

Whole Organisation Development Process (WODP) in Offender Learning

A summary of processes and supporting resources

Funded by



Developed by



In partnership with



Introduction - how can the Whole Organisation Development Process in offender learning help your establishment?

The process has been created by the sector for the sector to establish a prison led approach to quality improvement of learning, skills and work, leading to learner success and ultimately a reduction in reoffending. The approach promotes regular 'Health Checks' led by the prison's Quality Improvement Group to drive continuous improvement and promote the sharing of effective practice.

The Whole Organisation Development Process (WODP) is designed to support prison service establishments:

- assess the position of their learning, skills and work provision in relation to Ofsted's new Common Inspection Framework (2015);
- assist them in preparation for formal inspection;
- support the role of the Nominee.

This pack consists of a process, measurement tool, case study and resources to support the role of the Learning and Skills Manager and the Quality Improvement Group (QIG) to identify areas for improvement within the Common Inspection Framework (CIF) and recommend development strategies for prisons.

1. The Whole Organisation Development Process	3
2. Whole Organisation Development Health Check	6
3. Case study – HMP Littlehey	10
4. Resources	13
Presentation to Quality Improvement Group (1)	13
Document checklist (2)	19
Partnership map template (3a)	20
Partnership map exemplar (3b)	21
Learner journey template (4a)	22
Learner journey example 1 (4b)	23
Learner journey example 2 (4c)	24
Helpful links.....	25

Just as a team of Ofsted inspectors visits prison service establishments, as part of the HM Inspectorate of Prisons, to gather the first hand evidence that enables them to make judgements using HMI Expectations and CIF criteria, the WODP takes a collaborative approach whereby a 'Health Check' Review team consisting of senior managers from the establishment and learning and skills team visit the prison for up to two days. The aim is to support the role of the Nominee to work collaboratively with the Learning and Skills Manager and the Quality Improvement Group by identifying areas for improvement within the Common Inspection Framework and recommending development strategies. The Whole Organisation Development Programme will consider all aspects of the learner journey using the areas identified by Ofsted, specifically:

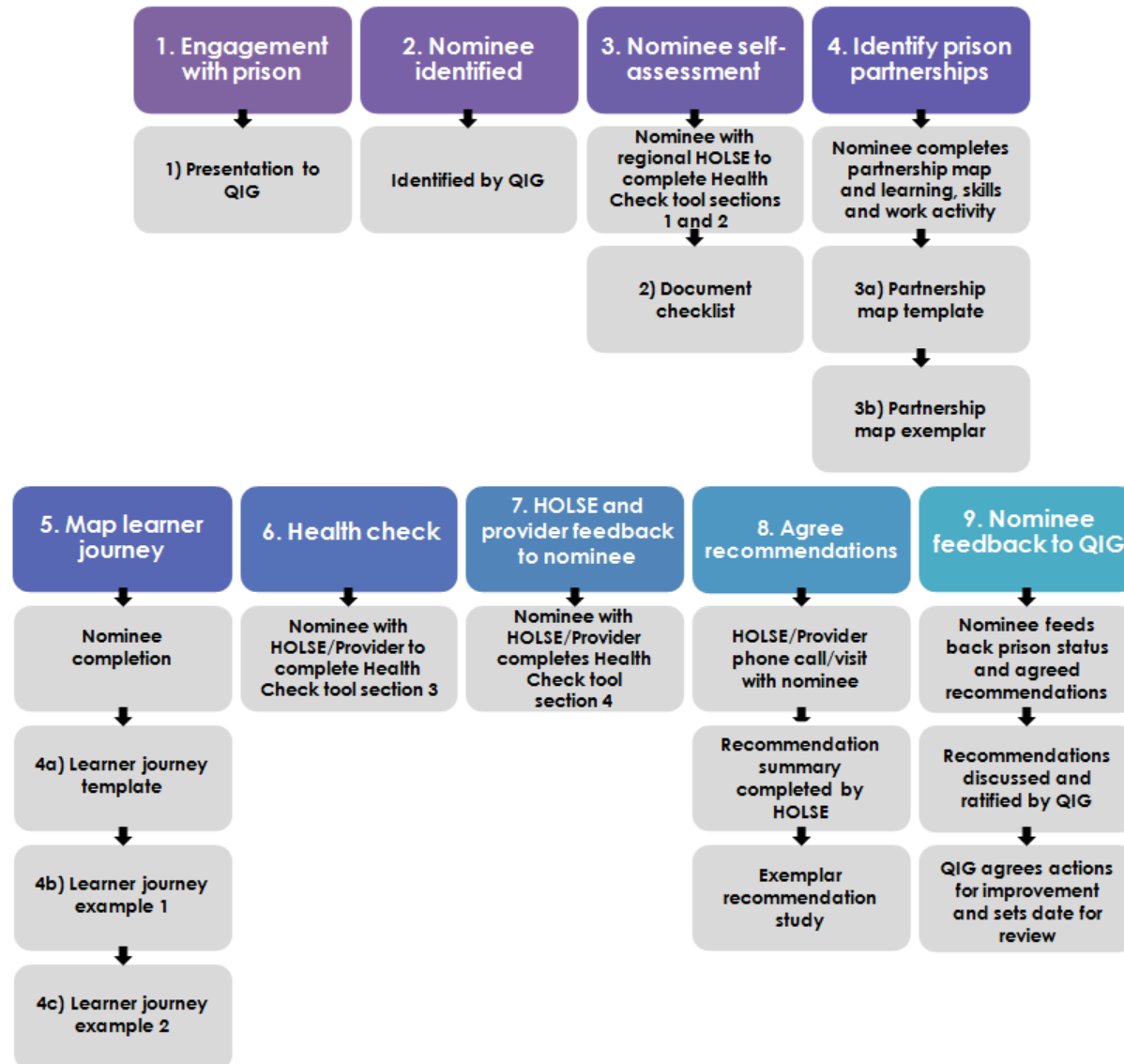
- the management of learning and skills and work activities
- provision of activities
- the quality of provision
- personal development and behaviour of learners
- education and vocational achievements
- the library
- physical education and healthy living
- the resettlement reintegration planning pathway: education, training and employment.

"I welcomed the health check conducted at Littlehey. The external multi-disciplinary team involving our education delivery partners provided valuable feedback and gave an accurate picture on current delivery standards. It has informed our action plan and given real focus to the Quality Improvement Group meeting team."
Dave Taylor, Governor, HMP Littlehey

1. The Whole Organisation Development Process

This is a collaborative exercise developed to offer practical guidance to Learning and Skills Managers and QIGs to improve provision and prepare for inspection.

