



## APPLICATION GUIDES

# The Application of the Professional Standards for Embedding Education for Sustainable Development and Global Citizenship in the Lifelong Learning Sector in Wales

July 2009



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



Skills for Learning Professionals

# Contents

Foreword	3
Summary	4
Introduction	5
The purpose of this application guide	7
Organisation of the document	9
Elements and guidance on extent	11
Domain A - Professional values and practice	11
Domain B - Learning and teaching	16
Domain C - Specialist learning and teaching	26
Domain D - Planning for learning	32
Domain E - Assessment for learning	33
Domain F - Access and progression	35
Glossary of terms	36
Resources and support for teachers	37
Annex I: Mapping of elements to knowledge and practice in the professional standards	38

# Foreword

The Welsh Assembly Government has a commitment to sustainability and in driving forward actions to address climate change. These are expressed within the Government of Wales Act 2006 (section 79) and more explicitly in the new sustainable development scheme 'One Wales: One Planet'<sup>1</sup> (May 2009).

We are increasingly aware that our current lifestyles are not sustainable. If everyone on the planet lived as we do in Wales we would use 2.7 planets' worth of resources. This is our current ecological footprint. Unchecked, this could increase to 3.3 planets worth by 2020. If we are to be a fair and just nation we must take action to begin to use only our fair share of the earth's resources.

To reduce our emissions and impacts by a third, to truly become a One Planet Wales, is a tall order and one that will have a direct impact on future education and training. What knowledge, skills and behaviours are going to be needed to understand the challenge that this poses? How do we educate our students to develop the attitudes to "do something about it"?

This is a shared responsibility as individuals, as part of a community and as global citizens in both our personal and professional lives. Teachers, tutors and trainers in the lifelong learning sector have an important role to play. Through work with students of all ages and in all specialist areas there are opportunities to address these challenges coherently and consistently and to prepare students for life in the 21st century; to offer up a picture of the skills and behaviours needed to achieve this change.

This application guide looks to unpack the competencies that are needed to develop Education for Sustainable Development and Global Citizenship (ESDGC). This guide presents a coherent picture of how this can be incorporated within all learning and teaching and will enable teachers to make the changes that are necessary to equip students to be successful in what will, by necessity, be a changing world.

**The ESDGC Application Guide Project Steering Group**  
June 2009

---

<sup>1</sup>One Wales: One Planet. The Sustainable Development Scheme of the Welsh Assembly Government , May 2009.



## Summary

- *The Application of the Professional Standards for embedding Education for Sustainable Development and Global Citizenship (ESDGC) in the lifelong learning sector in Wales* aims to support all teachers, tutors and trainers in the lifelong learning sector in Wales to fulfil the requirement that they integrate ESDGC within their teaching, whatever their specialist area.
- The “New professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales” describe consistent performance for all teachers in terms of knowledge, understanding and professional practice. This document demonstrates how the standards can be applied so that opportunities to integrate ESDGC in any area of specialism are identified at all stages in the teaching cycle.
- The guide is context free and level free and may be used in all areas of work.
- The guide will be of value to teachers in formal and informal learning environments, learning provider organisations, employers and managers including those with a responsibility for staff development and human resources.
- Teachers, tutors and trainers can use the guide to identify their professional development needs and develop their knowledge and skills.
- Learning providers and employers can use the guide for staff training and professional development opportunities, in recruitment and appraisal, as well as to promote quality improvement.
- Teacher educators and awarding organisations can use the guide as relevant to support qualification or curriculum development.

# Introduction

The Application of the Professional Standards for embedding Education for Sustainable Development and Global Citizenship in the lifelong learning sector in Wales aims to support all teachers, tutors and trainers in the lifelong learning sector in Wales to fulfil the requirement that they integrate ESDGC within their teaching, whatever their specialist area.

The new professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales describe consistent performance for all teachers in terms of knowledge, understanding and professional practice. This document demonstrates how the standards can be **applied** so that opportunities to integrate ESDGC in any area of specialism are identified at all stages in the teaching cycle.

## The wider context for the application guide

In March 2007, the Welsh Assembly Government tasked Lifelong Learning UK (LLUK) to review the Standards for Teaching and Supporting Learning for Wales and England (Further Education National Training Organisation - FENTO). The standards were reviewed for the England context in 2006, with publication of new standards in December. While mindful of the need for cross-border transferability, the review for Wales presented the opportunity to develop standards for teachers to reflect the uniqueness of the context in Wales.

The professional standards for teachers, tutors and trainers in the lifelong learning sector describe, in generic terms, the skills, knowledge and attributes required of those who perform the wide variety of teaching and training roles undertaken within the sector with learners and

employers. They are context free and level free, in order to represent all areas of work and new teachers, experienced teachers and teacher educators. They represent the teaching and learning cycle, with which all teachers engage: initial assessment, planning and preparation, teaching, assessment, evaluation and quality improvement through responding to evaluation.

## The Welsh context for the application guide

Consultation on professional standards for Wales commenced in June 2007, and this resulted in the standards published in March 2008. Consultation events and a web-based questionnaire showed strong support for the generic approach of the standards for England while stressing the need for the standards to reflect the distinct needs of the sector in Wales and to support the vision of *The Learning Country*<sup>2</sup>. This was addressed through the inclusion of standards relating specifically to bilingualism, cultural diversity and sustainable development and global citizenship, thus enabling the standards to meet the needs of Wales and allowing articulation with the standards for England. In this way, cross-border issues and transferability can be addressed, and labour market mobility protected.

## Links to standards

Development of the standards represents a vital first step in the construction of a new framework of qualifications for teachers in the further education system in Wales. These will be developed within the Credit and Qualifications Framework for Wales (CQFW) and will have full articulation with other UK credit frameworks.

