



Educ8 Learner Handbook



INVESTORS
IN PEOPLE | Gold



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Welcome

Hello and welcome to Educ8

Congratulations, you have joined one of our learning programmes that will enhance your current skills and knowledge and assist you in achieving developing your career. We will do everything we can to ensure you achieve your chosen qualification within the agreed timeframe and that the learning experience is both rewarding and enjoyable.

This handbook has been developed to provide you with the basic information you need when starting one of our learning programmes. There is some information that you won't need to know right now, but will be useful later on in your programme, so refer to it as and when you need to throughout your programme. We hope that you find it a helpful first step and if you have any suggestions on how we may improve it for future learners we would be delighted to hear from you.

Good luck for your learning journey and best wishes for the future!

Useful Contacts

- Main office – Educ8 Ltd, Ty Cynon, Navigation Park, Abercynon. CF45 4SN. Tel: 01443 749000
- Safeguarding Officer – Tracey O'Neill. Tel: 01443 749014
- H&S Manager – Tracey O'Neill. Tel: 01443 749014
- Comments & Complaints – Tracey O'Neill. Tel: 01443 749014



**NATIONAL SOCIETY
OF APPRENTICES**

Who is Educ8?

Educ8 delivers learning and development programmes through Welsh Government and private funding. We have many years' experience in supporting learning in the workplace; including learners of all ages and from a broad range of backgrounds.

Educ8 provides learner-focused support through a range of qualifications including vocational Awards, Certificates and Diplomas, Apprenticeships, Essential Skills, short accredited and non-accredited courses and Vocationally Related Qualifications. We are passionate about the development of our learners and we aim to provide sector-leading training delivery to all; quality is at the heart of everything that we do and we believe our strong company Vision and Values set us apart from other training organisations.

Vision: *"To make a positive impact on the social and economic future of our communities through developing, empowering and inspiring individuals to achieve their true potential."*

Values:

- **Honesty**- *we inspire trust amongst our customers, learners, partners and colleagues by delivering on our promises and demonstrating honesty and truthfulness at all times*
- **Positivity**- *we embrace a 'can do' culture across the organisation by facing changes and challenges with a positive attitude and a smile*
- **Respect**- *we afford due respect to ourselves and others by celebrating diversity and valuing individuals for their unique talents and skills*
- **Integrity**- *we hold ourselves accountable by honouring our commitments, providing results and striving for excellence in all that we do*

Vocational Skills Partnership (Wales) Ltd

Educ8 is also proud to be part of a high quality consortium called Vocational Skills Partnership (Wales) Ltd, otherwise known as VSP. VSP is made up of the following four training providers:



The four member organisations work together to ensure high standards of learning support across all learning programmes provided. These include:

- Advice and Guidance
- Business Administration
- Butchery
- Childcare
- Cleaning
- Customer Service
- Dental Nursing
- Engineering
- Food
- Glass Processing/
Fabrication/Fenestration
- Health and Social Care
- Hospitality
- Leadership and Management
- Manufacturing
- Support Teaching and Learning
- Warehousing

VSP also has core values which also relate to everything we do:

- **Service Excellence** – To consistently achieve an excellent learning experience
- **Inclusion** – To embrace people's differences
- **Innovation** – To develop new ideas to positively change people's lives.
- **Integrity** – To act with honesty and integrity without compromising the truth
- **Respect** – To demonstrate respect in all actions
- **Collaboration** – To collaborate with others to realise shared goals
- **Social responsibility** – To improve the economic wellbeing of the people and communities we serve whilst providing value for money
- **Sustainability** – To demonstrate environmental responsibility in all we do



Educ8 Learner Charter

When you undertake a learning programme with Educ8, you can expect a high standard of tailored learning support to help you to develop the skills you need within your current job role, as well as those you will need throughout your learning and career pathway.

What can you expect?

1. A detailed skills support plan based on an assessment of your needs
2. An Individual Learning Plan tailored to suit you and your learning preferences
3. To be assigned an appropriately competent assessor and/or tutor to guide your learning
4. To receive monthly visits/workshops/contact
5. To be fully involved in a review of your progress at least every 61 days
6. To be fully involved in planning your learning and assessment
7. To receive high quality teaching and learning experiences
8. To have the opportunity to learn in Welsh/bilingually wherever possible
9. For your wellbeing, safeguarding and health and safety to be considered and monitored
10. To be treated with respect and fairness
11. To have any concerns or complaints addressed promptly and fairly
12. To be encouraged to provide feedback and to be listened to