The diagram below summarises the stages of the Whole Organisation Development Process:



“The process itself was relevant as it was based on the 2015 Common Inspection Framework and gave confidence to the Nominee who hadn't previously experienced a formal inspection. This was a very worthwhile exercise which added value to our confidence and morale.”
 Declan Moore, Governor, HMP Hollesley Bay

Stages 1 and 2 – Engagement with the prison and provider identified

The process begins with a presentation by the Health Check team to the Quality Improvement Group which outlines the process, with its aims, objectives, tasks and outcomes. The QIG is asked to confirm who will be the 'nominee' and thus the point of contact throughout the Whole Organisation Development Process (WODP) and the two-day Health Check.

Stages 3 to 5 – Self-Assessment and Health Check preparation

The nominee, usually the Learning and Skills Manager, is asked to assess the prison's readiness for inspection using the WODP Health Check tool. This is completed under these two headings:

- Inspection preparation activities;
- Tracking the learner journey.

In addition, the Nominee is asked to prepare three further pieces of work:

- Ensure that they have all of the information set out in the document checklist (page 19) prepared and to hand;
- Check a local Partnership Map (pages 20-21) is up to date that identifies the work and contact details of all partners involved in prisoners' learning, skills and work activities;
- Check a learner journey diagram is in place which charts learning and skills opportunities available from reception to release and 'through the gate' (pages 22-24).

Inspection preparation and the role of the Nominee

The role of the Nominee is key to a successful Ofsted/HMIP visit and there are a number of things a Nominee can do well in advance of an inspection to ensure they are ready for Ofsted. Tackling these activities improves levels of confidence in the leadership team and prepares frontline staff for inspection. In addition, planning and organising a WODP review can be seen as a 'practice run' for all concerned.

"It's a fantastic exercise. It brings the importance of inspection to the Quality Improvement Group."
David, Head of Reducing Reoffending, HMP Wealstun

The Nominee's responsibilities include:

- Providing information to the lead inspector to support inspection planning;
- Organising accommodation and facilities for the inspectors;
- Briefing the prison or YOI and their providers' staff about inspection arrangements;
- Attending all team meetings, including the final team meeting;
- Coordinating feedback arrangements during and at the end of the inspection;
- Liaising with the lead inspector, ensuring that documents are available and that staff can attend meetings.

To demonstrate readiness for inspection, the Nominee is asked to use the document checklist (page 19) to ensure they have all the documentation in place that is needed during an Ofsted visit. The Health Check team will ask to review this during their visit.

"The impact has been positive. It gave focus to the education department's work with the nominee."
Sue Paull, Education Manager, HMP Foston Hall

Tracking the learner journey

Understanding the learning and skills needs of the learners, together with a learning and skills strategy that is promoted through the whole prison, and plots a coherent learner journey, from reception to resettlement, are all important features of the role of the Learning and Skills Manager. To support this, the Nominee should complete the Partnership Map (pages 20-21). This will identify the roles and contact details of all agencies involved at various points of the learner journey. The Nominee should also prepare a summary of the learner journey from reception to release, showing the learning and skills interventions and curriculum offer mapped against the reducing re-offending pathways (page 22-24). Both documents will be used to track learner progress within the health check as described below. Also, consider how your prison captures learner voice to inform and shape the offer and experience of learners.

Stage 6 - The Health Check

Checking the quality and coherence of the learner journey and the impact of learning, skills and work interventions is an important element of the role of the Learning and Skills Manager and the QIG. For details of who should be part of the QIG, check the Guide for Learning, Skills and Employment Managers (See Helpful Links p26).

Observations of teaching, learning and assessment; learner voice activities; additional learning support arrangements; employer engagement work; and outcome and attendance data can all provide evidence of strengths and areas for improvement in each of the learning, skills and work areas. In addition, the minutes of Quality Improvement Group meetings will record how management information is used to demonstrate the quality of programmes, identify any concerns and drive improvements in delivery.

To assess the impact of the wider learning and skills provision, the Health Check team will track the journey of 2/3 learners to evaluate the identification of their learning needs, the planning of support initiatives, the results of those and the progress individuals make throughout their time at the prison. Their focus, in line with the new CIF, will be upon the impact of the actions taken by prison and partner organisations on a prisoner's personal development, their learning and progress and/or their outcomes. They will collect evidence by a variety of means including prisoner interviews, review of documentation, learning walks and the informal observation of activities. The team will consider:

- Induction activities
- Initial assessment, IAG and the sharing of identified prisoner needs
- Recording of learning plans/skills action plans and their use by Offender Management Unit
- Allocation activities
- Personalised learning programmes that support Functional Skills, additional learning support and reducing re-offending needs
- Formal and informal teaching and learning activities
- Progress reviews
- Assessment
- Achievement
- Progression opportunities
- Pre-release and the transition 'through the gate'.

Stages 7 to 9 - Recommendations and Improvement Planning

On completion of a Health Check review at a particular site, the team will share their analysis of the prison's status against aspects of the Common Inspection Framework with the Nominee. As this is a collaborative process, all of this information, together with feedback, will be used to formulate a series of recommendations, using the Recommendation Summary document (page 8) it is at this point that the Nominee will have the opportunity to reflect on the visit and complete section 4 of the Health Check tool.

The Nominee presents the recommendation summary document to the Quality Improvement Group for their consideration. Once the recommendations and actions have agreed by the QIG, these are then fed into the prison's quality improvement plan to help to make the prison become inspection ready. The Nominee should then complete section 4 of the health check tool, 'After the Health Check' (page 9).

Once an improvement plan is in place, it becomes the responsibility of the QIG to implement the actions and monitor progress against this. Named individual members of the QIG should lead on particular actions. It is anticipated that this work will form part of the annual Self-Assessment Report and QIG processes going forward and the QIG should agree follow review dates to ensure that actions are implemented. An annual Health Check will be a tool that can be used to test the cycle of continuous improvement against the baselines of the Common Inspection Framework.

"I would recommend to others: it provides a brilliant framework for inspection preparation. Ensure the elements highlighted at the beginning of each section are followed to make sure you get the most from the tool (i.e. follow any prompts), ensure time and resource is allowed to make best use of the tool, using the document as a multi-disciplinary partnership team and allow reflection time to look at what went well, not so well and lessons learnt! Make plenty of notes on the evidence for questions under each section, to back up judgements."

