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Education for Sustainable Development and Global Citizenship

Analysis of self-assessment reports for work-based learning



Information

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Analysis of self-assessment reports for work-based learning

Audience	Organisations that are contracted by the Welsh Assembly Government to deliver work-based learning (WBL) in Wales including training organisations, charities, further education colleges and local authorities, and also the National Training Federation for Wales (NTFW). The document is aimed primarily at leaders and managers but will also have implications for assessors and trainers.
Overview	The Department for Children, Education, Lifelong Learning and Skills (DCELLS) <i>Quality and Effectiveness Framework for post-16 learning in Wales</i> requires WBL providers to submit an education for sustainable development and global citizenship (ESDGC) self-assessment report and action plan. This report provides an analysis of the reports and highlights emerging themes and developmental needs at a sector level, and identifies good and innovative practice to help providers continue to embed ESDGC.
Action required	This publication is for information. Comments or questions on its contents are welcome and should be directed to the contact listed below.
Further information	Further information about this publication can be obtained from: Marian Jebb Department for Children, Education, Lifelong Learning and Skills Welsh Assembly Government Second Floor, Ffynnon Ias, The Orchards, Ilex Close, Llanishen, Cardiff CF14 5EZ Tel: 029 2092 6086 Fax: 029 2092 6001 e-mail: post16quality@wales.gsi.gov.uk
Additional copies	This document can also be accessed from the Welsh Assembly Government website at: www.wales.gov.uk/quality
Related documents	<i>Education for Sustainable Development and Global Citizenship – A self-assessment toolkit for workbased learning providers</i> (2009) <i>Education for Sustainable Development and Global Citizenship – In the Further Education Sector in Wales</i> (2008) <i>Education for Sustainable Development and Global Citizenship – A Common Understanding for Schools</i> (2008) <i>Education for Sustainable Development and Global Citizenship – A Strategy for Action – Updates</i> (2009) <i>Education for Sustainable Development and Global Citizenship – A Strategy for Action</i> (2006)

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Background

1 This report has been created by Ymlaen Ceredigion on behalf of the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills (DCELLS). It consists of a qualitative and quantitative assessment of self-assessment reports (SARs) from 80 work based learning (WBL) providers working in Wales in 2009/10.

2 The aim of the self-assessment process was to allow providers to assess how well they were meeting the requirements laid out by the Assembly Government's Education for Sustainable Development and Global Citizenship (ESDGC) strategy. It also offered them the opportunity to create an action plan for embedding ESDGC into all areas of their work (commitment and leadership, organisational management, teaching and learning and community and partnership).

3 The aims of this report are:

- To offer some key observations and recommendations.
- To offer observations and recommendations on the specific four themes.
- To give the sector some feedback on how well it is doing in relation to ESDGC as a baseline for future work and give organisations some opportunity to see how they are doing in relation to the rest of the sector.
- To show examples of good practice to inform and inspire continuing work on embedding ESDGC.

Section one

General observations and recommendations

4 The self-assessment toolkit, published in February 2009, allows providers to create a baseline for their organisation and to have a clear idea of the requirements laid out in ESDGC.

5 Generally the sector has made significant first steps in embedding ESDGC into its work. Most providers have identified at least one champion, organised at least one training event and looked at developing linked policies. Some have been highly motivated and have developed ESDGC strategies further; this is often where there are more resources available or there is a strong commitment from senior management and staff who feel inspired by the subject.

6 Outlined below are the key overall observations and recommendations, followed by some specific points and recommendations in relation to the four themes (commitment and leadership, organisational management, teaching and learning and community and partnerships).

Confusion where criteria are broad

7 There are some questions in the toolkit which are very broad, and providers have been unclear what to include in their answers and had a tendency to repeat information unnecessarily. Below (under Commitment and Leadership feedback) we have attempted to identify these questions and give suggestions for how they could be better clarified.

Recommendation 1: DCELLS rationalise the self-assessment toolkit to limit the amount of repetition (see below for more details of specific questions).

8 Ymlaen created criteria to help analyse the assessment answers. These criteria were based on the SAR toolkit guidelines. In subsequent assessments it may be useful to use these criteria as a checklist to make it clearer to the providers what they need to do, whether or not they have done it, and to make it easier for DCELLS to assess the reports.

Recommendation 2: DCELLS consider defining the requirements further (consider using the assessment criteria as used in this report).

Overuse of 'recycling' and 'environmentalism'

9 Activities and statements related to 'environmentalism' and 'recycling' are overused in places where concepts of 'sustainability' (including economic, social and environmental development) could have been included. This gave the impression of a limited understanding of the wider aspects of sustainability.

Recommendation 3: providers consider this aspect when completing future ESDGC SARs and make efforts to reflect a wider understanding of ESDGC in future reports.

Biodiversity activities weak

10 Many organisations find it hard to incorporate biodiversity into the provision of ESDGC, and Ymlaen has witnessed similar issues in further education, particularly where the organisation is based in a building or situation where it has little control over its environment. 2010 is the International year of Biodiversity (<http://www.cbd.int/2010/about/>) and there are many resources and initiatives which have been developed or implemented in other educational sectors; some work could be done to develop and apply these to WBL.

Recommendation 4: DCELLS work with the National Training Federation for Wales (NTFW) to consider how to develop resources, initiatives and ideas on integrating biodiversity into their organisational management, teaching and learning.

On-going training support needed

11 Most organisations have carried out some audit or assessment of how ESDGC is included in their current teaching and learning. However, in most places, this is in its early stages. There is a need for course-specific ESDGC resources to be

developed and ESDGC relevant requirements need ultimately to be included in the qualifications themselves. The sector also needs to work more on adapting key skills, tutorial and induction activities to include ESDGC. During the delivery of network training events providers also asked for support in accessing further training for their staff in ESDGC as it is such a broad and fast changing area.

Recommendation 5: trainers and courses related to ESDGC need to be shared within the sector, and resources need to be developed. DCELLS needs to work with NTFW to support the development of resources and activities related to ESDGC that are specific to courses, key skills and tutorials, and that can be shared across the sector.

Lack of clarity and examples in Community and Partnerships

12 Overall, Community and Partnerships was the weakest theme, with a lack of clarity as to the type of partnerships and activities which were required to fulfil the criteria, and (perhaps as a result) fewer examples of good practice. It is the nature of the sector that it creates partnerships within the community; however the specific aspect of ESDGC within these relationships was not often identified.

