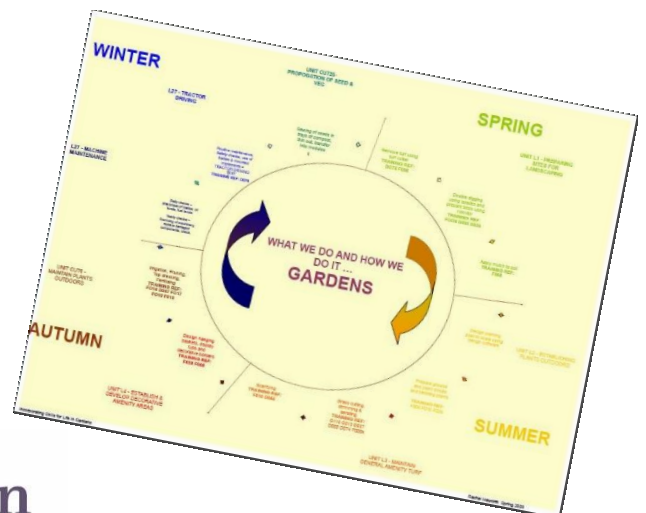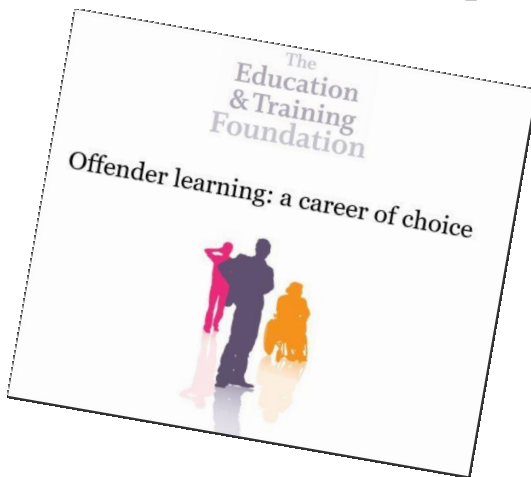# Resources to support offender learning

mapped to the
Professional Standards

for teachers and trainers in education and training in England

Updated March 2016

The
Education
&Training
Foundation

Introduction

This document aims to provide a paper guide to resources which will support prison educators, managers and leaders in their work in developing offenders' skills. These resources are all showcased on the Foundations' Offender Learning Exhibition site – http://offender-learning.excellencegateway.org.uk/.

Included in the guide are: links to resources from the Foundation's mainstream offer; materials on the Excellence Gateway, including the Special Education Needs (SEND) exhibition site; and other useful resources available on the Internet.

The resources have been arranged by theme and mapped to the Professional Standards, for teachers and trainers in education and training in England, so that you can identify resources that will meet your needs.

Section A: Resources by theme

The themes have arisen following work undertaken by the Education and Training Foundation to identify the professional development needs of the education and training workforce working with offenders.

1. **Working in offender learning sector** (OFF)
2. **Teaching and learning** (TEA)
   a. **English, maths, ESOL** (EME)
   b. **Vocational training** (VOC)
   c. **Equality and diversity** (EQD)
   d. **Technology** (TEC)
3. **Leadership and management** (LEA)
4. **Employers and employability** (EMP)
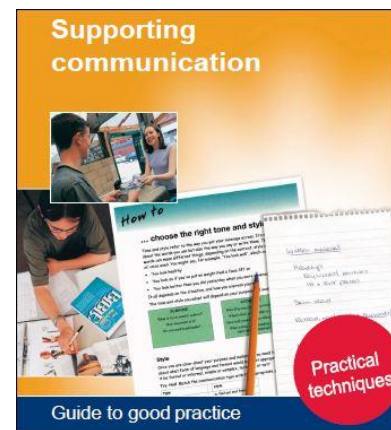
Section B: Resources by professional standard

Developed with teachers, trainers, employers and stakeholders, the **2014 Professional Standards** set out clear expectations of effective practice in education and training. They provide a framework for teachers and trainers to identify areas for their professional development. If you are a teacher/trainer or instructor you might like to start by looking first at the standards and then see which resource(s) might help develop your professional practice.

The Foundation recognises there are specific challenges for those working in offender learning and will work collaboratively to explore how these might be supported through the development of further resources.

Section A: Resources by theme

Within each theme, links have been provided to resources which have been ordered according to the following categories:

- Case studies
- Guides
- Materials - CPD
- Materials - management
- Materials - teaching
- Reports
- Research
- Websites
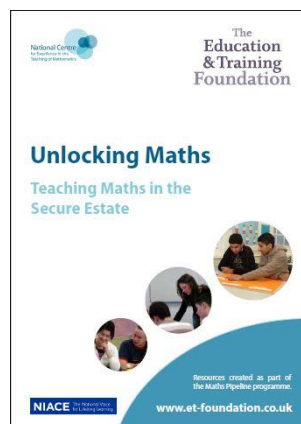
Due to the number of resources for English, maths and ESOL these have been divided further into separate English, maths and ESOL tables preceded by a table for English, maths and ESOL combined resources.