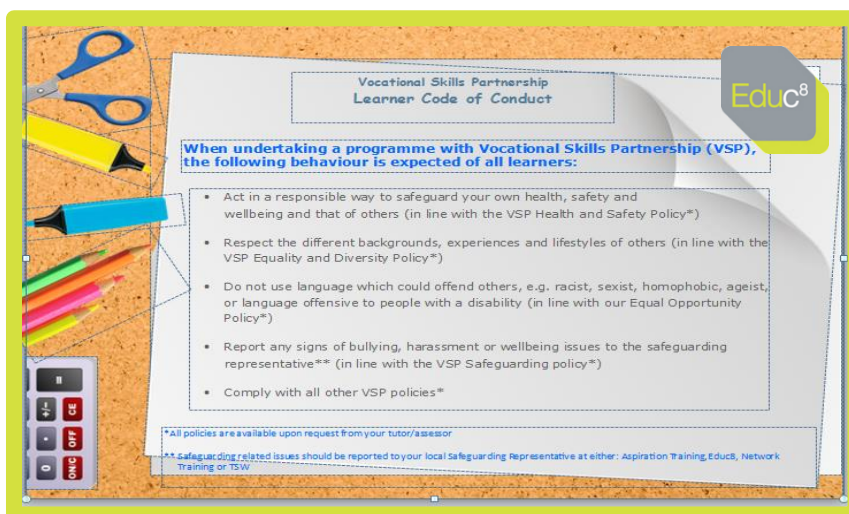


What is expected from you?

The more you put into your programme, the more you will get out of it.

To get the most from your learning programme you will need to:

- Show commitment to learning especially through keeping appointments, attending workshops and completing activities as agreed
- Be prepared to complete work in your own time
- Adhere to the Educ8 Learner Code of Conduct (this can be found displayed in Centre and in your Learner Handbook)
- Take responsibility for learning
- Ask – if you are not sure about anything, or need additional support, make sure you ask your assessor/tutor or other key contact.



Qualification & Structure

If you are employed and accessing funding to complete your chosen route, it is likely that you will undertake an Apprenticeship.

Apprenticeships can be:

- Foundation Apprenticeships
- Apprenticeships
- Higher Apprenticeships

An Apprenticeship programme at any level will consist of a number of key learning activities:



Some learning programmes also require that you undertake additional components to develop your skills. Your Assessor will make you aware of what is involved in your qualification in your first meeting. You may also have the opportunity to participate in what we call "added value" courses; your Assessor will discuss these with you and your employer during their visits.

Timescales/Deadlines - At the start of your qualification, you will be given an expected completion date. The length of this will depend upon the route and level of your chosen learning programme. Your Assessor will work with you to ensure that you stay on track and complete your learning programme when planned.

Depending on the learning options you and your employer have chosen, you may attend monthly workshops, have monthly 1-2-1 appointments in the workplace or you may undertake a form of distance learning. This will all be explained to you at the beginning of your learning programme, but ask questions if you are unsure.

What do competence-based qualifications involve?

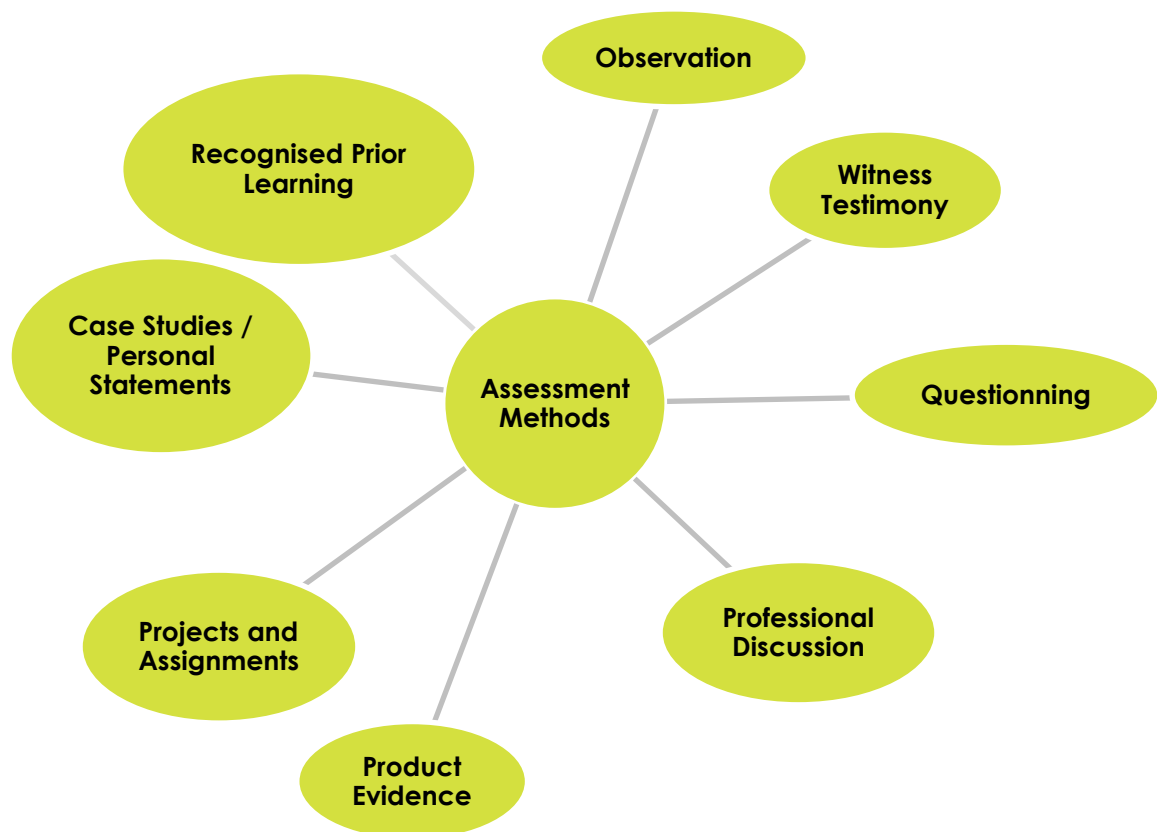
Competence-based qualifications are a set of nationally recognised standards against which your knowledge and performance is assessed.