Recommendation 6: DCELLS offer guidelines and share good practice as to what kind of partnerships and activities are sought under this requirement.

Observations and recommendations related to the themes

Feedback on theme one: Commitment and Leadership

13 *A third of providers do not have ESDGC policies.* There is little opportunity through this process to assess the quality or content of the ESDGC policies, or to share good practice. A few organisations clearly demonstrated how their policy has been put into action through internal structures.

Recommendation 7: all providers should establish an ESDGC policy. Also, that there is consideration via the NTFW steering group of how the content of ESDGC policies could be shared.

14 *Generally, there is little evidence that ESDGC is a significant, well thought-out part of providers' strategic plans.* However, the majority of organisations have at least considered and/or incorporated ESDGC to some degree into the self-assessment process and quality development plan.

Recommendation 8: in the next assessment round there is more emphasis on evidence of providers including ESDGC as part of their overall strategic plan.

15 *Most organisations have a specific ESDGC management group, though one quarter does not;* this would seem key to the initial scoping and implementation of the initiative.

Recommendation 9: in the next assessment there is more emphasis on evidence of ESDGC being addressed at management team level.

16 *The majority of providers have identified ESDGC champions, and half of the organisations indicate they have more than one person responsible for implementing ESDGC or have it embedded in other staff roles.*

17 *Many organisations have given at least initial staff training in ESDGC; some organisations have a staff development plan linked to ESDGC. Only a third gave concrete evidence of ESDGC as part of on-going staff development plan; given the complexity and scope of ESDGC, on-going training provision would be required. There is significant overlap between questions 1.4 and 1.8 both of which ask for information on staff development.*

Recommendation 10: the NTFW collate a list of sources of ESDGC training across Wales and publish them, together with relevant resources, on Moodle. Recommendation 11: the overlap between questions 1.4 and 1.8 is addressed in the next SAR.

18 There is significant and unnecessary repetition in the following questions which should be addressed in the next round of self-assessment:

- | | |
|---|---|
| • A whole organisational and interconnected approach to ESDGC is developed | This question requires information on strategic implementation. |
| • Managers share their vision of ESDGC with staff, earners and other stakeholders | This question requires information regarding communication of message. |
| • A culture of SD and GC and environmental awareness is promoted | This question requires information on how organisation is normalising sustainable behaviour and creating system that promote staff and learner voice and involvement. |

Recommendation 12: DCELLS look at these three questions and clarify further what information is required for each question.

19 There are many examples where organisations have identified activity days, 'learner voice' and information campaigns and some evidence that organisations have been sharing their vision of ESDGC through events, newsletters, training, reviews etc. Opportunities should be created for these ideas and experiences to be shared.

Recommendation 13: NTFW work with DCELLS to identify and share resources and best practice regarding activities or national campaigns that organisations could usefully become involved with.

Feedback on theme two: Organisational Management

20 *A high number of organisations have signed up to lower levels (1-3) of Green Dragon. Some organisations have not started on this process or it is not appropriate to their situation.*

Recommendation 14: clarity is sought in terms of the level of attainment that is required from an environmental management system (Green Dragon or otherwise) for different types of provider.

21 *Two thirds of organisations have sustainable procurement policies in place and almost half have them firmly embedded. A third have considered Fairtrade as part of their sustainable procurement strategy within their organisation and a few have become Fairtrade organisations.*

Recommendation 15: all organisations can demonstrate some level of sustainable procurement policies in the next round.

22 *BREEAM guidelines are only relevant to organisations that are likely to be in charge of development and refurbishments; of those organisations where this is the case, a high proportion have a commitment to sustainable building procedures.*

23 *70% of organisations have some level of energy management policies and procedures in place. Many organisations give examples of how they have implemented this through introducing new technologies, training or systems, dependent on their particular situations. The majority of these have waste management policies and procedures in place. There is a tendency to focus overly on recycling without considering strategies to reduce and reuse waste.*

Recommendation 16: organisations are made aware of the limited use of recycling strategies as their major response to waste management and they are encouraged to take a wider view in future SARs.

24 *A high number of organisations (80%) evidence some initiatives linked to the promotion of healthy lifestyles.*

25 *Half indicate some activities related to biodiversity, though often these were weak and some guidelines, research or piloting of activities could be necessary to help organisations understand appropriate activities.*

Recommendation 17: NTFW, together with DCELLS, consider researching and defining good practice and resources available for embedding biodiversity in their work.

26 *Over half of organisations give some evidence of learner voice through focus groups, internal groups or other means such as questionnaires or reviews. There is*

limited evidence of innovative examples of learner voice, or learners' voice being heard on key committees (this also links to 1.7; there was repetition between the two).

Recommendation 18: the potential for repetition between this and 1.7 are considered in the next SAR.

27 Two thirds of organisations have some level of policy or activities in place related to travel and transport.

Recommendation 19: travel is responsible for high emissions of greenhouse gases and an organisation's carbon footprint. Efforts should be made to share good practice in this area.

Feedback on theme three: Teaching and Learning

28 Over half of organisations have performed some level of curriculum audit, and a third of organisations have embedded the curriculum audit into internal systems and created opportunities for reviews or sharing of good practice.

Recommendation 20: by the next ESDGC SAR all organisations should show they have performed some level of curriculum audit.

29 A third of organisations have firmly embedded ESDGC material in the induction materials and 25% of organisations have embedded ESDGC materials in key skills. 75% of providers give some indication that ESDGC is being incorporated in teaching and learning materials, though it is hard to assess the degree to which this has been achieved.

Recommendation 21: NTFW and DCELLS work to ensure that sharing good practice is encouraged, and options are investigated for developing further examples of ESDGC materials specifically relevant to courses, key skills and induction materials.

30 70% of organisations indicate involvement in one ESDGC activity; these are varied and dependent on the type of organisation. There are differing interpretations as to what constitutes an ESDGC activity (answers included: using e-portfolios, being involved in fair-trade fortnight, part of teaching and learning). This means that some organisations may have included an ESDGC activity (eg: use of e-portfolios) that others would not have considered an 'activity'; therefore some further guidelines need to be made available.

Recommendation 22: some further examples and guidelines are given of what constitutes an ESDGC activity.

31 Promoting involvement of under-represented groups is an area key to work based learning; many (73%) have evidenced their work in this area to some degree.

