



Professional Diploma in Teaching (Further Education and Skills)

Qualification framework for the full teaching qualification for the further education and skills sector

January 2022

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Section 1: Overview

1.1 Purpose of document

This document is to provide an overall framework guidance for the Professional Diploma in Teaching (FE & Skills) primarily for use by Awarding Organisations (AOs) in their development of full qualifications for teachers in the FE and Skills sector. This new qualification replaces the Diploma in Education and Training (DET), and any differently named HEI qualifications based upon the DET. AOs are advised to design qualifications in line with the following framework in order for such qualifications to attract public funding and also for the holder to be eligible for progression to QTLS.

The framework guidance may also be useful to:

- employers of teachers and trainers (including colleges of further education, independent training providers, local authorities, the third sector, the military, uniformed services, young offender institutions, prison education and the probation service)
- human resource (HR) managers and line managers
- staff development managers.
- newly employed teachers and trainers and existing staff
- course providers and teacher educators
- union branches and their branch learning representatives.
- those considering teaching as a career.

1.2 How to use this document

The document is arranged as follows:

Section 1 provides an overview of what the document covers.

Section 2 looks at recent changes within the sector and indicates the general direction of travel as suggested by government policies.

Section 3 provides guidance for Awarding Organisations on developing the qualification.

Section 4 provides an overall structure for the qualification, including the recommended guided learning hours, teaching practice and assessed observation requirements.

1.3 Enquiries about this document

All enquiries about this document should in the first instance be directed to the National Head of ITE Development & Advice at ETF, Howard Pilott at howard.pilott@etfoundation.co.uk

Section 2: Background and context for the guidance

2.1 Updating and Higher Technical Qualification status

The Diploma in Education and Training was released in 2013 since when there have been many changes in the FE & Skills sector as well as in the wider context. Additionally teaching as a discipline has moved, and so, as a consequence, a review of the full teaching qualification is due. Alongside this, the Government has implemented a Higher Technical Qualification review process¹, which requires AOs to:

align their qualifications to employer designed occupational standards²

As new occupations standards have been developed and approved by the Institute for Apprenticeships and Technical Education [IfATE]³, it is therefore necessary for the qualification to be revised. This document provides the basis for AOs to revise their offers.

This new qualification framework has been developed to generate qualifications for those working or intending to work in the FE & Skills sector. The spectrum of providers in the sector is immense including further education colleges, adult and community education providers, offender education, work based learning providers, the third / voluntary sector and a plethora of independent training organisations. There are over two million students in further education colleges alone.

These providers cater for a diverse range of learning need and aspiration which include and may combine:

- individuals from age 14 – 60+
- those seeking academic, vocational or professional qualifications
- individuals seeking new qualifications and / or skills for career change or development
- people from a diverse range of cultures and ethnicities
- newly arrived migrants who may have recent traumatic experiences
- learners who have previously been failed by the education system
- those with learning difficulties and/or disabilities.

The structure of the Professional Diploma in Teaching should allow a flexibility to reflect this spectrum of provision and the needs and aspirations of wide range participating learners.

Teaching within the education and training sector is a challenging but potentially exciting and rewarding career choice.

¹ See <https://www.gov.uk/government/publications/higher-technical-education-reforms/higher-technical-education-reforms>

² <https://www.instituteforapprenticeships.org/higher-technical-qualifications/approvals-process-and-timelines/>

³ See <https://www.instituteforapprenticeships.org/apprenticeship-standards/learning-and-skills-teacher-v1-0>

2.2 Role of the Education & Training Foundation

2.2.1 Qualifications and regulations

The Education and Training Foundation (ETF) is the workforce development organisation for the FE & Skills sector. It published updated guidance for the DET in 2016 and took responsibility for Covid mitigations for ITE qualifications during the pandemic. It is therefore well placed to support the development and roll out of new qualifications for FE & Skills teachers. In this light the DfE has authorised the ETF convened ITE Forum to take responsibility for proposals in this area. The ITE Forum is a representative stakeholder grouping which includes AO, employer, funding and regulatory authority, and other representation. The ITE Forum constituted a working group to provide proposals for this new qualification framework and these have now received sector input and general approval. ETF will continue to maintain a watchful eye on this area and will from time to time issue updates to this guidance as necessary.

The Education and Training Foundation recommends TQT for the suite of Education and Training qualifications as follows:

2.2.2 Professional standards

ETF developed the current set of Professional Standards for the FE & Skills sector. These define the professional requirements of teachers, trainers and tutors of post 16 learners, and underpin effective teaching practice in the sector. The standards:

- set out clear expectations of effective practice in education and training
- enable teachers and trainers to identify areas for their own professional development
- support initial teacher education
- provide a national reference point that organisations can use to support the development of their staff
- The current standards can be accessed at [professional standards](#). It should be noted that the standards are currently subject to review.

2.3 Policy context

Government priorities

The Government has made clear its commitment to the FE & Skills sector in the White Paper *Skills for Jobs: Lifelong Learning for Opportunity and Growth January 2021*⁴. It presents a number of ambitious goals for the advancement of the sector including employer engagement, technical qualifications, skills guarantees, and improving teaching. Chapter 5 has a section entitled *Effective initial teacher education*, within which it states:

*145. We are improving initial teacher education so that all publicly funded training will be rooted in employer-led standards... Based on this new standard, we will support the redevelopment of further education initial teacher education qualifications, so that they too are based on the same clear set of outcomes.*⁵

This new qualification framework follows on from that intention. A level 5 apprenticeship has been approved by IfATE, the Learning & Skills Teacher, and any new qualification will need to mirror the standards achieved via that apprenticeship route. There are currently no plans to regulate this provision but the Government makes plain in the White Paper that if desired improvements are not evidenced in FE teaching, then they reserve the right to take a more interventionist approach:

*146. We will work closely with the sector to bring about the improvements to quality that we all agree are so important to improving teaching in further education settings. However, we are clear that substantial change is needed, and we will consider introducing new statutory powers for the Secretary of State to take a more active role in regulating the provision of initial teacher education, if the improvement we need to see is not achieved.*⁶

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/957856/Skills_for_jobs_lifelong_learning_for_opportunity_and_growth_web_version_.pdf

⁵ *ibid*

⁶ *ibid*

Section 3: Guidance for Awarding Organisations

3.1 General guidance

This document lays out the parameters of the Professional Diploma in Teaching (FE & Skills). In order for courses offering this award to be eligible for public funding of any description, they must comply with these framework guidelines⁷. It is for Awarding Organisations to turn this framework into a qualification. This means the elaboration of the content and any option units to be offered. It should always be borne in mind that this is a minimum level 5 award and any options should be at appropriate level and included to enhance the trainee's ability to achieve the standards.

The title of this qualification is the Professional Diploma in Teaching (Further Education & Skills) – PDT(FES) – although HEIs may entitle it Professional Graduate Certificate in Education (PGCE), if level 6, Post Graduate Certificate in Education (PGCE) if level 7, and Certificate in Education (Cert Ed), if level 5. They are all recognised as the full teaching qualification for the sector providing they comply with these guidelines.