Chloe Graham, Learning, Skills & Employment Manager,
HMP Holme House

2. Whole Organisation Development Health Check

Name:	Cluster Lead:
Date:	Establishment

Preparation for Inspection

Is your Establishment Ofsted ready? The Nominee should

- Have a sound knowledge of the Common Inspection Framework (CIF) and Ofsted's Handbook for Inspection of Learning and Skills and Work Activities in Prisons and Young Offender Institutions.
- Be ready with the required pre-inspection documentation and data (see the data checklist below)
- Be able to communicate effectively with an Ofsted team to support their visit and represent all learning, skills and work activities effectively.

Further guidance on preparing for an inspection can be found in the Handbook for Inspection of Learning and Skills and Work Activities

Not yet started	Early stages	Developing	Established	Embedded
■	■	■	■	■
There is little or no clear strategy in place to meet the needs of the CIF.	Prison managers have discussed inspection, but a whole organisational approach to learning and skills is in its infancy	Prison managers understand the CIF and the prison is developing a whole organisational approach to meeting learning and skills needs of prisoners.	Prison managers share a vision for learning and skills provision based on the CIF and they are working hard to establish this throughout the prison	There is a whole organisational approach to identifying and meeting learning and skills needs and a culture that promotes the importance of education.

Please give a brief description of the prison's last Ofsted inspection eg When was the last inspection and what grades did the provision receive? What were the main recommendations? When are you likely to be inspected again?

Preparing for a Health Check

In preparation for the Health Check you need to have the following documentation in the base room

Documents	Please indicate if this is available - X or ✓
Establishment Self Assessment Report	
Quality Improvement Plan	
Summary of OLASS and Non-OLASS teaching and learning observation grades	
Previous year and 'in year' recruitment, retention and achievement data (OLASS/Non OLASS)	
Annual Needs Analysis of the population, including English, maths and ESOL needs	
Partnership map of agencies that contribute to the learner's journey and learner journey flow chart	
Details of the regime and the prison's employment strategy	
English and Maths Initial Assessment Data (year to date)	

Preparing for a Health Check

Provide a brief description of each aspect of Learner Journey in your prison a week before the Health Check begins

Area	Brief Description
1. Induction	
2. Allocation Process	
3. Meeting Functional Skills Needs	
4. Identifying and Supporting Personal Development Targets	
5. Identifying learning support needs	
6. Recording progress	
7. Meeting needs across the Reducing Re-offending Pathways	
8. Employer Engagement Activities	
9. Pre Release/Through the gate activities	
10. Give at least one example of good practice at your Establishment	

Health Check Recommendation Summary

Establishment:	NOMS/Provider Participants:	Dates:	List the priority areas for improvement:
Summary of activities undertaken by health check team			
Areas visited and number of observations of learning and assessment:	Number of learners interviewed:	Type and number of discussions/meetings attended:	
Agreed recommendations including any outstanding from last Ofsted report:	By whom:	By when:	

After the Health Check

Is your Establishment Ofsted ready? The Nominee should

- Have a sound knowledge of the Common Inspection Framework (CIF) and Ofsted's Handbook for Inspection of Learning and Skills and Work Activities in Prisons and Young Offender Institutions.
- Be ready with the required pre-inspection documentation and data (see the data checklist below)
- Be able to communicate effectively with an Ofsted team to support their visit and represent all learning, skills and work activities effectively.

If asked again, How 'Ofsted ready' are you and the local team? would your answer be the same? Please reflect your position now.

Not yet started	Early stages	Developing	Established	Embedded
■	■	■	■	■
There is little or no clear strategy in place to meet the needs of the CIF.	Prison managers have discussed inspection, but a whole organisational approach to learning and skills is in its infancy	Prison managers understand the CIF and the prison is developing a whole organisational approach to meeting learning and skills needs of prisoners.	Prison managers share a vision for learning and skills provision based on the CIF and they are working hard to establish this throughout the prison	There is a whole organisational approach to identifying and meeting learning and skills needs and a culture that promotes the importance of education.

How has the Health Check helped you in your role?

When completed this set of documentation should be sent to the Regional Head of Learning and Skills ready for presentation at the Learning & Skills Regional Governance Board

3. Case study – HMP Littlehey

Working Together to Create a Whole Organisational Approach to Learning and Skills at HMP Littlehey

At HMP Littlehey both the regional and local Learning and Skills team and PeoplePlus, the OLASS Provider, are determined to create a whole organisational approach to learning so we were delighted to be involved in the pilot of the whole organisation development programme.¹ The prison was inspected in March 2015 and the Ofsted grades were 'Requires Improvement'. Much work had been undertaken post inspection to develop aspects of the provision and the 'Health Check', which is part of the programme, was the perfect vehicle for testing the improvements. At the end of the Health Check the team, together with the L&S Skills Manager, had identified 8 areas for further improvement and these now form part of a joint quality improvement plan:

- Personal Development Plans to be introduced for NON OLASS activity areas
- Reducing Re-Offending Strategy to be reviewed to support ETE pathway.
- Complete installation work to enable the Level 2 Vocational Training provision to expand
- Review Prisoner Pay Rates to ensure there are no disincentives for enrolling into education.
- Increase activity places (commercial)
- Ensure the quality of teaching is good or better across Functional Skills
- Improve the quality of Learning and Development Plans across the provision
- Target Functional Skills success rates at 85% and above.

These 8 areas for improvement were turned into 17 separate actions, each with a named person responsible for implementation and a target date. Some were 'quick wins', but others require more time and planning, however all will form a part of the regular reporting and review process through the local Quality Improvement Group.

¹ Education and Training Foundation commissioned the Learning and Work Institute, together with OLASS Providers and HMPS to develop a Whole Organisation Improvement Process that would support Prison Service Establishments to meet the needs of the new Common Inspection Framework and prepare for inspection. The project ran from August 2015 to March 2016 and, through this programme, a model of annual 'Health Checks' has been developed to drive continuous improvement and promote the sharing of effective practice.

So how does it work?

The Whole Organisation Development Process requires Learning and Skills Managers to assess the Establishment's readiness for a further inspection and Littlehey's Learning and Skills Manager was confident that local managers shared a vision for learning and skills provision and that they were working hard to establish this throughout the prison, but help was needed to evidence the progress made and identify any further areas for improvement.

Health Check dates were set for two full days in February 2016 and a Review team that included 3 representatives of the OLASS Provider, the Regional HoLS, Cluster HoLS and a L&S Manager from another Establishment were identified. Over the 2-day period his team of 6 were able to visit all the areas of the prison where learning took place: Education Department, vocational training workshops, commercial workshops, recycling, farms and gardens, library, PE Department, Greyhound Project. In addition, team members tracked the learner journey through induction, allocations and the sequencing of activities, meeting sentence planning and personal development needs, progression opportunities, employer engagement and pre-release interventions.

