offering them valuable work experience in the media industry and the workings of a small business. These serving prisoners travel to IJP's central London office on day release, returning to the prison every evening. When appropriate, IJP also uses serving prisoners in production, working alongside a team of professional directors, producers, camera operators, sound engineers, editors, designers and photographers.

In partnership with HMP Downview and the Education Provider, the project management structure for the Inside Job at HMP Downview is set out below:

Media For Development Chief Executive
Inside Job Development Operations Manager
Inside Job Programme Manager
Education Provider (Tutors and Learning Support)
HMP Downview Head of Learning and Skills
HMP Downview Communications Officer
Inside Job Administrator
Inside Job Production Team (Traineeships)

Accountability for the Inside Job at HMP Downview rests with the MFD Chief Executive, while the MFD Development Operations Manager has overall management responsibility:

*'I'm in every other week I'll be actually on site and the Project Manager reports to me as her line management, so I don't have to have an involvement in the project on an operational level, but when people need my help I can step in about things like clarification of roles and responsibilities'* (MFD Development Operations Manager).

The Esmee Fairbairn Foundation has funded a Development Operations Manager post for three years from February 2007. The position was created to focus on managing the Inside Job at HMP Downview and replicating this project in other prisons. The long-term view is for the Development Operations Manager to collate and disseminate the learning points and good practice examples from MFD-run prison projects for dissemination and replication purposes.

*'I have taken over the day to day oversight of the Downview and Wandsworth projects and my remit is to build on the learning that we've developed there and to replicate these projects nationwide'*  
(MFD Development Operations Manager).

*'There's a massive, massive issue here, points both for and against opening up the contestability of the Prison Services and so on, but who knows about it or is gets affected by it in the general population? So we need to talk about what we've learned and it is very important that we do'* (MFD Development Operations Manager).

At the Media House at HMP Downview, the Inside Job Project Manager has day-to-day management of the project. This post is supported with a Prison Staff member who occupies the post of Communications Officer:

*'The MFD Executive Director had learned some lessons from other Prison based projects and we were very clear from the beginning that we needed a dedicated officer on site. Someone who would not be transferred to other duties and who was also not there just for discipline purposes but to promote the whole project and actually bring the Prison and the project together. It really has turned out to be a vital role'*  
(Head of Learning and Skills, HMP Downview).

Two Communication Officers provide the Prison representation at the Media House. A named Prison Officer who is also a member of the Resettlement Team covers the allocated Communications Officer's leave and sickness. The Tutors for the BTEC course are brought in from the Education Provider (London Metropolitan University initially and Richmond College currently). Two tutors are usually supplied for two days a week each.

Additionally, the programme is supported by an Inside Job HMP Downview dedicated Administrator appointment at the MFD offices in London who has sole responsibility for Equal/ SOVA paperwork.

### **3.6 Target Group**

The target group for the Inside Job Pilot Programme were:

- Women in custody serving a sentence of 2 years or less

## CHAPTER 4 - TARGET RESULTS

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### 4.1 Beneficiary targets

<b>Targets</b>	<b>Contract targets</b>	<b>Targets to date</b>
Number of beneficiaries	190	18
Full time employed	16	1
Part time employed	3	0
Self employed	2	0
Voluntary Work	1	0
Further education, training	17	0
Government programmes. E.g. New Deal	7	0
Unemployment	4	2
Not Known	140	0

### 4.2 Qualification level targets

<b>Targets</b>	<b>Contract targets</b>	<b>Targets to date</b>
Qualification below NVQ 1 (or equivalent)	12	0
NVQ 1 or equivalent	28	0
BTEC National Award	25	16

### 4.3 Project output targets

<b>Targets</b>	<b>Contract targets</b>	<b>Targets to date</b>
New empowerment/capacity building methodologies (individuals & employers)	2	0
New equal opportunity or	1	1

positive action measures (individuals & employers)		
New information and guidance services	1	1
New learning/training/materials and or toolkits	9	2
New learning/training programmes and curricula	1	0
New qualifications	1	0
New studies/policy/research reports	3	0
New business start ups	3	0

#### 4.4 Transnational Activity targets

<b>Targets</b>	<b>Contract targets</b>	<b>Targets to date</b>
On-line Communication	1	0
UK Sub group member	1	1
European Sub group member	1	0
Delivery of training/consultancy	1	0
Receiving training/consultancy	1	1
Delivery of seminars/workshops	2	2

#### 4.5 Jobs created/ protected targets

<b>Targets</b>	<b>Contract targets</b>	<b>Targets to date</b>
Jobs created	7	7

Further achievement in these outputs and outcomes is anticipated, but because of accreditation processing and the time it takes beneficiaries to progress and be 'job ready', it is anticipated that target numbers will be raised considerably following the period end date of the report. This project, because of its contract extension to October 2007, will be able to therefore claim further beneficiary numbers and output targets achieved by beneficiaries before 31-10-07.

#### **4.6 Activity Plan Results**

The table attached at Appendix 5 provides a 'snapshot' of the extent to which original objectives of the project, as outlined in the Service Specific Contract Schedules have been achieved. The project was required to ground their objectives in the Principles of EQUAL (innovation, empowerment, equal opportunities, transnationality, dissemination and mainstreaming). These themes were required to inform and guide all aspects of programme delivery. The theme applicable to each objective is detailed in the second column of the table.

In the next chapter there also follows more detailed information on successes and also barriers to achievement which arose from in depth interviews with project staff. This data proved vital in understanding process issues and outlines the critical factors and mechanisms that shaped the delivery and outcomes of the Women into Work: Moving On Pilot Projects. The qualitative data collected and presented also provides evidence on the extent to which the themes were incorporated.

## CHAPTER 5 - DECONSTRUCTING THE PROJECT PROCESSES

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This section draws upon a thematic framework analysis of interview data in order to explore further the process of project delivery, successes encountered, barriers and how these have been/have not been overcome. This analysis provides:

- a comprehensive mapping of issues uppermost in the minds of stakeholders as the project progressed
- evidence of good practice in the work of the programme and identification of where improvements could be made to encourage reflection on and re-conceptualisation of current thinking and practice

The issues identified are not grounded in arbitrary external judgments but are firmly grounded in the data collected during the course of the evaluation.

At its core, the Inside Job project at HMP Downview is about the training and employment of ex offenders in order to assist in the reduction of re-offending.

*'Obviously we want this to impact on their life in many ways the whole point really is hoping they won't re-offend'*

(Inside Job Programme Manager).

This aim fits into the Prison Services recent focus on Resettlement issues. Prisons across the estate which have Resettlement facilities have a responsibility to encourage employers outside to take on women on a day release employment basis. The Inside Job initiative however comes at the responsibility from a different angle:

*'We are trying to put across the same things in a way that's easy for people to absorb by taking the faces of the real women experiencing sentences directly to the employers through various media productions. Be that video, radio or TV. In this way the women in prison are breaking down stereotypes themselves'* (MFD Chief Executive).

At MFD, Prisoners are considered to be *'about the most entrepreneurial people you will find within society'* (MFD Chief Executive). These people are viewed as:

*'using those skills perhaps in a very misguided way which has got them into Prison, but they use them quite positively when they're in Prison in order to survive. So, all the things that would define a typical entrepreneur are there. By giving them another avenue you're then preventing that individual from going out into the community and causing trouble to others. It's particularly relevant to women because there are self-employment opportunities in the media too'*  
(MFD Chief Executive).

The Inside Job at Downview is an extension of these ideas. This project was designed to provide a BTEC in Media to serving prisoners, work experience in the Broadcasting Unit at the Prison and Traineeships at MFD's head office in London.

In the original tender, there was also a Prisoner Exchange element identified as a way of spreading the learning through to other Prisons. However this objective was dropped during discussions with SOVA:

*'I sat down with [Moving On Programme Director] we decided to take out the HMP Send Prisoner Exchange as it was going to be logistically very challenging. We are still very interested in sharing learning, but within the limited parameters of this project, that is not going to be possible. As the ESF project funding became more squeezed, we had got to trim back and that had to go'* (MFD Chief Executive).

## **5.1 Mapping Project Activity**

The holistic and innovative characteristics of this project design are reflected in it encompassing a training qualification, providing work experience and supporting a return to employment post-release by providing supported traineeships. Therefore throughout this document Inside Job beneficiaries will

be referred to separately to illustrate their transition through the project as follows:

- BTEC Student
- Broadcast Unit Graduate
- Production Assistant Trainee

The design of the project is intended to introduce students to issues around Media production in a supportive educational environment and on graduation fostering the recruitment of Graduates to the Broadcasting Unit, which provides inmates with work experience. Finally, if the Graduates' Prison Licence allows for it, provide a supportive setting in which she can attend a traineeship, whilst still in Prison with Inside Job Productions at the MFD Offices in London.

*'We've established this Broadcasting Unit that's actually made up from graduates from the BTEC students. So we have people coming in and being trained and gaining an educational experience with the tutors, in order for them to be skilled up to actually work on the station. It was always a main aim, it wasn't just to have the course'*

(Inside Job Programme Manager).

At the time of writing, the Inside Job at Downview has provided two courses to two cohorts of women: one BTEC Digital Media and one BTEC Radio Media. Currently, The PRIME Project is half way through the third intake of students doing the BTEC in Video Media.

The Digital media course was visually based but focussed on more computer based Media packages, like desk-top publishing, website design, photo shop, and graphic design print work. The BTEC in Radio covered all elements of Radio Programme production, while the BTEC in Video focuses more on the practicalities of making television-based programmes (for a detailed breakdown of the course requirements for all 3 BTEC's please see Appendix 2).

Each BTEC has been provided at the Media House, the day begins at 8.30am and students leave at 4.30pm from Monday to Friday over the 16-week course period. The students have also been involved in a 'Wednesday Workshop', where a variety of internal and external speakers come into Media House to present to the women about a variety of issues (see later section). The Project also arranges a 'Viewing Club' feedback sessions with other inmates on programmes that the Broadcast Unit has produced (see later section).

The beneficiaries of the MFD Programme have been involved with an enormous range of activities.

*'We've done like radio drama, we've done speech package productions we've done public service announcements, we've done so much I can't remember, we've done interviews, debates, obviously learning how to do the studio stuff. Like when presenting and also interviewing people with the mikes and stuff and editing it all on the computer'*  
(BTEC Student).

*'I've really enjoyed using the computers, especially editing. Also, those speakers on Wednesdays have broadened my knowledge of imprisonment'* (BTEC Student).

*'We've been learning about story boarding, analysing music videos and some of the basics of the media industry'* (BTEC Student).

The BTEC Media students have covered a wide range of skills required to design, write, produce, record and present radio programmes/ digitally based visuals and video production based products. The students were also responsible for identifying appropriate expert individuals in various topic areas that they then interview.

*'I got a kick out of contacting some great and interesting people to interview'* (BTEC Student).

*'I mean to think that they're interviewing the Senior Manager every other week in the spotlight. Every Governor has been interviewed now, I think they've even done the Finance Manager'*  
(Head of Learning and Skills, HMP Downview).

It was reported that encouraging the women to ask questions and interview senior staff had a positive effect on the communication lines in the Prison:

*'The Governor wants this programme to break down barriers and to also to use it for the staff to communicate with the women'*  
(Inside Job Programme Manager).

*'There are always a lot of questions when you go around with cameras: What are you filming? What show is this going to be on? Obviously a lot of the staff have been filmed like 'The day in the life of a Prison Officer' programme and I know that some of the staff have been borrowing them DVD's) and watching them at home just in case they're on them, so the attitude has changed completely'*  
(HMP Downview Communications Officer).