3.2 Core knowledge and skills

The previous FE teaching qualification, the DET, included a Minimum Core of English, maths, digital skills, sustainable development, and EDI [the latter two included from 2022]. There is no Minimum Core proposed in this guidance. There is however a core unit relating to Education Technology. Additionally there is a requirement that at the end of this programme, completers should have achieved level 2 in maths and English. AOs should be mindful to make explicit in the qualification content the need for teachers to be able to support their learners in all the previous Minimum Core areas. This is also reflected in the corresponding occupational standards.

Sustainability and EDI (equality, diversity and inclusion) should be featured throughout the programme and embedded themes, and the Minimum Core document is featured in the references to provide some steers on these topics.

It should be noted with respect to the requirement to gain level 2 English/maths by the programme completion, providers must put in place adequate support to ensure all trainees are able to do so.

3.3 Study and placement hours

The Education and Training Foundation recommends Guided Learning Hours [GLH] for the qualification as minimum 360 hours, and Total Qualification Time [TQT] as minimum 1200 hours.

⁷ The DfE is additionally issuing a quality assurance framework document which will set out QA expectations in relation to FE ITE qualifications. Compliance with these parameters will also be expected in order for programmes to be in receipt of public funds.

The placement should be of at least 250 hours in duration, of which at least 150 hours would be teaching practice. The balance, constituting professional practice includes activities such as team meetings, planning, interviews, assessment meetings, observations, provider wide sessions [eg CPD], etc. The purpose of the professional practice hours is to gain a full sense of the wider activities of a teacher on a day to day basis. Of the 150 teaching hours, at least 100 hours must be in the trainee's subject area. Additionally the trainee must gain experience of remote teaching: the recent pandemic highlighted the need for all staff to have this skills at their disposal. A minimum of 20 hours of remote synchronous [ie live] delivery should be included, alongside a minimum of 80 hours face to face delivery.

The placement requirement includes two locations: the teacher trainee should gain experience in more than one teaching location. This is in order to improve the breadth of experience as practices vary. The second placement must be for at least 20 hours and ideally would be at a different provider but in extremis at a large provider, could include a different subject area &/or venue in the same provider. It should be noted that the 20hr at the 2nd placement are not specified as teaching hours so could be observation, CPD, etc, and other activities to give a sense of the approach within that area.

It is essential that fully qualified teachers are able to deal with the demands of teaching groups and therefore the majority of the teaching should be with groups of more than 10 learners, and any practice reckonable should not be with groups of less than 5. Such requirements also apply to any remote delivery.

3.4 Mentoring

The mentoring arrangements must be robust. All trainees should have the support of 2 mentors at their placement in addition to the support of their course tutor. The first mentor is the subject mentor and must be competent and teaching in the trainee's subject area. This enables the provision of subject specific support. This mentor must have time to support the trainee [recommended 30 minutes per week] and additionally time to engage in assessment, particularly of the subject specific element.

The second mentor is a local pastoral support mentor for more general areas of advice and support. This mentor may support more than one trainee in the placement, maybe acting for a group of trainees. Again this mentor must have sufficient time to support trainees [recommend 30 minutes per week]. This mentor would be expected to liaise with the provider re ongoing trainee progress reports. Where the placement is small and resources are insufficient, the 2nd mentoring role can be provided by a member of centre staff providing that sufficient additional time is allocated to this role.

All centres providing the qualification are required to provide adequate training to all placement mentors to ensure they are suitably trained to meet the needs of trainees. Centres may wish to make use of resources that ETF has developed in the area of mentoring, see eg <https://www.et-foundation.co.uk/supporting/professional-development/mentoring/framework-and-guides/>.

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Section 4: The qualification framework outlined

4.1 Structure

The qualification framework consists of a Core and Options. The total credit value of the qualification is a minimum of 120 credits. The recommended Core, as outlined below, consists of 6 Core Units [details below] which total 70 credits at level 5. It should be noted that HEIs may choose to offer part or all of the qualification at level 6 or level 7. Awarding Organisations will determine suitable option units at level 4 or above to complement the programme and enhance the trainee's ability to achieve the occupational standards.

4.2 Suggested core units indicating required core content

The Core units, together with a brief outline of content, are set as follows:

- Unit 1: Learners & learning [15 Credits]
 - Part A: Learners
 - Getting to know your learners in FE
 - Their journeys to FE
 - Range of support needs
 - Safeguarding/EDI
 - Their wider expectations
 - Part B: Learning
 - Psychology of learning
 - Role of research and evidence
- Unit 2: Teachers & teaching [15 Credits]
 - Part A: Teachers
 - The role of a teacher
 - What makes a good teacher?
 - Working with and learning from other teachers
 - Other sources of support
 - Part B: Teaching
 - Person centred approach
 - Planning and delivering sessions
 - Individual support [incl SEND, mental health]
 - Teacher expectations of learners
 - F2f & remote delivery
 - Assessment
 - Embedding EMD
 - Courses and specifications
- Unit 3: Professional Practice [20 credits]
 - Part A: Teaching practice
 - Micro teaches
 - Preparation for placement
 - Observation of other teachers
 - Team teaching
 - Teaching alone
 - Placement log
 - Part B: Being a professional

- Developing expertise
- Updating and CPD
- Working with colleagues
- Professional Status
- Part C: The FE & Skills sector
 - Overview of FE & Skills Sector
 - Types of programmes
 - Timetables
 - Contracts
 - Govt policy
 - Regulations [legal and local]
 - Funding
 - Organizational and wider support
- Unit 4: Subject specific teaching [10 credits]
 - Teaching your subject
 - Particular approaches, tricks and tips
 - Difficult areas
 - Required wider/prerequisite knowledge
 - Sustainability in your area
 - Progression advice
- Unit 5: Effective on-line pedagogies [10 credits]
 - Range of Ed Tech
 - Managing digital delivery

For each of these headings there is provided some indicative content in the appendices. It is for Awarding Organisations to set the fine detail of these units.

4.3 Option units

ETF has not prescribed the options units to be available as part of these qualifications. The Core structure is sufficient to allow the acquisition and consolidation of the knowledge and skills to achieve the occupational standards. The Awarding Organisations have been allowed flexibility in their offer of option units to allow their programmes to reflect particular emphases in certain parts of the FE market. However option units should clearly be in the realm of FE teaching and should be chosen to enhance the particular trainee's chosen pathway within the sector.

4.4 Assessment

The assessment model to be used on this qualification requires all trainees to satisfactorily pass all modules by means of appropriate assessment except the Professional Practice module. The Professional Practice modules differs in the following regard to assessment:

- The candidate must complete and evidence all their practice hours as stated elsewhere
- The candidate must complete a portfolio of evidence relating to the placement[s] which is submitted to the module examiners

- The portfolio will feature a cross reference matrix demonstrating where the candidate has met the occupational standards in their professional practice, counter signed by their course [placement mentor?] tutor
- The candidate will participate in a final assessment involving a 30 minute oral examination relating to any aspect of professional practice

The examination should be conducted in person by two qualified teachers – one from the provider and another either from the placement or from the Awarding Organisation – and they will share the questioning and agree a final result.