The programme began with a briefing from L&S Manager as Nominee and meetings with Head of Reducing Re-Offending and the Education Manager. The Review team then spent one and half days observing lessons, interviewing prisoners, talking to staff, reviewing processes and looking at the work produced. Each half day session saw the team coming together to share their findings. By the afternoon of Day 2 the Health Check Team was in a position to feedback their findings to the Nominee and the Governor and the Cluster HoLS took the lead role in producing the written report and presenting this to the prison's SMT.

Littlehey's Governor said,

I welcomed the health check conducted at Littlehey, the external multi-disciplinary team involving our education delivery partners provided valuable feedback and gave an accurate picture on current delivery standards. It has informed our action plan and given real focus to the Quality Improvement Group meeting team

An **ETF Programme Assessor** was able to join the team for Day 2 of the process and he commented,

'The highly experienced team members worked closely together and made the very best of the limited time available. This dynamic added considerable value the insights provided went well beyond those outlined and a considerable amount of information was turned into an insightful improvement tool. In terms of inspection readiness, the provision met the criterion: 'Prison managers share a vision for learning and skills provision based on the CIF and they are working hard to establish this throughout the prison'.

The Whole Organisational Development Programme is geared to supporting the difficult job of a local Learning and Skills Manager and at the end of the process **Littlehey's Learning and Skills Manager** commented,

'It has helped identify the distance travelled since the last inspection and given the direction needed to continue improving against the CIF and HMIP recommendations. The health check was particularly helpful to me in terms of the nominee role and helped me identify my personal areas for improvement in preparation for Ofsted inspection in the future.'

Finally, as a regional team representing both NOMS and PeoplePlus, we are confident that this was time very well spent both in terms of supporting the good work done at Littlehey, but also in working more effectively in partnership.

John Algar, Regional Learning & Skills Lead East of England and Lorna Poll, Head of OLASS Operations, PeoplePlus

Feedback from other pilot prisons included:

“The Health Check was helpful to myself and our Activity Hub manager as it helped me focus on whether or not we had to had the necessary information to hand if an inspector was to announce a visit. It was and is also an excellent guide and we could clearly see if there were any gaps which we needed to work on.”

Tracy Taylor, Activities Unit Manager-Learning, Skills and Employment, HMP & YOI Swinfen Hall, a Health Check Nominee

“Frequently we are working with providers and relying on their observation data and views on processes to inform our self-assessment and quality improvement processes.

Working alongside them to develop and complete the health check processes allows providers and Learning & Skills managers to provide a fresh and up to date picture of the learners' experiences in the prison environment and also gives a professional perspective on the work provision within the prison setting. Health checks reflect joint working at its best; the opportunity to challenge and to be challenged allows us to evidence our focus on quality for our customers and highlights where we need to go to allow continuous improvement.”

Linda Cosham, Head of Learning, Skills and Employment, HMP Norwich, a Health Check Nominee

“Gives organisations opportunities to reflect on processes and what they do, which would give them opportunities to feel confident in existing processes or change, adapt, improve if necessary.”

Mark Shovlin, Novus North East Cluster Manager

4. Resources

Presentation to Quality Improvement Group (1)