<sup>2</sup>The Learning Country, Welsh Assembly Government, September 2001

## Estyn

Estyn (Her Majesty's Inspectorate for Education and Training in Wales) and LLUK have developed a Memorandum of Understanding, to ensure that the National Occupational Standards, professional standards for Wales and application guides are fully integrated into the Estyn 2010 framework guidance documents for providers and that good practice identified through the inspection process is disseminated to lifelong learning sector employers.

## Quality and Effectiveness Framework for post-16 learning in Wales (QEF)

The Department for Children, Education, Lifelong Learning and Skills (DCELLS) have worked closely with LLUK to ensure that Professional and National Occupational Standards are in place for staff working in all lifelong learning settings. The standards identify the values, skills, knowledge and competence required to support individual within different job roles. National Occupational Standards, professional standards for Wales and application guides form part of the new QEF framework under 'Supporting Success'. They provide a framework of good practice and play a key role in supporting provider effectiveness through use in recruitment and selection, staff development and performance management.

## The Credit and Qualifications Framework for Wales (CQFW)

Since 2003 all learning, including mainstream qualifications, offered in Wales is gradually being brought into a single unifying structure – the Credit and Qualifications Framework for Wales (CQFW). The framework merges the concepts of volume of learning achievements (credit) and the demands made by that learning on the learner (level) to create a system that is able to embrace all types and styles of learning, and all qualifications. Units of assessment under the CQFW can be used to measure whether a person has the necessary skills and/or knowledge and understanding to meet the requirements of an occupational standard. It is not possible to simply 'cut and paste' standard statements into units to create learning outcomes and assessment criteria, this information can be interpreted from the standards but it may need to be identified and added by subject and/or experienced practitioners from the field. LLUK recognises that the key element is the involvement of the relevant sectors (employers, employer representatives, stakeholders, practitioners) in the development of both standards and of units for assessment and their place within proposed qualifications.

# The purpose of this application guide

The new professional standards for teachers describe consistent performance in terms of teachers' knowledge, understanding and professional practice. The new professional standards are 'overarching' and apply to all teachers in the lifelong learning sector in Wales, as does the requirement for all teachers to address ESDGC within their teaching. However, it was considered appropriate to produce an application of these standards which provides further interpretation and amplification with respect to embedding ESDGC in the context of other learning.

The new professional standards detail the knowledge, understanding and professional practice for all teachers in any role. This document details the same for all teachers as they seek to incorporate a consistent approach to ESDGC, whatever subject they teach, and is like, the standards, context free and level free.

This application guide, together with the new overarching professional standards, will support the development of initial teaching qualifications for teachers, tutors and trainers in the lifelong learning sector, other accredited and non-accredited professional development opportunities.

This document can be used for the whole range of purposes that the standards are used for, including recruitment and selection, self assessment and all types of professional development. These are some potential uses:

- **Teachers, tutors and trainers**  
This guide will help to identify their professional development needs; to develop new knowledge and skills to meet the specific needs of learners in new circumstances.
- **Learning provider organisations, employers, staff development and HR managers**  
Can use the guide to illustrate how the standards apply to the effective integration of ESDGC within the context of other learning, in underpinning staff training and professional development opportunities, in recruitment and appraisal, or to promote quality improvement. It can also be used to share and disseminate good practice and to motivate and assist the workforce to develop new skills.
- **Teacher educators and awarding organisations**  
May use the guide as relevant to support qualification development and associated guidance, to map current provision against the standards or in curriculum development, delivery and assessment.

## The values underpinning ESDGC

ESDGC is a cross-cutting theme that aims to develop an understanding about the major challenges facing the world, such as climate change, resource and environmental depletion, trade, human rights, conflict and democracy, and how they relate to each other and to us. There are a number of key documents on ESDGC in Wales, developed from the *Education for Sustainable Development and Global Citizenship Action Plan*<sup>3</sup> and referring to ESDGC in a range of sectors, including initial teacher training for schools, teaching in schools, further education, work based learning, youth work and adult and community learning. Those relevant to the lifelong learning sector are detailed in the “References and Support for Teachers” section of this guide, and stress a holistic approach of ESDGC to education, which enables learners to develop skills, knowledge and values to participate in decision making about the way we do things individually and collectively, both locally and globally, which promotes a more equitable and sustainable world. It does this through engaging learners as active participants in their local and global communities as well as through their learning.

Cultural context, including the rich cultural heritage of Wales and the Welsh language, and individual identity helps develop the learner’s perspectives and enrich understanding of Wales, Europe and the World.

## Links to other sectors and cross-cutting areas of learning

Although this guide is primarily intended to detail knowledge, understanding and professional practice for teachers in the lifelong learning sector in Wales, it will be of use to those from other sectors engaging with ESDGC, particularly where learners are young adults and adults. Those involved in youth work and community learning and development may be able to make links between their National Occupational Standards and the elements within this guide.

There are also strong links to be made with other cross-cutting areas of learning such as the wider key skills and the development of literacy, numeracy and ICT skills, and frameworks such as the Welsh Baccalaureate. While these links are not explicitly detailed in this document, they are present implicitly throughout. For example, references are made to the development of thinking skills, critical reading skills, analysis of data and appropriate use of ICT.

# Organisation of the document

This document details the values, knowledge, understanding and professional practice expected of all teachers in the lifelong learning sector in Wales.

This information is detailed in six domains which reflect the functions of the role. The domains are:

**Domain A - Professional values and practice**

**Domain B - Learning and teaching**

**Domain C - Specialist learning and teaching**

**Domain D - Planning for learning**

**Domain E - Assessment for learning**

**Domain F - Access and progression**

This application guide details the knowledge, understanding and professional practice for all teachers embedding ESDGC against the domains of the professional standards. It does this by using the values and commitments statements from each domain (coded as 'S' statements – ASI, BSI etc). These are listed in the first column of the guidance.

In the second column, **elements** have been identified for most of the value and commitment statements. Elements detail the specific application of any value and commitment statement. Some of these statements will have one associated element, others may have more, while yet others may have none.