4.4.1 Observations

All candidates must undergo 10 observations, the majority of which should to a group of at least 10 learners. The observations seek to do two things:

- To provide developmental feedback to the trainee as to where they can improve their practice
- To establish that the trainee is teaching at the level expected in the occupational standards

It is probably advisable that there is a gradation from the developmental to the assessment approach; that earlier observations are predominantly developmental. As the trainee progresses it is reasonable to expect their competence increases and hence is more amenable to assessment against the standards.

As a single teaching observation cannot be expected to cover the entire range of KSBs from the occupational standards, the programme should seek to ensure that all trainees are assessed against these across their observations. This assessment will be confirmed via the final professional discussion element of the assessment of this Professional Practice unit.

All observations should be at least 45 minutes each.

The observations should be conducted by the provider tutor and/or a placement mentor, The Awarding Organisation may choose to provide some guidance to accompany the observation assessment process.

4.5 Entry criteria

These are for the Awarding Organisations to determine. However in order to be able to teach their subjects need to be qualified and/or experienced in that subject. Those intending to teach academic subjects would usually be expected to have a degree in their subject specialism. Those intending to teach in professional or vocational areas would usually be expected to have a professional or industry qualification and experience of working in their respective sector. There is a general expectation in the sector that a teacher should be qualified to at least one level above that at which they intend to teach. In some vocational areas this may be problematic but a reasonable expectation is that they hold the highest level trade qualification available, unless they have particularly substantial professional experience.

This qualification is a minimum level 5 and hence it is essential that all entrants are able to demonstrate an ability to study at level 5 [or above on the case of relevant HEI provision].

As the exit requirement of the qualification includes achievers having also gained level 2 in maths & English, the potential support needs of applicants should be assessed if they do not already hold these levels, and suitable support should be made available during the programme.

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4.6 Accreditation of prior learning

Accreditation of prior learning is for providers to decide, using reasonable judgement, at the discretion and approval of the Awarding Organisation. Both parties must be satisfied that the evidence is valid, sufficient, authentic and current in order to gain any credit against the content of this qualification and, except in the case of recognised qualifications where there is a clear one to one mapping, some synoptic assessment would be deemed appropriate. Any such APL granted should be made available to external examination/quality assurance for countersignature.

4.7 Relationship to other FE teaching qualifications

At the time of writing this guidance, the review process has not yet reached the level 3, Award in Education & Training (AET), and the level 4, Certificate in Education & Training (CET). These two qualifications were written in 2013 as free standing awards and as they are now dated, the process for their review/rewrite will begin shortly. However there is as yet no relationship between what still exists and the foregoing framework for the new level 5 qualification. There is therefore an expectation that the AET & CET are unlikely to play a role in APL issues in the case of this new Professional Diploma. The review process will examine demand for qualifications of this type and level, and also look at questions of the desirability of creating some form of progression route to fully qualified status via these lesser qualifications. This guidance framework will be updated to reflect any new recommendations as necessary.

Proposed appendix 1

Elaborated content of core units with indicative topics/heading

Proposed appendix 2

Treatment of ESD within Core Skills with exemplar materials

Proposed appendix 3

Example references to support delivery

Proposed appendix 4

Option units guidance

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Proposed appendix 1

Elaborated content of core units

The specific detail of what should be in the Core is for AOs to determine but the framework sets out some expectations as above. The following gives a rationale for the Core Units and an overview to explain how they cohere. The overarching approach in this new qualification framework is that it is essential to promote two key starting points:

- a good appreciation of who the learners are, and their needs
- a strong sense of what being a teacher means and how that implies professionalism

Hence the course is designed to start with the first two units in parallel to provide a good understanding of the needs to be met, alongside a strong sense of the importance of having a clear sense of what being 'a good teacher' is. Moreover that being a good teacher requires an on-going commitment to both supporting learners as well as reviewing and updating one's practice.

'Who my learners are' is intended to give a good idea about the breadth of FE learners and their journeys into FE. It is predicated on the idea that if you are aware of where your learners are coming from, you are more able to adapt your teaching to their needs. Additionally FE is a very broad sector and this is a generic qualification: some undertaking teacher training in a 14-16 context may end up working with unemployed adults and we should endeavour to alert trainees to the scope of the potential role in FE.

The focus on *the role of a teacher* and *what makes a good teacher* is intended to create a reflective framework for progress. Trainees are encouraged to consider who they thought were good teachers and why; what it is about being a teacher which sends out conducive messages – gets the learners 'on your side'. The need for approachability and understanding, rather than an efficient delivery machine. Whilst there are those learners who can cope perfectly well with the later presentation, there are those who may not, and it is the task of the teacher in FE to meet the needs of all learners. It is suggested that the programme incorporate some reflection on 'who they think were good teachers in their experience and why?' and also some process whereby members of the tutor group comment on each other's teaching/teacher personality.

The progressive rationale is that consideration of who my learners are, feeds into how they learn, and similarly, discussion of what makes good teaching runs into *how do I choose to teach?* The intention is that learners are at the heart of decision the trainee makes as to how to determine how they plan to teach, and how they choose to adapt that teaching in actual delivery. This thereby inculcates a sense of the responsibility for making decisions as to what takes place in the classroom/workshop. This will be built upon in the Professional Practice unit which follows.

Looking at learning involves unpacking the various psychological theories surrounding learning so that the trainees have an appreciation of the parameters of human learning: what is actually happening beneath the skin as it were. Teacher trainees are expected to have a familiarity with Piaget, Vygotsky, Skinner/Watson, Guilford, etc, and some sense of the relevant critiques. Likewise, in terms of teaching, they are expected to explore pedagogy and to engage with current work in the area: Thomas, O'Leary, Hattie, etc [for more sources, see references]. Trainees should have a good sense of the strengths and weaknesses of these approaches: they should be aware that none is a formula and all approaches have nuances. It is an aspect of professionalism that you re making decisions about those nuances.

The emphasis on professionalism is made because once in the workplace, new teachers will spend a large proportion of their time alone with learners making decisions about how to proceed and how to respond to emergent matters. It is critical that such decisions are made in a professional and reflective manner; the teacher has taken into account the particular learners concerned, and made a judgement about what is the most appropriate means of address. Moreover that the teacher thereafter reflects on the decisions made as to whether there could be any improvement: none of us is perfect but we can all aspire to getting better, and as teaching is such a challenging profession, we must all foster such a disposition.

Reflecting on what went on is more likely to lead to consideration of CPD or other further discussions which may serve to inform better practice going forward. It is noteworthy that school teachers are able to benefit from a 2 year post qualification early career framework, which indicates the development needs of newly qualified teachers. FE teachers cannot avail themselves of such and so must be more self-reliant in terms of determining their development needs. Hence the stress on professionalism: the sense of responsibility for one's actions, the need to reflect and to consider one's own development. The framework as proposed herein means that any such consideration is framed within an awareness of the learners, and what it means to be a teacher.