Feedback on theme four: Community and Partnerships

32 Over 70% of organisations have evidenced partnerships with a range of organisations and, by the nature of WBL, all organisations do have partnerships in the community. However there is a requirement that these partnerships should demonstrate some aspect of ESDGC. This may be a new activity within an existing partnership or a new partnership specifically linked to ESDGC (with a local sustainability organisation, fair-trade group or charity, for example).

Recommendation 23: in consultation with the Assembly Government ESDGC Committee, DCELLS clarify further or give case studies of ESDGC partnerships or links to the community that demonstrate good ESDGC practice.

Evidence of having sought funding was a weak area. 40% of organisations showed some evidence in this area but there was a lack of clarity of the types of funding available, and little evidence of successful funding bids.

Recommendation 24: DCELLS and NTFW work with the Assembly Government ESDGC Committee to clarify the types of funding that may be available for ESDGC activities.

Section two

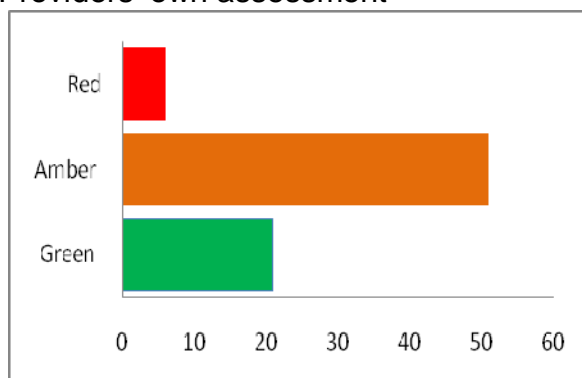
33 This section includes examples of answers included by providers in their SARs. The examples have been broken down into:

- Graphs showing quantitative assessment of answers, giving providers' own assessments followed by the consultant's (Ymlaen Ceredigion) comparative assessment.
- Exemplar answers with commentary to help providers when completing future assessments.

Commitment and leadership

Feedback on Question 1.1: A whole organisational and interconnected approach to ESDGC is developed

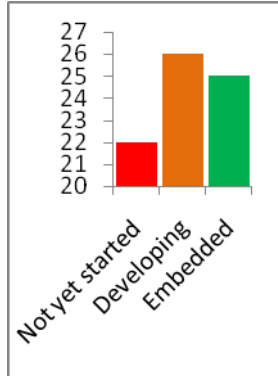
Providers' own assessment



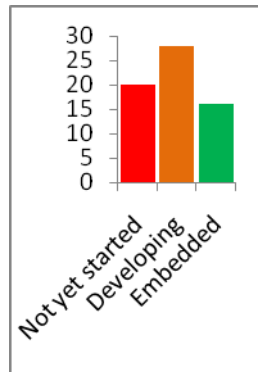
Red (not embedded)	6	8%
Amber (some work done)	51	67%
Green (embedded)	21	28%

Analysis based on information provided

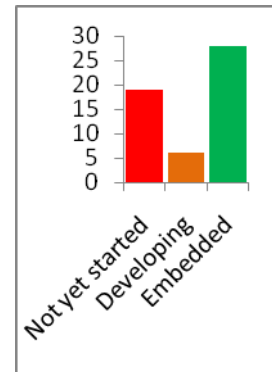
Below are actions that were identified as showing that the criteria laid out in this question were fulfilled and assessment of whether evidence shows they were embedded, some work had been done or they were not embedded.



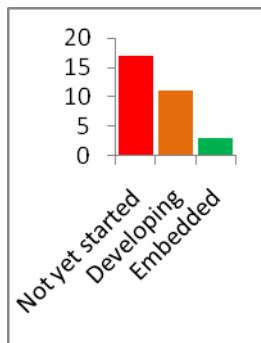
1.1.1 Be included in mission/vision Dragon or similar



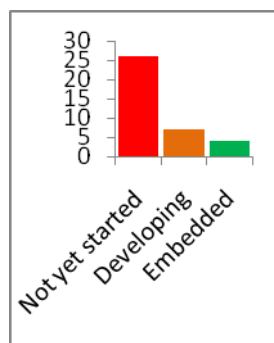
1.1.2 Included in strategic plans



1.1.3 Be signed up to Green Dragon



1.1.4 Have evidence of Sub-policies and or/strategic Plan that lays out more than The basics



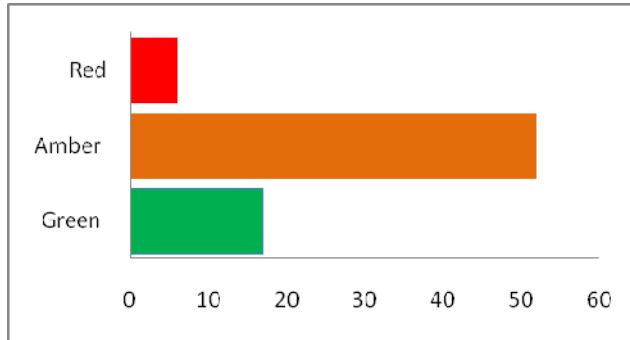
1.1.5 Have achieved a higher level through Green Dragon or similar

Examples of best practice answers to questions and weak answers to questions

Criteria	Example answers	
	Stronger answers	Weaker answers
1.1 A whole organisational and interconnected approach to ESDGC	<p>Strategic aims reflect ESDGC concepts of partnerships, sustainability, equality and diversity, meeting the needs of the community and supporting the well being and needs of learners and staff. Leadership from all senior managers on aspects of ESDGC with a future vision to be sustainable that informs strategic planning</p> <p><i>Comment: Strong evidence, ESDGC at strategic level, all senior managers involved, future vision</i></p>	<p>has established an action plan for embedding ESDGC into its day to day activities for both staff and learners. A member of the management team oversees all ESDGC activities. ESDGC not fully incorporated into the provision.</p> <p><i>Comment: no mention of strategic plans, limited mention of leadership</i></p>
	<p>A Sustainability Committee established chaired by the Principal with membership from across the College. ESDGC action plan developed. Green Dragon level 2 achieved. Plans developed for the achievement of level 3. Learner environmental group established (EGG).</p> <p><i>Comment: ESDGC at senior management level, action plan developed. Learners involved. Needs more mention of strategic plans</i></p>	<p>Steps being taken for application for Green Dragon to introduce ESDGC awareness across organisation.</p> <p><i>Comment: no mention of strategic plans, leadership or senior management involvement. Green Dragon does not reflect whole spectrum of ESDGC.</i></p>