The elements are coded with the domain letter and then in number sequence. A suffix, ESDGC, is used to denote the element. All value and commitment statements are listed, even when there is no associated element. This is made clear by the statement “informed by professional practice only”.

**Extent** is provided as guidance on the associated content of each element, and is also detailed in the second column of the guidance, as a series of bullet points under each element.

For the benefit of those designing training programmes for the lifelong learning sector using this application guide, the guidance on extent has been mapped against the knowledge and understanding and/or professional practice statements which are included within the standards. These are coded as 'K' and 'P' statements respectively – AKI.I, API.I, BKI.I, BPI.I This mapping demonstrates the close links between the guidance on extent and the standards, and is recorded in Appendix I.

The need for separate domains B (learning and teaching) and C (specialist learning and teaching) may seem unnecessary as the guide is intended to introduce an ESDGC perspective to all learning and teaching. However, as with all application guides based on the professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales, a consistent approach to developing the content of domains B and C has been adopted. Domain B details 'specialist learning and teaching strategies' particularly appropriate to ESDGC and this is underpinned by the teacher's 'appropriate knowledge and understanding' of ESDGC, which is detailed in domain C.

Here is an example from domain A:

Standard statement	Element and guidance on extent
<p>Teachers embedding ESDGC in the lifelong learning sector in Wales value:</p> <p><b>Standard AS 2</b>                      Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to sustainable development in a community and global context.</p> <p><i>(This is a values statement from the professional standards)</i></p>	<p><b>Element A2.1 ESDGC</b>                      Appreciate that the overarching intended outcome of ESDGC is a more just society and sustainable world.</p> <p><i>(This is a statement relating to knowledge or practice)</i></p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• The interdependence of social, environmental, economic, political and cultural aspects of sustainability and connections between their neighbourhood, their workplace and what is happening locally, nationally and globally</li> <li>• The relevance of this interdependence to the learner’s experience</li> <li>• The challenges of the 21st century and the need to change behaviour</li> <li>• Encourage creative and visionary thinking to develop responses to current and future challenges.</li> </ul> <p><i>(This is guidance on extent. This particular example of extent guidance relates to professional practice only. In other places extent guidance relates to knowledge and understanding as well.)</i></p>

# Elements and guidance on extent

## Domain A: Professional values and practice

Standard statement	Element and guidance on extent
<p>Teachers embedding ESDGC in the lifelong learning sector in Wales value:</p> <p><b>Standard AS 1</b> Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.</p>	<p><b>Element AI.1 ESDGC</b> Recognise that learners in Wales come from a diversity of backgrounds and that this is important for ESDGC teaching and learning.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Value the full range of learner contributions, viewpoints and perspectives</li> <li>• Understand that learners may have different starting points and a varied understanding of the various strands of ESDGC, and work to promote understanding across all aspects of ESDGC</li> <li>• Make ESDGC relevant to the learner within the context of their learning goals.</li> </ul> <p><b>Element AI.2 ESDGC</b> Actively integrate learners' diversity of backgrounds, experiences, goals and aspirations into their approach to ESDGC.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Motivate learners through valuing the importance of learner experiences and aspirations.</li> </ul>

## Professional values and practice

Standard statement	Element and guidance on extent
<p><b>Standard AS 2</b>                      Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to sustainable development in a community and global context.</p>	<p><b>Element A2.1 ESDGC</b>                      Appreciate that the overarching intended outcome of ESDGC is a more just society and sustainable world.</p> <p><b>Teachers embedding ESDGC know and understand:</b></p> <ul style="list-style-type: none"> <li>• The interdependence of social, environmental, economic, political and cultural aspects of sustainability and connections between their neighbourhood, their workplace and what is happening locally, nationally and globally</li> <li>• The relevance of this interdependence to the learner’s experience</li> <li>• The challenges of the 21st century and the need to change behaviour</li> <li>• How to encourage creative and visionary thinking to develop responses to current and future challenges.</li> </ul> <p><b>Element A2.2 ESDGC</b>                      Understand that a goal of ESDGC is to enable action via informed discussion and decision making, as an individual and as part of a wider society.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Take account of the ways in which sustainable development and global citizenship impact on the subject studied</li> <li>• Use participatory teaching methods to promote critical thinking skills that allow learners to explore ESDGC themes for themselves</li> <li>• Develop a clear protocol for learner debate in order to explore ESDGC themes with sensitivity to others</li> <li>• Encourage personal action in response to local, national and global issues.</li> </ul>

## Professional values and practice

Standard statement	Element and guidance on extent
<p><b>Standard AS 3</b> Equality, diversity, inclusion and bilingualism in relation to learners, the workforce and the community.</p>	<p><b>Element A3.1 ESDGC</b> Encourage learners to reflect on their rights and responsibilities as global citizens.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Recognise individual experiences which contribute to learners' realisation and wider understanding of their own impact and role in Wales, Europe and the world</li> <li>• Encourage cultural perspectives on ESDGC including opportunities to promote Welsh language, bilingualism and all aspects of Welsh culture</li> <li>• Explore the influences of Welsh culture and language in shaping our views of the world and where we live.</li> </ul>
<p><b>Standard AS 4</b> Reflection and evaluation of their own practice and their continuing professional development as teachers.</p>	<p><b>Element A4.1 ESDGC</b> Reflect on and be aware of one's own values in respect to ESDGC issues and how this will impact on practice.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Share good ESDGC practice with colleagues and engage in continuing professional development through reflection, evaluation and keeping up to date with current ESDGC issues.</li> </ul> <p><b>Element A4.2 ESDGC</b> Recognise responsibility to present information representing a range of viewpoints in order to enable critical thinking and informed debate.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Evaluate the origins of source material used, their reliability and the values that they reflect</li> <li>• Ensure that source materials representing a range of viewpoints are presented.</li> </ul>