Whole Organisation Development Process (WODP) in Offender Learning

A summary of processes and supporting resources

Funded by

The
Education
& Training
Foundation

Developed by

L&W LEARNING AND
WORK INSTITUTE

Milton Keynes
COLLEGE
Offender Learning

PeoplePlus
People Skills Jobs

NOVUS
FOUNDATIONS FOR CHANGE®

In partnership with

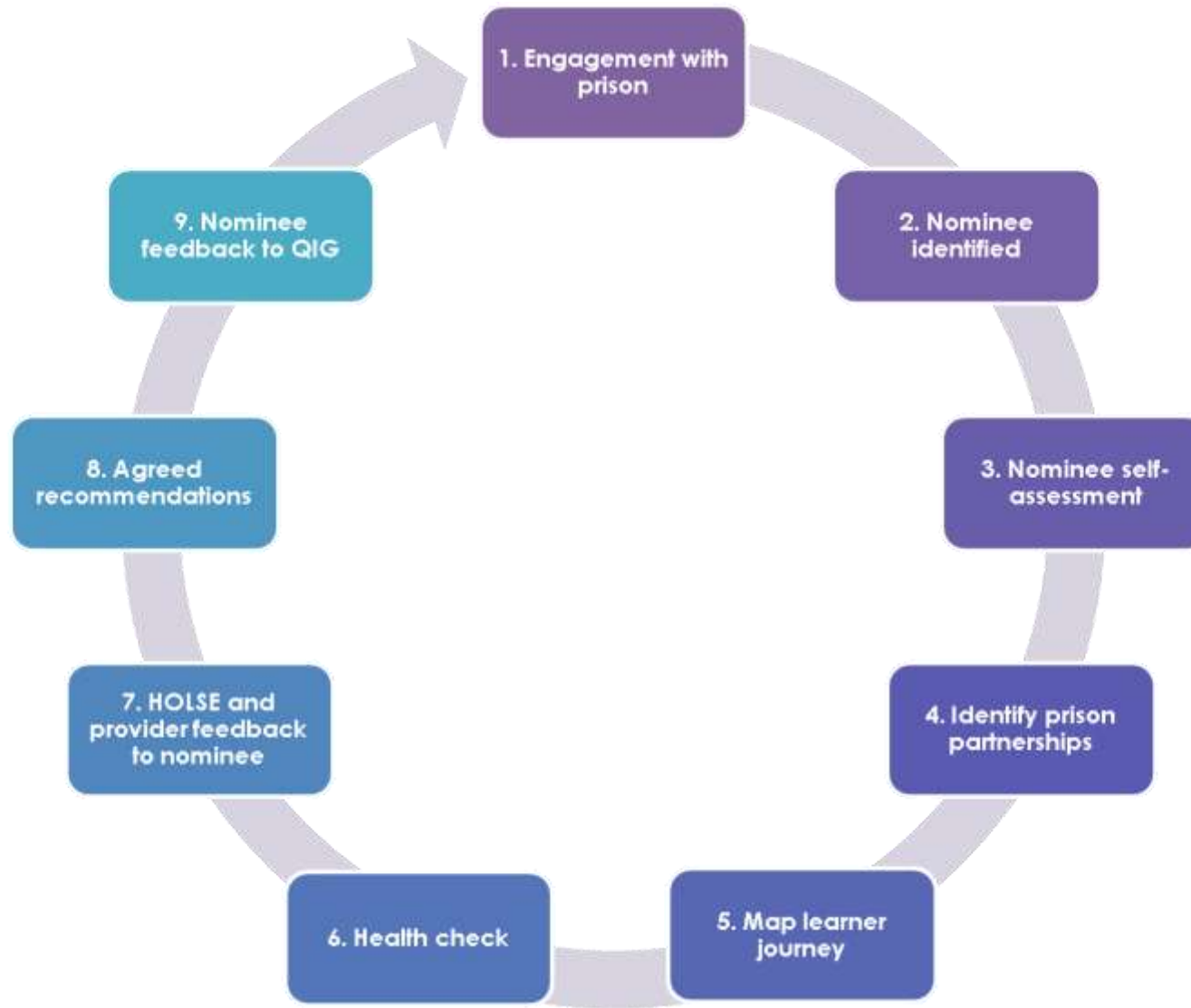


National Offender
Management Service

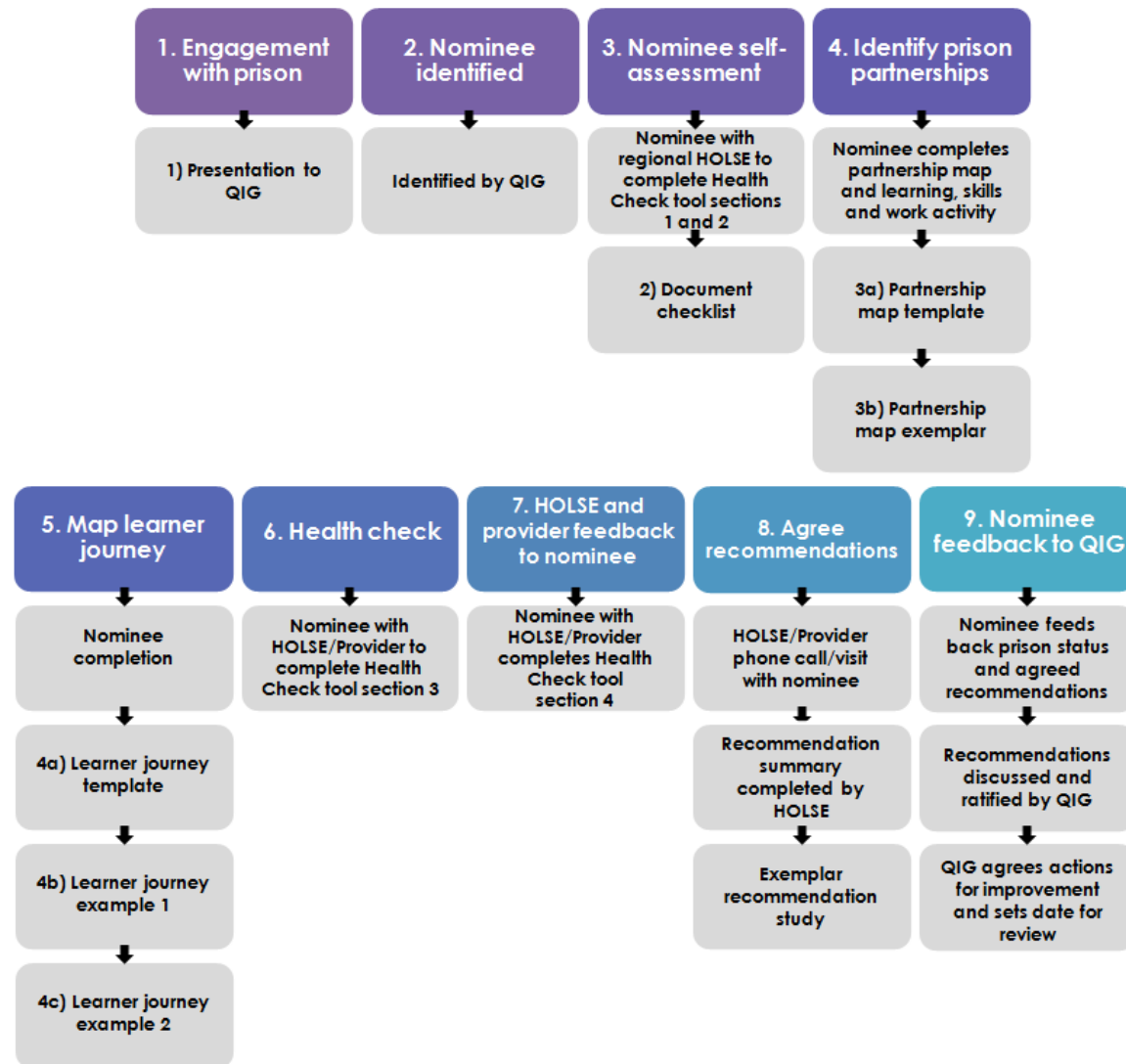
Background and Aims

- Prison led approach to quality improvement.
- Provides a coherent approach to quality improvement.
- Aimed at producing a sector-developed Health Check process mapped to new CIF.
- Possibility of providing a consistent approach to quality improvement across prison estate.

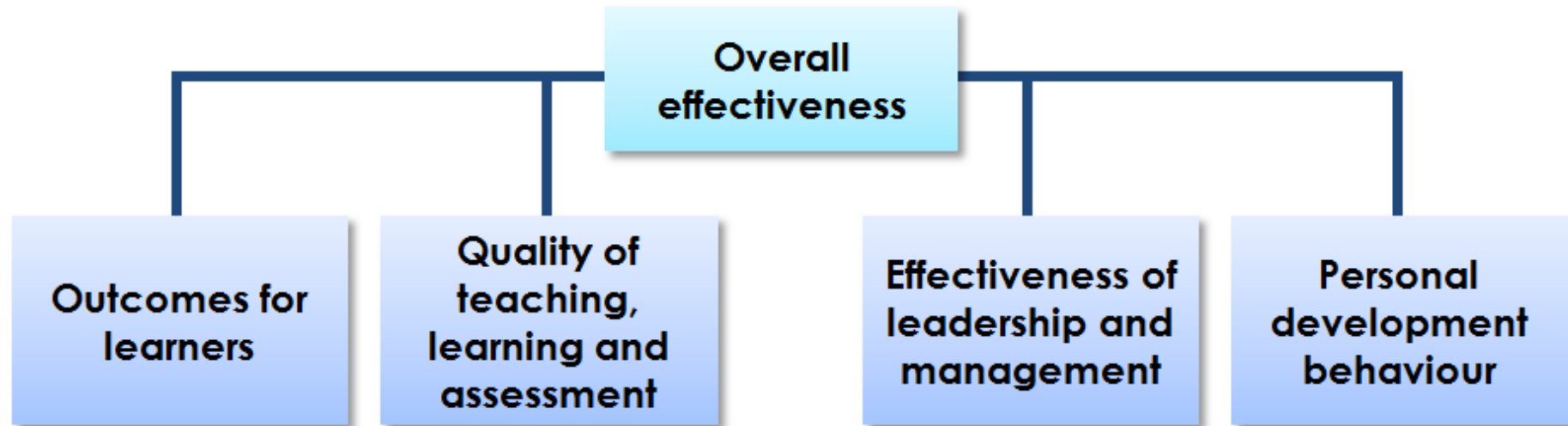
Whole Organisation Development Process (WODP)