Many of the resources fit into several themes. Where this is the case they have been allocated to a primary theme and secondary themes are indicated.

Working in offender learning sector (OFF)

Theme	Title	Type of resource/link	PS
OFF1	**Seizing the moment resources** Resources developed for Ofsted's annual further education and skills lecture (2013) given by Matthew Coffey, National Director, Further Education and Skills with accompanying statistics Ten prison good practice surveys by Ofsted Ex-offenders and employers film	**Case study** http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/further-education-and-skills/seizing-moment-prison-good-practice-surveys-ofsted/seizing-moment-prison-good-practice-surveys-ofst http://webarchive.nationalarchives.gov.uk/20141124154759/http://www.ofsted.gov.uk/resources/seizing-moment-2013-annual-further-education-and-skills-lecture	*2*

		http://www.ofsted.gov.uk/resources/seizing-moment-facts-and-figures https://www.youtube.com/watch?v=3r5Ezme9Tq8	
OFF2	**Union Learning Centres** Case studies explaining the work of union learning centres in prisons.	**Case study** https://www.unionlearn.org.uk/case-studies/ulrs-go-gold-new-learning-centre-0 https://www.unionlearn.org.uk/case-studies/portland-centre-shines-light-learning	6
OFF3	**E-resource for those working in Offender Learning** E-resource produced by emCETT for those teaching in the custodial environment to provide a thorough understanding of the context, processes and environment of offender education.	**Materials - CPD** http://www.emcett.com/professional_development/list/emcett-resource-for-those-working-in-offender-learning	1,2,12
OFF4	**Learner Voice -** case studies and materials to support offender learning providers from recruiting a Learner Rep through to the impact of the Learner Rep.	**Materials - CPD** http://learnerhub.co.uk/category/engagement/page/2/	11,20
OFF5	**Our Time to Learn: Real Stories About Offender Learning** Stories written by individuals who bear the label of 'offender' and who have experience of learning while serving either a custodial or community sentence.	**Materials - teaching** http://shop.niace.org.uk/our-time-to-learn.html	1
OFF6	**Brain Cells: Listening to Prisoner Learners (Third edition)** Prisoners' Education Trust report highlights positive findings, as well as sharing examples of good practice and improvements since last report. Also highlights many ways learning needs are not being met. **-** 2014	**Report** http://www.prisonerseducation.org.uk/resources/brain-cells-listening-to-prisoner-learners-third-edition	1

OFF7	**Smart Rehabilitation: Learning how to get better outcomes** Key principles to develop offender learning with recommendations – Prisoner Learning Alliance - 2013	**Report** http://www.prisonersedu cation.org.uk/resources/s mart-rehabilitation-learning-how-to-get-better-outcomes	8,9
OFF8	**Learning for women in prison** Report on the role of learning and skills in responding positively to the issues and circumstances faced by women in prison – 2013.	**Report** http://www.niace.org.uk /our-resources/life-and-society/learning-women-prison	8,9
OFF9	**Making Prisons Work: Skills for Rehabilitation** Government's reform programme for offender learning - 2011	**Report** https://www.gov.uk/gov ernment/uploads/system /uploads/attachment_dat a/file/230260/11-828-making-prisons-work-skills-for-rehabilitation.pdf	12
OFF10	**Professional Standards 'How to' Guide: embedding the standards in offender learning settings** The focus of Manchester College's guide captures practitioners' experiences of embedding the Professional Standards in offender learning settings, through the medium of DigiLit and CPD opportunities.	**Guide** http://www.excellencega teway.org.uk/content/etf 1652	1
OFF11 and LEA	**Handbook for the inspection of learning and skills and work activities in prisons and young offender institutions from September 2015** This handbook describes the main activities Ofsted inspectors undertake when they inspect learning and skills and work activities in prisons and young offender institutions in England as part of joint inspections led by Her Majesty's Inspectorate of Prisons (HMI Prisons).	**Guide** https://www.gov.uk/gov ernment/publications/ha ndbook-for-the-inspection-of-learning-and-skills-training-for-young-adults-and-adults-in-custody	12

