



The SDG Accord

The University and College Sector's Collective Response to the Global Goals

Integration of SDGs in

- ☐ Institutional governance/strategic level
- ☐ SDGs in research
- ☐ SDGs in campus operations
- ☒ SDGs in curriculum development
- ☒ SDGs in student engagement activities
- ☐ SDGs into community activities
- ☒ SDGs at a whole-institution level

Focus on

- ☐ Goal 1 - No poverty
- ☐ Goal 2 - Zero hunger
- ☒ Goal 3 - Good health and wellbeing
- ☒ Goal 4 - Quality education
- ☐ Goal 5 - Gender equality
- ☐ Goal 6 - Clean water and sanitation
- ☐ Goal 7 - Affordable and clean energy
- ☐ Goal 8 - Decent work and economic growth
- ☐ Goal 9 - Industry, innovation and infrastructure
- ☐ Goal 10 - Reduced inequalities
- ☐ Goal 11 - Sustainable cities and communities
- ☐ Goal 12 - Responsible consumption and production
- ☒ Goal 13 - Climate action
- ☐ Goal 14 - Life below water
- ☐ Goal 15 - Life on land
- ☐ Goal 16 - Peace, justice and strong institutions
- ☒ Goal 17 - Partnerships for the goals

Summary

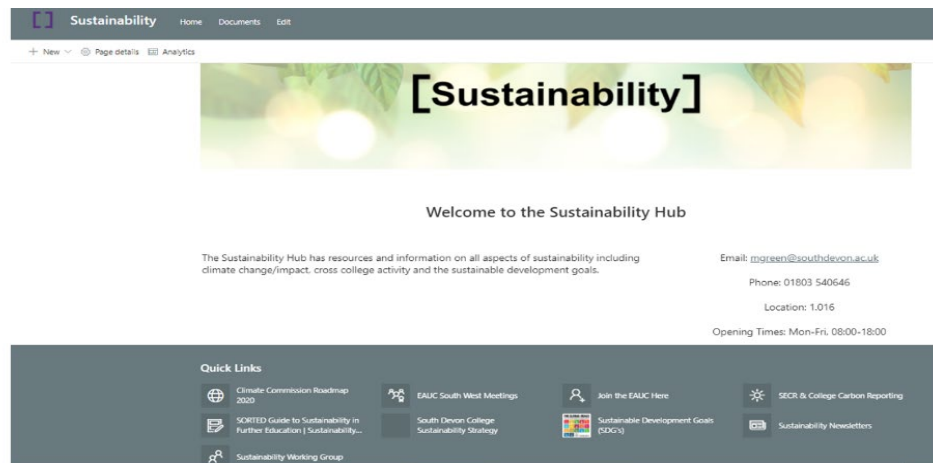
Sustainability is a key focus in cross college tutorials with the Head of Tutorials focused on sustainability & climate change. Sustainability is now more generally included throughout many areas of the curriculum and through the tutorial programmes. The SDG's are a key link to this.

Our personal development (PD) curriculum runs across college and is tailored to the needs of our varied groups of learners. Every PD session has been mapped to all appropriate sustainability development goals and then this mapping is shared with learners to enable them to see how sustainability can be an intrinsic part of all aspects of life. We also ask learners in these weekly PD sessions, from the context of their curriculum how could the sector in which they work or plan to work in the future be more sustainable and link to the goals. Tutors are supported to embed learning from the PD programme into their core curriculum. This enables a much more effective learning culture for all aspects of PD including the sustainability development goals that have been mapped to the PD programme. Learners are then exposed to SDGs not only in PD sessions, but these are referenced throughout their curriculum.

SDG Accord Reporting 2022 CASE STUDY

Our dedicated Sustainability Hub full of resources & best practice for embedding the SDG's into all areas of the College

Hub



Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

1. Time allocation - within the tutorial sessions with all the other mandatory priorities. Overcome by offering additional sessions/groups outside of the allocated timescales.
2. funding - external speakers would be beneficial but come at a cost. Fundraising & monies generated from a "Latte Levy" on disposable cup use can help with this.
3. Legislation compliance/Health & Safety can be a barrier sometimes (particularly re: covid/social distancing) when arranging offsite enrichment (beach cleans etc). Sharing best practice & having templates of risk assessments can help with this.

Conclusions and recommendations

The SDG's are the key to engagement for all, particularly the learners. We are aware that within the FE demographic there can be a stigma attached to the "S Word" (sustainability), where by the assumption is that it is all about turning of lights and not eating meat and dare we say the "boring stuff! We believe that the goals are an exciting way to bring the sustainability agenda to life. The **"World to do List"** is an accurate reflection of what they strive to achieve and an excellent descriptive when communicating to learners. In education, if we can embed the goals into everything that our students do, both curricular and in their lives we are sure that this will make the world a better place. What better way to do this than through education in these vital, influential years.