Feedback on Question 1.6: Managers share their vision of ESDGC with staff, learners and other stakeholders

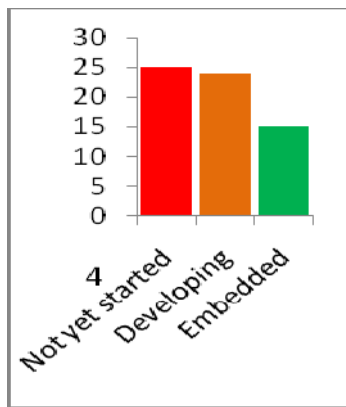
Providers' own assessment



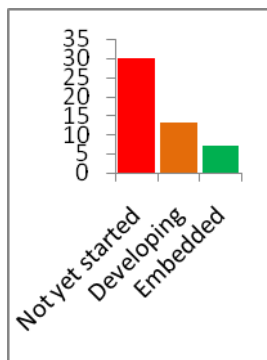
Red	6	8%
Amber	52	69%
Green	17	23%

Analysis based on information provided

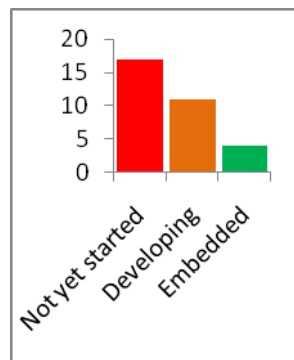
Below are actions which were identified as showing that the criteria laid out in this question were fulfilled and assessment of whether evidence shows they were embedded, some work had been done or they were not embedded.



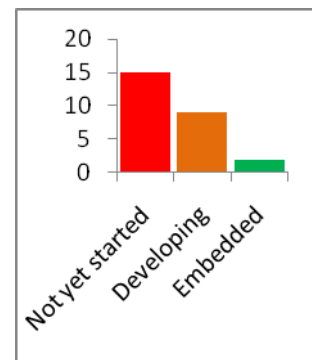
1.6.1 Evidence of ESDGC information campaign could include newsletters or poster campaign (lights/heat/standby etc)



1.6.2 ESDGC included in all corporate documents such as advertising, prospectus, new staff packs and policy information



1.6.3 Clear methods for learners' voices to be heard



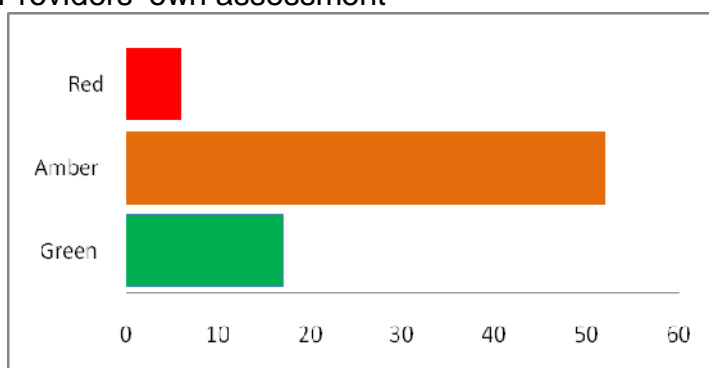
1.6.4 Clear strategies that show that staff and learners are respected

Criteria	Example answers with comments	
	Stronger answers	Weaker answers
1.6 Managers share their vision of ESDGC with staff, learners and other stakeholders	<p>Sustainability is a standard agenda item in all Management, Staff and Team minutes, where information, updates and plans are discussed and agreed. Staff have the opportunity to provide feedback to the Sustainability and Environmental Champion on an on-going basis, through an “open door policy” of communication. Sustainability is a key feature on Learner reviews where current and local issues are discussed. A guide to greener living is issued to all learners in their Induction packs. A key skill assignment directly linked to sustainability and environmental has been development.</p> <p>Management are continuously lobbying awarding bodies and sector skills councils to raise the awareness of sustainability and global citizenship by incorporating it into NVQ programmes as a mandatory unit. The Food Team Manager is involved in the development of programme on sustainable food and drink production with Food and Drink Qualifications Awarding Body. All staff are provided with tips and advice on the environment, legislative/regulative updates, local issues, environmental e-alerts, magazines. The Environmental and Sustainability Champion manages the Environmental Management System (EMS), including monitoring of all energy and fuel consumption. The Company newsletter has a section dedicated to ESDGC</p> <p>Comment: Evidence of vision/information shared at a</p>	<p>Some input to groups from ESDGC Nominee but not for WBL.</p> <p>Comment: limited information, no examples of how information inputted to groups and no definition of ‘groups’ (learners? Staff?).</p>

Criteria	Example answers with comments	
	Stronger answers	Weaker answers
	<p>number of levels and in a number of ways including staff, learners and stakeholders.</p>	
	<p>ESDGC topics regularly appearing in Y Talk – staff magazine Green Day event for – training on resource management and efficiency. Best environmental practice shared with partners (tours for staff organised and workshop in training days). ESDGC champion leading ESDGC agenda nationally as expert writer for LLUK Application Guide ESDGC. Organisation used as case study for outstanding practice.</p> <p><i>Comment: evidence of communication at all levels including different methods (events, magazines) as well as ESDGC involvement with stakeholders.</i></p>	<p>Practical ESDGC lessons are delivered by staff to learners and these lessons are continually developed.</p> <p><i>Comment: evidence only of teaching and learning and not of shared vision to whole organisation.</i></p>

Feedback on Question 1.7 - A culture of SD and GC, and environmental awareness is promoted.

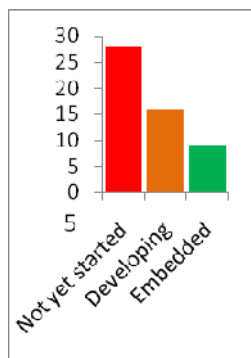
Providers' own assessment



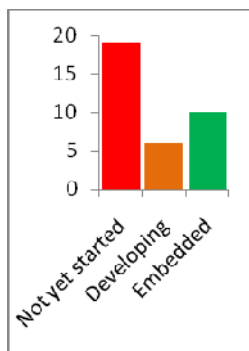
Red	6	8%
Amber	52	69%
Green	17	23%

Analysis based on information provided

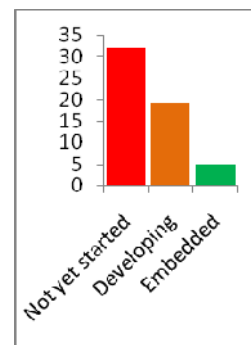
Below are actions which were identified as showing that the criteria laid out in this question were fulfilled and assessment of whether evidence shows they were embedded, some work had been done or they were not embedded.