Your Assessor will work with you to gather evidence of your performance and knowledge to demonstrate your ability to work at the required level.

Assessment Methods

Your assessor will use a variety of assessment methods to evidence your levels of performance and knowledge within your role. All assessments will be pre-planned, with you and your assessor agreeing the best method of assessment to use.

A form called an “Assessment Plan” is provided for each unit. This form should be completed before you start to collect evidence; it will summarise the kind of evidence you are aiming to collect and the date on which your assessor will review this evidence. The form will be filled in by you or your assessor, either during or after your discussions.



Observation

Your assessor/tutor will watch you carrying out activities within your workplace. Most observations will be pre-planned between yourself and your assessor at the assessment planning stage, although some observations may take place without planning if a suitable task/activity presents itself. Observation shows the assessor the skills and competence that you possess.

Witness Statements

Witness statements are often used to provide evidence of performance; these may be completed by someone at your place of work and your assessor/tutor will provide guidance as to who would be most suitable.

Questioning

Questioning is regularly used by assessors/tutors to ascertain your underpinning knowledge. All responses must be recorded. Your assessor/tutor may use either written or oral questioning or sometimes both.

Professional Discussion

This is a discussion between you and your assessor and should be structured and planned. This gives you the opportunity to demonstrate your knowledge and understanding regarding a particular unit/subject.

Product Evidence

Product evidence can potentially be anything you produce as part of your work. Emails, reports and work plans are all potential evidence and your Assessor will guide you in how these can be used effectively.

Projects and Assignments

You may be set a project or assignment to help demonstrate your performance or knowledge.

Case Studies/Personal Statements

You may be asked to write about some of the tasks you undertake as part of your role. You may write about a specific event or about general practices within your organisation and how you follow them. Your Assessor will provide guidance on how to do this.

Recognised Prior Learning (RPL)

The recognition of prior learning, achievement and experience (either accredited or non-accredited)

Literacy and Numeracy Support

Literacy and numeracy skills are something everyone uses to get through daily life; whether at work, at home, or as part of your social life. In order to support you in developing these skills, we offer opportunities for extra support should you require it. All learners are able to access a minimum of 4 hours per week essential skills assistance either by joining a group for workshops or if you prefer on a 1 to 1 basis. These sessions are held with one of our qualified assessors or tutors and in discreet settings.

Your assessor/tutor will work with you and guide you through a series of exercises until you feel comfortable with adding, subtracting, using percentages, punctuation and grammar. Sometimes this is just a refresher from when you attended school, and it can help to improve the skills that you may have forgotten.

All of your written work will be marked for spelling, grammar and punctuation to ensure ongoing improvement and support throughout your learning programme.

Learning Coaches

Educ8 has a number of Learning Coaches, who are there to support you in overcoming potential barriers to learning. They will work with you to develop trust, help you to set personal goals and help you to identify how you can achieve these goals and aspirations.

Learning Coaches can work with you to help you identify and understand how you learn best and how your learning programme can be developed to accommodate your needs.

A Learning Coach can help you to develop your self-esteem, study skills, time management and other skills and attributes to help you to get the most from your learning programme. They are also there to sign-post you to external sources of support.

If you feel that you would benefit from Learning Coach support, please speak to your assessor/tutor.

The People Involved

Tutor

This person supports you in workshops. They provide the training required to ensure you have the necessary knowledge to complete your learning programme and in some cases your Essential Skills. They will mark any work you complete in workshops and provide you with regular updates and feedback on your progress.

Your Tutor is:

Assessor

This person supports you in the workplace. They will guide you through the assessment process and ensure that you develop the skills required to meet the standards within your learning programme. They are also responsible for signing off your qualification once you have completed it.

