

PREVENT
TRAINING
MATERIALS
FOR HIGHER
EDUCATION

INTRODUCTION TO THE PREVENT TRAINING MATERIALS

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Background

These higher education-specific Prevent training materials are the result of the Higher Education Funding Council for England (Hefce) commissioning the Leadership Foundation for Higher Education (Leadership Foundation) to create a package of resources to support Relevant Higher Education Bodies (RHEBs) in implementing the Prevent statutory duty that came into force on 18 September 2015. The materials were produced by a range of higher education practitioners in response to feedback from RHEBs and to provide a tailored training solution that would meet the specific needs of staff in the higher education sector.

The materials were developed by sector experts including the Association of Heads of University Administration (AHUA), the Academic Registrars' Council (ARC), the Association of Managers of Student Services in Higher Education (AMOSSHE), the Association of University Legal Practitioners (AULP), the Association of University Chief Security Officers (AUCSO), and Independent HE. The materials have been approved by the Home Office and are included in their training catalogue, available at www.gov.uk/government/publications/prevent-duty-catalogue-of-training-courses

The materials were first published in May 2016. Hefce commissioned an evaluation of the materials, which was conducted by the Leadership Foundation with the assistance of an independent consultant. The outcomes of the evaluation were extremely positive. Using the feedback in the report, and reflecting the experience of those who have implemented the Prevent statutory duty since its inception, the materials have been reviewed and updated. The revised materials were made available in September 2017. The materials will continue to be kept under review to ensure they remain fit for purpose.

The higher education-specific statutory guidance sets out the expectations for training and raising awareness about Prevent for RHEBs:

“Compliance with the duty will also require the institution to demonstrate that it is willing to undertake Prevent awareness training and other training that could help the relevant staff prevent people from being drawn into terrorism and challenge extremist views which risk drawing people into terrorism. We would expect appropriate members of staff to have an understanding of the factors that make people support terrorist ideologies or engage in terrorist-related activity. Such staff should have sufficient training to be able to recognise vulnerability to being drawn into terrorism, and be aware of what action to take in response. This will include an understanding of when to make referrals to the Channel programme and where to get additional advice and support.”

The training materials have been developed to support RHEBs meet these expectations.

The training materials

The training package comprises seven components. The materials within each component include an introductory section which identifies the target audience and provides an overview of learning outcomes, a description of the content and biographical details of the authors. The materials comprise the following (follow the link to the introductory section for each component):

One: An introduction to the Prevent duty as it affects higher education (also available as an e-learning package)

Two: The leadership challenge – implications for governing bodies and for senior leadership teams

Three: The Prevent duty in the context of other legislation and legal duties

Four: Freedom of speech and academic freedom – implementing the duty and upholding the principles of academic freedom and freedom of speech

Five: Prevent – a student and staff wellbeing issue?

Six: Risk assessment and action planning – ensuring a proportionate response

Seven: The information and computer technology challenge

The training materials include:

- PowerPoint presentations with trainer's notes.
- Case studies with trainer's notes.
- In some components, think pieces and other materials that may be used as handouts or as vehicles for discussion within training sessions.

With the exception of Component One, the materials are intended for use within face-to-face training sessions. Component One is available in two formats – as a PowerPoint presentation with trainer's notes and as an e-learning product. There was a strong demand for an e-version that could be used to deliver Introduction to Prevent training to large numbers of staff. The e-version is available for everyone to access through the Safe Campus Communities website and is also available to be downloaded as a SCORM package and integrated into an institution's virtual learning environment (VLE).

Feedback told us that people hoped that the materials could be used flexibly and, where possible, the materials can be downloaded in formats that allow users to adapt them to suit their own local circumstances. PowerPoint presentations include the facility to use blank slides to refer to local arrangements. The materials in Component One are only available in PDF. This reflects the need to ensure that there is a reasonable guarantee that staff across the sector will share a common experience of basic training in the Prevent duty in higher education. There are also a number of specially commissioned pieces that are only being released in PDF format – briefing notes, opinion pieces etc. This also extends to some of the case studies that have accompanying notes.

There is no expectation that staff will need to complete all components – the introductory notes to each component identify a target audience. Institutions will need to consider the materials alongside their Prevent training plans and use them accordingly. They are intended to be “pick n mix” in the best sense of the expression. For many staff, completion of Component One will be sufficient. Other components should be used to reflect the roles and interests of specific categories of staff. Users will note that there is some overlap and repetition across the materials. This is especially so in the context of reference to, and extracts from, the statutory guidance. Staff attending several components may need to be reminded of the scope of the Prevent duty. It is also important to ensure the flow of individual sections of the materials where reference to parts of the statutory guidance is important to the development of the content of the session.

The materials are focused primarily on the implementation of the Prevent duty in England but much of the material, with appropriate adjustment, is transferable for use in other administrations.

Using the materials

In producing the materials it has been assumed that training facilitators will not only have the requisite training and presentational skills but also a good understanding of the Prevent duty itself. It is especially important that users should be familiar with the scope of the Counter-Terrorism and Security Act 2015, and the statutory guidance issued for all specified authorities and for higher education institutions. It has been assumed that users will themselves have attended relevant Prevent training (eg Wrap). The materials are likely to be used most effectively where users have some responsibility for implementing the Prevent duty. A document that summarises the key points relating to the Counter-Terrorism Act 2015 and the Prevent statutory duty for RHEBs is attached [here](#) which may be used as a handout as appropriate. There is also a one-sheet version that summarises key information on Prevent, available [here](#).

The materials will sometimes refer to documents and other sources, which users should consult as part of their preparation for delivering training. These are flagged and, where appropriate, links are included.

In some instances it is recommended that use is made of people with specialist knowledge or skills – for example in the case of Component Three, colleagues with knowledge and expertise in equality and diversity and in data protection, and in Component Seven, of risk management.

We know that, in some instances, presenters will want to add additional information relating to local policies, procedures and structures. This may also apply to the e-version of Component One. We recommend that this is achieved by the production of a parallel presentation, in the form of handouts or links to materials on the institution's own website. In the case of the e-package, this may be best achieved by including relevant links in the locally produced instructions relating to completion of the package.

“Top Tips” for using the materials are available [here](#). These have been produced by drawing on feedback from users included in an evaluation of the materials completed in April 2017; the report included four institutional case studies, available [here](#).

Resources

There are many resources available to support those responsible for delivering Prevent training. The Prevent lead at your institution should already be in contact with your regional DfE further education and higher education coordinator. The Home Office Prevent training team have produced very useful guidance on Prevent training. We have included a list of resources [here](#) to support users of these materials.

Terminology

Throughout the materials we have referred either to RHEBs or institutions. The terms are used interchangeably and in all cases are used to mean organisations within the higher education sector that are subject to the Prevent duty. We have attempted to ensure that all references to organisations are explained and that this applies especially to any acronyms.

References to governing bodies/proprietors mean the body in the organisation that is accountable for implementing the duty. We recognise that there are a variety of arrangements and RHEBs themselves will need to be explicit in identifying the arrangements that apply in their own case.

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