The women reported that they enjoyed the opportunity to be creative and take their ideas through to a final concrete product:

*'It's great just learning how to be creative with editing and film making packages. The video technology was ace I really enjoyed that bit. It's just great to see an end product after all that thinking and planning-like my Final Project- great stuff'* (BTEC Student).

Integral to the BTEC Course is the requirement of a group-based 'Final Project'. This necessitates that groups of students get together and work on a larger project and negotiate the necessary tasks. The staff team at the Media House found that many of the women had never been exposed to this way of working before:

*'Well I think that's been the biggest challenge for them because it's all teamwork, but outside in the Media sector-it's all about team work too. So that been a challenge for them and they know that it is part of the course and you'll get disagreements and shouting. Obviously some cope much better than others, but I think that is in a sense the biggest test-the teamwork'* (Inside Job Programme Manager).

*'Also, doing teamwork inside Prison is hard because- well there is no escape from each other either'* (Inside job Programme Manager).

The women's comments on the team-working element of the BTEC reinforced these views:

*'We had a team of different temperament and mentality, nevertheless we managed to complete the project with a lot of understanding and determination'* (BTEC Student).

*'It can be fun if you understand each other'* (BTEC Student).

*'The team I worked with was difficult. Some team members had a misconceived idea of what teamwork is'* (BTEC Student).

*'Working with a team made me want to do my very best in what I could do for the group. I absolutely loved it- the drive and the competition'* (BTEC Student).

However difficult this element of the course was for the women, the Staff at the Media House remains convinced that the positive benefits from simply being exposed to this way of working are immeasurable, both for personal development and experience of work:

*'Working with other people and teamwork is applicable in any job anyway so I think that's one huge thing that they get out of it and maybe not even realise it'* (Inside Job Programme Manager).

*'I think that's where you can see the self-esteem being built. On the first day of the course they probably wouldn't give a toss you know well "I'm not going to do that and I don't care if I let anybody down", but I think they do learn and its then "Actually I want to do a good job here" (Inside Job Programme Manager).*

As the Chief Executive of MFD sums up, the positive effects on the women's experiences of teamwork have the potential to be life changing:

*'It's all the stuff in terms of how these women do or do not communicate with others, say their children, their partners, their families and potential employers. All the things that we might take for granted but actually you can't take them for granted in here and I think that in terms of how people relate to each other that's an important aim for this project' (MFD Chief Executive).*

During the second course at Downview, Inside Job Productions organised a series of Wednesday workshops that have provided an opportunity for:

- Students to find out more about opportunities available before and after release
- Students to gain an insight into working in the media (BBC)
- Visiting individuals/agencies to find out more about Inside Job Productions and build partnerships

A large and varied number of visitors and guests attended the workshops and studio interviews, for a detailed list see Appendix 6.

### **5.3 Recruitment**

The women who were recruited to the BTEC course were taken from the female inmate population at HMP Downview. Non-EU participants are not funded under Equal Funding rules.

These restrictions could have potentially proved a challenge at the BTEC recruitment stage.

*'Not all the women we have on the course will count as Equal beneficiaries because they still have more than 2 years left to serve but as we have pointed out- that's against equal opportunities, what are we meant to say, sorry, you're in prison too long, go away?'*  
(MFD Chief Executive).

The staff at MFD and the Prison also felt that to turn down women for this course would prove detrimental to the whole Project.

*'You have to think about the approach you take- think of the Equal opportunity nightmare that could have been. If we'd have said: 'Only for EU citizens', you could rubbish the name of your project. It would become known as a project that discriminates. It's also a high profile project at Downview- you would upset prisoners, governors and invalidate project. It would have been a serious error to force that through- you would have been cutting your nose off to spite your face...'* (MFD Chief Executive)

This approach to recruitment and funding issues proved to be a foresighted decision as the prisoner profile at HMP Downview has changed over the last year, with almost 35% of the population being of non-EU status.

*'There are problems with foreign national learners because they cannot be funded through the Learning Skills Council (LSC) and that's a huge issue here. We have foreign national women who at the moment could in theory be excluded from the course, which is completely unfair so we need to be looking at that and work with the LSC'*  
(Head of Learning and Skills, HMP Downview).

Not relying totally on Equal funding therefore is one of the many strengths of this project:

*'The whole aim of this programme funding was encouraging innovative approaches, and if that is the case then lets move a little bit away from*

*the numbers game because often you can't get the two coming together'* (MFD Chief Executive).

Equal and non-Equal funded students have not been separated out explicitly in the Inside Job Project, but are on the funding paperwork:

*'We do ensure we have women who are 'Equal eligible' on the course and fund the one's who aren't from elsewhere. The way we looked at is that it doesn't really matter if you have 1 or 20- you will still have to have support provided for them'* (MFD Chief Executive).

The BTEC courses have been promoted throughout the Prison in a variety of ways. Posters were put up around the Prison, a leaflet drop was organised and the course was promoted to all Prison staff. These approaches to recruitment worked well as many inmates found out about the course in these ways:

*'I saw it on a board in the prison'* (BTEC Student).

*'I found out about it from the security Prison Officer. I was asking for to move Prisons because there was no work in this prison so he said there is a pretty good course coming up you need to put your name down so I did'* (BTEC Student).

*'I saw it on the wall I was just curious and thought I'd see what it was all about wasn't really interested at first'* (BTEC Student).

*'We had a leaflet drop into our rooms'* (BTEC Student).

*'I had mine through the door and when we asked for the Education forms that we fill up and give it to our Wing Officers who would put it in for you'* (BTEC Student).

As more cohorts of women have been through the BTEC experience however, recruitment to the course is increasingly occurring through word-of-mouth:

*'I was told about it by a friend it was good'* (BTEC Student).

*'One of my friends was on the course last time and she said it was intensive but it was really worth it'* (BTEC Student).

The Prison have also begun to include an overview of the course at Prisoner induction and Prison staff feel that the products of the Media House are becoming an advert for the course all on it's own:

*'When I came to prison on induction week they talked about it they told me that the course takes 4 months so I decided to apply'*  
(BTEC Student).

*'I think by putting the TV programme out every week to the other women I think we've stirred up an awful lot of interest amongst the women about coming on the course. I don't think we really need to go round and put up posters anymore. I think we'll probably begin to get a waiting list of women that want to come in by word of mouth'*  
(Head of Learning and Skills, HMP Downview).

Once signed up for the course, interviews take place. The Inside Job Project Manager and the Communications Officer conduct the interviews and agree the final selection.

*'They take a lot of factors into consideration, length of stay, the women's discipline record, previous educational achievements'*  
(Head of Learning and Skills, HMP Downview).

Staff consider the selection of women from the applicants as important in terms of ensuring the women are not placed in a situation where they will feel completely overwhelmed. As the aim of the project is to re-engage disaffected learners and staff are very aware of this when they make their selection.

*'We have to make sure that we have to get the right type of women, they have to make a commitment to the course, they can't join the*

*course and suddenly realise two weeks later its not for them, so the selection process for the women can be quite tough'*

(Head of Learning and Skills, HMP Downview).

However a balance has to be struck as the very women they are trying to engage have often had no experience of working or studying or interacting socially in this way.

*'Some cohorts recruited are more challenging than others, but arguably- that's what we should have. We shouldn't just be skimming off the cream. We are meant to be a project serving the needs of disaffected prisoners'* (MFD Chief Executive)

Despite the apparent success of the recruitment processes used at Downview, some staff are concerned that their recruitment population may dwindle for a variety of reasons, the profile of the Prison population, not with standing:

*'Its not a big prison, we've been here a year and we've done three courses and the women here have either got really long sentences or they might just be here for six months. So in a sense, you've got to find a new audience really'* (MFD Programme Manager).

*'The women's prisons are only a small estate; we only have 350 girls here. Most girls are here for quite a long time and unfortunately there are a lot of girls here who are not literate and there are a lot of girls here where English isn't their first language- so we could run out of quality students'* (HMP Downview Communications Officer).

However, the strong partnership between MFD and the Prison staff have begun to consider recruitment from other local prisons to ensure the turn over of BTEC Students.

*'It was the Communication Officer's idea and I think it would be brilliant if we could do that we could get some fresh people in and you now if*

*they've done the drugs course as well then that would be brilliant because its perfect timing'* (MFD Programme Manager).

*'By bringing in HMP Send that's 700 of them and of course we're fed in by HMP Holloway and HMP Bronzefield. So we're almost taking up a quarter of the women's estate in just those four prisons and of course as girls come from HMP Bronzefield and HMP Holloway they will have the opportunity perhaps to do this course'*

(HMP Downview Communications Officer).

This innovative way of extending the catchments area for the Inside Job project will be discussed by the Partnership over the coming months. However, not only has this option been suggested as a recruitment option, but also as a way of linking up the Resettlement Units in each of these Prisons.

*'With HMP Send we can link both resettlements together through the media house and we have more communication and co-operation between both prisons and they might be able to offer us something'*

(HMP Downview Communications Officer).

This would bring new, very appropriate and productive partnerships between Prisons, whilst also raising the profile of the Inside Job/ MFD initiatives across the Women's Prison Estate.

### **5.13 Engagement**

The Inside Job Media BTEC's at HMP Downview have shown that teaching Media in Prison's is an effective and energetic way of engaging inmates:

*'I do think media teaching is a fantastic vehicle for lots and lots of valuable skills. In a TV studio effectively you need lots of people and they've all got to work together, so for people who need employment skills, inter-personal skills'* (BTEC Tutor).

However, the tutors on the BTEC courses do admit that there are challenges to teaching these courses in Prison's:

*'Offering a BTEC at an FE college and offering it in Prison- the biggest difference is in the range of students you are working with. So in a set of 16 students here I have everything from a student who I have to help click the computer mouse to a student who's got an engineering degree' (BTEC Tutor).*

The tutors felt that although they had expected their role to be challenging, they felt that with such a wide range of students, more every-day one-to-one support for students struggling with the content would be appropriate:

*'In this environment what I think would make a course like this run much more successfully is a classroom assistant. It is really difficult to teach 16 people when you've got that range without some help because otherwise you risk setting students up for failure' (BTEC Tutor).*

Inside Job staff are aware of the difficulties in managing such a large group of very different ability students and is currently looking into reducing the number of students per BTEC cohort.

*'That was why we dropped the numbers on the second course because it was just too much We might be looking to take less women, we are sort of thinking 12 BTEC student per cohort would be an optimum number. I think that will be much better all round for tutors. They can spend more time on one-to-one's' (MFD Programme Manager).*

It was also acknowledged that as they were often teaching students on a variety of often quite complicated machinery, the course would also benefit from the provision of a technician:

*'You also have a lot of demanding equipment and you can't look after everybody all the time when you're having to 'fix' the equipment. If you're offering disaffected students the opportunity to do quite a*

*complex course you need to be able to give them the help they need in order to achieve it' (BTEC Tutor).*

*'In this environment the other useful thing would be some sort of technical support. In a college environment if a computer doesn't work, at some stage the technician will come and have a look at it. However here, there is nobody to do that' (BTEC Tutor).*

The tutors felt that Prison was a challenging but rewarding environment to tutor in. They highlighted that it was things like not having internet access inside Prison that often made teaching these courses more difficult in terms of accessing resources:

*'They need more material to supplement the fact that they haven't got the internet, they need to research' (BTEC Tutor).*

The tutors felt that they would have appreciated some form of induction to prepare them for what they were taking on:

*'You need to be somebody who is flexible, somebody who's trained in education, but also somebody who's technically proficient, has huge energy levels and preferably experience of working in the Prison environment' (BTEC Tutor).*

*'It is different rather than more challenging, there's a higher level of stress in terms of the tension. So it does tend to be that feelings are all over the place here' (BTEC Tutor).*

*'The worst thing is the emotional ups and downs I think' (BTEC Tutor).*

As previously mentioned, the Inside Job BTEC's undertaken have all been different. Initially, the Media House offered the BTEC in Digital Media, then rotated to BTEC in Radio Media and is currently providing BTEC in Video Media.