Your Assessor is:

The Internal Quality Assurer (IQA)

Responsible for ensuring the work undertaken by Tutors and Training Advisors/Assessors meets the required quality standards as defined by the Awarding Organisation. They may accompany the Tutor or Training Advisor/Assessor and observe sessions. It is important to remember that they are checking the quality of learning delivery and not making judgements on your work. They may also ask you questions about your learning experience.

Your IQA is:

External Quality Assurer (EQA)

The EQA is employed by the Awarding Organisation to ensure we are meeting the required quality standards. They typically come to the centre twice per year and may ask to meet with you or phone you to ask about your learning experience and whether we are providing the appropriate support. Any meetings with the EQA would be planned in advance.

Progress Reviews

Throughout your learning programme, you will have regular meetings with your assessor/tutor whether via workshops or 1-2-1 visits. How often these will be is dependent on your programme, your learning support needs and the needs of your employer. In order to maintain funding for your programme, you're required to have a Progress Review at least every 61 days and it is part of your commitment to the programme that you ensure that you actively participate in these reviews.

Appeals Procedure

Whilst you will be involved in every part of your learning programme, you may feel that an assessment decision is unfair or unreasonable. You have the right to appeal against assessment decisions. Where possible, you should always discuss any concerns you may have with your Assessor/Tutor prior to making a formal appeal. The Assessor/Tutor should be open-minded about your concerns, discuss the matter with their quality assurer and look to resolve the matter. If this cannot be achieved you have the right to make an appeal.

The Procedure

Appeals must be made in writing, to the centre co-ordinator, within 14 days of the learner being notified of the assessment decision against which the appeal being made.

The assessor/tutor will advise of the formal appeal as will the responsible IQA.

The centre co-ordinator will identify an appropriate member of the team to evaluate the evidence and give a judgement.

The centre co-ordinator will ensure that the organisational structure of the centre is not a barrier to an objective judgement of the appeal. If necessary the centre will access independent resource to achieve this

The appeals adjudicator and where appropriate, independent advisor will report back to the centre co-ordinator who will make the final judgement on an appeal

The centre co-ordinator will let you know the adjudicator's judgement in writing, within 21 days of the written appeal being received

The assessor/tutor and the IQA will also be advised. The centre co-ordinator will retain full details of the appeal at least 5 years

Note:

- The centre co-ordinator may seek guidance from the EQA on any aspect of the appeals process
- An unsuccessful appeal is not a reversal of the original assessment outcome: to establish you may need to be re-assessed
- The timescales quoted in these procedures are normal maximums. In extreme cases the timescales may need to be longer in which case the reason for the longer timescales will be documented

I have read, discussed and understood the appeals procedure

Learner Name:

Signature:

Date:

Assessor/Tutor Name:

Signature:

Date:

Health and Safety

Your health, safety and wellbeing are of paramount importance to us throughout your learning programme. Your employers' premises have been checked by a Safety Officer before the start of your learning programme. Any concerns arising from that check e.g. there may be areas or equipment that may be out of bounds to you, will be fully explained by your Training Team Member.



In addition, a further check is conducted with you every three months to ensure that nothing has changed and that conditions remain in good order.

Safety Questions

If you have any concerns over any issue relating to health & safety you must raise them with your immediate Supervisor or Manager at the time or contact your Training Team Member. You will always have the opportunity to discuss these issues during your learning and assessment visits.

Health & Safety Learning Materials

Learners have health & safety learning materials integrated within their learning programme. Your Training Team Member will take you through these materials early in your programme.

Accident Reporting

If you do have an accident at work it must be recorded in the company accident book, this will normally be done through your Supervisor and the nominated First Aider.

All accidents must also be reported to your assessor/tutor. Your employer has been informed of this and they will usually contact us to provide details of the incident however, you should also tell your assessor/tutor, as there may be some action required to prevent similar occurrences.

As your training provider, we have responsibility for your health and safety, but you also have a responsibility for your own health and safety and that of those around you.

For a copy of the H&S Policy please ask your Assessor

Safeguarding young people and vulnerable adults

Safeguarding is:

- Protecting vulnerable groups from maltreatment
- Preventing impairment of a vulnerable individual's health or development
- Ensuring that vulnerable groups are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking that role so as to enable those vulnerable groups to have optimum life chances and to enter adulthood successfully



As a training provider we have a duty of care for all of our learners. This involves taking a pro-active approach to safeguard you from:

- Sexual abuse or inappropriate relationships
- Grooming
- Physical & emotional abuse or neglect
- Domestic violence
- Inappropriate supervision by staff/volunteers i.e. 'Bad Practice'
- Bullying/ Cyber Bullying
- Self-harm, risky behaviour
- Unsafe activities & environments
- Accidents e.g. road/home
- Crime
- Fear of crime
- Exploitation including financial abuse, sexual exploitation, forced marriages
- Immigration issues
- Potentially unsafe environments e.g. parks/playgrounds
- Homelessness & unsuitable housing
- Victimisation due to race, sexuality, faith, gender, disability and so on

Your assessor/tutor will speak to you at each visit/workshop to check on your welfare and to provide you with the opportunity to raise any concerns you may have. They will provide guidance and support where appropriate and will be able to put you in touch with external sources of information and support.