The professionalism unit starts with looking at micro teaches. Traditionally one of these is done at this stage where the trainee acts as teacher to other class members, and the class teacher trainer gives feedback. The model proposed here seeks to enhance that, within the context of *what kind of teacher to I want to be?*, by having extra micro teaches which receive feedback from group members additionally focused on *how did I come across/was I welcoming/engaging?* This is to underline the importance of that projected teacher personality in the classroom/workshop. Teaching should be seen not simply as an information and/or skills transaction, where I am just passing things not in a neutral manner, but as a way where I as teacher have a personal interaction with learners that they find positive. The key is that learners who feel positive are more likely to engage and benefit from the delivery. Additionally that the trainees themselves bear responsibility for how they come across and they have a professional responsibility to seek to promote a perception of themselves which is most conducive to their learners' progress.

Commented [HP1]: A useful tool in this area is the ETF Professional Stds

This extends the sense of professionalism outlined above: that the trainee teacher is question of their choices and they should be reflective about them. This naturally leads into considerations of *how I can improve* and *what CPD I might benefit from* – exactly the behaviours we wish to encourage for them to take forward into employment. It also overlaps with *how I can collaborate with colleagues* to achieve better effect. Throughout, a mindset of continuous improvement is being embedded: a teaching career is a journey, but you never actually get there – you're always working towards being better. And this leads naturally to consideration of the ETF Professional Standards, and Professional Status.

No teacher training course can be sufficient without some consideration of the wider FE context and the professionalism unit encompasses some appreciation of the breadth of the sector: after all, our trainees may end up not where they initially planned. Nevertheless, the structure of the course allows some flexibility here to enable particular trainees/courses to focus more on certain sectors eg what are the particulars of eg Prison Education? This would enable the course to have a more direct relevance for a trainee so deployed or inclined. Conversely it is perhaps a little oblique to ask a trainee in eg ACL to gain detailed understanding of the apprenticeship sector.

Perhaps the tradition of FE ITE has reflected the needs to provide a generic teacher training programme and consequently subject specific teaching has been delegated to the placement/teaching venue. In the new qualification the raising of subject specific teaching to a Core Unit is intended to signify an appreciation of its importance: this is not a local add-on but something which is key to being a good teacher. Some consideration of what is important in teaching my subject - what are the keys points and potential stumbling blocks – must feature in good teaching preparation. The problem as always has been the existence of 6000+ FE subjects and the difficulty of servicing such a wide variety of specific pedagogies. However, we cannot simply sidestep this, and the inclusion of this as a Core unit means that the provider must take some account of who is teaching what on this programme and must make suitable provision for addressing the subject needs of all trainees.

The implications of this are that the trainee should be completing work looking at the particularities of delivering their subject: the common stumbling blocks and how best to overcome them. Plainly this will require input from a subject specialist and it may that the provider will need recourse to such a specialist during any assessment. The Awarding Organisation may wish to give guidance on how best to address this.

In the previous two iterations of the full FE & Skills teaching qualification, the relevant content re digital skills and now educational technology was provided by means of the Minimum Core. The latest version of this borrows from ETF's Digital Skills Framework to provide a set of benchmarks for a minimum standard of digital competence for completing trainees. The current qualification instead makes this area a discrete core unit to emphasise its expanded importance, not least in the context of the sector's increased reliance on this technology during lockdown, which may be seen as setting a likely trend for the future. It should be borne in mind that these qualifications are preparing trainees for possible a 40+ year career in teaching

during which it is almost inconceivable that the impact of digital technology on FE teaching and the world more generally will not increase dramatically. It is therefore essential that this area is front and centre in any qualification which adequately prepares trainees. As this is and will continue to be a fast moving area, delivery must encompass not only the need to keep relatively up to date [eg in the packages covered] but also the needs for trainees, once in the workplace, to take responsibility for their own updating/refreshing. As a useful reference point, ETF's digital skills framework will be maintained so that it is suitably reflective of the current range available.

Throughout the programme, it is important that the delivery reflects the messages that are being transmitted via the programme itself. As the content talks about 'putting the learners first', the delivery of this programme should do exactly that: there should be some start that examines where everyone is coming from and how they see things developing, alongside what their needs are. Gone are the days when trainees are lectured about student centred learning; rather this programme seeks to 'walk the talk'. This means that the delivery should encompass a good display of Ed Tech with which the staff should be familiar; that the teachers on the programme should welcome discussion and feedback [within reasonable limits] about their delivery; that the provider's address of particular learner needs are appropriate and good; in short that nothing happens on the delivery of this programme which does not align with the lessons being taught [albeit within the context that this is HE and not FE]. Teacher training should be exemplary and providers should be mindful of the responsibility to ensure they actually are.

Appendix 2: examples and illustrations of sustainability being embedded into different subject specialisms and occupational pipelines

There isn't a prescriptive nor definitive way to embed ESD across the teaching in the FE sector – this is because of the diversity of subject specialisms, qualification levels, providers and teaching roles. However, it's vital that this content isn't simply a theoretical framework, but something teachers are able to put into practice – contributing to the achievement of sustainability goals, in collaboration with others. As demonstrated by the requirements set out in the ESD knowledge, understanding and skills required by the minimum core, a collaborative and cohesive approach to learner engagement with sustainability is needed. Adding a short mention of sustainability in one lesson isn't going to develop the desired learner outcomes. Similarly, the focus shouldn't be purely on classroom behaviours but place sustainability meaningfully within your subject matter. You can apply social, economic, environmental contexts to engage and challenge students and staff. It may be that by facilitating a dialogue (with your learners, colleagues and others you work with) you learn from them as much as they do from you.

Here we provide examples of ways teachers can do this in different contexts. Some of these are real-life accounts (shown in quotation marks) of how teachers have engaged their learners in ESD through the formal curriculum, linked to their subject specialism. The topics covered represent qualifications which, in total, account for the majority of post-16 enrolments. These were collected through the ETF's 2021 research into experiences of ESD amongst the FE workforce^[7] and are supplemented by further ideas and suggestions.

Some of these examples are taken from the IFATE sustainability framework^[8] and showcase how sustainability can be demonstrated in different occupations. These are replicated here to help teachers understand the types of sustainability challenges their learners may encounter. Of course, this is not a definitive nor exhausted list – it's intended to provide inspiration and ideas.

This list is supplemented by a forthcoming ETF publication reviewing ESD outcomes in the most popular curricular used by FE organisations and a series of case studies outlining approaches practitioners are taking to embed ESD in their work both in subject areas explicitly linked to the sustainability agenda (e.g. transport and construction) and those that have less explicit links (e.g. ESOL, foundation studies, hairdressing). You can find the latest resources at <https://www.etf-foundation.co.uk/supporting/educationforsustainable-development/>.

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1. Accounting and finance

1. *"I use real-world data and models showing the extent of the changes that need to be made in order to minimize global temperature change."*
2. Content could include:
 1. Sustainable business models
 2. Organisational sustainability reporting
 3. Sustainability in supply chains
 4. Organisational risk and sustainability
3. [Link to case study – Richard Carter, AAT at West Suffolk College](#)
4. How sustainability can be demonstrated in relevant occupations (taken from IFATE's sustainability framework):
 1. "A finance professional could widen their exposure to green investments and diversify the range of products they offer to clients. By doing so, they will be supporting the green economy a USP for marketing purposes, also they can take a risk-based approach to improving the resilience of their investment portfolio for clients."