	The handbook sets out the judgements that inspectors will make and report on. These reports contribute to the section on 'purposeful activity' in the HMI Prisons inspection reports.		
OFF12 and TEA	**Why undertake action research within prisons** Presentation looking at the benefits of undertaking action research within prisons. This presentation and accompanying materials were developed by Stephanie Taylor for the Sharing Effective Practice Sessions run by the Education and Training Foundation in Feb/March 2015.	**Materials – CPD** http://www.excellencega teway.org.uk/content/etf 2095	**9**
OFF13	**HM Chief Inspector of Prisons Report 2014-15** The annual report of HM Chief Inspector of Prisons from 1 April 2014 to 31 March 2015	**Report** https://www.gov.uk/gov ernment/publications/h m-chief-inspector-of-prisons-annual-report-2014-to-2015	**20**
OFF14	**Harris Review: Changing Prisons, Saving Lives** Independent review into self-inflicted deaths in custody of 18 to 24 year olds from 1 April 2007 to 31 December 2013	**Report** https://www.gov.uk/gov ernment/publications/ha rris-review-self-inflicted-deaths-in-custody	**8**
OFF15	**Joining up Prison Education: Integration and Reintegration CECJS Conference 2015** The Centre for Education in the Criminal Justice System invited a range of key note speakers to explore the theme of how education acts to assist in allowing prisoners to reintegrate with society.	**Report** http://www.ioe.ac.uk/res earch/115119.html	**8**
OFF16	**Offender learning: a career of choice** A short guide to illustrate some of the jobs that are available together with the qualifications you would need and possible career pathways within in offender learning.	**Guide** http://www.excellencega teway.org.uk/content/etf 2290	**3, 12**

Teaching and learning (TEA)

Theme	Title	Type of resource/link	PS
TEA1	**CPD Framework for Teaching Offender Learners in the Community** Professional development resources for those working with vulnerable and marginalised learners, including offenders in the community.	**Materials – CPD** http://www.skillsdevelopment.org/knowledge_portal/cpd_practitioner_toolkit.aspx#.VehicRFRE3G	13, 14, 15, 16, 18
TEA2	**Bridge Programme** Resources relating to an Information Advice and Guidance (IAG) service to female offenders as an induction process at the start of their sentence.	**Materials – teaching** http://www.excellencegateway.org.uk/content/eg4926	17
TEA3	**Assessment for learning** Assessment for learning, also known as formative assessment, is about checking learning and giving constructive feedback that informs subsequent learning. This is a quick start guide to the undertaking assessment for learning.	**Materials – teaching** http://www.excellencegateway.org.uk/content/eg5430	18
TEA4	**Creative teaching in offender learning** LSIS Research Development Fellowship projects: CPD on the inside – posters from 2012 and 2013 projects plus article Includes a model of change and improvements using joint practice development.	**Research** (2012) http://www.excellencegateway.org.uk/content/etf2278 **Research** (2013) http://www.excellencegateway.org.uk/content/eg6639	4,8,9, 20
TEA5	**Can lesson study support the continuous professional development of offender educators and enhance offender learning provision?** Practitioner-led action research report - HMP Dovegate (SERCO) Education Department.	**Research** https://practitionerledactionresearch2014.wordpress.com/multimodal-research-reports/research-reports/teaching-methods/	4,8,9
TEA6	**Project based learning in a secure setting** - Action research poster developed by HMP Cookham Wood.	**Research** http://www.excellencegateway.org.uk/content/eg4115	4,8,9

TEA7 and LEA	**Offender learning coaching CPD pack overview and links to materials** Overview of a teaching and learning coaching model and CPD resources to introduce coaching within a prison in order to help develop teaching and learning.	**Materials - CPD** http://www.excellencegateway.org.uk/content/etf2041	**10,20**
TEA8	**How to avoid or better manage conflict situations: CPD materials** Materials for a one hour CPD session, shared by Novus, as part of series of sharing effective practice sessions run by ETF in Feb/March 2015.	**Materials - CPD** http://www.excellencegateway.org.uk/content/etf2085	**14**
TEA9	**Managing behaviour for learning: CPD materials** Materials for a one hour CPD session, shared by Novus, as part of series of sharing effective practice sessions run by ETF in Feb/March 2015.	**Materials - CPD** http://www.excellencegateway.org.uk/content/etf2086	**14**
TEA10	**Pro-social modelling: CPD materials** Materials for a one hour CPD session, shared by Novus, as part of series of sharing effective practice sessions run by ETF in Feb/March 2015.	**Materials - CPD** http://www.excellencegateway.org.uk/content/etf2087	**14**
TEA11 and LEA	**Measuring the Wider Impact of PSD Provision in Prisons** A key focus of this project was embedding a wider outcomes planning and capture tool in PSD delivery in prisons. The research also confirms that PSD can provide a stepping stone from informal learning, to formal and accredited learning and beyond.	**Report** http://shop.niace.org.uk/media/catalog/product/t/h/the_impact_of_personal_social_development_learning_for_offenders.pdf	**17,18**
TEA12	**Offender learning practitioner research 2014-15** Practitioner researchers from four prisons recently presented the findings of their research at the Foundation's Practitioner Research Conference. Watch the presentations and read their research reports where available.	**Research** http://practitionerledactionresearch.com/multimodal-research/etf-practitioner-research-conference-2015/workshop-2-5-offender-learning/	**8,9**