Each member organisation has a Safeguarding Officer who may be another source of support and their contact details are at the front of this handbook.

As a training provider we are responsible for supporting British values and helping to protect the way of life enjoyed by those living in the UK. We need to protect our learners from radicalisation and being drawn into terrorism.

Throughout your learning programme we will promote British values:

- Democracy
- The rule of law
- Individual liberty
- And mutual respect and tolerance for those with different faiths and beliefs

We will support balanced discussion around values, attitudes and beliefs to promote acceptance and celebration of the diversity of our learners.

If you have any concerns around potentially extremist views raised by other learners please ensure that you speak to your assessor/tutor who will provide guidance, support or intervention as appropriate; and if you have any concerns about potentially extremist comments made by a member of staff, please refer to our complaints policy.

A particular threat facing learners in the modern world is cyber-bullying/harassment. Cyber bullying is when a young person (under the age of 18) is tormented, threatened, harassed, humiliated, embarrassed or targeted by another young person using the internet, mobile phones or any other type of digital technology. If a person is over the age of 18, these actions are defined as cyber-harassment.

Cyber-harassment or 'cyber-stalking' is a very serious crime. Cyber-bullying is also very serious; whilst it may not always break the law, it is always most definitely wrong.

"You have to be very careful if you should ever become the victim of a cyber-bully. Don't try to take things into your own hands; you may very well end up being a cyber-bully yourself, without even realising it."

Remember! Always report bullying of any kind to someone you trust and able to help you.

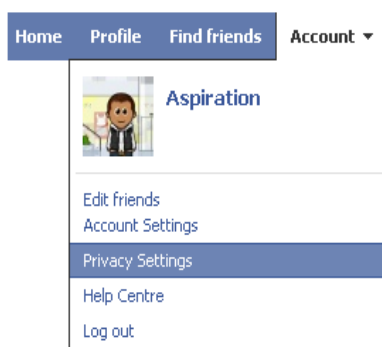
Best ways to avoid Cyber-bullying

Only become friends/connect with people you know

The first simple step to avoid cyber-bullying on social media, is to only become friends with those people you know. If you are unsure of whom they are, do not allow them to become your friend or provide permission to access your profile.



Adjust your privacy settings



All reputable social media platforms allow you to edit your privacy settings. These will vary but if you are unable to locate your settings, most platforms will have a 'help' menu with instructions. By adjusting your privacy settings, you can control who can access your personal information, whether this is photos, or you're your date of birth.

Everyone	Everyone	Friends of friends	Friends only
My status, photos, and posts			*
Bio and favorite quotations			*
Family and relationships			*
Photos and videos I'm tagged in			*
Religious and political views			*
Birthday			*
Can comment on posts			*
Places I check in to [?]			*
Contact information			*
☒ Let friends of people tagged in my photos and posts see them.			
Customise settings			☒ This is your current setting.

Be careful of what you share

Posting personal or intimate information may not be advisable as this could potentially be used against you or indeed used in identity theft.

Report/Block

If you fear you may be/are being bullied, use the '**Report/Block**' feature which most social media sites will have, especially those with a younger audience.

Blocking somebody removes both you and the third party from each other's friends lists and prevents communication between both parties. Reporting somebody to Facebook, notifies the Facebook team of your concerns.

Wellbeing

What is Wellbeing?

There isn't one precise definition for wellbeing, and its concept has been debated by academics. However it is generally thought of as a contented state of being happy, healthy and prosperous.



"Well-being noun: the state of being comfortable, healthy, or happy."

Oxford English Dictionary

There are a number of factors that can affect your wellbeing:

- Stress
- Exercise and fitness
- Learning new skills
- Healthy eating
- Self-esteem and confidence
- Depression
- How to handle difficult people
- Work-life balance
- Relaxation techniques
- Careers advice
- Financial wellbeing

Five Ways to Wellbeing

Connect

- Connect with the people around you. With family, friends, colleagues and neighbours.
- At home, work, school or in your local community.

Give

- Do something nice for a friend, or a stranger. Thank someone. Smile.
- Volunteer your time.

Be Active

- Go for a walk or run, Step outside, Cycle, Play a game, Garden, Dance.
- Discover a physical activity you enjoy and that suits your level of mobility and fitness.

Take Notice

- Be curious. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling.

Keep Learning

- Try something new. Sign up for that course or learn to play an instrument.
- Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

What makes a healthy workplace?