Whole Organisation Development Process (WODP)



WODP - CIF aspects covered



Contact details

John Algar: john.algar@hmps.gsi.gov.uk

Darryl Jones: darryl.jones01@hmps.gsi.gov.uk

Barry Rees: barry.rees@hmps.gsi.gov.uk

Sally Alexander: sally.alexander@mkcollege.ac.uk

Leslie Littlewood: Llittlewood@novus.ac.uk

Lorna Poll: lorna.poll@peopleplus.co.uk

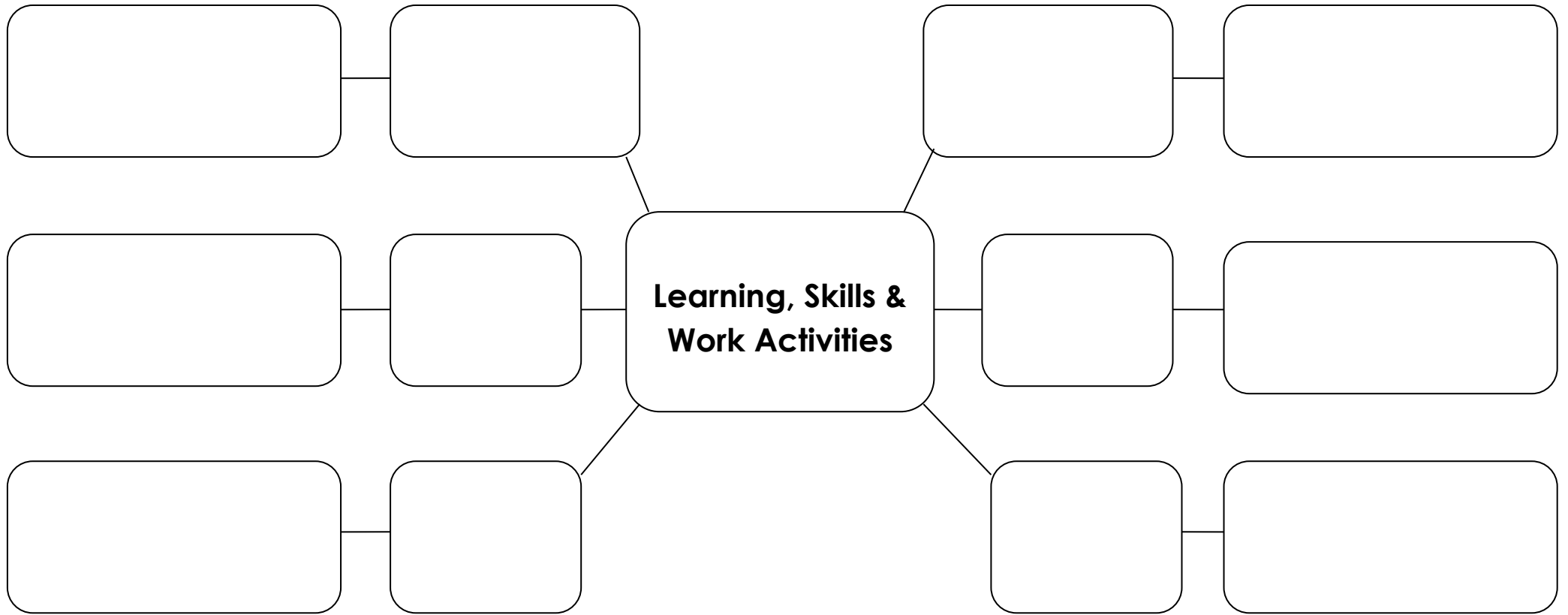
Susan Easton: susan.easton@learningandwork.org.uk

Punam Khosla: punam.khosla@etfoundation.co.uk

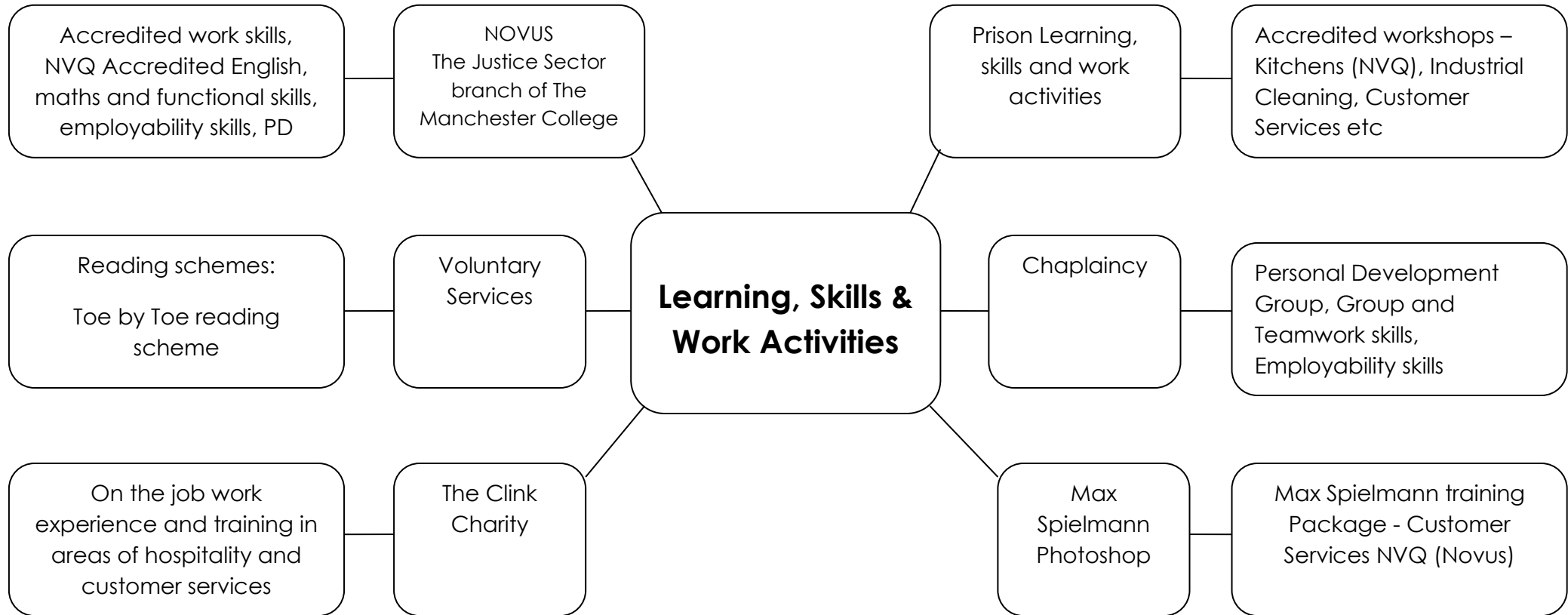
Teresa Carroll: teresa.carroll@etfoundation.co.uk