2. Agriculture

5. Content could include:
 1. Sustainable farming and land use
 2. Maintaining and encouraging wildlife
 3. Sustainable resource management
 4. Storage and application of farm chemicals
 5. Soil, water and air protection
 6. Minimisation of waste in the supply chain

3. Art and design

6. *"In our art department, sustainability is part of the curriculum requirement, so students have projects linked to sustainability, social issues, reuse/recycle etc."*
7. *"SEND learners and I built an earth globe and collected plastics off the beach to create the base incorporating maths, materials... as well as art."*
8. *"I am an Art and Design teacher and use recycled paper, sketch books and other equipment in class and use online resources to maintain sustainability in class. Therefore with this style of learning students are more aware of the environmental sustainability."*
9. *"Students creating reactionary work to plastics in oceans and creating awareness."*
10. *"I have encouraged use of [Julie's Bicycle](#) in working with an arts organisation."*
11. Content could include:
 1. Use of sustainable materials
 2. Using art and design to engage public in sustainability challenges and solutions
 3. Responsible waste practices

4. Biology

12. *"I teach science so embed sustainability into many curriculum areas but I try to push outside of the usual focus of climate change etc. We have looked at food poverty and the global demand of corn."*
13. Content could include:
 1. Human impacts on natural habitats, species and systems and how these can be sustained
 2. How natural eco-systems can inform design
 3. The role of environmental education

5. Business

14. *"[I include sustainability] in the proposals of developing new business ideas with students as a vision or in the values of the businesses."*
15. Content could include:
 1. Sustainable business models
 2. Organisational approaches to sustainability
 3. Responsible, inclusive and sustainable marketing
 4. Sustainability kitemarks and accreditation schemes
 5. Learners working with local businesses to develop sustainability action plans
 6. Guest speakers from local businesses with a sustainability-related purpose and/or strong sustainability performance.
16. How sustainability can be demonstrated in relevant occupations (taken from IFATE's sustainability framework):
 1. "Maintaining a business support function gives the employee an opportunity to innovate by considering new suppliers of energy and new ways of managing energy in the organisation for example, an apprentice in an SME may research and suggest the business move to a green energy supplier. They may also consider if areas do need to be permanently lit or introduce control sensors to avoid unnecessary use. They may research and recommend an accredited retrofit assessment to identify the best actions to reduce the building carbon footprint. They may provide or design a travel decision tool to other employees to direct people to the most sustainable methods of transport or consider changing their approach to carpool or hire vehicles to focus on electric vehicles..."
 2. In a sales or other travelling roles, an employee could take personal responsibility for considering their carbon impact on the organisation and propose alternatives such as use of digital communications or use of public transport as a first choice. In a leadership role they could recommend these approaches at an organisational level."

6. Catering

1. *"Sustainability is fundamental in our knowledge of farming and where and how our food gets to us."*
2. Content could include:
3. Sustainable diets – carbon intensity, food miles, seasonality, growing methods, health etc.
4. Sustainability in supply chains and sourcing

5. Sustainable packaging
 6. Minimisation of food waste and responsible waste practices
 7. Energy efficient technologies
 8. Responsible, inclusive and sustainable marketing
17. How sustainability can be demonstrated in relevant occupations (taken from IFATE's sustainability framework):
1. "In a food and drink environment, an employee may consider ways to reduce food waste, protective packaging and single use hygiene items. They could consider this by looking at the initial costs of disposal and the lifetime costs of dealing with that waste beyond the organisation compared to an alternative sustainable approach..."
 2. In the hospitality sector, a chef de partie may consider more energy efficient technologies to support their work and how that has a positive effect on the costs of energy use within their organisation. They may also, look at sourcing ingredients locally to reduce the carbon footprint of these items. A restaurant employee may choose to recommend installation of electric vehicle (EV) charging points as a new business opportunity to welcome new customers and which could generate profit by billing customers for charging their vehicles."

7. Chemistry

3. Content could include:
3. Global challenges that chemistry has the potential to solve
 4. Environmental impacts of industrial chemistry
 5. Environmental legislation [6. Principles of green chemistry.](#)

8. Construction

4. "Sustainability is one of the main themes in the construction apprenticeship standards therefore fundamental to my role"
5. Content could include:
7. Sustainability challenges created by construction
 8. Life cycle analysis of construction materials
 9. Sustainability in supply chains and sourcing
 10. Environmental impact assessments, planning and relevant legislation
 11. Sustainability kitemarks, accreditation schemes and standards
 12. Guest speakers from local construction firms with a sustainability-related purpose and/or strong sustainability performance.
 13. Site visits to local projects with strong sustainability features.
6. [Link to case study – Leeds College of Building](#)
7. How sustainability can be demonstrated in relevant occupations (taken from IFATE's sustainability framework):
14. "A construction occupation may require a designer to understand the impact of the insulating materials they are using to build homes and their resilience to 'heatwave' conditions, resulting in more sustainable housing construction..."
 15. An architect can consider if green areas could be planned within the development such that wildlife (flowers, shrubs, trees, animals and insects) will be able to flourish, even within an office or industrial setting. A building

services design technician could consider if a planned development allows for nesting boxes, animal road crossings or other facilities that will encourage biodiversity. Are the plant species planned for use in green spaces appropriate to the climate, area and existing wildlife?"

9. Dental

8. Content could include:

16. Sustainable healthcare principles
17. Sustainability challenges created by dentistry particularly with regard to amalgam and mercury use
18. Sustainable resource management
19. Organisational approaches to sustainability
20. Sustainable diets – carbon intensity, food miles, seasonality, growing methods, health

10. Education and early years

1. *"I include social, political and economic factors influencing curriculum design."*
 2. *"When teaching current legislation that affects the role and responsibilities on a teacher in education and training we explore adhering to and understanding your duty of care."*
 3. *"We are teaching ESD in the Early years to our learners. We are using [Schemaplay](#) and working with a University to include this as a unit in their degree level qualifications for staff in the early years."*
 4. *"I teach childcare and early years therefore we discuss right to education, long life learning, Inclusion and etc."*
 5. *"As an outdoor education teacher there are always opportunities to look at our impact on the world around us from the small (discussions about leaving litter) to higher level (trainee instructions at degree level thinking about how they will incorporate sustainability in their teaching)."*
 6. *"I have used the UN SD goals in teacher training education as a means by which teachers can plan lessons to introduce such themes into their lessons."*
 7. *"Promotion of the sustainability goals contextualised to how these can be embedded into the scheme of work of a trainee teacher."*
 8. *"After studying sustainability as part of my PGCAP, I removed all flip charts from the class and used reusable ones as well as including sustainability on all of our marketing for teacher training."*
 9. *"I ask trainee teachers to consider ways that they can include sustainability in their teaching and provide a framework to consider their response from political representation through resource conservation to environment, finance and lifestyle choices."*
9. Content could include:
21. The ESD requirements of the minimum core.
18. [Link to case study – Bradford College](#)

11. Economics

10. Content could include:

1. [Doughnut economics](#) and other sustainable economic models
2. Sustainable consumption
3. Behavioural science
4. Making economics accessible

12. Engineering

1. *"I became a #TeachSDGs ambassador and completed research into embedding sustainability in Level 3 physical science and engineering"*

11. Content could include:

1. Human impacts on natural habitats, species and systems and how these can be sustained
2. Renewable energy systems
3. Life cycle analysis
4. Sustainability in supply chains and sourcing
5. Environmental impact assessments, planning and relevant legislation
6. Hazard management and climate change adaptation
7. Sustainability kitemarks, accreditation schemes and standards.
8. Guest speakers from local engineering firms with a sustainability-related purpose and/or strong sustainability performance.
9. Site visits to local projects with strong sustainability features.