## Professional values and practice

Standard statement	Element and guidance on extent
	<p><b>Element A4.3 ESDGC</b> Share good practice in embedding ESDGC with others and engage in continuing professional development through reflection on, evaluation of and the appropriate use of current research relating to ESDGC.</p> <p><b>Teachers embedding ESDGC</b></p> <ul style="list-style-type: none"> <li>• Reflect on and develop own understanding of ESDGC throughout professional practice.</li> </ul>
<p><b>Standard AS 5</b> Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.</p>	<p><b>Element A5.1 ESDGC</b> Develop partnerships to access expertise and support in the delivery of ESDGC.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Work with others to develop links with local, national and international groups which enhance learning</li> <li>• Provide a range of opportunities for learners to become active citizens</li> <li>• Encourage a collaborative approach to learning in order to enhance learners' experience</li> <li>• Utilise the expertise of community groups and non-governmental organisations to further develop specialist understanding of ESDGC.</li> </ul>

## Professional values and practice

Standard statement	Element and guidance on extent
<p><b>Standard AS 6</b> The application of the agreed codes of practice and the maintenance of a safe environment.</p>	<p><b>Element A6.1 ESDGC</b> Understand the relevance of the institutional management systems of their organisation to ESDGC.</p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• Statutory requirements and relevant codes of practice relating to their setting, including environmental guidelines on best and safest practice</li> <li>• The importance of maintaining the learning environment in such a way as to demonstrate good ESDGC practice</li> <li>• How environmental management systems can inform learning and teaching, and how to use relevant data in the learning context</li> <li>• How systems for ensuring equality of opportunity are consistent with human rights and equality principles within ESDGC.</li> </ul>
<p><b>Standard AS 7</b> Improving the quality of their practice.</p>	<p>Informed by professional standards only.</p>

## Domain B: Learning and teaching

Standard statement	Element and guidance on extent
<p>Teachers embedding ESDGC in the lifelong learning sector in Wales value:</p> <p><b>Standard BSI</b> Maintaining an inclusive, equitable, motivating and, where appropriate, bilingual learning environment.</p>	<p><b>Element B1.1 ESDGC</b> Establish a stimulating learning environment where ESDGC themes can be explored sensitively.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Develop understanding and respect for others in order to appreciate their social, political and cultural perspectives</li> <li>• Engage in discussions and explore issues from multiple perspectives, including controversial issues that affect our society today</li> <li>• Support learners in developing coping strategies to deal with issues raised by ESDGC discussions which may cause an emotional response.</li> </ul> <p><b>Element B1.2 ESDGC</b> Use a range of experiential and informal learning opportunities to encourage participatory and enquiry-based approaches.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Use activities that put the learner at the centre of the learning, including speakers, visits, working with partners and working in the community; in order to enable active engagement and for learners to make a difference</li> <li>• Build the capacity for self reliance and self organisation through informal learning activities</li> <li>• Use activities which develop decision making skills and a sense of responsibility for outcomes, helping learner motivation through a sense of achievement</li> <li>• Use outdoor and environmental activities to develop the learners' sense of place</li> <li>• Encourage identification with and sense of responsibility for the environment and others.</li> </ul>

## Learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element B1.3 ESDGC</b> Promote and develop a Welsh language and/or bilingual learning environment where appropriate to the learners.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Ensure that essential resources are available in both Welsh and English where appropriate to the learners and available</li> <li>• Explore the use of terminology relating to ESDGC in both Welsh and English</li> <li>• Implement bilingual teaching and learning methodologies appropriate to learner needs.</li> </ul>
<p><b>Standard BS2</b> Teachers embedding ESDGC in the lifelong learning sector in Wales value:</p>	<p><b>Element B2.1 ESDGC</b> Implement learning activities which develop creative and critical thinking skills.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Implement learning activities which develop creative and critical thinking skills and promote learner autonomy</li> <li>• Encourage skills for innovation and enterprise and value flexible thinking as essential in creating alternative futures</li> <li>• Challenge learners' own preconceptions and views of the world and develop learners to explore issues from different perspectives</li> <li>• Encourage learners to identify the causes of global problems, instead of purely the symptoms</li> <li>• Encourage critical evaluation of alternative views and provide creative solutions</li> <li>• Recognise the importance of reflective thinking and the need for learners to become a learning community.</li> </ul>

## Learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element B2.2 ESDGC</b> Promote learner autonomy.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Encourage independence and the development of leadership skills</li> <li>• Enable learners to develop an understanding of how different political, economic and social structures influence ESDGC themes</li> <li>• Enable learners to clarify their own personal values and the influences which have shaped them</li> <li>• Provide different perspectives through which the world can be viewed, in order to encourage learners to identify obstacles to, and opportunities for change</li> <li>• Encourage participation; building the confidence of learners to participate in groups and in the wider community.</li> </ul> <p><b>Element B2.3 ESDGC</b> Explore the connections between and interdependence of ESDGC themes.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Encourage learners to understand the bigger picture of ESDGC themes and their full implication to others whilst resisting the temptation to over-simplify problems and possible solutions</li> <li>• Make interconnections between the ESDGC themes in order to reveal the complex interrelated nature of these local, national and global issues</li> <li>• Emphasise systems thinking as a way of understanding interdependence and the complex nature of the world we live in.</li> </ul>

## Learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element B2.4 ESDGC</b> Connect ESDGC to own specialist area, in order to make it relevant for learners.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Are able to show how ESDGC issues relate to wider learning and the subject being taught</li> <li>• Connect ESDGC to the subject area by exploring issues as they arise.</li> </ul> <p><b>Element B2.5 ESDGC</b> Actively engage and empower learners in the institutional management systems of their place of learning.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Engage and empower learners by including them in decisions and actions to make the learning environment more sustainable</li> <li>• Use the learning environment to promote biodiversity and encourage the learners to understand the challenges of biodiversity</li> <li>• Use the learning environment to promote fairness and equality</li> <li>• Encourage sustainability within the learning environment, for example paper usage, switching off unused electrical appliances etc</li> <li>• Show how purchasing choices can be effective drivers of change</li> <li>• Encourage learners to have a voice in decision-making, for example participation in focus groups, student councils and representation on governing bodies.</li> </ul>

## Learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element B2.6 ESDGC</b> Recognise that ESDGC issues may not have definitive answers.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Help learners cope with the open-ended, uncertain nature of some ESDGC issues</li> <li>• Use the process of enquiry and systems thinking to investigate complex issues.</li> </ul> <p><b>Element B2.7 ESDGC</b> Ensure that attention to issues relating to sustainable development is appropriately balanced with attention to issues relating to global citizenship.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Ensure that learners are given opportunities to explore issues relating to global citizenship within the context of other learning</li> <li>• Encourage learners to develop a social justice perspective</li> <li>• Encourage learners to develop an appreciation of global diversity in the context of citizenship.</li> </ul>

## Learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element B2.8 ESDGC</b> Offer past, present and future perspectives on ESDGC.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Enable learners to explore how global issues have developed</li> <li>• Encourage learners to examine and understand the viewpoints of past people and societies</li> <li>• Use current controversial issues to explore and debate conflicting viewpoints</li> <li>• Enable learners to predict possible future outcomes and explore longer term implications of global issues, particularly issues relating to resource depletion, population and climate change</li> <li>• Take account of the speed of change in reviewing and developing scenarios and resources</li> <li>• Make learners aware of the speed of change in relation to ESDGC issues and that flexibility and adaptability are required in order to address ESDGC themes effectively.</li> </ul> <p><b>Element B2.9 ESDGC</b> Empower learners to take appropriate actions by encouraging positive personal action.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Promote a positive approach to global problems, encouraging an understanding of change as an incremental process that can be initiated at a personal and local level</li> <li>• Acknowledge the imbalance of response to global challenges, and recognise the importance of local actions as potentially powerful drivers for change.</li> </ul>

## Learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element B2.10 ESDGC</b> Encourage learners to use and share their own life experiences and the experiences of their peers as a foundation for their learning.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Value the contribution of learners and encourage them to participate and share with others</li> <li>• Encourage members of the learners' community to also contribute to learning and share their views on issues</li> <li>• Develop a culture of peer learning through group work</li> <li>• Encourage team work and give learners opportunities to work together and with others to produce positive outcomes.</li> </ul>

## Learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element B2.11 ESDGC</b>                      Demonstrate how new and emerging digital technologies can promote sustainable practice and encourage responsive, positive and active global citizenship.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Use a range of technologies to develop a safe learning community outside the classroom and encourage learners to share their opinions and reflect on their learning together, respecting each other’s views</li> <li>• Use emails and other appropriate technologies such as videoconferencing and the Welsh Video Network (WVN) to develop links with other learning communities in other cultures and societies</li> <li>• Encourage learners to use the internet and other communications technologies to influence the views of others, including decision makers, in a safe and appropriate manner</li> <li>• Encourage learners to critically explore alternative viewpoints through web based research</li> <li>• Recognise the environmental benefits of online information storage</li> <li>• Consider the power of the media and the power of new and emerging forms of social software to engage with mass audiences</li> <li>• Develop reading skills, teaching learners how to skim and scan electronic documents effectively and to consider carefully if and what they need to print.</li> </ul>

## Learning and teaching

Standard statement	Element and guidance on extent
<p><b>Standard BS3</b> Communicating effectively and appropriately with learners to enhance learning.</p>	<p><b>Element B3.1 ESDGC</b> Communicate effectively and appropriately with learners to encourage more environmental and sustainable behaviour and to develop learners to become responsive, positive and active global citizens.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Communicate the importance of sustainability and global citizenship to learners using terms they can understand in the context of their own learning</li> <li>• Use terminology consistently and clarify confusing acronyms and jargon</li> <li>• Explore the meanings of commonly used terms which relate to sustainability and global citizenship, and encourage learners to critically assess underlying messages</li> <li>• Encourage learners to view messages about sustainability and global citizenship in a balanced way, drawing attention to the use of emotive or biased language.</li> </ul>
<p><b>Standard BS4</b> Collaborating with colleagues to support the needs of learners.</p>	<p><b>Element B4.1 ESDGC</b> Encourage collaborative approaches to support the needs of learners.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Use the specialist expertise of partners from the local, national and global community, including non-governmental organisations to supplement their own knowledge</li> <li>• Work with colleagues to identify opportunities to embed ESDGC within own specialist area</li> <li>• Share good practice and work together with others to develop ESDGC in their specialist area.</li> </ul>

## Learning and teaching

Standard statement	Element and guidance on extent
<p><b>Standard BS5</b> Using a range of learning resources to support learners.</p>	<p><b>Element B5.1 ESDGC</b> Use specialist knowledge of ESDGC to select a range of appropriate learning resources to support the needs of learners, including ICT where appropriate.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Draw from a wide range of “real-life” resources relating to ESDGC themes in the public domain (e.g. leaflets, advertisements, websites)</li> <li>• Ensure that resources used reflect up to date information on ESDGC themes, and draw on the most relevant data and a range of current perspectives</li> <li>• Encourage learners to identify appropriate resources related to ESDGC themes, and to incorporate them in their learning.</li> </ul>

## Domain C: Specialist learning and teaching

Standard statement	Element and guidance on extent
<p>Teachers embedding ESDGC in the lifelong learning sector in Wales value:</p> <p><b>Standard CSI</b> Understanding and keeping up to date with own specialist area including current developments.</p>	<p><b>Element CI.1 ESDGC</b> Understand and keep up to date with current developments and ESDGC issues that relate to own specialist area.</p> <p><b>Teachers embedding ESDGC know and understand:</b></p> <ul style="list-style-type: none"> <li>• The importance of related local, national and international agendas</li> <li>• Current environmental and safety practices in own specialist area</li> <li>• The potential need to challenge established practices in the light of new information.</li> </ul> <p><b>Element CI.2 ESDGC</b> Understand the importance of making connections between the seven interrelated ESDGC themes and the 9 key concepts for ESDGC.</p> <p><b>Teachers embedding ESDGC know and understand:</b></p> <ul style="list-style-type: none"> <li>• That each of the seven ESDGC themes can have an impact on some or all of the others (E.g. climate change can have a detrimental effect on health, health can have an impact on wealth and poverty, and so on)</li> <li>• That these connections may not be obvious to learners</li> <li>• That systems thinking will highlight these interconnections</li> <li>• The need to recognise that actions sometimes have unintended consequences because world issues are interconnected</li> <li>• That the ESDGC concepts develop these interrelationships further by offering contexts and complexity.</li> </ul>