1.7.1 Evidence of involvement in themed weeks/days events linked to national campaign



1.7.2 Use of ESDGC on Moodle and other organisational information/resource for a



1.7.3 Clear information in relation to waste/energy policy available

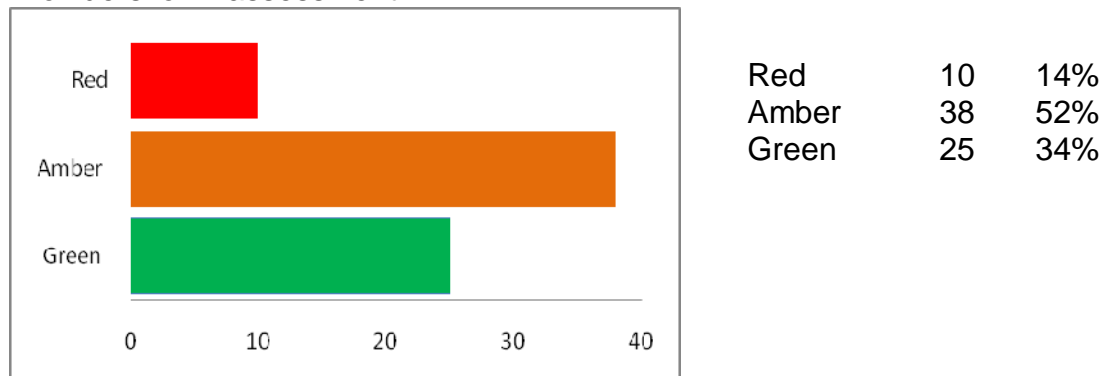
Criteria	Example answers with comments	
	Stronger answers	Weaker answers
1.7 A culture of SD and GC, and environmental awareness is promoted	Structures are in place which ensure that full time learners are involved in decision making. Views of work based learners are currently sought via questionnaires and reviews although these need to be further developed and formalised. Induction initiative, Fair Trade Group the organisation seeks to normalise behaviour and is using effective and innovative methods of communication in order to promote positive action. Comment: evidence of learner voice, evidence of strategies to normalise sustainable behaviour through a variety of activities	Small actions already implemented i.e. recycling etc Comment: limited information, recycling often misunderstood as key ESDGC activity, suggests limited understanding of issues.
	Core values of the organisation developed with whole staff buy in through focus group meetings for all staff with senior management. Suggestion box created on environmental issues for all learners and staff. Workshops this summer for staff who have been involved in	

	<p>charity work overseas to share their experiences with other staff and promote global citizenship. Learner participation in charitable and global citizenship work celebrated through local press and intranet news. Charities invited in to promote their expertise and develop partnerships with learning areas. Examples of charities working with organisation include Centre of Alternative Technology, Water Aid, Fair Trade, Cafod, Embedding of SD and GC issues through the roll out of the WBQ. Environmental Manager works with teams across the College to develop best environmental practice. Global citizenship promoted through events, events to share cultural experiences with overseas students and through online forums on ESDGC topics on student PSE moodle site. Learners involved environmental management suggestions through personal tutor activities.</p> <p>Comment: variety of evidence of activities showing culture of GC and SD is promoted.</p>	
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Organisational management

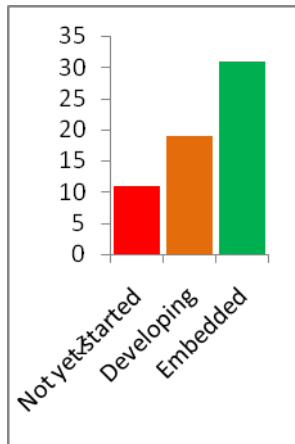
Feedback from question - 2.6 Healthy lifestyles and biodiversity are promoted

Providers' own assessment

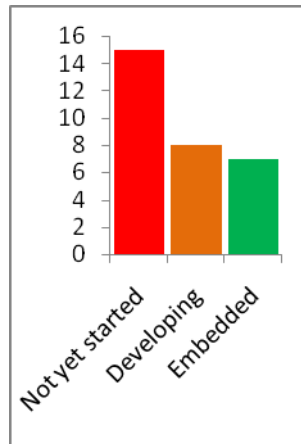


Analysis based on information provided

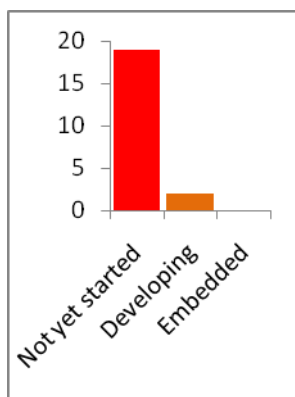
Below are actions which were identified as showing that the criteria laid out in this question were fulfilled and assessment of whether evidence shows they were embedded, some work had been done or they were not embedded.



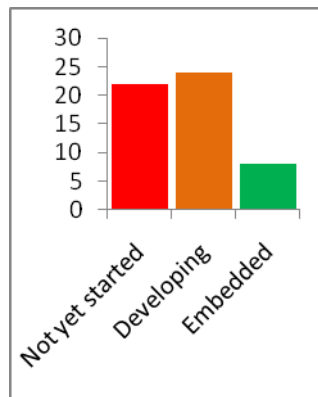
2.6.1 Evidence of activities related to healthy lifestyles



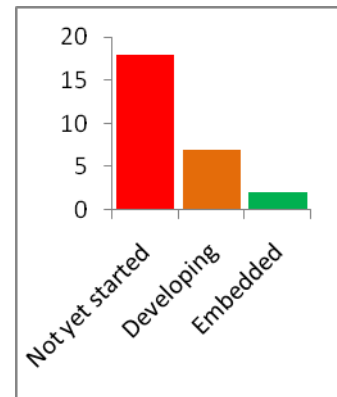
2.6.2 Evidence of activities related to biodiversity