Document checklist (2)		Dated	In place
1	Map of ETE pathway		
2	Current HMIP Self Assessment Report		
3	Current HMIP Quality Improvement Plan		
4	Last HMIP Inspection Report		
5	OLASS education and training timetable		
6	Other provision timetable		
7	OLASS success data for past 12 months		
8	Non-OLASS success data for past 12 months		
9	OLASS observation of teaching & learning grades		
10	Non-OLASS observation of teaching & learning grades		
11	Terms of reference for the Quality Improvement Group (See Foundation Guide for Learning, Skills and Employment Managers for suggestions)		
12	Employer links		
13	Data from learner voice strategies for past 12 months		
14	Learning and skills strategy for prison		

Partnership map template (3a)



Partnership map exemplar (3b)



Learner journey template (4a)

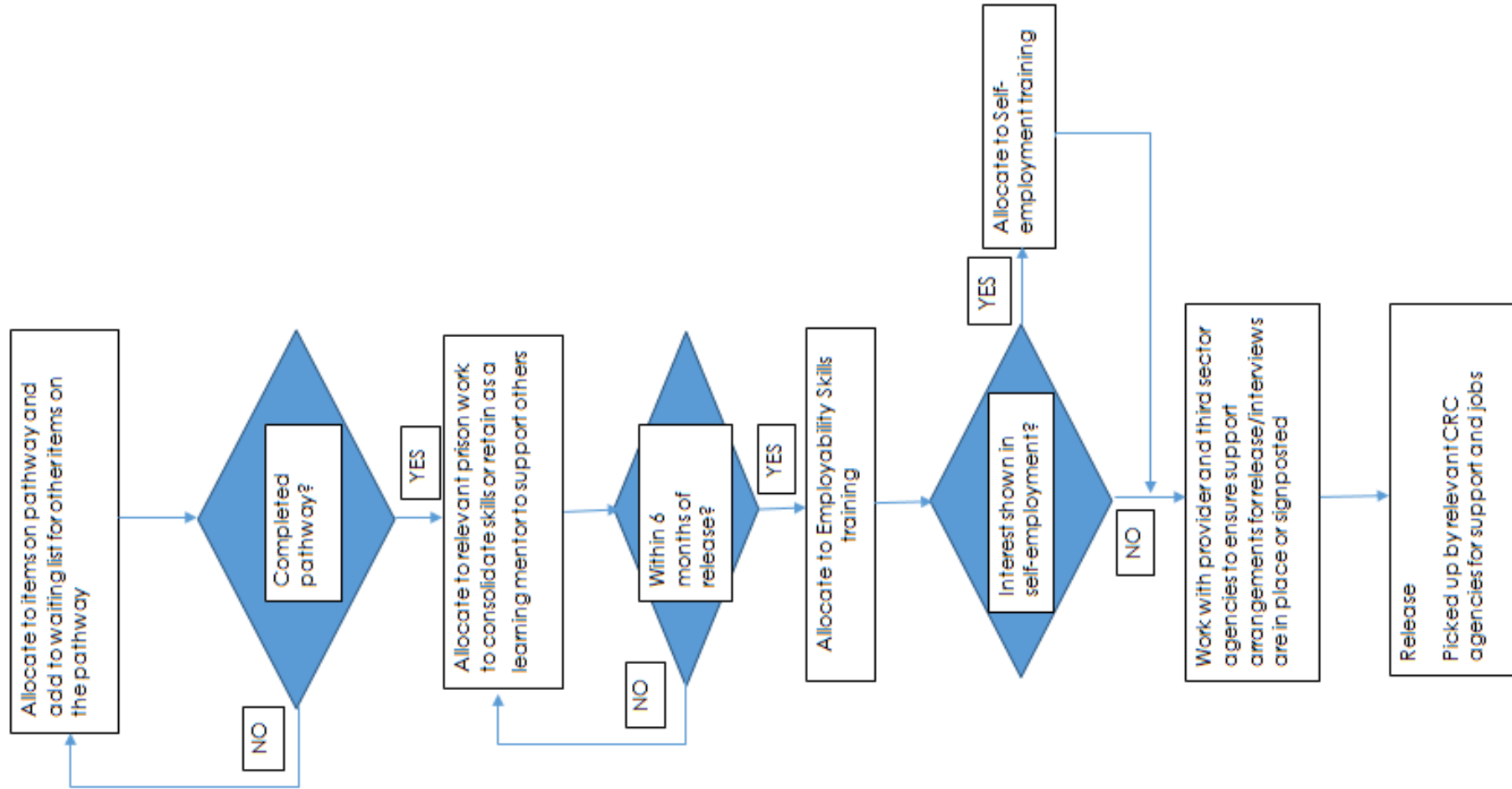
In line with the CIF, Inspectors will make key judgements on the following areas:

- Overall effectiveness;
- Effectiveness of leadership and management;
- Quality of teaching learning and assessment;
- Personal development, behaviour and welfare;
- Outcomes for learners.