## Specialist learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element CI.3 ESDGC</b> Understand the theme of wealth and poverty, and its importance to ESDGC.</p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• The effects of inequality on people’s lives</li> <li>• That the distribution of wealth and resources is not equitable</li> <li>• How trade has an impact on wealth and poverty</li> <li>• The interdependence of people, our impact on people in other parts of the world and theirs on us</li> <li>• The links that can be made between wealth and poverty and their own specialist area.</li> </ul> <p><b>Element CI.4 ESDGC</b> Understand the theme of health, and its importance to ESDGC.</p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• The components and benefits of healthy eating</li> <li>• The components and benefits of a healthy lifestyle</li> <li>• The difference in health and quality of life in countries around the world</li> <li>• The importance of health and safety guidelines and legislation in the work and home environment for the safety of the individual and others</li> <li>• The importance of physical and mental wellbeing</li> <li>• Where to signpost learners for more specialised support if necessary</li> <li>• The links that can be made between health and their own specialist area.</li> </ul>

## Specialist learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element CI.5 ESDGC</b> Understand the theme of identity and culture, and its importance to ESDGC.</p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• The importance of identity and culture and of demonstrating an understanding of and respect for human diversity</li> <li>• The effects of discrimination and prejudice on individuals and groups</li> <li>• Relevant employment guidelines and legislation relating to equality and diversity in the workplace</li> <li>• The different and diverse needs of customers in the vocational environment</li> <li>• The links that can be made between identity and culture and their own specialist area.</li> </ul> <p><b>Element CI.6 ESDGC</b> Understand the theme of climate change and its importance to ESDGC.</p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• Some of the commonly stated causes and effects of climate change and the uncertainty of its future consequences</li> <li>• The relationship between the way people live and climate change</li> <li>• The link between the use of energy and climate change</li> <li>• The interdependency of people’s lives and the potential implications of climate change for the individual and society (both national and global)</li> <li>• Some steps that can be taken to reduce climate change at personal, local, national and global levels</li> <li>• The links that can be made between climate change and their own specialist area.</li> </ul>

## Specialist learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element CI.7 ESDGC</b> Understand the theme of the natural environment and its importance to ESDGC.</p> <p>Teachers embedding ESDGC: know and understand:</p> <ul style="list-style-type: none"> <li>• The importance of biodiversity and appreciate the natural environment</li> <li>• The interdependence of all life with the natural environment</li> <li>• That the natural systems upon which life depends are limited</li> <li>• That individual and collective actions affect the environment</li> <li>• The links that can be made between the natural environment and their own specialist area.</li> </ul> <p><b>Element CI.8 ESDGC</b> Understand the theme of consumption and waste and its importance to ESDGC.</p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• The impact on the environment of the obtaining and disposing of products</li> <li>• The role that organisations play in the production and reduction of consumption and waste</li> <li>• That individuals have an ecological footprint</li> <li>• How to identify ways to become more sustainable, reducing needless consumption, waste and energy</li> <li>• The statutory and non statutory codes for safe disposal of waste in their vocational specialist area</li> <li>• The links that can be made between waste, consumption and energy usage in their own specialist area.</li> </ul>

## Specialist learning and teaching

Standard statement	Element and guidance on extent
	<p><b>Element CI.9 ESDGC</b> Understand the theme of choices and decisions and its importance to ESDGC.</p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• How decisions are made at local, national and global level</li> <li>• The difference between wants and needs</li> <li>• Their own basic rights and those of others</li> <li>• That choices and decisions have consequences</li> <li>• The impact of failing to resolve conflict</li> <li>• The importance and consequences of choices and decisions and how these can be developed in relation to their own specialist area.</li> </ul> <p><b>Element CI.10 ESDGC</b> Understand the importance of past and future perspectives on ESDGC.</p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• The impact of the actions of past, present and future generations and the importance of taking a long-term view of issues</li> <li>• How the past can continue to influence the current thinking and behaviour of individuals</li> <li>• How lessons learnt from the past should inform action taken now, which will impact on the future</li> <li>• The need to encourage learners to envisage future developments and link historical context and future perspectives to their own specialist area.</li> </ul>

## Specialist learning and teaching

Standard statement	Element and guidance on extent
<p><b>Standard CS2</b> Enthusing and motivating learners in own specialist area.</p>	<p><b>Element C2.1 ESDGC</b> Understand learner attitudes to ESDGC themes, and consider their impact on motivation.</p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• That some learners may already have engaged with ESDGC issues and themes (e.g. recycling), while others may still need to be convinced of their importance</li> <li>• That learners may have had more or less exposure to some aspects of ESDGC</li> <li>• How ESDGC can motivate learners through team and project work with clear and positive outcomes</li> <li>• How enabling learners to become active citizens can engage learners in education and connect learners to their community and to society.</li> </ul>
<p><b>Standard CS3</b> Fulfilling the statutory responsibilities associated with own specialist area of teaching.</p>	<p>Informed by professional standards only.</p>
<p><b>Standard CS4</b> Developing good practice in teaching own specialist area.</p>	<p>See domain B.</p>