2.6.3 Healthy food used in any outlet (including vending machines)



2.6.4 a number of initiatives in place to promote health



2.6.5 A number of initiatives in place to promote biodiversity.

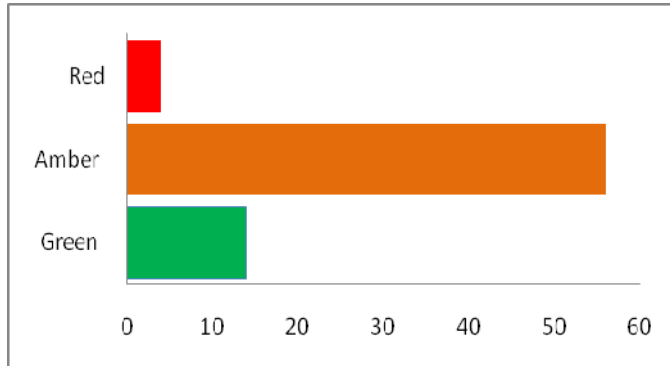
Criteria	Example answers with comment	
	Stronger answers	Weaker answers
2.6 Healthy lifestyles and biodiversity are promoted	Forms part of our QDP. Every Year we have a “Great Big Learning Day” a team building day where all staff took part in exercise activities to encourage uptake of healthier lifestyles. Biodiversity is promoted at induction- The importance of biodiversity in relation to plants,	Wherever more than one person is travelling to deliver training, car sharing is promoted.

Criteria	Example answers with comment	
	Stronger answers	Weaker answers
	<p>animals and humans, and consequences of ignoring it – “tipping Point” is discussed. Water Dispenser available for all staff and learners. All staff take part in annual sponsored walk for one of our adopted charities “Sarah’s Walk” (in aid of Guide Dogs for the Blind). The content of curriculum, by its nature educates our learners on the importance of a healthy diet and lifestyle (e.g. avoiding alcohol, smoking etc). We have regular “Salad Days” to raise awareness of healthy living ,where all staff join in with healthy lunches.</p> <p>Comment: evidence of a number of initiatives in place to promote healthy lifestyles and biodiversity.</p>	<p>Comment: limited answer which limited application to question.</p>
	<p>Staff have completed a sponsored walk to raise money for the local branch of the British Heart Foundation. The British Heart Foundation have carried out a Heart Attack Awareness training course with staff and some of their employers and Learners. The web-site used to calculate Learners’ ecological footprints for their Key Skills assignment, also gives them additional information on how they can improve their lifestyle and reduce their ecological footprint at the same time. Staff have been issued with a twelve-month topic chart, standardising topics on health & safety, the environment, global citizenship, equality and diversity. The topics are then debated and discussed with Learners during their visits every 2-3 weeks and recorded on logs and reviews</p> <p>Comment: evidence of a number of initiatives in place to promote healthy lifestyles and other ESDGC topics, though no specific information on biodiversity activities.</p>	<p>Needs further development and research</p> <p>Comment: limited answer with no evidence of existing provision.</p>

Teaching and learning

ESDGC is incorporated in teaching and learning materials

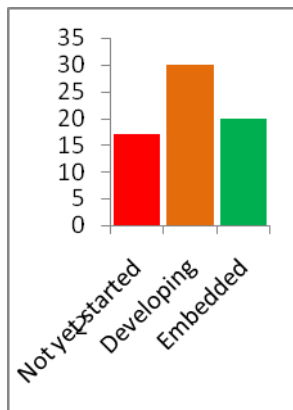
Providers' own assessment



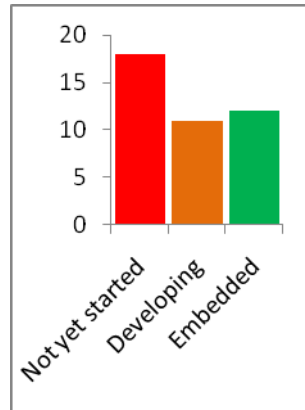
Red	4	5%
Amber	56	76%
Green	14	19%

Analysis based on information provided

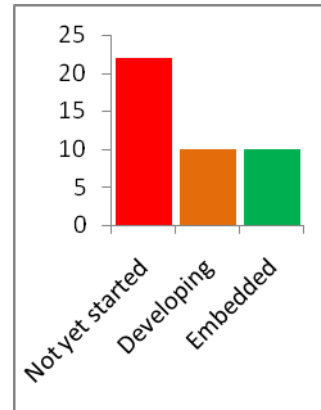
Below are actions which were identified as showing that the criteria laid out in this question were fulfilled and assessment of whether evidence shows they were embedded, some work had been done or they were not embedded.



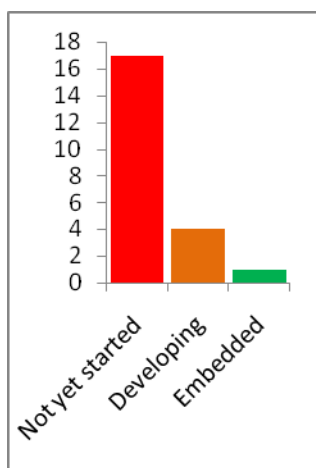
3.3.1 Evidence of some ESDGC in teaching and learning materials



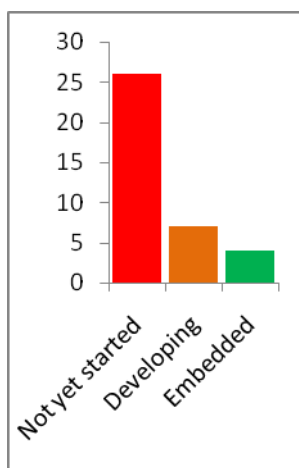
3.3.2 Evidence of ESDGC in induction materials