*'The video production course is a BTEC national award, still equal to one A Level but because you can do radio, you can do digital media or video production'* (Inside Job Programme Manager).

Some of the students felt that the changing BTEC made things difficult for them to work at the Broadcasting Unit after their course, especially the BTEC in Radio graduates, as they felt this work was more suited to the first BTEC in Digital Media:

*'It would have been better if we were actually doing some of what we actually graduated in doing because basically we're not using none of our skills'* (Graduate).

However, all felt that they had *'learned quite a lot actually'* (Graduate). As this second intake into the Broadcasting Unit had graduated with Radio, rather than Digital or Video media skills they have had to learn new skills that are more focussed in these areas. The existing Graduates in the House actually felt that they had all enjoyed the challenge of *'bringing these new graduates up to speed'* (Graduate).

These women also felt that as a group this process had resulted in a closer working relationship within the team.

*'Well they did a good job because they were used to the studio and so it made it easier for them to edit and capture and do a TV programme, so I think they did a good job'* (Graduate).

The Chief Executive at MFD admitted that the flexibility of being able to change between BTEC's had been beneficial to the overall funding of the programme:

*'Some funders were not interested in funding the Video Media- just the Radio, so we need to ensure you are meeting expectations'*  
(MFD Chief Executive)

Inside Job staff insist that the different areas of skills would all be useful in the Broadcasting Unit and on a CV. They also accepted that this situation had led them to be able to trail different media disciplines and '*see what will work best. Because if the work we're doing in the broadcast unit has proved really useful and appropriate*' (MFD Chief Executive). The selection of the BTEC in Video Media, staff believe to be the most appropriate:

*'Video Media is much better because they're doing factual programme making, they've got the whole journalism thing, they've got working in the studio, they've got working on location, they've got everything that's relevant to producing a programme in Prison'*  
(Inside Job Programme Manager).

*'What we need is to get graduates from these courses to actually join the production team to make this TV programme for the prison. So doing a radio course was fine but then the original graduates had to train, so that has taken time, you know it might be that we start making a radio programme for the prison but I think for the time being we wanted to get this TV programme established'*  
(Inside Job Programme Manager).

A BTEC course can be taken over a variety of time periods, between a year and two years being the norm. The BTEC's offered at Media House are taken over a sixteen week period. Some of the students found this intensity of study quite challenging:

*'its quite intense and I think that's really tight and it puts a lot more pressure'* (Graduate).

However, the sixteen-week time scale is not arbitrary from either the Prison service view or the staff at MFD:

*'A 16 week course is a nice length of time for the women here, because if they are coming in on a relatively short sentence they are able to do this plus address their drug problem for example. The length of this*

*course is probably perfect as it keeps their interest- they're learning so many different skills they're not getting bored at all'*  
(Head of Learning and Skills, HMP Downview).

*'We went for 16 weeks as we've learned from other MFD projects in Prison's. Our Radio Project at Wandsworth tried running a BTEC over a year and they tried 9 months and they tried six months. It's a lot of commitment and people were being released in the middle of it. So four months seemed to be the optimum, although I think we could make it five months. My feeling is maybe ultimately, we will have to talk to the Education Provider about this but maybe making it 18 weeks'*  
(MFD Programme Manager).

### **5.3 Barriers to engagement**

The BTEC Course is demanding in many ways, not least that there are 16 weeks in which to complete the course. Students are also expected to research and write or record assignments to deadlines. The Students report that they often feel overwhelmed as the course demands are conducted alongside many other demands on their coping strategies while serving a Prison sentence:

*'Because it's a course in prison you're dealing with your sentence plus there's the added pressure of this course'* (BTEC Student).

*'Us girls in here have families and there is a lot of outside problems as well as inside problems that is hard to deal with'* (BTEC Student)'

*'They do expect a lot of focus and work you know don't come if you're just going to mess around and not do the work because you're taking up a place that somebody else could have taken, they have high expectations for you'* (BTEC Student).

This is a situation that staff and tutors on the BTEC are very aware of:

*'All their emotions are accentuated in here. It's like a melting pot. There are lots of tears because they're with each other all the time, it's like pressure cooker, and of course if someone bursts into tears you have to sit down with them and try and work out what the problem is and do what you can to help. It might be something quite minor, but here in this environment it becomes something quite major'*  
(MFD Project Manager).

The support model available from the staff at Media House reflects this situation and is flexible, holistic and adapted to the needs of the individual student. A situation that the Students are aware of and respond well to:

*'Well we have relaxed and we've had fun with the tutors and they are really good'* (BTEC Student).

*'I mean the tutors are quite good like that. 'They keep telling you- we've been like "We can't do this" and want to give up and they're like no you're going to be fine and we have been'* (BTEC Student).

*'The people here, well, the other day she [Inside Job Staff] listened to me, she took time out to listen to me. Do you know what that means for us- to have that?'* (BTEC Student).

*'It's not like just here doing their job they are doing that little bit extra. But they don't pity us and say "Oh you poor thing" or anything- not like that- more like we are important and we are equal as humans you know'* (Graduate).

The Inside Job staff are committed to the support package they provide and despite knowing many of the girls will struggle to meet the demands of the course, in many ways they believe this is part of the process:

*'Its not just the fact that they're doing a BTEC course it's the fact that they're integrating as a group they're researching their interviewing and that obviously builds their confidence up and that's only going to*

*benefit them when they go out, its going to develop them as well personally'*

(MFD Project Manager).

Another element of support that is provided within this programme comes from the Peer support that is generated by being in such a demanding environment:

*'So the course in 16 weeks is intense but they do forge very strong friendships'* (MFD Programme Manager).

*'We were all like "Don't want to do this and can't do that", but we still stuck to it and we help each other, we support each other quite a lot. We've become quite close'* (BTEC Student).

*'One of the things that some of us have learned in that we have got strengths in other areas cause I am working with people that I've never worked with before'* (BTEC Student).

The strong bonds that have developed within each BTEC group have often outlasted the length of the course:

*'These relationships not only surpass the length of the course but they surpass the prison as well because the Graduates that have been released keep in contact with each other and have come back to visit some of the friends they met here on this course'*

(Inside Job Programme Manager).

*'As you can imagine on every course we've had groups falling out but at the end of the day there's a lot of competitiveness but there's also a hell of a lot of support for each other too'* (Inside Job Programme Manager).

The support available and the demanding time scales of the BTEC programme have also resulted in the women feeling that their time is being used constructively and has had a positive effect on their experience of Prison:

*'The course has helped pass the time its helped build confidence and stuff like that so I'm really chuffed I've done it because if I was on the outside I probably wouldn't have done it so coming to prison knowing that you've got the time make use of it and do something like this'* (BTEC Student).

*'I feel that is has also helped with their lives in Prison. I've had a lot of feedback from the Officers on the Wing to say this person was quite awkward before but now she seems to have settled a bit'* (MFD Project Manager).

*'It's stimulating because prison life, well unless you do something for yourself you can turn into a vegetable'* (PRIME Student).

Staff felt that it was not only the demands of the course that inspired the women to work so hard, but also the way the course is delivered in a way that expectations of them are not only high, but they are encouraged to work and think in a different way:

*'When they come here they can think outside of the box they can actually manage their own time and their own projects, its actually thinking independently and being responsible for their time and that was one of the things that is particularly great to see'* (MFD Project Manager).

*'They rise to the challenge, one of the things the girls have been telling me is the fact that the expectations of them is very high which on one hand scary but its great because a lot of people don't have expectations of them at all'* (BTEC Tutor).

In order to support this, Inside Job staff felt that having the right

environment, physically separate from the Prison has supported this aim:

*'I've tried to make the media house separate from the rest of the prison and I've tried not to enforce too many prison rules and regulations I've made it more like a closer environment, as it would be if they were doing this course outside and that makes a difference. The fact that they can come in here and detach themselves from the main prison is important'* (MFD Project Manager).

*'I think it's the environment partly you know, being in the house is nice because you've got all this proper equipment and everything and the teachers are really nice and really helpful and the girls you know, it's a feisty group'* (BTEC Student).

*'Some of the girls mentioned the fact that they're separated off from the prison in terms of this is like a different environment and they feel safe almost like they're not in prison its like a real work environment'* (BTEC Tutor).

The staff are committed to providing these women with a qualification in a way that treats them like human beings that can be trusted and they are given chances at *'every opportunity'* (BTEC Tutor).

*'The fact that they are left to their own devices a lot without being told what to do all the time, we've sort of come away a little bit from the institution which I think is beneficial for the women'* (MFD Project Manager).

Ultimately, the women have risen to the challenges and are making the most of the opportunity afforded them through this innovative, yet supportive delivery of a BTEC level course:

*'I think the support I get here is brilliant you know they've all got really good contacts and things like that so I just feel really motivated while I'm here and I feel really positive about the future as well'*  
(BTEC Student).

*'I'm just looking at things in the world very differently- it certainly gets my brain challenging in a different way'* (BTEC Student).

## **5.5 Equal Principles**

A specific requirement of the Equal projects is the incorporation of the Equal principles into project design and implementation, these principles being:

- empowerment
- innovation
- mainstreaming and dissemination
- partnership working
- trans-national co-operation
- equal opportunities

The two principles most significant for these evaluations are empowerment and innovation. However, this section provides an overview of the activities at Inside Job at HMP Downview fit under all the principles listed above.

## **5.6 Empowerment**

As this report has already noted, the women attending the BTEC course learnt a lot through the teamwork section of the course. The BTEC Students also believed they had matured and grown as people during this time. The table below provides a snap-shot of how the women saw themselves being empowered by their attendance at this project:

<b>Developing collective responsibility</b>	<b>Promoting individual empowerment</b>
<p>I found working in a team really good, listening and using everybody's ideas was really great and we learned how to respect each other</p> <p>There was no number one in the team and we all worked from that premise</p> <p>I learnt that you don't always get on with people in your team but you have to put your differences aside and get on with the job in hand</p> <p>I learnt that team work takes communication, individual and group goals and</p> <p>I've learnt to be patient with others I can work independently and as part of a team</p> <p>You can share responsibility and generate lots of ideas</p> <p>Sometimes you will agree and sometimes disagree- I know that's ok now</p> <p>I am more open to other people's ideas</p>	<p>I'm starting to think I can stop feeling inadequate</p> <p>I have learnt that people will help you if you ask</p> <p>I have learnt to wait and be patient</p> <p>For the first time I have done something I like and stuck at it</p> <p>It has helped me realise that I have some good skills</p> <p>I am capable of achieving stuff that I never thought possible</p> <p>Before I never knew what I wanted to do with my life</p> <p>I learnt to be more confident and how to work under pressure</p> <p>I've learnt I can do whatever I put my mind to, so I am grateful for that</p> <p>I am more tolerant of people</p> <p>I feel more educated</p>

<p>Before I used to do a lot alone. I have now proved I can work in a team</p> <p>I am more open to other people's ideas</p> <p>I learnt how to work-out team difficulties and adjust to other people's priorities as well as my own</p> <p>I was voted team leader and have learnt the importance of organisation</p> <p>I learnt that working in a team is not letting others do the work but to share and communicate about the work</p> <p>I loved it everyone knew what they had to do and we supported each other through it</p> <p>I have acquiring tolerance and knowledge through teamwork</p>	<p>I am way, way more confident</p> <p>I have more self-belief- I doubted myself before</p> <p>It's made prison a positive place for me</p> <p>I am more focussed. I know what I want career wise</p> <p>I have found something I am good at</p> <p>I was shocked by my distinction marks- I'm so proud of myself</p> <p>I feel able to do something</p> <p>I now have a better idea of what I can do in the future</p> <p>Studying on this course has helped me cope with depression</p> <p>I've learnt a lot about my limits too</p>
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The women attending the BTEC's at Media House have consistently reflected their positive experiences during their involvement with the Inside Job initiative. The Evaluators were also provided with Video Dairies from the first intake of students on the BTEC Digital Media. The analysis of this data are excellent examples of the potential personal and educational journey that these women can make in a project like this (see Appendix 7).