13. English and ESOL

1. *"Sustainability is a choice of discussion topic for English speaking and listening practice"*
2. *"I use images and text regarding climate change within the GCSE English Language delivery"*
3. *"I took Entry 2 ESOL students to a college talk about a local woman's litter picking campaign. Followed it up with reading lessons about local environmental issues and recycling."*
4. *"I teach English, setting projects involving research and production of work about plastic pollution / recycling / climate change."*
5. [Link to case study – Redbridge Institute of Adult Learning](#)

14. Hair and beauty

12. *"Our Curriculum is delivered embedding sustainability regarding environmental with waste, chemicals, pollution, economics and profit utilisation."*

13. Content could include:

10. Sustainability in supply chains and sourcing
11. Sustainable resource management
12. Minimisation of waste and responsible waste practices
13. Organisational approaches to sustainability
14. Behavioural science and sustainable client behaviours

15. Responsible, inclusive and sustainable marketing
14. [Link to case study – Michael John](#)
15. How sustainability can be demonstrated in relevant occupations (taken from IFATE's sustainability framework):
16. "In a hairdressing salon, an employee may consider using products that are more environmentally friendly or purchased with a view to refill rather than disposing of multiple product containers. This may encourage a new marketing approach to focus on organic as a unique selling point (USP). An employee may [also] consider the costs of using energy inefficient tools such as hairdryers and straighteners. They could look at alternatives by considering the cost of getting new tools against the energy savings, technological gains and potential positive USP for the organisation. There may be an opportunity to recommend adding solar or other microgeneration solutions to provide energy for the salon."

15. Health and social care

16. *"We debate the future of the NHS and challenges of aging population."*
17. Content could include:
 17. Global public health issues and health inequalities
 18. Links between environmental and personal wellbeing
 19. Sustainable healthcare systems
 20. Sustainable resource management
 21. Behavioural science and community engagement
18. How sustainability can be demonstrated in relevant occupations (taken from IFATE's sustainability framework):
 22. "In the care sector, a care provider may consider how they can use sustainable resources in the homes that they visit and make best use of non-renewable sources of energy. For example, boiling a kettle with only the amount of water needed for hot drinks, ensuring that electrical equipment is used effectively to reduce energy use and ensuring that they make every journey count when visiting or escorting clients."

16. History

1. *"We discuss links between British colonial history and the root causes of sustainability and social justice challenges."*
2. Content could include:
 23. Sustainability goals considered from historical, modern and future perspectives
 24. Background and motivation behind major economic, social and environmental interventions
 25. The challenges of global governance
 26. The consequences of industrialisation and the impact of imperialism.

17. ICT and digital

3. *"[We have] digital poverty discussions."*
4. *"As an IT tutor we are working hard to reduce paper consumption."*

5. *"We explore how to responsibly dispose of obsolete hardware."*
6. *"Discussion over the mining of cryptocurrencies."*
7. *"I try to encourage learners to think about the source of the energy their digital devices use."*
8. Content could include:
 27. Global challenges that ICT has the potential to solve
 28. Sustainable consumption
 29. Life cycle analysis
 30. Sustainability in supply chains and sourcing
 31. Smart energy, buildings and the internet of things
 32. Optimised and adaptive networks

18. Law

9. Content could include:
 33. Environmental law and the concepts of ecocide
 34. Environmental, social, economic and cultural injustice

19. Manufacturing

19. Content could include:
 35. Sustainable resource management
 36. Minimisation of waste and responsible waste practices
 37. Organisational approaches to sustainability
20. How sustainability can be demonstrated in relevant occupations (taken from IFATE's sustainability framework):
 38. *"Working in a manufacturing environment, an employee may be expected to reflect on the layout of the production line and consider if machinery needs to be left on standby or idling, where processes may be able to be run alongside to reduce repetitive tasks or activities increasing sustainability which in many cases might also be saving costs. Lean principles may work well to align with sustainability goals."*

20. Maths

10. *"SEND learners and I built an earth globe and collected plastics off the beach to create the base incorporating maths, ... distance and graphs as well as art."*
11. *"As a GCSE maths teacher I use for example, data on renewable energy and costs of ethical products versus general manufacturing as contexts for students to perform calculations or make data comparisons."*
12. *"Large numbers in Maths and statistics includes national debt, area of forest loss, average earnings and charitable donations to Children in Need, with some stats each year from the Children in Need website."*
13. *"Using data about climate change in a maths lesson."*
14. *"Devising a survey to ascertain how many earths my students are living on and calculating their carbon footprint."*

21. Media studies

15. Content could

include:

- 39. Responsible journalism and media production
- 40. Using media to engage public in sustainability challenges and solutions
- 41. Organisational approaches to sustainability
- 42. Sustainability kitemarks, accreditation schemes and standards.

22. Public services

21. Content could

include:

- 43. Global public health issues and health inequalities
- 44. Links between environmental and personal wellbeing
- 45. Sustainable resource management
- 46. Behavioural science and community engagement
- 47. The legal and regulatory framework which supports sustainability

23. Physics

22. Content could include:

- 48. Renewable energy systems
- 49. Efficiency in energy stores and transfers
- 50. Understanding physical processes of climate change

24. Plumbing and heating

23. Content could include:

- 51. Renewable energy and heating systems – installation and maintenance
- 52. Responsible water consumption
- 53. Insulation and energy efficiency
- 54. Behavioural science and sustainable client behaviours

25. Politics

24. Content could include:

- 55. International collaboration on sustainability goals and climate action
- 56. Understanding the role of pressure groups and social movements in shaping the policy process
- 57. Impacts of climate change on security and migration
- 58. Sustainability from the perspective of different ideologies

26. Psychology

25. Content could include:

- 59. Behavioural science and pro-sustainability behaviour change
- 60. Developing and establishing a culture of sustainability
- 61. Human connections with nature

62. Links between environmental, societal and personal wellbeing

27. Sociology

26. Content could include:

- 63. Population and the sustainability
- 64. Developing pro-sustainable collective behaviour and cultural norms
- 65. Social movements and sustainability

28. Sport

27. Content could include:

- 66. Using sport to engage public in sustainability challenges and solutions
- 67. Sustainability in the design and management of sports recreation and leisure facilities
- 68. Organisational approaches to sustainability
- 69. Responsible, inclusive and sustainable marketing.