Good relationships have the potential to make workplaces healthy and productive. But, promoting a healthy and productive workplace is not just about being nice to each other (although this obviously helps). Good employment relations are built upon:

- Effective policies for managing people issues such as communication, absence, grievances and occupational health
- High levels of trust between employees and managers. Trust is often nurtured by involving employees in decision-making and developing an open style of communication.

Healthy and motivated people will:

- Go that extra mile
- Give good customer service
- Take fewer 'sickies'
- Provide commitment and creativity

VSP (Vocational Skills Partnership Wales Ltd) and wider partners have developed a shared wellbeing hub that is available to all our learners.

www.mywellbeing.co.uk



If you have internet access, please go to the above site.

Select one of the wellbeing topics that is of interest to you. In the box below write down three useful or interesting points you have researched.

Volunteering

What is volunteering?

Volunteering is all about giving your time for a good cause. Volunteering is unpaid, but you get the opportunity use your talents and develop new skills.

Have you ever considered volunteering?

Volunteering can be a rewarding experience. The benefits include:

- Make a positive difference
- Gain skills
- Make new friends
- Have fun
- Keep busy
- Use existing skills
- Gain work experience
- Give something back
- Sample a career
- Do something different from paid job

Anyone can volunteer no matter your background or work experience, you will have a skill that someone needs. Whether you can regularly give a day or you can occasionally give an hour, there is bound to be something you can do.

Take a look at these websites for ideas:

<http://timebank.org.uk>

<http://www.nationaltrust.org.uk>

<http://www.volunteering-wales.net/>

<http://www.wcva.org.uk>

<http://www.welshwildlife.org/things-to-do/volunteering/>

You may already be volunteering and we would love to shout about it! Let your assessor/tutor know and we can tell our other learners about your good work.



Careers Advice

Whether you're looking for a new career or trying to progress in your current one, quality careers advice can give you the information and support you need. Being in a career that you enjoy, where the work interests you can have a positive effect on your wellbeing.

Trying to begin a career can be a particularly stressful time in someone's life. Here at the wellbeing hub we've collected a number of useful web links to help point you in the right direction so that you can achieve your career goals. There are a variety of ways you can improve your employability and professional profile. You may want to do some work experience or even gain extra qualifications.

When applying for a job you will almost definitely fill in an application form and/or submit a CV. Application forms and CV's are documents where you display the skills and attributes that make you an ideal candidate for that particular job. It is important to remember that every job is different, requiring different skills.

Work can also be particularly stressful predominantly during busy periods. If you need work related stress advice you may wish to visit our stress page.

Further Information can be found at:

Careers Wales

www.careerswales.com

0800 100 900

Progression

There are various routes for you to progress into depending on the specific learning programme you are following; you can discuss this with your Assessor who will be able to give you further information of other opportunities that could be open to you.





Learner Voice

The 'Learner Voice' is at the heart and ethos of Educ8 and the quality and success of your programme is paramount to us. As such Educ8 provides a variety of activities that they encourage you to participate in. We want to involve you in your learning programme and it is your chance to have your say.

- Learner Voice Wales – is a national annual learner survey for all post 16 learners. This is your opportunity to participate in a detailed questionnaire which will provide us with vital feedback which will help us to improve learning experiences for all Educ8 learners.
- Focus groups - we ask you to review particular teaching and learning materials to give your opinion on whether you think these are suitable and would be beneficial to your programme.
- Meet the Director – A Director of the Educ8 organisation you are learning with may come along to a workshop and have a chat with you, asking you for your opinion on the programme and service we are providing, whether you think it is meeting your expectations or not.
- Learner questionnaires – In addition to the Learner Voice Wales survey, we may send out questionnaires on specific themes or topics to help identify specific areas for improvement and to gain your input on planned developments.
- Recognising achievement – we like to celebrate and congratulate the achievements of our learners, we do this through case studies where, with your permission we will share your story of your learning journey. We also have Learner of the Month Awards
- National awards – there are times throughout your programme that we are asked to submit nominees for national awards. If appropriate we hope you would be willing to be nominated



YOU SAID. **WE** DID.

Equality and Diversity

The protected characteristics:

Equality is not a minority concern – it matters to every one of us. At some point in our lives, all of us face barriers that may prevent us fulfilling our potential, or participating fully in society.

Marriage & Civil Partnerships

Civil partnerships must be treated the same as married couple on a wide range of legal matters. Same sex marriages are now also permitted by law

Sexual Orientation

A person's attraction towards their own sex, the opposite sex or more than one sex

Sex

Treating a man or woman less favourably for reasons relating to their sex

Age

Treating someone less favourably relating to their age (whether young or old)

Religion & Belief

Affects life choices or the way in which someone chooses to live

Race

Refers to a group of people defined by their race, colour and nationality

Pregnancy & Maternity

Protection against maternity discrimination is for the 26 weeks after giving birth

Gender Reassignment

The process of transferring from one gender to another

Disability

A person has a disability if they have a physical or mental impairment, which has a substantial effect on their ability to carry out normal day-to-day activities.