The women also reported that their experiences of the Wednesday Workshop were inspirational, as they provided information that they felt was relevant to them and therefore engaged them in areas they had not considered previously.

*'It was inspirational to hear about what ex-prisoners have done in the media'* (BTEC Student).

*'It's been like getting to know that you can make something of yourself when you get out of prison'* (BTEC Student).

*'It's great to have a frank discussion with people who have had the prison experience and have gone on to further their lives positively'* (BTEC Student).

*'It was good to hear something positive from someone from Prison'* (BTEC Student).

The women reported that these sessions were often informative, but also uplifting and positive.

*'It was great to hear how programmers makers need to consider the legality of what they say and do'* (BTEC Student).

*'I enjoyed the information given by the resettlement worker and in a friendly and supportive environment- I had no idea there was so much help there!'* (BTEC Student).

*'It was nice to see someone from outside who went the same way as us. He survived the 'outside world'* (BTEC Student).

In terms of providing information, the women reported that they felt their awareness levels had risen since their attendance at these sessions:

*'I finally got some answers to some long awaited questions- it is difficult to find the right person to ask sometimes'* (BTEC Student).

*'Today's information was very useful. It helps us to know what is available when we are near to leaving and the support is there'*  
(BTEC Student).

*'I enjoyed hearing about prisoners rights because I did not know what rights I have'* (BTEC Student).

*'The education talk was really interesting and I had a lot of questions to ask that were answered'* (BTEC Student).

The Media House team are pleased with the women's responses to these sessions and intend to expand these Wednesday Workshops into the next BTEC intake.

Upon graduation from the BTEC Course, a number of Graduate jobs are made available at the Broadcasting Unit in the Media House. The BTEC Graduates are encouraged to apply for these positions and are interviewed by the Inside Job Staff team and Communications Officer. Competition for the broadcasting unit jobs is often quite high:

*'Quite a few applied for the jobs, we were the lucky ones'*  
(Broadcast Unit Graduate).

It must be noted that the products created by the Broadcast Unit are not actually 'broadcast' as such and no products are shown or broadcast outside of the Prison without the Prison.

*'We're not broadcasting from the house, what it means is that we'll take the radio CD or the DVD to each wing they will play the DVD in the office at the same time so it's the same time shown to everybody at the prison'* (Inside Job Project Manager).

Currently, the Broadcasting Unit employs six women, although the Graduates are all at various stages within their sentences and there has been a lot of movement:

*'We took four Graduates from the first intake one's been released. We took five Graduates from the second intake, six actually but quite a few of them have been released so at the moment we're quite low on graduates. We've only got six at the moment, three from the first course and three from the second course. One is going to be starting outside work soon and one is starting a foundation degree in September. So you know of course the whole point is that we want them to be released and we want them to move on but it's quite difficult to maintain our graduates when there's so much movement'*  
(Inside Job Programme Manager).

At the Broadcasting Unit, the Graduates work on a variety of Media Products, from both internal and external commissions:

*'We are starting to make products, media products for the prison as a whole for the prison community, so far they've done some posters. There's an information fair coming up which we've done stuff for. The main work that we doing is a weekly TV programme for the prison'*  
(Broadcast Unit Graduate).

*'They've already been working on a co-production with the Chaplin here at Downview. The Chaplaincy got some funding to make a DVD to try and encourage people from outside Prison to become volunteers. They wanted to dispel stereotypes so she worked with the Graduates and we co-ordinated it so that was their first sort of professional thing'*  
(Inside Job Project Manager).

The Graduates in the Broadcast Unit are also responsible for producing a one-hour programme, entitled T.I.M.E, which is broadcast within HMP Downview each week.

*'We will look at things that have been done and then the governor will come and authorise it to say its alright, but we're pretty much left to our own devices to film it and edit and stuff. Sometimes, it can be stressful to say the least'* (Broadcast Unit Graduate).

*'I enjoy the practical more you know like helping up in the studio doing what we've been doing today putting together a half hour programme, you know we've had to write everything all the scripts the theme what we had in there was like we had to have two guests one live one pre-recorded, a story or a drama there was all this we had to incorporate into it'* (Broadcast Unit Graduate).

The Graduates felt that they all rise to this challenging schedule and admitted to feeling proud that they are given this responsibility. The Graduates have also been involved in having their work previewed and critiqued by other Prison inmates in a weekly feedback session, entitled 'the viewing club':

*'Selected girls come over and watch it before it goes out and they give their feedback on it before it gets shown around the prison'*  
(Broadcast Unit Graduate).

The idea behind the Viewing Club is to preview the products from the Broadcast Unit and take on any comments from the audience, which are collected through a feedback-form format:

*'Fortnightly we have about 10 women come in to view the programme, we ensure that we got three or so women from each wing so we've got a cross section. Then we talk with them about it and they fill out a feedback form. There's got to be a carrot, so it's £5.00 to add to their canteen. They're the only ones to have viewed it before it goes out the following day and just to gauge proper feedback and get their thoughts, so its monitoring and audience involvement really'*  
(Inside Job Programme Manager).

The Graduates felt that the feedback comments were quite constructive in terms of influencing the future programme content.

*'If they want to hear more about something we will try and arrange interviews with the right people so that they can answer the questions and things like that'* (Broadcast Unit Graduate).

The Prison Service also felt that these kinds of programmes being shown round the Prison population were invaluable for both staff and prisoners:

*'I think the Time programme that's going out every other week. It has got a clear message there for staff and prisoners so everybody needs to be watching it. If there's a development within the Prison Service or if the rules of how to get a temporary release change, or even if its just advertising the no smoking policy- that message is going to the whole prison its not just for prisoners'*

(Head of Learning and Skills, HMP Downview).

The Graduates have also come up with a very popular karaoke/X-factor programme called 'Drop it like it's Hot' based on the contributions of the Prison population.

*'We've got three members of staff on the judging panel and one prisoner'* (Broadcast Unit Graduate).

*'Two members of staff have actually sung on it'*

(Broadcast Unit Graduate).

Both inmates and staff have warmly received this programme. However the Graduates felt that despite the potential of this light-hearted programme to begin to reduce the barriers between inmates and staff, they have had little direct support from staff members:

*'As for coming in and auditioning and being in the competition they don't seem to want to get involved, not yet anyway'*

(Broadcast Unit Graduate).

*'I mean basically we're just trying to make us feel that they're not as separated as we think they are, they have just chosen not to'*

(Broadcast Unit Graduate).

This programme is reported by the Graduates as being an attempt to bring an entertainment element into the programming schedule as the women felt sometimes their work was *'all information, information, information'* (Broadcast Unit Graduate).

The women had hoped for more staff participation on the premise that:

*'They sing up and down the corridor so why not in front of the camera?'*  
(Broadcast Unit Graduate).

*'Sometimes they should just show a different side, I mean they're not going to lose the respect because of that'* (Broadcast Unit Graduate).

Some of the Graduates wondered if some of the Prison staff *'felt a little bit threatened and feel that maybe you're overtaking them'* (Broadcast Unit Graduate).

*'I think a lot of people, staff included are really surprised when they come in and especially when they see the stage and its all set up and you've got the camera's and the lights and its all quite professional, its as professional as we can get it and I think that has surprised a lot of them'* (Broadcast Unit Graduate).

*'Chances are some of the prison staff are not computer literate and I saw a job advertised in a South London Prison and it says no qualifications needed, they weren't asking for A levels or anything like that, but then I ended up here getting A levels? How does that work?'*  
(Broadcast Unit Graduate).

Graduates, Prison Staff and the Inside Job team however see the potential of this kind of programming to integrate this project into the community at HMP Downview:

*'The women are more than capable of running their competitions without us getting involved, what's been nice with 'Drop it like its Hot' is they've been able to use staff as judges, staff and the women, so actually they've been able to target staff across the whole prison, so it hasn't necessarily been the same members of staff and they're all dying to get in here and be a judge'*

(Head of Learning and Skills, HMP Downview).

*'We're all human beings whichever side of the cell door your on'*

(Broadcast Unit Graduate).

*'If you've got staff who are being judges on 'Drop it like its Hot'- then staff get to show the women a completely different side'*

(Inside Job Programme Manager).

Breaking down barriers between Prison staff and inmates however, is no easy task:

*'Since we started broadcasting on Saturday and Sunday the attitude has changed, everybody knows that channel 7 goes around filming, everybody knows that people come to the house and its settled in its part of Downview now its accepted'*

(HMP Downview Communications Officer).

While the Graduates acknowledge that changing existing Prison systems and institutional norms will only happen slowly, they accept that it can happen and saw themselves as being at the forefront of these shifts. A view that is also confirmed by the Prison staff:

*'I mean the staff are changing all the time and I mean before you couldn't even have a TV in prison but because someone kept chipping away eventually it's going to break down'* (Broadcast Unit Graduate).

*'Some Prison Officers are proud of the project. I know my Senior Management are, we had occasion to bring the new Lord Falconer in and we filmed him filming us. Certainly some of the staff are proud of what we do, because some other Prisons, well it's a facility that other Prisons would love to have. It was just that we're having the TV thing and at first it was like "We don't want it" but now they're used to it it's fine and they do like it'* (HMP Downview Communications Officer).

Upon graduation from the BTEC, Inside Job Productions also advertise a number of, usually two, Production Assistant Traineeships. The women are encouraged to apply for these voluntary work experience positions and are interviewed by the MFD team at their London Offices. The Traineeships are offered to women whose Licence allows for them to travel to the MFD Offices in London whilst serving their sentence.

Competition for these Traineeships is quite fierce, and the women who got on the traineeship reported hardly believing their luck:

*'I didn't think I'd be sitting here a year ago, and I'm not just saying that that's the truth'* (Production Assistant Trainee).

The Trainees work on a variety of different Media Projects under the supervision of the Executive Producer at Inside Job Productions.

*'We currently have 2 employees who are working for Inside Job Productions. One of these has already spoken at a National Conference that was looking at employment needs of ex offenders'*  
(MFD Chief Executive)

The Trainees have worked a variety of projects. One Trainee has helped produce a booklet for Resettlement at Downview that has been sent to local

employers. This trainee also worked with Professional Graphic Designers and helped produce the DVD inserted into each booklet. Another Trainee has had experience of doing set camera work for a professional Director to produce a DVD for an organisation dealing with issues around drug misuse. A third Trainee is currently involved in producing some video footage that will be placed on a website designed to inform employers about employing ex-offenders. The current trainees are also going to be involved in a BBC Radio 4 Woman's Hour slot, focusing on the employment challenges faced by women who have been in prison.

The women report that often it is not the actual Media orientated tasks they find difficult, but being unsure about the more taken-for-granted things like office-etiquette:

*'It's been great, but a bit scary at first. It's just knowing how to behave like a professional you know, not quite like it is inside Prison'*  
(Production Assistant Trainee).

*'I've never had a job before, I've never worked anywhere, let alone in an office- I just don't want to let anyone down, or myself'*  
(Production Assistant Trainee).

The Executive Director also felt that although the Trainees were getting a wide range of experience with Media Products, the more day-to-day work experiences they were receiving:

*'such as answering the phone, key board and letter writing skills-they are just as valuable to girls who have never worked before'*  
(Executive Producer).

The Trainees reported that the experience of working at MFD Offices had made them feel very much more positive about gaining employment when they left Prison.