29. Textiles and fashion

28. *"As a fashion buying and merchandiser lecturer I have spoken to my students about the impact of Covid-19 on sustainable fashion and the supply chain."*

29. Content could include:

- 70. Sustainability in supply chains and sourcing
- 71. Responsible, inclusive and sustainable marketing
- 72. Using fashion to engage public in sustainability challenges and solutions
- 73. Life cycle analysis
- 74. Responsible waste practices
- 75. Sustainable consumption

30. How sustainability can be demonstrated in relevant occupations (taken from IFATE's sustainability framework):

- 76. "A textile designer may need to look at the labour conditions where their raw materials come from in the supply chain such as fabrics and dyes to see if they use child labour or unsafe working standards overseas to inform a more sustainable design or product choice."

30. Travel and tourism

16. *"I teach responsible tourism, and sometimes including sustainability issues in my tutorials."*

17. Content could include:

- 77. Positive and negative economic, social and environmental impacts of tourism
- 78. Sustainable travel policy and planning
- 79. Sustainable transport
- 80. The opportunities and challenges of carbon offsetting
- 81. Specialist eco-tourism
- 82. Sustainability kitemarks, accreditation schemes and standards

83. Guest speakers from local businesses with a sustainability-related purpose and/or strong sustainability performance.

18. [Link to case study – NESCOL](#)

Prompts

The starting point for embedding sustainability is for individuals (and groups of individuals) to understand the elements of sustainability and then explore what it means in relation to their role.

These prompts have been designed to help individuals, and groups, work out where to start. To ask themselves what they could and should be doing *in their role* to embed sustainability.

These prompts are for individuals and groups with learner-facing roles. The basic prompts should be applicable to all teachers and trainers and the advanced prompts are for those with responsibility for managing courses, teams of teachers or trainers or with other curriculum-related roles.

Basic:

1. Have you undertaken sustainability training to familiarise yourself with the basic principles?
2. Where do sustainability principles already appear in your curriculum (if at all)?
3. Have you explored the relevance of sustainability to your subject area?
4. Can you make space to discuss / explore sustainability with your learners?
5. Can you include sustainability examples in any teaching materials?
6. Can you use sustainability as part of projects or assessments?
7. How do you role model good practice?

Advanced):

8. Have you undertaken a sustainability review in your curriculum area?
9. Can you support / encourage your team to undertake sustainability training?
10. Can you facilitate or contribute to a Community of Practice for Sustainability or bring sustainability into existing groups or networks you are part of?
11. Can you share good ESD practice with your team or across your organisation?
12. Have you discussed sustainability with employers or professional bodies? Are there opportunities to collaborate?

Curriculum development prompts:

Here we present reflective questions to support designing ESD into curricula. Again these are designed to be undertaken both by individual teachers but also in conversation and consultation with colleagues, partners and colleagues. Inspiration for these questions was taken from the Education for Sustainable Development Guidance developed by QAA Advance HE¹⁹.

13. What challenges does your subject area face regarding environmental and social changes that are taking place locally and globally?

14. How is sustainable development being addressed by relevant employers to your subject area? What sustainable development challenges and critiques do these organisations and how might they respond?
15. What do your learners see as a priority for the integration of ESD? What do they want to learn, experience and contribute? Is the students' union (or other student representative body) active in sustainable development related activities? Do they run any clubs or societies that may interact with curricula?
16. What are the sustainable development needs, interests and priorities of the provider and its local community? Can your students engage with these?
17. Who are potential partners interested in creating educational experiences relating to ESD? Could they provide 'living labs', case studies, experiential learning, simulation activities, projects, placements etc.?
18. What ideas and perspectives can you utilise from other disciplines and subject areas, to promote an interdisciplinary/transdisciplinary approach? What are the barriers to interdisciplinary learning (if any) and how can these be overcome?
19. Are students provided with and supported to develop opportunities to put ESD learning into practice, to 'live what they're learning'?
20. How can you evaluate the impact of your ESD content?

Operations prompts:

All staff have some role to play in helping to embed sustainability across the operations of their organisation. The basic prompts are to help staff think about the ways they contribute to sustainability ambitions as part of their professional practice. The advanced prompts are for those with specific responsibility relating to operational areas; staff who buy goods and services on behalf of the organisation, who manage teams or budgets or policy areas for example. Basic (for all staff)

21. Have you undertaken sustainability training to familiarise yourself with the basic principles?
22. Have you considered the sustainability impacts of your activities at work?
23. Can you reduce your environmental impact at work? (use less energy, consider waste etc)
24. Can you find ways to make a positive contribution to sustainability in your workplace?
25. Can you support learners, colleagues or others to take sustainability action?

Advanced (for specialist role-holders)

26. Do you manage an area which can make a unique or significant contribution to sustainability? (procurement, HR, quality etc)
27. Have you identified what best-practice looks like in relation to sustainability and your role or function? (sustainable procurement, sustainability in estate management or HR for example)
28. Have you identified ways to build sustainability into and policies or processes you manage?
29. Can you support or encourage members of your team to undertake sustainability training and embed sustainable practice into their work?
30. Can you find opportunities to build sustainability into your progress reporting?

Resources to further support teachers' sustainability knowledge, understanding and ESD skills

Sustainability as a subject matter is broad and complex. Understanding the complexity and interconnectedness of sustainability issues and systems and how they relate to individuals, organisations and society is in itself challenging, especially the additional layer of regular new insights from the work of science, innovations from technology, and different political approaches to solving sustainability challenges.

As a result, we recognise that many teachers themselves aren't confident in their sustainability knowledge. We've provided some signposts below to help enhance teachers' knowledge of the broad issues relating to sustainability, ESD, and organisational approaches to sustainability that employers may wish to explore. This content won't be completely relevant to all roles and subject specialisms, but it's intended to encourage teachers to build their knowledge of the fundamentals of ESD so that they have increased confidence in bringing these subjects to their work.

The concepts of sustainability:

1. **To be added**

Education for sustainable development contexts:

1. [UNESCO](#) are one of the major enablers of ESD globally. They define ESD as "[empowering] learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education." Their website is rich with information about ESD approaches internationally, including [resources for educators](#). Of particular note is '[Education for the SDGs: Learning objectives](#)', a guide for education professionals on the use of ESD in learning for the SDGs, and consequently to contribute to achieving the SDGs. The guide identifies indicative learning objectives and suggests topics and learning activities for each SDG in a non-prescriptive way meaning educators can adapt its contents to suit their learning contexts and environments.
2. The Organisation for Economic Co-operation and Development (OECD) has recently published a conceptual framework for learner outcomes, [the learning compass](#), aiming to create a common language around broad educational goals that is globally relevant and informed, while providing space to adapt the framework to local contexts.
3. Some FE teachers work in higher education contexts, or deliver higher education content. QAA and Advance HE have published guidance intended to help UK higher education institutions incorporate ESD within their curricula. The full guidance is

available to any staff member or student at a QAA Member or Advance HE Member institution. QAA Members can access the guidance on their [Membership Resources Site](#). An [executive summary](#), providing an overview of the guidance, is publicly available.