TEA13	**Classroom and workshop management strategies** Materials for a 3 hour CPD session looking at managing behaviour in a classroom or workshop.	**Materials - CPD** http://www.excellencegateway.org.uk/content/etf2136	14
TEA14	**Improving Access to Offender Learning in the Community** This guidance note has a focus on offenders (aged 18 and over) serving sentences in the community under the supervision of the Probation Service. It identifies some of the barriers offenders may face and provides signposting to information and ideas to improve access to learning and skills provision.	**Guide** http://www.excellencegateway.org.uk/content/etf2334	14

English, maths and ESOL (EME)

English, maths and ESOL combined resources

EME1 (EME)	**Developing problem solving for functional skills** A development project at HMP Onley resulted in a 'diamond-shaped' framework for running 3-hour maths and English classes, with group work at the beginning and end focussing on problem solving tasks, to help learners develop functional skills.	**Materials - CPD** http://webarchive.nationalarchives.gov.uk/20130802100617/https://www.lsis.org.uk/sites/www.lsis.org.uk/files/4.%20Approaches%20to%20problem%20solving%20for%20functional%20skills%20-%20Geoff%20Treadgold%2C%20LSIS.pdf	16
EME2 (EME)	**Developing Functional Skills diagnostic assessments for E1 to L2** Case study from HMP North Sea Camp looking at developing Functional Skills diagnostic assessments for prisoners at all levels (E1-L2)	**Case study** http://repository.excellencegateway.org.uk/fedora/objects/eg:5397/datastreams/DOC/content	16,18

EME3 (EME)	**Skilled for Health embedded learning materials** The 'Skilled for Health' embedded learning materials were designed with prison experts with prisoners in mind. They cover a wide range of health related issues.	**Materials - teaching** www.chlfoundation.org.uk/resources.htm	**16**
EME4 (EME)	**Maths and English levels chart** This chart provides examples of the maths and English skills needed at each level from Entry 1 to level 2.	**Guide** www.excellencegateway.org.uk/content/etf2105	**16**

Maths resources

EME5 (Maths)	**Waiting Lists for Numeracy Classes?** Case study on work at HMP Low Newton to encourage women to attend numeracy classes.	**Case study** https://www.ncetm.org.uk/public/files/394054/HMP_Case_Study.pdf	**10,16**
EME6 (Maths)	**Maths Mentors programme** – *Maths4Prisons* – NIACE developed materials trialled at HMPs Hewell and Coldingley, with more work planned with Brinsford YOI, Send and Styal.	**Materials – CPD** http://www.niace.org.uk/our-resources/life-and-society/maths4prisons	**16**
EME7 (Maths)	**OLASS Numeracy Toolkit: Data handling** Activities and assessment relating to data handling skills in OLASS setting. Linked to OLASS Numeracy Toolkit Guidance Notes, Number, Fractions and Measure.	**Materials - teaching** http://www.excellencegateway.org.uk/content/etf1065	**16**
EME8 (Maths)	**OLASS Numeracy Toolkit: Fractions** Activities and assessment relating to fraction skills in OLASS setting. Linked to OLASS Numeracy Toolkit Guidance Notes, Number, Measure and Handling Data.	**Materials - teaching** http://www.excellencegateway.org.uk/content/etf1062	**16**

EME9 (Maths)	**OLASS Numeracy Toolkit: Guidance** Guidance notes for tutors and instructors in using materials in OLASS Numeracy Toolkit, with labels for resource packs and booklet cover. Linked to OLASS Numeracy Toolkit: Number, Fractions, Measure and Handling Data.	**Guide** http://www.excellencegateway.org.uk/content/etf1066	**16**
EME10 (Maths)	**OLASS Numeracy Toolkit: Measure** Activities and assessment relating to measure skills in OLASS setting. Linked to OLASS Numeracy Toolkit Guidance Notes, Number, Fractions and Handling Data.	**Materials – teaching** http://www.excellencegateway.org.uk/content/etf1063	**16**
EME11 (Maths)	**OLASS Numeracy Toolkit: Number** Activities and assessment relating to number skills in OLASS setting. Linked to OLASS Numeracy Toolkit: Guidance Notes, Fractions, Measure and Handling Data.	**Materials – teaching** http://www.excellencegateway.org.uk/content/etf1064	**16**
EME12 (Maths)	**Teaching and learning functional maths** Case studies and sample activities relating to teaching functional maths	**Guide** http://collections.europarchive.org/tna/20101108130848/http:/www.excellencegateway.org.uk/pdf/T%20&%20L%20Maths%20Apr%202009.pdf	**16**
EME13 (Maths)	**Unlocking maths guide for maths teachers, working with learners up to and including L2, in the secure estate** The guide is not intended as a comprehensive handbook on teaching maths but aims to provide information and ideas to stimulate the approaches you use with your learners.	**Guide** http://www.excellencegateway.org.uk/content/etf2070	**16**