*'It's like being able to have a dry-run you know- and I've shown I can do it now'* (Production assistant Trainee).

It was small tasks like getting up for work in the morning on time, getting on public transport and being able to go out for lunch with their work colleagues that the Trainees seemed to particularly enjoy.

*'Its simple things I know- but really special when you've been in there [prison] and your confidence has been sucked dry - I feel almost normal again and proud that I've done it'* (Production Assistant Trainee).

Trainees acknowledged that the experience had made them think long and hard about what they wanted to do when they were released. The Trainees also felt they had had the opportunity to work in an office where they felt supported and included. The Trainees also acknowledged that having worked in a Media Office, they felt they were even more interested in doing something in the Media field when they were released:

*'I'd like to follow through and I'd like to take it even further you know, go up the next level, I'm looking to do some outside college courses at the moment'* (Production Assistant Trainee).

The Trainees reported that their initial experiences at Media House had widened their horizons in terms of what they thought was possible for them to do with their lives, while their Traineeships had shown them they could be positive about themselves outside, as well as inside Prison.

## **5.7 Innovation**

This section of the report outlines the activities at the Inside Job, HMP Downview which fall under the innovation Equal theme. First, the BTEC Qualification provided by the Inside Job Initiative is the highest available qualification at HMP Downview.

*'The other courses available here, well there's computer courses, hairdressing, NVQ in gardening, some short OCN courses, but certainly nothing equivalent to A Level and NVQ level 3'*

(Inside Job Programme Manager).

*'We are the highest qualification in prison and all of the modules that are being studied, but it all adds to the education department so in terms of the Prison's statistics and everything, we're important to the prison from the educational side of things'*

(Inside Job Programme Manager).

*'It's interesting because as a so called vocational course- it's got a lot of academic content'* (BTEC Tutor/Education Provider).

The Prison however is treating the opportunity to provide a higher qualification as not only being a positive benefit to many of their inmates, but as a trial to see if these higher qualification/ vocational training routes are appropriate for them:

*'I think we often need to be looking at more relative ideas within prisons. There is a little bit of a risk but we have a lot of intelligent women here and some women that have been in prison systems for many years so they've already met their basic skills needs and they really need to go onto more challenging projects'*

(Head of Learning and Skills, HMP Downview).

As mentioned previously the demands of this level of qualification has proved challenging to both teach and study. However, the BTEC Students felt that the higher qualification was part of the attraction:

*'Its equivalent to an A Level so you know its going to be hard work but it is worth it at the end like now I've finished and I'm overwhelmed'*  
(Graduate).

*'Because it is an equivalent to an A Level you know once you've got that you can get into university and study for a degree afterwards if you want to go further so it is good'* (Graduate).

*'I mean some [girls] were saying they were having nightmares and you can see the funny side of it but it is because they want to do well that because non of us have done anything at A Level even though we are intelligent'* (Student).

The choice of the higher qualification was both a strategic and calculated decision in terms of empowering individuals through having high expectations of them:

*'Instead of starting from picking up basic skills, we actually set the bar very high. We start from the premise that "Actually you will be running a TV station". This way, we've set expectation high, which then draws people's expectations and their experiences up. So people come in with absolutely no experience of operating a computer and by the end of it they're editing films on a computer without even realising they're doing it'* (Inside Job Development Operations Manager).

*'We're not cherry picking you know we're not getting the ones who are the most articulate or whatever. One girl was completely all over the place so she left the course after two or three weeks, went over to HMP Send for the drug course and came back literally a different person. She then re-started the course with us and she just out performed pretty much everybody, but she's never had an education, she's never had a job'* (Inside Job Programme Manager).

*'Because these are people who have really low expectations of themselves and probably nobody in their world has very high expectations of them either and being expected to do well'*  
(Inside Job Development Operations Manager).

Students on the BTEC have responded well to being presented with the opportunity to be creative and be responsible for their own learning:

*'I think that's interesting in terms of personal responsibility. And I can imagine that can be quite a struggle for some of our students. They have risen to the challenge but they've found it a bit difficult'*  
(MFD Programme Manager).

*'They believe in themselves so much more and a lot of them have realised that they are capable of more than they anticipated originally and a lot of them are very talented you know they've shown talents that they wouldn't have normally shown or had the opportunity to show'*  
(Inside Job Programme Manager).

Although many women have stated they want to continue a career in the Media, others have simply enjoyed the learning experience and want to do more:

*'I think what that often comes out of it is the idea that they [students] want to then go onto education, so [name] wants to do a degree. It's absolutely outrageous actually, she was rejected by a couple of universities because she had a prison record, it's so short sighted'*  
(Inside Job Programme Manager).

*'Some of the girls perhaps don't want to take it any further because it's too much for them, but it's got them to start thinking "What do I do when this course finishes?" Where are they going to go? My aim is to get them out to college and get them outside work and of course help them prepare their CV for when they leave. We've had girls who have come in here with nothing and leave with lots of qualifications and that's our intention which is perhaps not what the public would think'*  
(HMP Downview Communications Officer).

Not only have students acknowledged that they have become more engaged on an educational and personal level, but also have developed an interest in wider, political issues surrounding the Prison system through their contact with the Inside Job Project. For example, the Graduates reported that they were engaging with Prison Media issues and ideas both inside and outside their time at Media House. All the Graduates felt that they would like more time on the week to do this *'It would be nice, especially on a Saturday because most of us are here. They could trust us in the House'* (Graduate).

The Graduates also illustrated that their achievements during the BTEC had inspired them to take on wider challenges. Some of the Graduates listen to Radio Wanno at HMP Wandsworth and felt they had the skills and equipment to replicate the model at HMP Downview:

*'I've listened to the Wandsworth one and it was really good, really professional'* (Graduate).

*'I graduated with 6 distinctions I can't understand why they haven't got anything up and running'* (Graduate).

*'Wandsworth have their radio station up and running and we've got the facilities here so why can't it be used. We could do it'* (Graduate).

The Radio Station idea has been explored by Inside Job staff, however the 'loop system' within the Prison requires some technical attention before a Radio Station can be broadcast. However the Graduates were hopeful that this would be a possibility in the future.

The women involved in the Inside Job Programme all reported having positive hopes for the future. The boost to their confidence that achieving a qualification for many was reported as *'opening the flood gates'* (BTEC Student) of possibilities for their future:

*'I know that when I get out I want to get a good job you know I want to get back into work so I know this course here is a stepping stone for me' (BTEC Student).*

*'Well for me I'm just waiting for funding to see if I can go do a degree in music and event production' (Graduate).*

*'I want to go into like youth work and a lot of them are into hip-hop and R&B music. I'd be able to show them and help with the engineering side or set something up. So I'm aiming high this time. I know what I want to do now too' (BTEC Student).*

*'My confidence was a bit low before I came onto the course just from being in prison I just went downhill but being on this course my confidence has built up a lot. The world is my oyster- soon anyway' (BTEC Student).*

The women reported a variety of options they were going to engage in both whilst still serving their sentence and on release. These varied from engaging in distance learning, attending further education and taking voluntary and paid full and part time employment.

As the quotes above illustrate, not all of the women will continue in the media sector. Their positive re-engagement with education has however raised their confidence to participate in the paid employment sector:

*'Because I've got a criminal record now I also have to show employers that I'm not silly and this course helps me show that' (BTEC Student).*

*'It was more intense than anything I've done before on the outside and it's not easy to explain but I feel a better person for it all round. I know that I am good enough to get out there and do things now- whatever that is' (BTEC Student).*

Students reported that in many senses they felt that attending this 'work' based course had helped prepare them for working life outside:

*'When I leave I will be spoilt for choice with employment'*  
(BTEC Student).

*'It has made me feel good because I think, well if I can do it in here I can do it outside'* (BTEC Student).

## **5.8 Mainstreaming and dissemination**

While the main thrust of this Equal principle, mainstreaming activity, is due to happen in Phase 3 of the Equal programme, the Inside Job programme has been active in this area. The following section relates to activities undertaken in order to mainstream and disseminate the learning from this project. At HMP Downview it is reported that,

*'The feedback from the governors is very good that they are often keen to show off the project to outsiders, so from a resettlement angle its opened up possibilities for outside work and further education. I think generally the prison and prison management are very pleased with the way its going'* (Inside Job Project Manager).

*'The Governors here support this opening up of communication all the way'* (Inside Job Project Manager).

The Head of Learning and Skills at HMP Downview reinforced this message of Governor support, adding that one of the first steps to ensuring Prison wide Staff support was by keeping the Staff informed throughout the process:

*'We had to communicate with the staff so we held a full staff meeting where I addressed everybody and said "look this is what's going to be happening, this is how its going to happen and this is what it means for our community"'* (Head of Learning and Skills, HMP Downview).

The Communications Officer at Downview reflected that the senior management approach had been a good one, as

*'You must understand that HMP Downview is quite unique in its make up, it was a category C male prison, now we're a closed female prison, which is meant to be top security, but of course we then allow girls to go around with cameras? The barriers seem to come from the junior staff, who have just come from the Training Force and have their heads full of all that strict stuff and I say forget that - this is what we do here and they find it hard to deal with, not just with this [Media House], but a lot of the things that we do here'*  
(HMP Downview Communications Officer).

It was also pointed out that the success of the Inside Job initiative is in the whole Prison community's interest, which includes Prison Staff who need to be encouraged to share ownership of the Media House:

*'This 'Drop it Like its Hot' thing that's going on at the moment, it has caused immense interest. Honestly on Friday afternoon they come out to the gates and they're all cheering and it's just like Big Brother. The panel of judges are Prison Officers and they become mini celebrities. It really is funny, but the more serious point is that the Officers feel involved in the project'* (HMP Downview Communications Officer).

This view is reflected in the approach that Inside Job takes to the ownership of the project:

*'It is about encouraging active participation from the prison community as a whole'* (MFD Programme Manager).

Other Prisons have also responded enthusiastically to the Downview Project. MFD have received numerous from other prisons as to how they could get more involved in the Downview project or could initiate a similar project in their own Prison. Additionally,

*'Many voluntary sector organisations also interested as they see this as a means of promoting their services to prisoners through the internal media systems or through the films'* (MFD Chief Executive).

The Communications Officer at Downview also reports that, having given a presentation about the Inside Job initiative at a National Conference, their response had been one of:

*'Other Prisons are fascinated, at first their astounded!'*  
(HMP Downview Communications Officer).

With all these positive reflections about the Downview Project and its success, members of the prison service may examine Inside Job as being a possible model for the future of education experience in prison:

*'We really need to begin to look at what skills to the employers want, where are the gaps in the market and we need to be delivering the training courses to match that so that they are ready for employment when they go out'* (Head of Learning and Skills, HMP Downview).

A significant element within the partnership approach to the Inside Job at Downview is the focus on programme sustainability and potential replication of the model in other Prison establishments. This aim has remained on the agenda from the beginning of the project and has been a focus for the partnership development throughout:

*'We have signed a service level agreement with HMP Wandsworth and that is providing a model by which we hope to build up a sort of sustainable relationship with other prisons'*  
(MFD Development Operations Manager).

*'Right from the beginning MFD were straight with us and said when the Equal funding runs out we have to find funding from elsewhere. So that's always been there at the back of our minds'*

(Head of Learning and Skills)

*'We're looking for a service level agreement which will agree for the prison to fund the role of project manager here so although we will manage them, the prison will actually fund it'*

(MFD Development Operations Manager).

The MFD management view this as being essential as the model at HMP Downview is unique in the way that:

*'Education and training with media is not new, but serving prisoners producing programmes that are broadcast through an internal loop in the Prison- that's innovative.'* (MFD Executive Director).