If you have any concerns regarding equality, the EHRC can be contacted on 0845 604 8810

Useful websites for additional guidance include:

www.equalityhumanrights.com

Policy Statement

Educ8 is committed to promoting equal opportunities across all aspects of the organisation. Educ8 will:

- Promote good relations among its employees and learners and will create conditions which contribute to their full development and potential
- Create employment that is free from unlawful discrimination, harassment or victimisation of any kind
- Respect equality all employees, learners and users of its services
- Judge fairly and appropriately each applicant for a job vacancy, promotion or training course

Education for Sustainable Development and Global Citizenship

ESDGC is about promoting the improvement of the quality of life now whilst protecting the world for future generations.

ESDGC has seven main themes:



- Decision-making within your organisation;
- Consequences of the decisions you make;
- The role of government and how this affects you;
- Your role in your community.



- Greenhouse effect;
- Causes of climate change;
- Potential impacts on the way you live and work;
- The impact of your actions;
- The changes you can make.



- The renewable and non-renewable resources you use
- How you use energy, food and water
- What is sustainability?
- Reduce, reuse, recycle
- Your carbon footprint.



- The importance of caring for yourself and others;
- The relationship between your health and quality of life;
- Nutrition and sources of food;
- The impact of alcohol abuse on individuals and others.



- Welsh heritage and language and how this relates to you;
- What makes you who you are;
- How you can challenge stereotypes and discrimination;



- Levels of wealth and poverty and the issues that affect you
- The gap between rich and poor locally and globally;
- Basic needs versus wants
- Your quality of life;



- What is Biodiversity and how does it affect you?
- Species which could die out in your lifetime
- Why conservation and restoration of local habitats is important
- The role of natural environments and their effect on your quality of life.

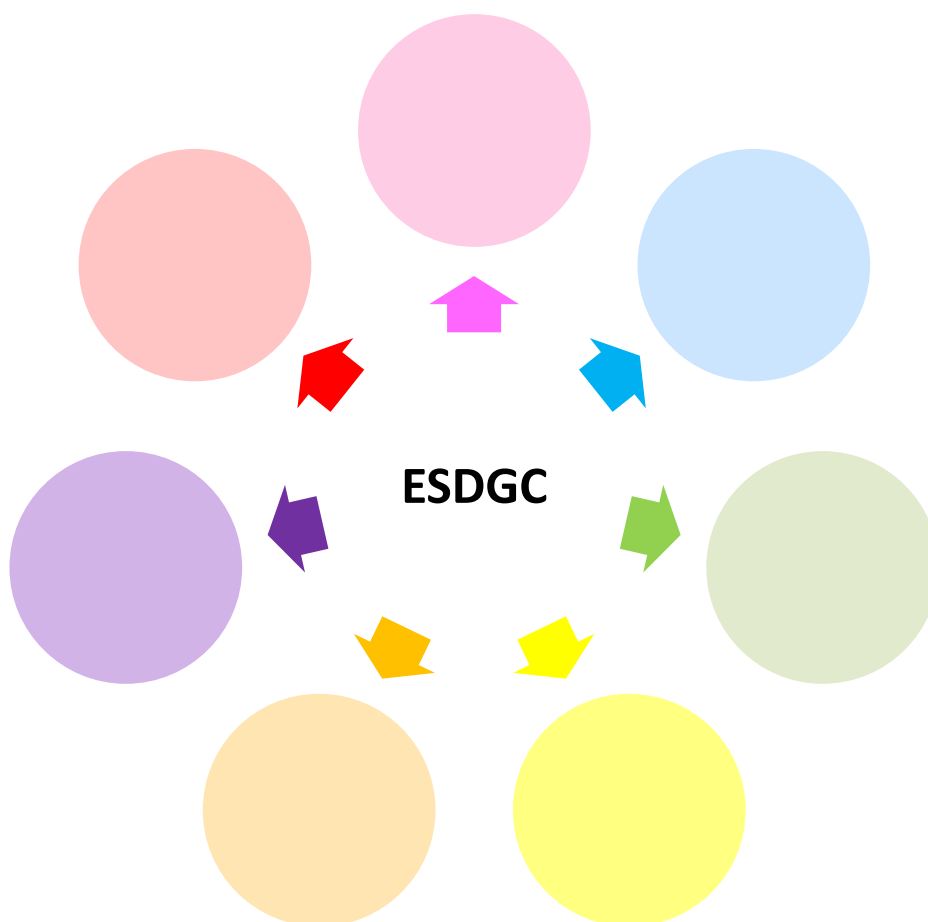
Definitions by; 'Education for Sustainable Development and Global Citizenship (ESDGC) in Work Based Learning'. NTfW

Education for Sustainable Development and Global Citizenship is about:

- The links between society, economy and environment and between our own lives and those of people throughout the world
- The needs and rights of both present and future generations
- The relationship between power, resources and human rights
- The needs and rights of both present and future generations
- The relationship between power, resources and human rights

It is about values and skills. It is an ethos that can be embedded, an attitude to be adopted, a value system and a way of life. It links the environment and the people who live in, and from it.