Theme	Title	Type of resource/link	PS
EME14 (Maths)	**Two videos exploring active learning and peer mentoring to help support maths teaching in the secure estate** The clips here mainly focus on maths teaching in the secure estate.	**Guide** http://www.excellencegateway.org.uk/content/etf2072	16

English resources

Theme	Title	Type of resource/link	PS
EME15 (English)	**Developing speaking and listening skills - 2013** This pack provides an extensive resource to develop teaching and listening skills and will support staff working with offenders for whom English is a first language. Note the zip file is large.	**Materials - teaching** http://www.excellencegateway.org.uk/content/eg5488	16
EME16 (English)	**Strong Foundations: building skills from Entry 3 to Level 1 literacy for offenders in a women's prison** Practitioner-led action research project – The Manchester College	**Research** https://practitionerledactionresearch2014.wordpress.com/multimodal-research-reports/research-reports/english-maths-and-esol/	8, 9, 16
EME17 (English)	**Building skills from Entry 3 to Level 1 literacy for offenders in a women's prison** Practitioner-led action research conducted in a women's prison highlighting benefits of active learning approaches.	**Research** http://ccconsultancy.co.uk/emCETT_PLAR/RosFoggin_PLAR2014_Report.mov	16
EME18 (English)	**Teaching and learning functional English** Case studies and sample activities relating to teaching functional English	**Guide** http://collections.europarchive.org/tna/20110814011143/http:/www.excellencegateway.org.uk/pdf/T%20&%20L%20English%20Apr%202009.pdf	16

EME19 (English)	**Reading skills How To sheets** A set of How To sheets to develop a range of reading skills linked to a variety of vocational contexts.	**Materials – teaching** http://www.excellencegateway.org.uk/content/etf2140	**16**
EME20 (English)	**Speaking and listening skills How To sheets** A set of How To sheets to develop a range of speaking and listening skills linked to a variety of vocational contexts.	**Materials – teaching** http://www.excellencegateway.org.uk/content/etf2141	**16**
EME21 (English)	**Writing skills How To sheets** A set of How To sheets to develop a range of writing skills linked to a variety of vocational contexts.	**Materials – teaching** http://www.excellencegateway.org.uk/content/etf2142	**16**

ESOL resources

EME22 (ESOL)	**ESOL resources from the British Council** Sets of teacher's notes and activity sheets for learners, to help them communicate in prisons. There are also audio and video resources available to download.	**Materials – teaching** https://esol.britishcouncil.org/content/teachers/teaching-english-for-work/offender-learning	**16**
EME23 (ESOL)	**Managing your own continuing professional development** This module is about developing and recording your own continuing professional development (CPD) to help you progress as a teacher. CPD can include a wide range of activities that will improve your practice and have an impact on your development as a teacher. This in turn should improve the learner experience.	**Guide** http://esol.britishcouncil.org/content/teachers/teaching-english-work/offender-learning/managing-your-own-continuing-professional	**7**

Vocational training (VOC)

Theme	Title	Type of resource/link	PS
VOC1 and EME	**Delivery model for embedding Functional Skills into a vocational course for Offender Learning** LSIS Practitioner Research Programme 2012-13: Delivery model for embedding Functional Skills into a vocational course for Offender Learning	**Research** http://www.excellencegateway.org.uk/content/eg6612	**9,16**
VOC2	**Embedding wider learning and development in vocational courses** A team at HMP Oakwood undertaking practitioner-led research outlined key principles for embedding wider learning and development in vocational courses.	**Case study** http://repository.excellencegateway.org.uk/fedora/objects/eg:5398/datastreams/DOC/content	**9,14**
VOC3 and EME, TEC	**Embedding Functional English and Maths into an entrepreneurial task to create online learning materials** Report from a HMP Oakwood/Milton Keynes College action research project which investigated the effectiveness of embedding Functional Skills English and Maths into an entrepreneurial task encouraging learners to establish their own coffee shop business using E-Learning as a significant development tool.	**Research** http://ccconsultancy.co.uk/emCETT_PLAR/Barista%20Web%20site/index.html	**9,15,16**
VOC4	**Ofsted Case Study - HMP Lowdham Grange** Using a prison gym to provide vocational and skills training	**Case study** https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393179/HMP_20Lowdham_20Grange_202_20-_20good_20practice_20example.pdf	**14**