Although the replication of any model in a different environment has been seen as being potentially problematic, the partnership feel that the learning from the Downview Programme in terms of the women's experience must be disseminated as the success of the project has not only been to provide a qualification in prison but the delivery of the programme has proved life changing for the women involved:

*'The delivery of the training is holistic and intense. The women haven't got board. Peer support has been provided, almost quite by accident as we've put them into a challenging environment. So, the learning is that we've provided education- not in a vacuum or bubble- but in a meaningful, transferable work experience way. Many women won't work in a TV studio, but will go back into a family or employment situation where their experience here will help them deal with people and form and maintain relationships. Now that's powerful'* (MFD Executive).

The success of this model has also not been lost on the Prison Service:

*'Lots of Heads of Learning and Skills have been to see the project with a view to setting up something within their own establishments'*

(Head of Learning and Skills, HMP Downview).

MFD are committed to the potential of this model to be incredibly empowering, as it can inform future work in this area and be replicated in Prison based learning that focus on experiences invoking *'The power of collective rather than just the individual'* (MFD Chief Executive).

This ethos is witnessed in the projects approach to the idea of the viewing or the listening being done collectively in the feed back sessions organised. The underpinning idea behind this approach is that:

*'Empowerment and collective responsibility is at the heart of community radio and TV- because it is yours, so you genuinely can influence the content of the programmes being broadcast. The power behind that is that a discussion is facilitated on the back of any programme that has informed the discussion. In the ideal environment the discussion results in an action or change'* (MFD Chief Executive).

This MFD headed programme has taken the importance of the learning from all its projects seriously and as noted earlier seriously enough to employ a Development operations Manager:

*'My role its about the mainstreaming aspect of this project because there is that danger of grant funded projects being fantastic, but then coming to an end and nothing coming out of that. My role is to actually see projects as a going concern and to treat them as such'*  
(MFD Development Operations Manager).

Realistic learning from each project is key to the sustainability and expansion of Inside Job Projects, according to the Operations Development manager as:

*'Success does not mean that that model is necessarily replicable so when I'm going out to other Prisons I can't say "Well this is what we do and this is Inside Job- in a box off and it will cost you this much money", its not that simple'* (MFD Development Operations Manager).

Drawing out the learning from each project and managing positive consultation with Prison enhances sustainability, according to MFD staff. These tasks are key in the appointment of the Development Operations Manager.

*'So we've got a very positive governor and a very positive Head of Learning and Skills, in a slightly smaller Prison, with a slightly more settled population. So there's a lot of things working in our favour here, so my job is to take a step back and draw out the key things we've learned in order to take things from this project that can be valuable in other contexts'* (MFD Development Operations Manager).

The Operations Development Manager has drawn up a business plan for the future of the Inside Job at Downview Project. MFD are currently in discussions regarding the outcome of these negotiations. MFD's mainstreaming and dissemination activity has therefore been focused around its efforts to replicate the Downview model nationwide. To that end, MFD appointed an Operations Director for The Inside Job in February 2007, having been awarded a 3-year grant of £200,000 by the Esmee Fairbairn Foundation for this purpose.

To date the Operations Director has visited 12 prisons, and is currently requesting expressions of interest from these prisons as evidence to future funders that the project has replication potential with new prison partners. She is currently seeking a grant to cover the costs of a consultant supporting her in the development of a comprehensive business plan that will outline the case for investment and mainstreaming to possible funders. MFD's aim is to mainstream the Downview project in a further 8 prisons over the next 3 years.

## **5.9 Partnership Working**

The Inside Job at HMP Downview has, under this Equal heading formed strong, innovative and energetic partnership links between MFD, the Prison Service staff at Downview and the Education Provider. These partnerships

have enhanced the positive introduction of the Inside Job initiative at HMP Downview.

*'I think one of the very best things to come out of this is the three way partnership between ourselves [MFD], London Metropolitan University (and later Richmond College) and the Prison because that is a challenge and it took a while to get that off the ground'* (MFD Project Manager).

The initial contact was made between MFD and a member of the Senior Management Team at HMP Downview:

*'I was at a meeting at the Offender Learning Skills Unit and we were asked if anyone would be prepared to pilot a radio project in a female establishment. This was probably about a year after Radio Wanno at Wandsworth had started so obviously I said Downview was the perfect place'* (Head of Learning and Skills, HMP Downview).

The Chief Executive from MFD met with the Head Of learning and Skills from HMP Downview and visited the Prison. Staff at Downview were also aware that MFD were looking at other female Prisons too and were keen to impress:

*'We identified a site, this building [Media House] became available and it was just perfect, it lends itself so well to the studio kind of environment. After that, MFD approached the Education Provider to come up with the Learning Skills funding and we started this three way partnership'* (Head of Learning and Skills, HMP Downview).

HMP Downview has forty Resettlement places, has good community links and a number of colleges easily accessible in the area and a good network link into Central London. HMP Downview has a strong commitment to Resettlement and Education issues and a Senior Management Team who were happy to make the essential commitment to the Inside Job Initiative. Media House is a self-contained large 'family sized' property in the grounds of HMP Downview.

*'Just by looking at the environment that we're in [Media House] shows the senior staff's commitment, I'm sure you can understand that this building could have been used for 101 other things'*

(Head of Learning and Skills, HMP Downview).

MFD Staff were pleased with the enthusiasm they met at HMP Downview and the commitment from the Senior Management Team.

*'We are all really, really pleased with the relationship we've built up with the Head of Learning and Skills and the Prison'* (MFD Chief Executive).

*'I mean it is still tough sometimes but I think they've been fantastic really and pretty flexible really, the governor is pretty open'*

(Inside Job Programme Manager).

MFD consider their experience with HMP Downview to be a model which they can learn from and build on:

*'It all comes down to individuals at the end of the day. In the Prison Service individuals often get moved around the Prison Estate, so for example, we had commitment from Downview's number one Governor, who was then moved, but the new Governor was keen too and the Head of Learning and Skills, so we senior management buy-in, which is key'* (MFD Chief Executive).

Indeed, Senior Staff at the Prison are fiercely proud of the Inside Job Programme and value their opportunity to showcase this type of project:

*'Within the female estate, I know the other Heads of Learning and Skills are exceptionally jealous. I know that because we fought hard to get the project working at Downview. We could easily have lost it to another prison that was as innovative as we are, but perhaps had a better building'* (Head of Learning and Skills, HMP Downview).

*'We've got the Area Manager bringing visitors here and showcasing the ladies work all the time'* (Head of Learning and Skills, HMP Downview).

MFD then approached London Metropolitan University to act as the Education Provider. The University provided tutors for the first two BTEC cohorts. At this point both MFD and the University felt that moving from a HE to FE Education provider might be more appropriate for provision of the BTEC Qualification. Richmond Adult Community College is now the Education Provider on the BTEC at Inside Job at Downview.

*'I think Richmond is much more relevant. They're so behind the project. Is it more vocationally based and they are much more in tune with further education which is completely different'*  
(MFD Programme Manager).

*'They've got strong media departments and that in turn has meant that they provide a lot of management back in the office as well. I've got a counterpart in Richmond who is very engaged in what's happening here so that's made a lot of difference'*  
(MFD Development Operations Manager).

The transition between Education Providers was a carefully managed process as it was felt this kind of change could potentially be quite disruptive, however all agreed that it

*'went amazingly well, no disruption at all. I'm not even sure the BTEC Students have noticed at all! Richmond has enthusiasm, good individuals there in terms of management. The tutors are getting a lot of support and both tutors have put in a huge amount into the project-they've committed themselves totally'* (MFD Chief Executive).

The tutors at Media House were found to all be very supportive of the objectives of the Inside Job initiative:

*'In prisons there's lots of things like self harm, and I think studying media and doing practical media is a huge confidence builder, a huge self affirmation, because you do things and you see them successfully done very instantly'* (BTEC Tutor).

Although one tutor felt that although it was early days in the partnership she would like to see some clarity about the interface between Education Provider and MFD as she reported it as being 'a bit vague' (BTEC Tutor), as tutors were not quite sure:

*'Who to pester for what, because teachers- well their prime aim in life is to pester for resources'* (BTEC Tutor).

This change in educational provider has however only occurred relatively recently and MFD's Chief Executive is well aware that more work needs to be done to maintain and strengthen this new partnership.

#### **5.10 Brief Discussion of Other Principles**

The Inside Job at HMP Downview has also been active in the Transnational element of Equal/ SOVA. The MFD Director and/or colleague attended 3 transnational meetings in London, hosted 1 transnational visit at HMP Downview which was attended by about 25 transnational partners from Poland, France, and Slovakia. These Transnational partners toured the project, heard presentations about the project from MFD staff, and met some of the beneficiaries. The MFD Director attended 2 transnational events and presented papers about the project in both Prague and Warsaw. MFD staff attended 4 EODAG meetings, and were accompanied by 1 beneficiary to one of these meetings.

The final Equal principle is Equal Opportunities and this was evidenced by the project in terms of its activities aimed at overcoming barriers and opening doors for women. This principle also relates to the internal employment practices of MFD and their adherence to their corporate Equal Opportunities

procedures. No concerns were raised in this regard in the course of this evaluation.

## **CHAPTER 6 – CONCLUSION**

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### **6.1 Summary of results**

This evaluation has shown that the Inside Job at HMP Downview is a credible provision that offers a holistic educational experience that re-engages disaffected learners. It has developed excellent partnership links with relevant agencies. It has, however, suffered a negative impact from the reduced timescales in Action 2.

The fact that the project has been based in a prison has provided easy access to a pool of potential students, but the profile of the prison changing to include more non-equal eligible women has affected the project's attempts to meet beneficiary targets.

The project has worked to empower women by providing information, offering support and enabling women to overcome a variety of personal and educational experience barriers. The project has taken an innovative and empowering approach and has been strong in relation to the further Equal principles of transnational work, mainstreaming and dissemination and Equal Opportunities.

### **6.2 Key Strengths**

- The Inside Job at HMP Downview has provided a very successful holistic support model for the women accessing their three part programme
- The delivery of the qualification has strategically enhanced both collective responsibility and individual empowerment in the women accessing the BTEC
- The Video diaries are illustrative of the life changing transformations that these women have experienced and the empowering potential of this programme
- The BTEC students have reported a significant positive effect of attending the Media House on their every-day prison life
- The programme has successfully re-engaged many disaffected learners

- The Graduates at the Broadcast Unit and the Production Assistant Trainees have experienced a positive and supported process of re-entering the workplace
- Both the processes and outputs of the Inside Job programme have had significant effects on changing the attitudes and behaviours of key actors both inside and outside the Prison gates
- The outputs from the Broadcasting Unit have begun to make inroads into the whole Prison community and break down some barriers within the Prison
- The potential disruption to the programme of a change in Education provider was successfully managed by Richmond College and the Inside Job staff
- Changes to the BTEC and the intensive nature of the course, although challenging for some students, was successfully managed and proved beneficial for all involved
- This programme has been very successful in enhancing the Prison staff's ownership of the Project as excellent working partnerships have been formed and maintained
- A significant focus has remained on programme sustainability and replication throughout the programme

### **6.3 Difficulties or Barriers**

- Activities were trimmed back due to reduction in SOVA/ Equal funding
- An increase in foreign national status prisoners at HMP Downview (not eligible under ESF rules) had a direct impact on the number of beneficiaries accessing the programme
- A change in Education Provider mid-project delivery
- Certain challenges arose specific to providing Media-based courses in Prison (technical equipment, lack of internet access)
- Setting such a high educational qualification, changes to the BTEC provided and the intensive nature of the course proved intense for some of the beneficiaries

#### **6.4 Items to Consider for Future Projects**

The positive outcomes recorded in the main part of this report can be built on and it is hoped the following recommendations will contribute to the continued success of the Inside Job initiative and any potential replication:

- The successful staff structure at the Media House which has a representative from each of the Partners has proved successful, this needs to be maintained and supported to ensure the continued success of the programme delivery
- In order to ensure the continued recruitment of students to the course, Inside Job delivery staff need to consider alternative sources of recruitment
- Consider providing an 'induction' day for new tutors at HMP Downview to ensure individual teachers are aware of the environment in which they will be working
- In order to provide support for the wide range of academic levels of the BTEC students, consider reducing the numbers of students per cohort. Alternatively a teaching support assistant could be provided
- As internet access is limited in prisons, consider providing alternative stocks of module material (magazines, course books etc)
- The equipment required for providing a Media course is often complicated. Consider installing a technician on site to ensure teaching time is not spent fixing faulty equipment (potentially from existing technical support provided at the Prison)
- The successful partnership formed with HMP Downview is a result of continued consultation with and support from HMP Staff. Any potential expansion of the project to other prisons requires a similar buy-in from Senior Prison Staff
- The recruitment of a MFD Operations Development Manager has proved a positive and strategic recruitment to ensure the learning from the Inside Job programme is deployed elsewhere and illustrates the partnerships commitment to project sustainability and replication



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### a media for development initiative

Inside Job Productions (IJP) is a film and DVD production project which works with women prisoners at HMP Downview to produce highly professional video, print and multi-media products with a social purpose. Currently we are working mainly with other prisons, aiming to increase and improve the use of media tools in environments which have traditionally been communications-poor. In the future, it is hoped that IJP will become a unique social enterprise that produces audio-visual materials for a range of sectors, supported by women prisoners from Media for Development's prison-based educational projects.