## Domain D: Planning for learning

Standard statement	Element and guidance on extent
<p>Teachers embedding ESDGC in the lifelong learning sector in Wales value:</p> <p><b>Standard DS1</b> Planning to promote equality, support diversity and to meet the aims and learning needs of learners.</p>	<p>Informed by professional standards only.</p>
<p><b>Standard DS2</b> Learner participation in the planning of learning.</p>	<p><b>Element D2.1 ESDGC</b> Make provision for learner participation in planning to include ESDGC within the context of other learning.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Encourage learner autonomy and plan opportunities for learners to take increasing responsibility for their own learning and outcomes</li> <li>• Develop a democratic learning environment</li> <li>• Recognise opportunities to promote co-operative learning through team work and projects with clear outcomes.</li> </ul>
<p><b>Standard DS3</b> Evaluation of own effectiveness in planning learning.</p>	<p>Informed by professional standards only.</p>

## Domain E: Assessment for learning

Standard statement	Element and guidance on extent
<p>Teachers embedding ESDGC in the lifelong learning sector in Wales value:</p> <p><b>Standard ES1</b> Designing and using assessment as a tool for learning and progression.</p>	<p><b>Element E1.1 ESDGC</b> Assessing understanding of and attitudes to ESDGC.</p> <p>Teachers embedding ESDGC know and understand:</p> <ul style="list-style-type: none"> <li>• How to assess learners’ understanding of and attitudes to ESDGC at the start of a programme of learning</li> <li>• Ways to include opportunities to assess ESDGC understanding within the context of other learning</li> <li>• Ways to formatively assess and then further develop creative and critical thinking skills</li> <li>• Ways to formatively assess and then further develop teamwork and leadership.</li> </ul>
<p><b>Standard ES2</b> Assessing the work of learners in a fair and equitable manner.</p>	<p>Informed by professional standards only.</p>
<p><b>Standard ES3</b> Learner involvement and shared responsibility in the assessment process.</p>	<p><b>Element E3.1 ESDGC</b> Use action research by learners to assess understanding of ESDGC.</p> <p>Teachers embedding ESDGC:</p> <ul style="list-style-type: none"> <li>• Ensure that action research is an integral part of learners’ assessment</li> <li>• Encourage continuous self assessment through action research activities.</li> </ul>

## Assessment for learning

Standard statement	Element and guidance on extent
<p><b>Standard ES4</b> Using feedback as a tool for learning and progression.</p>	<p><b>Element E4.1 ESDGC</b> Use dialogue with learners to inform learning and progression in relation to ESDGC.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Invite feedback from learners in relation to changed attitudes to ESDGC themes</li> <li>• Encourage learners to demonstrate progress in understanding of ESDGC themes through positive actions</li> <li>• Encourage reflective practice, with learners sharing their reflections as a learning community.</li> </ul>
<p><b>Standard ES5</b> Working with the systems and quality requirements of the organisation in relation to assessment and monitoring of learner progress.</p>	<p>Informed by professional standards only.</p>

## Domain F: Access and progression

Standard statement	Element and guidance on extent
<p>Teachers embedding ESDGC in the lifelong learning sector in Wales value:</p> <p><b>Standard FS1</b> Encouraging learners to seek initial and further learning opportunities and to use services within the organisation.</p>	<p><b>Element F1.1 ESDGC</b> Empower learners to become active citizens</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Provide learners with information about local, regional, national and global ESDGC related further learning and enrichment opportunities</li> <li>• Encourage learners to contribute to their local community and become active citizens now and in future</li> <li>• Encourage learners to initiate personal positive steps now and in future to become more sustainable and environmentally aware, and to promote social justice.</li> </ul>
<p><b>Standard FS2</b> Providing support for learners within the boundaries of the teacher role.</p>	<p>Informed by professional standards only.</p>
<p><b>Standard FS3</b> Maintaining own professional knowledge in order to provide information on opportunities for progression in own specialist area.</p>	<p>Informed by professional standards only.</p>
<p><b>Standard FS4</b> A multi-agency approach to supporting development and progression opportunities for learners.</p>	<p><b>Element F4.1 ESDGC</b> Use partners and other agencies to provide progression opportunities for learners interested in ESDGC issues.</p> <p><b>Teachers embedding ESDGC:</b></p> <ul style="list-style-type: none"> <li>• Encourage learners to take advantage of opportunities provided by other organisations to learn more about ESDGC issues</li> <li>• Know where to signpost learners for more specialist progression opportunities.</li> </ul>

# Glossary of terms

Glossary	
Biodiversity	The variety of life on earth at all its levels, from genes to ecosystems, and the ecological and evolutionary processes that sustain it.
Cross-cutting theme	Term used to describe themes that need to be embedded in all specialist areas.
Diversity	Acknowledgement, respect and understanding of the differences between people and groups of people.
ESDGC	Education for Sustainable Development and Global Citizenship.
ESDGC concepts	The nine ESDGC concepts are interdependence, stewardship and citizenship, quality of life, sustainable change, diversity, conflict resolution, needs and rights, values and perceptions, uncertainty and precaution.
ESDGC themes	The seven themes of ESDGC wealth and poverty, health, identity and culture, climate change, the natural environment, consumption and waste, choices and decisions.
Element	An area of knowledge, understanding and practice which details the specific application of a standard in a particular area.
Global citizenship	The recognition of an individual's relationship to their local, regional, national and global community.
Holistic	An approach which emphasises the importance of the whole and then goes on to explore the interdependence of its component parts.
Interdependence	The notion that many topics are related to each other, and we as citizens are also related to these topics.
Millennium goals	The United Nations Millennium Development Goals were drawn out of the Millennium Declaration signed by 189 nations with the aims of tackling extreme poverty. The goals can be found online at <a href="http://www.dfid.gov.uk/mdg/">www.dfid.gov.uk/mdg/</a> .
Sustainable development	Sustainable development enables people to develop knowledge, values and skills to improve their quality of life in ways that simultaneously protect and enhance the environment.
Systems thinking	An approach to problem solving that views "problems" as parts of an overall system, rather than reacting solely to present outcomes or events.
Teacher	The word teacher has been used as a generic term for teachers, tutors, trainers, lecturers and instructors in the lifelong learning sector in Wales.