3.3.3 Evidence of ESDGC in key skills



3.3.4 Evidence of good practice being shared



3.3.5 Evidence of cross course/curricular links

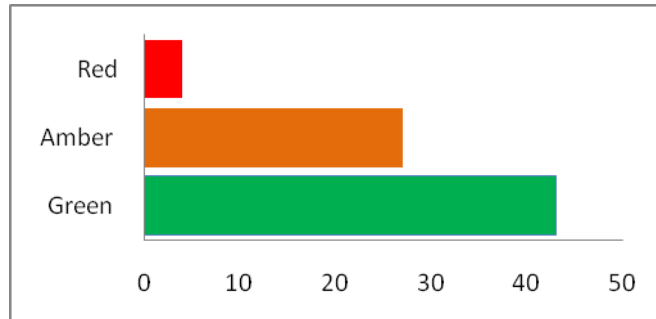
Criteria	Example answers and comments	
	Stronger answers	Weaker answers
3.3 ESDGC is incorporated in teaching and learning materials	<p>Every learner completes a Sustainability questionnaire during their Induction. Staff are piloting a Key Skills assignment, developed in collaboration with ESDGC experts, which is based around sustainability and environmental issues. ESDGC issues are discussed and documented during 2-3 weekly visits and formally recorded on the 8-weekly review. A Topic Chart has been introduced to standardise topics, including health and safety, sustainability and equality, discussed with Learners. All Learners are issued with current SD and GC topics for discussion with their Training Coordinator on an on-going basis. All staff are kept up to date with SD and GC issues through web links, leaflets and booklets provided by the Sustainability and Environmental Champion. Staff are encouraged to and actively provide additional resources that are shared throughout the company.</p> <p>Comment: evidence of a number of clear ways learners can access the various elements of ESDGC through teaching and learning materials. Over emphasis on the word 'environmental' should not be separated from the more global term of sustainability.</p>	<p>Centre-based learners are encouraged to participate in ESDGC activities</p> <p>Comment: no evidence of ESDGC in teaching and learning materials.</p>
	<p>There are Key Skills assignments that are currently being introduced to Learners</p>	<p>Staff are encouraged to develop their own</p>

Criteria	Example answers and comments	
	Stronger answers	Weaker answers
	<p>which will embed ESDGC in to their Key Skill qualifications. CCLD qualifications are aligned to the ethos and codes of practice of eco schools and appropriate materials are used wherever possible. The joint project with the ESDGC team at Swansea University will provide additional skills and learning resources as an integral part of the project.</p> <p><i>Comment: evidence of a number of ways teaching and learning resources are being developed, including working with external experts.</i></p>	<p>learning and teaching materials to develop ESDGC through their courses.</p> <p><i>Comment: no specific examples given</i></p>
	<p>Some units have ESDGC as part of the criteria and is automatically covered. For example: Environmental impact/ placements linked to environmentally friendly projects - CRAFT and Coed Cymru e.g. Bids in process for ETF project. The majority of routes automatically incorporate ESDGC to minimise waste, maximise product usage and lessen impact on environment. Learners regularly undertake work placements in charity shops e.g. Oxfam, Barnardos, Tenovus etc. Plumbing courses incorporate Solar Heating and Pelleted Central Heating Systems.</p> <p><i>Comment: some evidence of ways ESDGC is currently being covered through existing courses. Examples of working with external organisations to provide experience related to ESDGC.</i></p>	

Community and partnerships

Feedback on question 4.1: Partnerships have been formed and are being maintained with a range of organisations

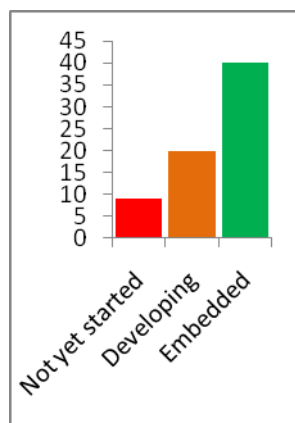
Providers' own assessment



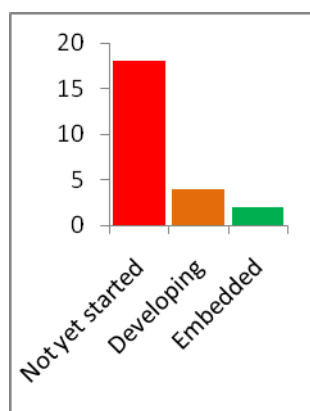
Red	4	5%
Amber	27	36%
Green	43	58%

Analysis based on information provided

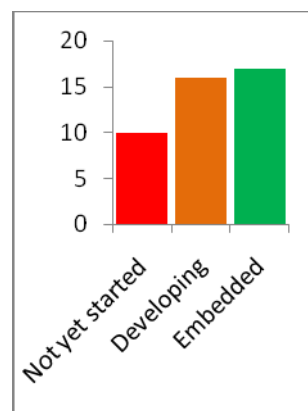
Below are actions which were identified as showing that the criteria laid out in this question were fulfilled and assessment of whether evidence shows they were embedded, some work had been done or they were not embedded.



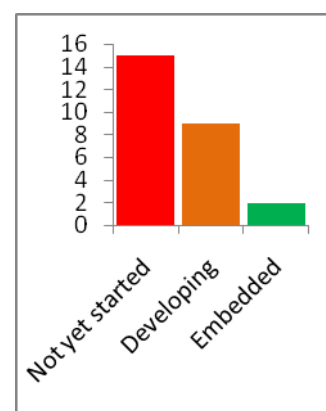
4.1.1 Evidence of partnerships



4.1.2 Evidence of link person for external orgs



4.1.3 Evidence of specific ESDGC related organisation



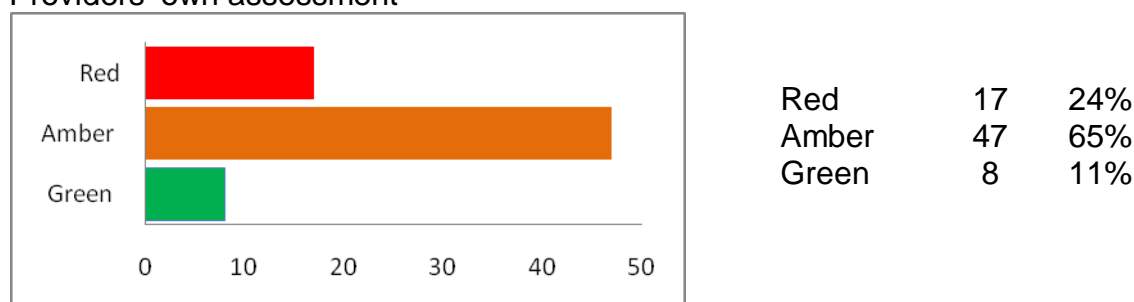
4.1.4 Evidence of work specific to ESDGC with