IJP was set up by Media for Development (formerly Radio for Development), an educational media consultancy, to harness the talent and expertise generated by Media for Development's project at HMP Downview, where prisoners study on a BTEC course in digital media. As the only project of its kind in the country, Inside Job Productions employs graduates from the Downview courses as production assistants on all commissions, making the most of their unique knowledge while offering them valuable work experience in the media industry and small business. These serving prisoners travel to our London office on day release, returning to the prison every evening. When appropriate, Inside Job Productions also uses serving prisoners in production, working alongside a team of professional directors, producers, camera operators, sound engineers, editors, designers and photographers.

Examples of projects undertaken recently by IJP include:

#### *Resettlement Strategy report*

Commissioned by the Women's Team, Inside Job Productions project-managed the production of this 80-page report, commissioning a photographer, design and printing.

#### *HMP Downview: Employers' DVD*

A DVD developed with HMP Downview's Resettlement Unit to send to potential local employers of prisoners. Focusing on the experiences of three working/volunteering prisoners, it aims to address employers' concerns and highlight the benefits of working with serving prisoners.

For more information please contact:

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## APPENDIX 2: OVERVIEW OF BTEC COURSE(S) PROVIDED

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The BTEC National Award in Media is a vocationally based course with an emphasis on learning through doing practical work. It is designed to equip you with the skills you need to find work in the media industry or embark on further training and education in the field of media. The award is widely recognised by employers and education providers and is roughly equivalent to one A level. The course is made up of six units and you will need to pass all six in order to achieve the qualification. You will be awarded a pass, merit or distinction for each unit. If work fails to achieve a pass it will be referred back to you so that you have an opportunity to develop it and pass the unit. Most coursework will be based on the Final Major Project. Each unit will be assessed on the basis of assessment criteria drawn up by the qualification awarding body EdExcel (Downview National Award Course Handbook: 2).

<b>BTEC National Award in Media (Digital)</b>	<b>BTEC National Award in Media (Radio)</b>	<b>BTEC National Award in Media (Video)</b>
<p><b>Two core units</b>            Research Techniques #            Production Management #</p>	<p><b>Two core units</b>            Research Techniques #            Production Management #</p>	<p><b>Two core units</b>            Research Techniques #            Production Management #</p>
<p><b>Select four specialist units from the following list:</b>            Understanding Video Technology            Designing Graphics and Idents for Screens            Animation Production            Narrative Image Making            Digital Writing            Digital Communication</p>	<p><b>Select four specialist units from the following list:</b>            Scriptwriting for Radio            Speech Package            Production            News Production            Radio Drama            Radio Industry            Music-Based            Programming</p>	<p><b>Select four specialist units from the following list:</b>            Factual Production techniques            Video Editing            Interview and presentation techniques            Understanding Video technology</p>

<p>Digital Imaging Page Layout and Design</p>	<p>Commercial Production Interview and Presentation Techniques</p>	
<p># denotes a unit assessed via a Final Major Project. This qualification has been accredited at level 3 in the National Qualifications Framework</p>	<p># denotes a unit assessed via a Final Major Project. This qualification has been accredited at level 3 in the National Qualifications Framework</p>	<p># denotes a unit assessed via a Final Major Project. This qualification has been accredited at level 3 in the National Qualifications Framework</p>

### APPENDIX 3: EXAMPLE OF BREAK DOWN OF WORK DETAIL (BTEC)

#### Downview Scheme of Work Units 2, 5 and 28

Week1 21/22 March	AM intro to studio Safety in the studio Record size 0 debate Studio roles discussion Safety in the studio PM second debate recording View and discuss recordings Task 1 Students to write up studio roles for Unit 2	AM studio recording game show Form production groups and develop ideas for Final Project studio programmes Group report back on ideas and feedback from class Intro to audience research
Week 2 28/29 March	Introduction to research (primary/secondary; reliability of sources; bias; verification) Groups develop research strategy for programme ideas Writing up research Task 2 research report for Unit 5	Presenting programme ideas The proposal; synopsis and treatment Groups develop proposals Introduction to Task 3 Presentation of Proposals
Week 3 4/5 April	The production process (research and development; pre-production; post production; constraints and production schedule	Introduction to lighting Lighting safety Storyboarding the card game Studio lighting exercises – recording the card game View and evaluate
Week 4 11/12 April	Studio equipment Basic studio schematic Leads and connectors Exercises on schematics and connectors	Feedback on research strategy Research and referencing conventions Continuation of card game storyboarding and lighting exercises
Week 5 18/19	Proposal Presentations Evaluating feedback	Final Major Project development and production meetings with groups

April	Task 3B presentation evaluation	Intro to non-linear editing; creating a project and capturing footage (in groups of 4)
Week 6 25/26 April	Basic editing functions; track selection; insert; overlay; lift and extract Introduction to Task 4; titles and effects (Unit 28)	programme planning – developing studio scripts ad floor and lighting plans Intro Task 5 (Studio Script development) continued work on Task 4
Week 7 2/3 May	Progress check Continued task 4 work Final Major Project supervised script development meetings	Production Management; Permissions; Call sheets, Release forms Final Major Project supervised script development meetings Begin set and lighting trials
Week 8 9/10 May	Group 1 Step through; Rehearsal and recording Continued task work	Personal Tutorials Continued Task work
Week 9 16/17 May	Health and safety – Risk Assessment Group 2 Step through and rehearsal	Group 3 Step thru and rehearsal
Week 10 23/24 May	Group 4 Step thru and rehearsal	Group 2 Record
Week 11 30/31 <sup>st</sup> May	Group 3 Record	Group 4 Record
Week 12 6/7 June	Production finance; Audience research (Barb; socio-	Budgets Task 7 Budgeting exercise (Unit 2)

	economic groupings) Media Industry Orgs Task 6 Audience Research exercise	Editing – working with sound; track-laying, dubbing; audio sweetening Task 8 sound edit exercise (Unit 28)
Week 13 13/14 June	Copyright; film and picture archives, MCPS Intro Task 9 survey presentations (Unit 5) Continued task work	Research surveys – analysis and evaluation  Continued task work
Week 14 20/21 June	Presentation Surveys Evaluation of Final Major Project productions. Editorial decisions for Compilation edits Task 10 (unit 2)	Personal Tutorials  Continued task work and completion of Final Major Project (Task 10)
Week 15 27/28 June	Continued task work Portfolio supervision meetings Intro Task 11 Final research reports (Unit 2)	Continued task work and completion of Final Major Project (Task 10)
Week 16 4/5 July	Screenings; critical evaluation Intro Task 12: Written evaluation	Finalising Portfolios and Production Logs Course review

## APPENDIX 4: EXAMPLE OF WORK MONITORING SYSTEMS

Name.....

### Progress Check List Week 7

Task description	Completed?	If not completed please say what you need (time/more help from Lois/more help from group) in order to complete it	Where to file (tick when filed)
Task 1 – Outline of roles in the TV studio with comment on your experience of carrying out these roles			Unit 5
Task 2 – Research Report - Description of what you have done to research your topic and summary of your main findings			Unit 2
Task 3 Presentation Print out from power point presentation or notes on your presentation			Unit 2
Task 3A Presentation You should have a bar chart of the results of the presentation feed back survey and a paragraph on what you learned from the feedback – both the survey and the questions asked after your presentation			Unit 5
<u>Task 3 B – Studio Programme Proposal</u> One page description of intended programme including synopsis and treatment			Unit 5
Task 4 Video Completed studio programme of			Unit 28

your choice with front title and end credits (stored on lacie at the moment; we sill put it o disk for filing later)			
Task 4 Written Fill in the form given with task 4			Unit 28
Task 5 A rough draft of your intended studio script done on the script templates I provided to your group			Unit 5

## APPENDIX 5: Activity Plan results

NB The shaded areas in this table are administrative requirements which do not relate to the Equal themes

Activities	EQUAL Theme	Evidence of Achievements/Barriers to Achievements
Prepare an Implementation plan and submit this to the SOVA Women Into Work Programme Manager or Programme Director		
Recruit staff for the project as identified in the project budget, ensuring they have the necessary skills and experience to undertake their job descriptions to a high standard	<ul style="list-style-type: none"> <li>➤ Equal Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>○ Equal project manager in post from August 2006</li> <li>○ Project staff in post September 2006</li> </ul>
Recruit trainees/beneficiaries to the programme, ensuring eligibility to participate	<ul style="list-style-type: none"> <li>➤ empowerment</li> <li>➤ Equal Opportunities</li> <li>➤ Partnership working</li> </ul>	<ul style="list-style-type: none"> <li>○ the referral route has been established through the Head of Learning and Skills, HMP Downview</li> <li>○ referral routes to be subsequently expanded (see main report)</li> </ul>
Undertake an initial assessment of need and negotiate an individual plan with each beneficiary, recording all information on the prescribed enrolment form and individual learning plan	<ul style="list-style-type: none"> <li>➤ empowerment</li> <li>➤ innovation</li> <li>➤ Equal Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>○ Individual learning plans filled in for each beneficiary</li> <li>○ Information recorded on prescribed forms and kept in Individual Learner files at Media House</li> </ul>
Undertake a recorded and systematic induction with each beneficiary, which must	<ul style="list-style-type: none"> <li>➤ empowerment</li> </ul>	<ul style="list-style-type: none"> <li>○ evidence on case files which contain a comprehensive range of induction</li> </ul>