4. [SOS-UK](#) is an educational charity created by students and staff at the National Union of Students in 2019 in response to the climate emergency and ecological crisis. They campaign for ESD as well as providing a host of training, events, organisational change programmes as well as undertaking research and consultancy.

Whole-organisational approaches to sustainability in the further education and training sector

1. Developed by the Climate Commission for UK Higher and Further Education and Nous Group, the [Climate Action Roadmap for FE Colleges](#) provides clear actions and guidance on how colleges can respond to the climate emergency and advance sustainability. It encourages a strategic, whole-institution approach and would be suitable for many other types of organisation in the sector beyond colleges.
2. The [Green Gown Awards](#) recognise the exceptional sustainability initiatives being undertaken by universities and colleges. As the ethos of the awards is to ensure lessons and examples of good practice are shared within the tertiary education sector, they share case studies and videos from the [current and previous](#) Green Gown Awards winners.

Annex 4: Resources used in development

Informing the entire framework are the [Global Sustainable Development Goals](#). These are a collection of 17 interconnected global goals which were agreed by UN nations in 2015. They provide a "blueprint to achieve a better and more sustainable future for all" and they are a helpful way of understanding and communicating sustainability.

We have also aligned our approach to that promoted by the [Climate Action Roadmap for UK FE Colleges](#).

To inform the content of the minimum core, we've reviewed various competency frameworks spanning teaching and learning, operations and leadership. References are provided below.

ESD competencies, in particular those which have been developed through collaboration with sector experts, included:

1. [Education for Sustainable Development – Guidance. QAA and Advance HE \(2021\)](#)
2. [Asia Society/OECD \(2018\), Teaching for Global Competence in a Rapidly Changing World, OECD Publishing, Paris/Asia Society, New York](#)
3. [Professional Development Framework of Teacher Competences for Learning for Sustainability \(2012\)](#)

4. [The Competences in Education for Sustainable Development \(“Learning for the future: Competences in Education for Sustainable Development”\) 2011](#)
5. [The Principles for Responsible Management Education \(PRME\) \(2007\)](#)

General **sustainability competencies** included:

1. [The IEMA Skills map](#) (Practitioner - Operational)
2. [The ICRS Competency Framework](#)

Leadership and governance competencies included:

1. [The Globally Responsible Leadership Initiative](#)
2. [CARL – The Competency Assessment for Responsible Leadership](#)
3. [Sustainability Leadership Competencies \(BSR\)](#)

^[1] e.g. CBI (2021) available at <https://www.cbi.org.uk/articles/skills-and-training-forthegreen-economy/> and Aldersgate Group (2020) available at <https://www.aldersgategroup.org.uk/asset/1702>

^[2] e.g. The Grantham Research Institute on Climate Change and the Environment (2020) available at <https://cep.lse.ac.uk/pubs/download/cepccovid-19-010.pdf> and ESD schools at the University of Plymouth, University College London and the University of Gloucestershire

^[3] NUS/SOS-UK (2010-2020) available at <https://www.sosuk.org/research/sustainabilityskills-survey>

^[4] ETF (2021) *forthcoming* available at <https://www.etfoundation.co.uk/supporting/education-for-sustainable-development/>

^[5] See <https://en.unesco.org/themes/education-sustainable-development>

^[6] See <https://sdgs.un.org/>

^[7] ETF (2021) *forthcoming* available at <https://www.etfoundation.co.uk/supporting/education-for-sustainable-development/>

^[8] Available at <https://www.instituteforapprenticeships.org/developingnewapprenticeships/resources/sustainability-framework/>

^[9] Available at <https://www.qaa.ac.uk/news-events/news/qaa-and-advance-helaunchlandmark-new-guidance-on-education-for-sustainable-development>

Appendix 3: some suggested references

As this is framework for the qualification, and as the specifics of qualifications may vary between AOs, we are reticent to provide specific references as these may be taken to be prescriptive, and moreover may be of variable application to the specific programmes created by AOs. We are however aware of a duty to provide some reference points to those who otherwise might not have ready access and so the following are simply suggestions and in no way does their inclusion imply any measure of direction. Ultimately the provider is responsible for the choice of materials which contribute to their programmes.

General:

Education Endowment Foundation (EEF): <https://educationendowmentfoundation.org.uk/>

The EEF is responsible for a variety of educational contributions and their website provides a range of research and evidence from the world of education, some of which is specifically FE focused.

The Initial Teacher Training (ITT) Core Content Framework:

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

This is a schools' focused document but its reference section has a spread of resources, some of which are applicable to the FE sector.

Teaching in Lifelong Learning: <https://www.teachinginlifelonglearning.org.uk/>

A peer reviewed journal including items of relevance for the FE & Skills sector particularly aimed at ITE

Teacher welfare:

Holmes, E. (2019) *A Practical Guide to Teacher Wellbeing*. London: Learning Matters.

Stones, S. (2020) *Staying Mentally Healthy During Your Teaching Career*. [e-book] Northwich; Critical Publishing.

Websites:

<http://geoffpetty.com/>

<http://phil-race.co.uk/>

<https://www.equalityhumanrights.com/en/our-work>

Journals:

The Assessment, Learning and Teaching Journal, Leeds Metropolitan University
FE Now

The Journal of Teaching in Further and Higher Education
Research in Post-compulsory Education

Appendix 4: Option Units Guidance

The function of Option Units is to allow a degree of tailoring of the programme. The Core of this qualification covers the essentials of what is needed to be a teacher in FE and so Option Units are there to enhance the programme; to provide a programme that better fits the needs of the trainees.

The overall picture re options units is that the inclusion of these should be determined by the needs of the teachers in the context of what the Awarding Organisation/Provider can offer. The context is that they should be level 4 or level 5 – as the Core is all level 5 and totals 70 credits, it constitutes the majority of the programme and hence the final award is at minimum level 5 – and should all be of equal approved units, totalling 50 credits. All should plainly have direct pertinence to teaching and learning in the FE & Skills sector but much latitude exists therein.

It may be that an AO wishes to create a specialism in a particular strand of FE delivery – eg ESOL or Prison Education – and therefore a selection of units which have immediate relevance could be selected. Alternatively trainees may wish to take further some of the skills developed in the core of the programme by means of more focussed option units.

These options units stand apart from the core in terms of assessment and Awarding Organisations will have to make their own arrangements for this. There is no stipulation as to whether this should be by means of continuous or final assessment. However trainees will have to submit evidence of their having passed 50 credits of reckonable options in order to achieve the complete qualification. They do not contribute to the final grade, which is rather a reflection of the performance with the core of the programme.

There is no in-principle position against an AO bringing forward option units previously used with the Diploma in Education and Training (DET), and in some cases this may be a convenient solution. However AOs must be able to assure themselves that any such pre existing units are still current and suitable for inclusion in this programme.