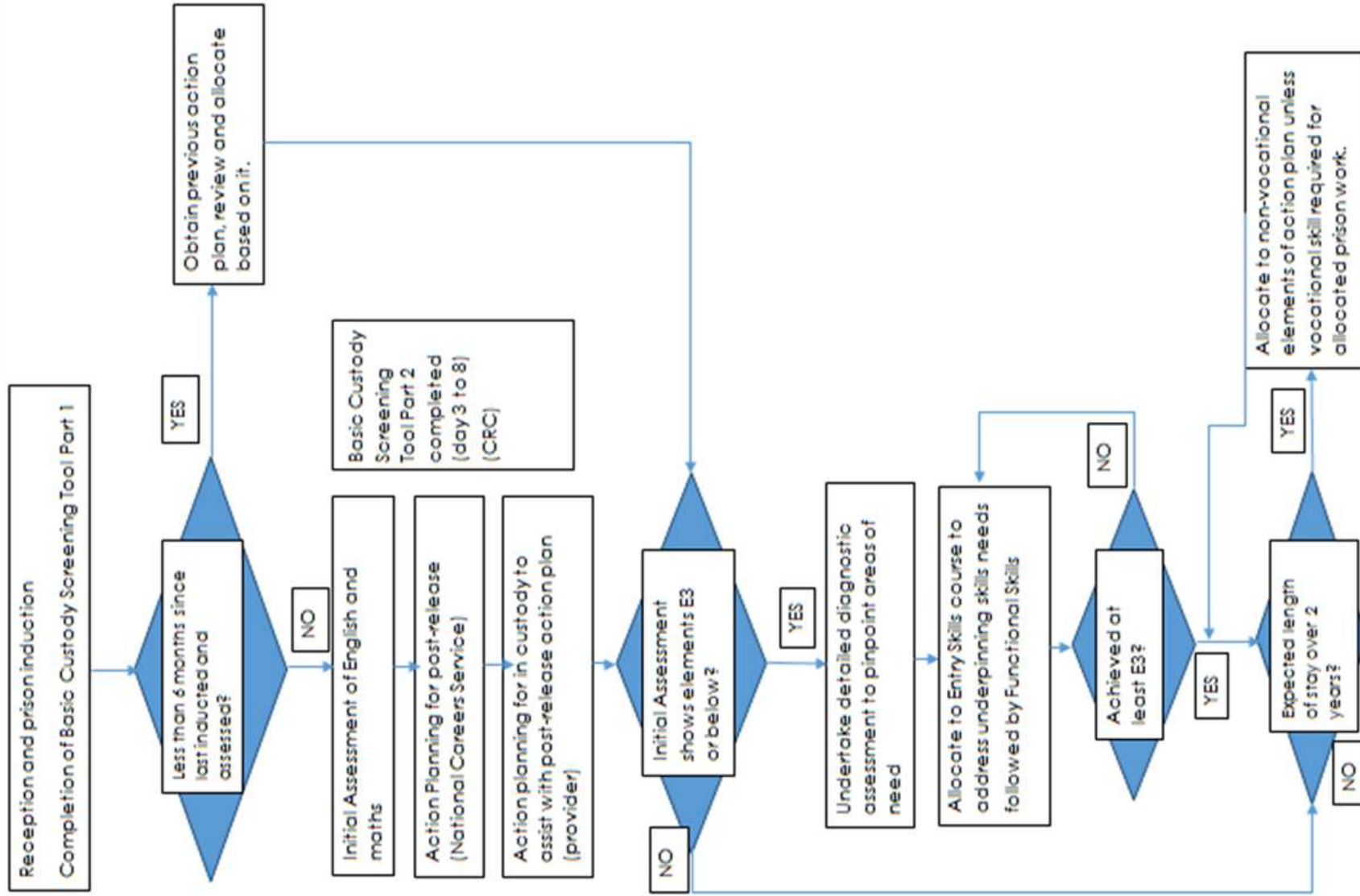
Common inspection themes – evidence of progress (since last inspection)

Induction process	
Leadership and Management	
Embedding English/maths/Functional Skills	
Equality and Diversity	
Employability	
Learning Support	
Mentoring	

Learner journey example 1 (4b)



Learner journey example 2 (4c)



Helpful links

Resources for leaders, managers and practitioners

The Education and Training Foundation (ETF) has developed an offender learning exhibition website on the Excellence Gateway. The site is home to a range of effective materials including new materials which will be of interest to you as teacher, instructor, manager and leader across the offender learning sector.

For further information on:

Leadership and management - <http://offender-learning.excellencegateway.org.uk/leadership-and-management>

Teaching and learning - <http://offender-learning.excellencegateway.org.uk/teaching-and-learning>

English, Maths, ESOL materials - <http://offender-learning.excellencegateway.org.uk/maths-english-and-esol>

Vocational training - <http://offender-learning.excellencegateway.org.uk/vocational-training>

Equality and diversity - <http://offender-learning.excellencegateway.org.uk/equality-and-diversity>

Working in offender learning - <http://offender-learning.excellencegateway.org.uk/working-sector>

Inspection

The Offender Learning Management Development eBook <http://www.excellencegateway.org.uk/content/etf2380>, will help to develop managers with responsibility for learning, skills and employment within the prison service, including responding to Ofsted.

Guide for Learning and Skills 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 too.

See more at: <http://www.excellencegateway.org.uk/content/etf2096>

Handbook for providers and Ofsted inspectors on inspecting learning and skills training and work activities for young adults and adults in custody

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). 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. See more at: <https://www.gov.uk/government/publications/handbook-for-the-inspection-of-learning-and-skills-training-for-young-adults-and-adults-in-custody>

Ofsted and HMI

Changes to education inspection came into effect in September 2015, for further guidance and information visit:

<https://www.gov.uk/guidance/changes-to-education-inspection-from-september-2015>

or the new HMI website at: <http://www.justiceinspectors.gov.uk/hmi/prisons/>

or the Ofsted website at: <https://www.gov.uk/government/organisations/ofsted>

Research

The Prisoners Education Trust (PET) carries out research into what is and isn't working in prison education. From the link below, you can read a range of reports by PET's policy team <http://www.prisonerseducation.org.uk/resources> together with learners' stories <http://www.prisonerseducation.org.uk/stories> and examples of effective practice <http://www.prisonerseducation.org.uk/case-studies>.

Learning and Work Institute carried out a range of research and development in offender learning. From the link below you can access the most up to date offender learning reports: <http://www.learningandwork.org.uk/offender-rehabilitation>

Training, news and events

The **Education and Training Foundation** offers training courses including courses within the [English](#) and [Maths](#) pipelines, [Future Apprenticeships programme](#), [Study Programme Support](#), as well as our offering around [Leadership, Management and Governance CPD on ELMAG](#). Please visit these pages for more details on each course or the link below for a full list of available courses: <http://www.et-foundation.co.uk/supporting/courses/>. News and events specifically relating to offender learning is available at <http://offender-learning.excellencegateway.org.uk/news-and-events>

The Society for Education and Training (SET) is the professional membership organisation of the ETF. This is the professional body for educators working in the further education sector including those involved in offender learning both within secure establishments and outside in the community. SET offers a range of support, including Qualified Teacher Learning and Skills (QTLS) for your career development <https://set.et-foundation.co.uk/>

Clinks supports, representation and campaigning, for the voluntary sector working with offenders. Their website has links to training and events, a directory, and resources: <http://www.clinks.org>

The Education and Training Foundation – August 2016

E: leadership@etfoundation.co.uk

W: www.et-foundation.co.uk