Criteria	Example answers and comments	
	Stronger answers	Weaker answers
4.1 Partnerships have been formed and are being maintained with a range of organisations	<p>Excellent links exist and partnerships are used to help tackle current and future ESDGC issues effectively. Has successful partnership with local sustainability organisation through the DfID part-funded project. The college's Business Development Officer and Network Co-ordinator continues to develop and maintain links with employers and other support agencies and organisations. For example, the Network Co-ordinator is a member of Alcohol and Violent Crime and Disorder Partnership; and the European and Training Services Officer attends network meetings of other training providers. Evidence: Sustainable Development Updates, Business Development updates, course files</p> <p>Comment: links/partnerships include a variety of ESDGC related organisations</p>	<p>We are part of a larger organisation that is proactive with certain aspects of ESDGC. We are using a local recycling company organisation.</p> <p>Comment: limited answer which could briefly give other examples</p>
	<p>Established links with a whole range of organisations for the support, welfare and well being of our learners for example: Local Authority (CYPP), WISE, Youth Gateway, Shaw Trust, V2C, Communities First, Careers Wales West, South Wales Police etc. Partnerships are also established with European partners for learner exchange visits</p> <p>Comment: wide range of links/partnerships with organisation, some of which are specific sustainability organisations.</p>	<p>A considerable number of Partnerships which have been commented on in previous SARs</p> <p>Comment: may be useful to identify some that are specifically relevant to ESDGC.</p>
	<p>Worked in partnership with local sustainability organisation to develop and pilot a Key Skills programme based on ESDGC. Member of Arena Network and attends regional meetings to keep up to date with issues. Two</p>	<p>Has many partnerships with other organisations and will seek to use the experiences of others.</p>

Criteria	Example answers and comments	
	Stronger answers	Weaker answers
	members of staff are members of Health and Safety Group. The Company has been working closely with the local branch of the British Heart Foundation. Sponsored activities throughout the year. Comment: wide range of links/partnerships including specific sustainability organisations. [NB Arena Network is no longer in business]	Comment: unclear about specific links to ESDGC.

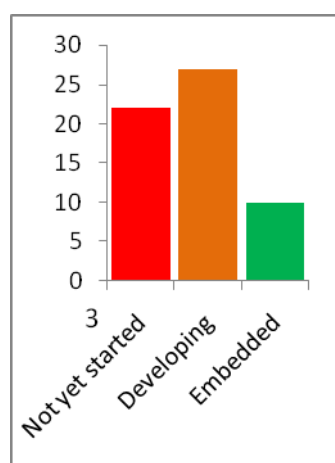
Feedback on question 4.4: Key partners and stakeholders are clear about their role, aware of mutual benefits and involved in our ESDGC activities.

Providers' own assessment

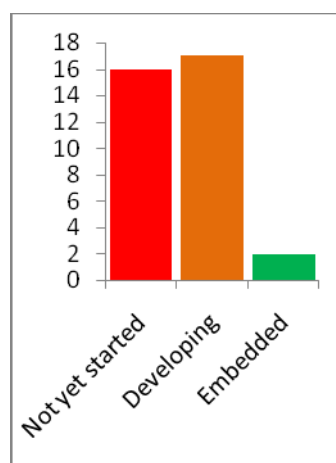


Analysis based on information provided

Below are actions which were identified as showing that the criteria laid out in this question were fulfilled and assessment of whether evidence shows they were embedded, some work had been done or they were not embedded.



4.4.1 Evidence of dialogue/agreement around ESDGC



4.4.2 Evidence of sharing learning on ESDGC outside of organisation

Criteria	Example of questions and comments	
4.4 Key partners and stakeholders are clear about their role, aware of mutual benefits and involved in our ESDGC activities	Local Food event raised profile of local food suppliers. Ethical issues considered as part of procurement, move to become Fair trade Institution. Procurement considers ethical purchasing decisions to benefit local companies. Volunteering encouraged through workshops that will share experiences of staff who have volunteered and taken part in a charitable activity.	Further development.
	Opportunity with new working partnerships for more shared working opportunities. Newsletter is sent to all employers and partners which sets out our intentions and commitment to ESDGC. During Induction learners are told about their role and responsibilities towards SD issues whilst they are the training centre.(recycling, conserving energy etc). Employers are encouraged to play a full part in the learning and training process both at outset of training and during each progress review meeting.	Not yet started.

Section three

Examples of actions included in SAR Action Plans

34 Overall the action plan process allowed organisations the opportunity to identify how they would meet the requirements laid out in the ESDGC toolkit in the longer term. Below are examples of the kinds of actions organisations stated in their plans to give some indication of the kinds of activities providers are involved in to meet the requirements laid out under ESDGC.

Examples of Commitment and Leadership actions

- Review ESDGC arrangements in conjunction with job descriptions and team objectives.
- Further development of ESDGC values across the organisation required through strategic vision.
- Identify ESDGC Champion and audit of staff expertise in relation to ESDGC.
- Resources developed centrally (use e-library).
- Managers to include ESDGC as standing agenda item on departmental meetings.
- Website to include ESDGC vision.
- Newsletter and campaigns under development to promote and raise awareness.
- Develop policy to ensure materials are sourced from local providers.
- ESDGC team to ensure that good practice within occupational routes and

<p>programmes is discussed and shared.</p> <ul style="list-style-type: none"> • Staff training programme to be developed so that all staff understand what is meant by ESDGC.
<p>Examples of Organisational Management actions</p> <ul style="list-style-type: none"> • Gather data on average amount of waste per month, develop strategies to reduce amount of waste. • Develop strategies to reduce mileage per employee. • Complete Carbon Footprint analysis with Carbon Trust to benchmark progress. • Develop policy and strategy to reduce paper usage by 10%. • Develop simple, clear versions of corporate policies to actively encourage learners and staff to engage fully in waste management policy. • Introduce travel strategy to reduce mileage by 10%. • Create opportunities for all learners to have a voice in SD&GC decision making processes. e.g. reviews, questionnaires.
<p>Examples of Teaching and Learning actions</p> <ul style="list-style-type: none"> • Produce clear guidance/aide memoirs for staff to support the inclusion of ESDGC into teaching and learning delivery. • Introduce the Pocket Green Guide for Wales at learner recruitment. • Investigate inclusion and introduction of ESDGC in all key skills. • Develop an action plan per occupational route/programme where ESDGC activities are introduced and embedded into the learning delivery. • Work with joint partners to develop learning opportunities and resources. • ESDGC subject audit to be included within existing internal audit procedures. • Advocate the use of SD and GC as themed elements of framework.
<p>Examples of Community and Partnerships actions</p> <ul style="list-style-type: none"> • Identify other organisations with a view to forming partnerships on key ESDGC initiatives. • Look at the possibilities for visit to centres/organisations that promote sustainability. • Publicise the free use of meeting rooms available to community groups. • Develop and promote mutually beneficial ESDGC activities with partners, to enhance and enrich the experience of the learner. • Invite employers to participate in events related to ESDGC. • Obtain funding to support joint project looking at developing resources to teach GC and SD.