VOC5 and TEA	**Embedding learning across the prison at HMP Swaleside** A film, about how HMP Swaleside has embedded learning across the prison, produced by the Prisons Video Trust and Prisoner Learning Alliance.	**Case study** https://www.youtube.com/watch?v=AbRfDOOf-OA&feature=youtu.b	14
VOC6 and TEA	**Fit for Release: How sports-based learning can help prisoners engage in education, gain employment and desist from crime** This report draws together a compelling body of evidence from prisoner learners and other stakeholders to demonstrate the value of sport as a rehabilitative tool in prison settings, specifically in relation to educational and employment opportunities.	**Research** http://www.prisonerseducation.org.uk/resources/fit-for-release-how-sports-based-learning-can-help-prisoners-engage-in-education-gain-employment-and-desist-from-crime	14
VOC7 and TEA	**Using individual plans to help personal and vocational learning** Ofsted good practice example showing how HMP and YOI Low Newton uses individual learning plans for personal and vocational skill development	**Case study** https://www.gov.uk/government/publications/using-individual-plans-to-help-personal-and-vocational-learning	17
VOC8 and EME	**Supporting embedded maths and English** CPD materials for teachers and trainers working in offender learning 2 * 1 hour CPD sessions looking at why and how to embed maths and English in vocational courses within prisons.	**Materials - CPD** http://www.excellencegateway.org.uk/content/etf2094	16
VOC9	**Pictorial approach to engaging learners with workshop activity at HMP Garth** Series of process flowcharts from HMP Garth. Information is provided on how and why the pictures were produced.	**Case study** http://www.excellencegateway.org.uk/content/etf2194	20

VOC10 and EME	**Outstanding for embedding at HMP Hollesley Bay** This article from the Offender Learning newsletter outlines why Ofsted highlighted the effective practice in embedding at HMP Hollesley Bay.	**Case study** http://www.excellencega teway.org.uk/content/etf 2279	**16**
VOC11 and EME (Eng)	**Supporting communication - practical techniques for vocational trainers** This guide introduces a range of techniques and methods for teaching communication skills. It is not comprehensive, but does give some practical starting points.	**Materials - CPD** http://www.excellencega teway.org.uk/content/etf 2139	**16**

Equality and diversity (EQD)

Theme	Title	Type of resource/link	PS
EQD1	**Equality and diversity** Range of generic Education and Training Foundation online courses relating to equality and diversity.	**Materials - CPD** http://www.foundationo nline.org.uk/course/inde x.php?categoryid=4	*5*
EQD2	**Developing access to Skills for Life for offender learners with learning difficulties or disabilities** Guidance for practitioners and providers Produced by NIACE for the Department for Education and Skills 2006	**Materials - teaching** http://www.excellencega teway.org.uk/content/etf 1384	*5*
EQD3	**Dyslexia Starter Kit** Generic materials	**Materials - teaching** http://toolkits.excellence gateway.org.uk/dyslexia-starter-kit	*5*
EQD4	**SEND exhibition site** Education and Training Foundation generic collation of case studies, reports and examples of effective practice relating to learners with special educational needs and disabilities.	**Website** http://send.excellencegat eway.org.uk/	*5*

EQD5	**All faiths and none teaching and learning materials** AFAN (All faiths and none) teaching and learning materials, CPD and information.	**Website** http://www.afan.uk.net/	*5*
EQD6	**Empower LGBT toolkit** Online CPD to help practitioners promote sexual orientation and gender identity equality for everyone in post-16 learning and training.	**Materials – CPD** http://www.empowertoolkit.org.uk/	*5*
EQD7	**Equalities toolkit** There is support for embedding equality and celebrating diversity in the 'Equalities Toolkit'. One project, by HMP Erlestoke and Weston College, aimed to address the real and perceived inequalities experienced by offenders and ex-offenders that may negatively impact on successful resettlement and reducing reoffending.	**Website** http://www.equalitiestoolkit.com/	*5*
EQD8	**Equality network** Resources produced by the Equality Network include a diary of key equality dates.	**Website** http://equalitynetwork.co.uk/index.php	*5*

Technology (TEC)