For each of the themes identified on the previous page, use the circles below, note down how you think each theme may relate to you. You can then discuss these with your assessor/tutor as you progress through your learning programme.



Our approach to environmental issues is based on ensuring that our business practices limit damage to the environment and creating a sustainable environment within the communities we serve for future generations. This is reflected in our strategic aims which include presenting a physical environment which demonstrates our commitment to promoting sustainability, integrating environmental issues into course content and maintaining the Green Dragon Award.

NUS Apprentice Extra Card

Card and Individual Benefits package

In 2006, National Union of Students Services launched Apprentice Extra, the student lifestyle and discount card. Since its launch, the card had been purchased by 1.5m students, which has enabled the NUS to continue to develop the system's technical capabilities, as well as the appeal of the discount program. In the current academic year, the card has been purchased by over 400,000 students, representing a year on year increase of 17%.

Applying for the Apprentice Extra Card is so simple, just log onto the web address below and complete the on-line application form and start receiving all kinds of discounted benefits.....

<http://cards.nus.org.uk/affiliate/apprentice>

.....such as money off shopping in your favourite high street stores, cinema offers, discounted food and drinks in your favourite restaurants, and much, much more! Just ask your assessor/tutor for further information and start saving now.

Sources of Information and Support

Organisation	Tel	Website
The Wales Domestic Abuse Line	0808 8010 800	http://www.wdah.org.uk
Victim Support	0845 30 30 900	http://www.victimsupport.org.uk
Men's Advice Line	0808 801 0327	www.mensadvice.org.uk
Samaritans	08457 90 90 90	http://www.samaritans.org
DAN 24/7 (All Wales Drugs and Alcohol Helpline)	0808 808 2234	www.dan247.org.uk
Alcoholics Anonymous	0845 769 7555	http://alcoholics-anonymous.org.uk
Citizen's Advice Bureau	08444 77 20 20	http://www.citizensadvice.org.uk
National Debt Line	0808 808 4000	http://www.nationaldebtline.co.uk
NSPCC	0808 800 5000	http://www.nspcc.org.uk
Childline	0800 1111	http://www.childline.org.uk
NHS Direct	0845 4647	http://www.nhsdirect.nhs.uk
Shelter Cymru	0845 075 5005	http://www.sheltercymru.org.uk
Equal Opportunities Commission		www.eoc.org.uk
Health and Safety Executive		www.hse.gov.uk
Disability Rights Commission		www.drc-gb.org
Help lines		www.helplines.org.uk
Talk to Frank	Tel: 0800 776 600	www.talktofrank.com
Data Protection		http://www.ico.gov.uk/
Bullying and Harassment		www.bullyonline.org
Dept. for Education and Skills		www.dfes.gov.uk
Dental nursing		
The General Dental Council (CDC)		http://www.gdc-uk.org/Pages/default.aspx
The British Association of Dental nurses		http://badn.org.uk/
NHS careers (Dental nursing)		http://www.nhscareers.nhs.uk/details/Default.aspx?Id=141
Childcare		
National Child-minding Association		www.ncma.org.uk
National Children's Bureau		www.ncb.org.uk
National Day Nurseries		www.ndna.org.uk
Health and Social Care		
Carers UK		http://www.carersuk.org/help-and-advice
Carers' Line	08088 08 7777	
Carers' National Association	02920 811 370	
Additional		

Benefits Enquiry Line	0800 882200	
Disability Living Allowance Enquiry	0845 7123456	
Smokers Help Line	0800 169 0169	
National Aids Help line	0800 567123	
Cruse Bereavement Line	0208 332 7227	
Mind Info Line	0845 4647 (24 Hours)	
TENOVUS Cancer Help line	0808 808 1010	
Bullying Help line	0845 22 55 787	
Careers advice	0800 100900	
Travel Information		
Travel Line National	0870 608 2 608	
National Express	08705 80808	
Community Health Councils in Wales	02920 235 558	
National Day-care Trust		www.daycaretrust.org.uk
Pre-school Learning Alliance		www.pre-school.org.uk
Carer's Line	08088 08 7777	
Child Death Line	0800 282 986	
Working with Children		www.ofsted.gov.uk
Dept. for Education and Skills		www.dfes.gov.uk
The Commission for Racial Equality		www.cre.gov.uk
Shelterline	0808 800 4444	
Help lines		www.helplines.org.uk www.adviceguide.org.uk