include Health and Safety, domestic issues, complaints procedure etc.		information, including a complaints policy
Design and agree an individual training agreement for each beneficiary, identifying the learning outcomes to be achieved and how trainer will assess the understanding and progress of beneficiaries against session learning outcomes	<ul style="list-style-type: none"> <li>➤ empowerment</li> <li>➤ innovation</li> <li>➤ Equal Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>○ a range of individual interventions were evident from case files</li> <li>○ attendance sheets available on group activities and activity feedback forms</li> </ul>
Design a supervision programme for each beneficiary with the appropriate members of staff to set, monitor and review agreed targets	<ul style="list-style-type: none"> <li>➤ empowerment</li> </ul>	<ul style="list-style-type: none"> <li>○ as above</li> </ul>
Devise plans for each training session, identifying the learning outcomes to be achieved and how trainer will assess the understanding and progress of beneficiaries against session learning outcomes	<ul style="list-style-type: none"> <li>➤ empowerment</li> <li>➤ Equal Opportunities</li> <li>➤ partnership working</li> </ul>	<ul style="list-style-type: none"> <li>○ Evidenced in case files</li> </ul>
Assess and formally record the progress of individual beneficiaries, seeking and recording the opinion of beneficiaries about their own perception of their progress	<ul style="list-style-type: none"> <li>➤ empowerment</li> <li>➤ Equal Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>○ Evidence in case files of feedback information</li> <li>○ Video diaries also undertaken with first intake of BTEC students</li> </ul>
Assist and support beneficiaries in attending Development Partnership, sub group meetings and Transnational activities	<ul style="list-style-type: none"> <li>➤ empowerment</li> <li>➤ Equal Opportunities</li> <li>➤ partnership working</li> </ul>	<ul style="list-style-type: none"> <li>○ 3 transnational meetings in London Hosted 1 transnational visit at HMP Downview</li> <li>○ 2 transnational events attended and presented papers about the project at both</li> <li>○ 4 EODAG meetings</li> </ul>

		attended
Attain feedback from beneficiaries on a regular basis: immediately after assessment and ILP development, whilst attending the project and as the beneficiary leaves the project (if possible)	<ul style="list-style-type: none"> <li>➤ empowerment</li> <li>➤ Equal Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>○ See above</li> </ul>
Ensure beneficiaries sign and date attendance sheet each time they meet with a staff member or undertake training, showing the time they attended, why they attended. A staff signature is also required	<ul style="list-style-type: none"> <li>➤ empowerment</li> <li>➤ Equal Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>○ Evidence in case files</li> </ul>
Ensure supervision with staff takes place on a regular basis and appraisals undertaken		
Report all complaints and compliments to the Women into Work moving on Programme director, as detailed in this contract		
Complete and submit monthly Claim Forms, detailing all outputs, outcomes, expenditure and activity during the month, both for match funding and ESF funding. These must be submitted to the SOVA Women into Work office as described in the Partner Provider Support Manual. Beneficiaries should be monitored for up to six months after they have left the programme in order to justify positive outcomes		

<p>Undertake the annual Self Assessment Process with the support of SOVA Women into Work: Moving On Staff, preparing a Self Assessment Report and then a Development Plan</p>		
<p>Produce a Closure Report at the end of the project in line with ESF and SOVA requirements</p>		<ul style="list-style-type: none"> <li>○ Not available at the time of writing</li> </ul>

## Appendix 6: Visitors and guests for Wednesday workshops

BBC VideoNation  
BBC Radio 5 Live  
BBC Legal Department  
BBC Copyright Department  
Addaction  
Hindu Priest (interview)  
Action for Prisoners Families  
Prisoners Advice Service  
Open Book, Goldsmiths College  
Positively Women  
Eco-Actif  
Women in Prison magazine  
Prison Video Magazine  
NACRO (studio debate)  
St. Giles Trust (studio debate)  
RiceNPeas Independent Filmmakers  
Worldwrite Independent Filmmakers  
Surrey Criminal Justice Board (interview)  
Director of Prison Service (interview)  
Smart Justice (studio debate)  
Channel 4 journalist Samira Ahmed (interview)  
Resonance FM  
City University  
HMP Coldingley, Education Manager  
Action 3 SOVA Stonham Housing Association  
Lord Chancellor (short interview)  
Baroness Howe (interview)  
Geese Theatre Company  
Senior Director, Ministry of Justice  
Short Director Programme Treatment Manager, HMPS  
Sainsburys Charitable Trust  
Area Manager, Prison Service  
HMP Downview Independent Monitoring Board

Sutton Guardian

Impetus Trust

Ex- BTEC Student in Radio Production

## Appendix 7: Video Diary Analysis

Video diaries from six women attending the first intake on the BTEC in Digital Media were presented in DVD form to the Evaluator. Each woman had made six diary entries each<sup>8</sup>, between the middle of June and the end of July 2006<sup>9</sup>. The entries had been taken at approximately three-week intervals. The Video Diary DVD contained thirty-five entries in total at two minutes each, the DVD as a whole had a seventy-minute running time. All entries were made from the Media House studios<sup>10</sup>.

### Findings

- Diary entries shift from concentration on things the women thought they were 'bad' at or their weaknesses to highlighting the things they are 'good at'
- Initial entries all mention insecurity about whether they will be 'sticking' the course to the end. This shifts from 'won't and can't' to 'can and will' as the entries progress
- All mention shock and delight at their first set of marks for their assignment
- Progression of diary entries illustrates the women increasing their 'coping' resources. i.e. 'getting through' each assignment, feeling like they understanding the course content more and more and 'actually' doing 'it' making them feel more capable and stronger
- All respond well to the high expectations the tutors have of them
- Initial entries do not mention future or employment, while all later ones do
- The extra 'roles' the women are given, like Creative Director are responded to very proudly and all the women show their determination to rise to the challenge of their extra and unexpected responsibilities
- As diary entries progress, there is a distinct shift in the women's focus from 'me' to 'us' as group dynamics settle during their team work exercise

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<sup>8</sup> One video diarist only made 5 video entries.

<sup>9</sup> Entry 1: 15th and 16th June. Entry 2: 5th-10th June. Entry 3: 21st July. Entry 4: 2nd and 3rd of August. Entry 5: 16th August. Entry 6: 28th and 29th August.

<sup>10</sup> Entry 5 was filmed on the lawn outside Media House.

- Diary entries contain tangible evidence of the women each begin to provide support to others in the group
- It is clear that team working a new experience for many
- Some have no prior engagement with education at all
- Later dairy entries show the women beginning to think about what 'they' can do when they get out- illustrating a previously unseen pro-active attitude
- All of the final diary entries are full of relief and joy that the women have managed to meet the deadlines for their course work
- Many of the women talk quite very specifically about their future plans

Visually, the diary entries show the manifestation of some of the women's confidence in a striking way. As the women become more confident, it shows in their demeanour and physical presence (sitting up straighter, looking straight in to the camera). This video diary analysis is an innovative and very moving way to collate and record the journeys taken by the women attending the Inside Job at HMP Downview.

Interestingly, some of these Video Diary students from the first intake went on to become Graduates working in the Broadcast Unit and reflected later that they could see the same transitions happening to further cohorts of BTEC students coming through the doors at Media House:

*'One of the girls- she used to be like really shy and wouldn't do anything with anyone. She wouldn't speak to anyone and this course has really made her come out of her shell, she seems to be like a very good student, she mixes with the girls and she's just more confident in everything she does, its really changed her and I think this course helps a lot of people, definitely brings out their confidence'* (Graduate).

*'On this course there's been a lot of shy people and because you've had to do a lot of presenting and drama plays and things its brought out a lot of confidence in people and its definitely brought out a lot of*

*confidence in me, anything that I put my mind to I can do it you know anything you want in life if you focus and you want it you will get it' (BTEC Student).*

### Improving prison life

Many of the women attending the BTEC at Media House stated that, as well as making them think about life outside prison, the process of studying in this environment had also improved their current experience of prison life:

*'It's made it easier its made time go very fast it gives you something to do when you're in your cell so if you've got any worries on the outside you kind of forget about your worries on the outside because you're just concentrating on your work because you want to get your work in on time' (BTEC Student).*

*'I get up very early I haven't missed a day on this course. This four months has just flown by' (BTEC Student).*

*'Things have definitely been better, it has made this sentence feel more normal' (BTEC Student).*

*'It's been something to look forward to, keeps our mind going. It's made a big, big difference. You are going in everyday-time goes quickly and it keeps your mind active' (BTEC Student).*

*'We all feel happier, more engaged' (Graduate).*

*'I am less stressful especially in my mind, as I have the course to think about. I am aware of my weakness- being unassertive and have now eradicated it. I am motivated in what I can do' (BTEC Student).*

*'I don't think prison life is that bad and you can survive, if you don't get yourself in trouble then you'll be fine' (BTEC Student).*

Many felt that their involvement with the Inside Job initiative had improved

their own views, and others, of the reality of prison life:

*'When I come out I can show people that you know some people think prison is like bad girls and its totally nothing like that you can come here and you can better yourself and come out a better person and prison has the facilities to make you a better person so while you're here take it up its free, there's no excuse, I'm going to take every opportunity I can get'* (BTEC Student).

*'I've never even sat a mock exam or anything I left school early, got into drugs and I've been in and out of prison on and off since. I'm so grateful for the chance to have done this course. It's given me something back- to me the future is definitely looking a lot rosier than it was before because I had nothing I'd lost everything because of the drugs and now I'm getting it back'*  
(BTEC Student).

As the chief Executive at MFD sums up, these women's lives have been touched forever as initiatives like the Inside Job Project can provide a potentially life changing experience:

*'That kind of learning is with you for your whole life, I know this is women into work and work is important, but it's also about your personal relationships, the things that will make you happy, how you interact with people and not getting back into the problems which you've had. The women here, these individuals now communicate in a totally different way from how they started'* (MFD Chief Executive).

The students also identify that their own behaviour has changed since their involvement with this project:

*'I have more confidence because before I used to be scared to talk in front of people but I do talk in front of people now. I trust myself more I know what I'm doing and I actually have a goal in my life. I know*

*what I want to achieve after coming out of prison I'm not coming back (BTEC Student).*

*'I just see myself as more focused and I've changed there's no two ways about it. I can do things and I can achieve things and my life doesn't have to be negative- I have that choice now' (BTEC Student).*

*'Since starting this course I feel like- we are now looked at as not just inmates, not just females, but worthy of respect. We are achieving things here we didn't even know we could do and they are seeing us do it. That's respect' (BTEC Student).*

Inside Job and Prison staff also confirmed these shifts in behaviour, attitude and confidence:

*'A classic example of that is when we had the Governor in, and [a student] walked out and I had to talk to her about it and she said 'I'm sorry, a few weeks ago I would have thumped him there and then but she didn't, she chose to walk out, so she knows that her behaviour is changing' (Inside Job Project Manager).*

*'I mean when you look at the first set of students that came on the course. We looked at the changes in those women four months later at their graduation and it was fantastic to see, there was a rise in their self esteem, they'd actually achieved a qualification that they could then go and actually do something with, you know this is life changing stuff for these women' (Head of Learning and Skills, HMP Downview).*

*'In terms of the women's confidence, well all I hear at the beginning is "No I can't stand in front of a camera", "There's no way on earth I'm every going to do that" and I just think it doesn't matter which course it is these women have achieved something and for a lot of them they've not even got a single qualification so to sit and actually get a script done or to see a TV programme that they've started producing you*

*know it's a huge feeling of fulfilment and "wow I can do something"*  
(Inside Job Programme Manager).

*'I think it's a great confidence builder. A lot of the girls have got very low self esteem, hence being self harmers and so on and it's a focus for them and they really do take it quite seriously. Most of them would never have perceived in their wildest dreams that they would come into prison and do a course like this'*

(HMP Downview Communications Officer).

In attempting to re-engage disaffected learners this project has both supported and challenged these women through a BTEC in Media and yet the overarching response to this experience has had far wider effects than simply providing women with a qualification, as the quotes below serve to illustrate:

*'I feel stronger having done this. It gives me, well makes me think- what can I do next? I could even go to university now I think. It's made me think about it anyway as a possibility'* (Graduate).

*'It's shown me how good education can be'* (Graduate).

*'I've completely stayed off all drugs since doing the courses and that is a miracle for me seriously'* (BTEC Student).

*'This place just opens up your own creativeness. I have never done anything creative before and it I actually felt it was brain achingly brilliant'* (BTEC Student).