Theme	Title	Type of resource/link	PS
TEC1	**Improving the recording and use of visual images in an offender education setting** - HMP Castington - Leadership in Technology case study. Note: HMP Castington now part of HMP Northumberland.	**Case study** http://www.excellencegateway.org.uk/content/eg6188	8,9,15
TEC2	**How computers can transform rehabilitation** Prison Reform Trust report looking at how computers can transform rehabilitation.	**Report** http://www.prisonreformtrust.org.uk/Portals/0/Documents/Through%20the%20gateway.pdf	15
TEC3 and EQD	**Creating accessible learning materials** This starter kit is designed to enable teachers and trainers to create effective, engaging and accessible learning materials for their learners.	**Materials – CPD** http://toolkits.excellencegateway.org.uk/starter-kit-creating-accessible-learning-materials	15

TEC4 and TEA	**Collection of e-learning materials for maths and English plus a range of academic and vocational subjects** The NLN Materials represent one of the most substantial and wide-ranging collections of e-learning materials in the UK - hundreds of small, free, flexible 'bite-sized' episodes of learning. These materials are also available on Virtual Campus.	**Materials - teaching** http://xtlearn.net/NLN	13,15
TEC5	**Teaching and learning functional ICT** Case studies and sample activities relating to teaching functional ICT	**Materials - teaching** http://collections.europarchive.org/tna/20110814011143/http:/www.excellencegateway.org.uk/pdf/T%20&%20L%20ICT%20Apr%202009.pdf for-work/offender-learning	15

Leadership and management (LEA)

Theme	Title	Type of resource/link	PS
LEA1	**Sustaining Quality Improvement across prison clusters** Case study - Collaboration for Improvement HMP's Nottingham Ranby Sudbury	**Case study** http://www.excellencegateway.org.uk//content/eg5998	20
LEA2	**Learner involvement in quality improvement** Case study from HMP Hewell looks at involving learners in reviewing the standards of teaching and learning within the establishment.	**Case study** http://www.excellencegateway.org.uk/content/eg5914 http://www.excellencegateway.org.uk/content/eg5913	20

LEA3	**Leadership toolkit for offender learning (2013)** Education and Training Foundation interactive learning resources and tools.	**Materials – CPD** http://www.foundationo nline.org.uk/	**20**
LEA4	**Quality improvement checklist** A tool to help improve the quality of your offender learning and skills provision. It is a comprehensive series of statements covering four main areas: leadership and management, equality and diversity, safeguarding and quality. - 2012	**Materials - management** http://repository.excelle ncegateway.org.uk/fedor a/objects/import-pdf:4909/datastreams/P DF/content	**20**
LEA5	**Best practice in self-assessment** Developing and enhancing the self-assessment process for non OLASS provision.	**Materials - management** http://www.excellencega teway.org.uk/content/eg 5999	**20**
LEA6	**Prison Educators: Professionalism Against the Odds** UCU/IOE survey on prison education workforce - 2014	**Report** http://www.ucu.org.uk/ media/pdf/o/d/prisoned ucators-fullreport_feb14.pdf	**12**
LEA7	**Guide for Learning, Skills and Employment Managers** This guide is designed for all learning, skills and employment managers (L, S&E) and particularly for those who are new to the role, and may be of interest to Heads of Reducing Reoffending tool.	**Guide** http://www.excellencega teway.org.uk/content/etf 2096	**3, 20**
LEA8	**Involve, Improve, Inspire - learner voice toolkit** This toolkit will help prisons involve learners in shaping their educational experiences, improve their rehabilitation.	**Guide** http://learnerhub.co.uk/ wp-content/uploads/2014/0 7/PET_Learner_Voice_ Toolkit_WebEdition.pdf	**17**

LEA9	Offenders' distance learning/Open University learner journey The steps represent how offender learners can access distance learning (DL) and open university (OU) opportunities while they are in prison. The steps were identified by an OU/distance learning practice development group.	Materials – management http://www.excellencegateway.org.uk/content/etf2138	14

Employers and employability (EMP)

Theme	Title	Type of resource/link	PS
EMP1	The role of the arts and humanities in reducing re-offending and supporting employment for offenders HMP Ranby/ Lincoln College: case study	Case study http://www.excellencegateway.org.uk/content/eg4506	8,9,14
EMP2	Reducing reoffending and increasing educational attainment in Brighton and Hove via Total Place Providing a more responsive and integrated learning, skills and employability offer for Priority and Prolific Offenders (PPO) and Offenders in the Community	Case study http://www.excellencegateway.org.uk/content/eg4884	8,9,13
EMP3	Employers' perception of best practice in prison education CfBT Education Trust Research Report (2012)	Report http://cdn.cfbt.com/~/media/cfbtcorporate/files/research/2011/r-employers-best-practice-prison-education-2011.pdf	19
EMP4	Employer engagement Getting NEET offenders (18 to 24) into training, employment and apprenticeships	Research http://www.excellencegateway.org.uk/content/eg5798	19
EMP5	Seizing the moment video – employers Resource developed for Ofsted's annual further education and skills lecture (2013) given by Matthew Coffey, National Director, Further Education and Skills	Case study https://www.youtube.com/watch?v=n3qyCG3ngZw	19