# Resources and support for teachers

## Key Government documents for the lifelong learning sector

Starting to Live Differently (March 2004)

<http://wales.gov.uk/strategy/strategies/startlivedifferently/e.pdf?lang=en>

Out of Classroom Learning Making the most of first hand experiences of the natural environment (October 2007)

<http://wales.gov.uk/dcells/publications/publications/guidanceandinformation/outofclassroomlearning/outofclassroomlearninge.pdf?lang=en>

Education for Sustainable development and Global Citizenship A Strategy for Action (updated April 2008)

<http://wales.gov.uk/docs/dcells/publications/081204strategyactionupdateen.pdf>

Education for Sustainable Development and Global Citizenship Information for teacher trainees and new teachers in Wales (July 2008)

<http://wales.gov.uk/docs/dcells/publications/081204infoteachertraineesen.pdf>

Education for Sustainable Development and Global Citizenship in the Further Education Sector in Wales (September 2008) <http://wales.gov.uk/docs/dcells/publications/081204furthedsectwalesen.pdf>

One Wales: One Planet, a new Sustainable Development Scheme for Wales (May 2009)  
(English language version)

<http://wales.gov.uk/topics/sustainabledevelopment/publications/onewalesoneplanet/?lang=en>

(Welsh language version)

<http://wales.gov.uk/topics/sustainabledevelopment/publications/onewalesoneplanet/?skip=1&lang=cy>

Education for Sustainable Development and Global Citizenship A Common Understanding for the Youth Work Sector (November 2008)

<http://wales.gov.uk/docs/dcells/publications/081204comunderstandyouthen.pdf>

Education for Sustainable Development and Global Citizenship A Common Understanding for the Work Based Learning Sector (January 2009)

[http://www.esd-wales.org.uk/English/further\\_ed/downloads/ESDGC%20Eng.pdf](http://www.esd-wales.org.uk/English/further_ed/downloads/ESDGC%20Eng.pdf)

# Annex I:

## Mapping of elements to knowledge and practice in the professional standards

### Domain A: Professional values and practice

Standard	The guidance on extent is mapped to the following knowledge and practice statements from the new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales.
<b>AS 1</b>	AK1.1, AP1.1
<b>AS 2</b>	AK2.1, AK2.2, AK2.3, AP2.1, AP2.2, AP2.3
<b>AS 3</b>	AK3.1, AK3.2, AK3.3, AP3.2, AP3.3
<b>AS 4</b>	AK4.2, AK4.3, AP4.2, AP4.4
<b>AS 5</b>	AK5.1, AP5.1
<b>AS 6</b>	AK 6.1, AK6.2, AP6.1, AP6.2
<b>AS 7</b>	AP7.3

### Domain B: Learning and teaching

Standard	The guidance on extent is mapped to the following knowledge and practice statements from the new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales.
<b>BS1</b>	BK1.3, BP1.3, BK1.4, BP1.4
<b>BS2</b>	BK2.1, BK2.2, BK2.3, BK2.4, BK2.5, BP2.1, BP2.2, BP2.3, BP2.4, BP2.5
<b>BS3</b>	BK3.1, BP3.1
<b>BS4</b>	BK4.1, BK4.2
<b>BS5</b>	BK5.1, BK5.2, BP1.5, BP5.2

### Domain C: Specialist learning and teaching

Standard	The guidance on extent is mapped to the following knowledge and practice statements from the new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales.
<b>CS1</b>	CK1.1, CK1.2, CP1.1, CP1.2
<b>CS2</b>	CK2.1, CP2.1
<b>CS3</b>	Informed by professional standards only
<b>CS4</b>	See domain B

### Domain D: Planning for learning

Standard	The guidance on extent is mapped to the following knowledge and practice statements from the new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales.
<b>DS1</b>	Informed by professional standards only.
<b>DS2</b>	DK2.1, DP2.1, DK2.3, DP2.3
<b>DS3</b>	Informed by professional standards only.

### Domain E: Assessment for learning

Standard	The guidance on extent is mapped to the following knowledge and practice statements from the new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales.
<b>ES1</b>	EK1.1, EPI.1, EK1.2, EPI.2,
<b>ES2</b>	Informed by professional standards only.
<b>ES3</b>	Informed by professional standards only.
<b>ES4</b>	EK4.1, EP4.1
<b>ES5</b>	Informed by professional standards only.

### Domain F: Access and progression

Standard	The guidance on extent is mapped to the following knowledge and practice statements from the new overarching professional standards for teachers, tutors and trainers in the lifelong learning sector in Wales.
<b>FS1</b>	FK1.1, FPI.1,
<b>FS2</b>	Informed by professional standards only.
<b>FS3</b>	Informed by professional standards only.
<b>FS4</b>	FK4.1, FP 4.1



Skills for Learning Professionals

Lifelong Learning UK

**BELFAST**

2nd Floor, Alfred House, 19-21 Alfred Street, Belfast, BT2 8ED  
Tel: 0870 050 2570 Fax: 02890 247 675

**CARDIFF**

Sophia House, 28 Cathedral Road, Cardiff, CF11 9LJ  
Tel: 029 2066 0238 Fax: 029 2066 0239

**EDINBURGH**

CBC House, 24 Canning Street, Edinburgh, EH3 8EG  
Tel: 0870 756 4970 Fax: 0131 229 8051

**LEEDS**

4th Floor, 36 Park Row, Leeds, LS1 5JL  
Tel: 0870 300 8110 Fax: 0113 242 5897

**LONDON**

5th Floor, St Andrew's House,  
18-20 St Andrew Street, London EC4A 3AY  
Tel: 0870 757 7890 Fax: 0870 757 7889

Email: [enquiries@lluk.org](mailto:enquiries@lluk.org)  
Information and Advice Service: 020 7936 5798

[www.lluk.org](http://www.lluk.org)