EMP6	**Setting employability focussed SMART targets** A case study from HMP Onley (2011) looking at setting employability focussed targets.	**Case study** http://www.excellencegateway.org.uk/content/import-msword16656	**17**
EMP7 and VOC	**Fosters Bakery: working with prisons** Fosters Bakery talking about training prisoners and how prisons should engage with businesses.	**Case study** https://www.youtube.com/watch?v=hfk_mPSMexo	**19**
EMP8	**Enterprise pilots in prisons: evaluation** An evaluation of pilots that provide support to offenders wanting to start their own business following release from custody	**Report** https://www.gov.uk/government/publications/enterprise-pilots-in-prisons-evaluation	**19**
EMP9	**Employers' Forum for Reducing Re-offending (EFFRR)** The Employers' Forum for Reducing Re-offending (EFFRR) is a group of local and national employers that provide job opportunities for offenders	**Website** http://employer.effrr.co.uk/Employers	**19**
EMP10 and VOC	**Vocational Training and Employability Skills in Prisons and YOIs** This report looks at how learning is key to responding positively to the issues and circumstances faced by offenders in male prisons.	**Report** http://www.niace.org.uk/sites/default/files/resources/Vocational%20Training%20and%20Employability%20Skills%20in%20Prisons%20and%20Young%20Offenders%20Institutions.pdf	**8,9**
EMP11	**Let's Talk About Self-Employment** This small book gives offenders an outline of all the things to think about when considering self-employment, from insurance and tax to finance and marketing.	**Guide** http://shop.niace.org.uk/media/catalog/product/l/t/ltase2012_-_final.pdf	**13**
EMP12	**ONE3ONE - help businesses with textiles, printing, laundry, woodwork, furniture making and engineering** ONE3ONE is an enterprise with a difference, utilising a workforce of motivated prisoners who are looking to repay society and build outstanding business relationships with you.	**Website** http://one3one.justice.gov.uk/home/index.html	**19**

Section B

Professional Standards[1]	
Professional values and attributes	
1. Reflect on what works best in your teaching and learning to meet the diverse needs of learners	OFF3, OFF5- 6, OFF10
2. Evaluate and challenge your practice, values and beliefs	OFF1, OFF3
3. Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge	OFF16 LEA7
4. Be creative and innovative in selecting and adapting strategies to help learners to learn	TEA4-6
5. Value and promote social and cultural diversity, equality of opportunity and inclusion	EQD1-8
6. Build positive and collaborative relationships with colleagues and learners	OFF2
Professional knowledge and understanding	
7. Maintain and update knowledge of your subject and/or vocational area	EME23
8. Maintain and update your knowledge of educational research to develop evidence-based practice	OFF7-8, OFF14-15 TEA4-6, TEA12 TEC1 EMP1-2, EMP10
9. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence	OFF7-8, OFF12 TEA4-6, TEA12 EME16 VOC1-3 TEC1 EMP1-2, EMP10
10. Evaluate your practice with others and assess its impact on learning	TEA7 EME3, EME16
11. Manage and promote positive learner behaviour	OFF4 EMP11
12. Understand the teaching and professional role and your responsibilities	OFF3, OFF9, OFF11, OFF16 LEA12

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[1] http://www.et-foundation.co.uk/our-priorities/professional-standards/

Professional skills	
13. Motivate and inspire learners to promote achievement and develop their skills to enable progression	TEA1 TEC4 EMP2
14. Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment	TEA1, TEA8-10, TEA13-14 VOC2, VOC4-6 LEA9 EMP1
15. Promote the benefits of technology and support learners in its use	TEA1 VOC3 TEC1-4
16. Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning	TEA1 EME1-22 VOC1, VOC3, VOC8, VOC10-11
17. Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge	TEA2, TEA11 VOC7 LEA8 EMP6
18. Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement	TEA1, TEA3, TEA18 EME2
19. Maintain and update your teaching and training expertise and vocational skills through collaboration with employers	EMP3-5, EMP7-9, EMP12
20. Contribute to organisational development and quality improvement through collaboration with others	OFF4, OFF13, TEA4, TEA7 VOC9 LEA1-5, LE7

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About the Education and Training Foundation:
Set up to improve professionalism and standards in the further education and skills sectors, The Education and Training Foundation sets professional standards and provides support to ensure learners benefit from a well-qualified, effective and up-to-date professional workforce supported by good leadership, management and governance.

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