



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

SDG Accord Case Study

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

The College recycles silver using state of the art casting facilities. This reduces the amount of new silver we are ordering into the department and creates less waste. Students can recycle their own silver and are shown how to recycle small quantities themselves as part of our Eco- Awareness week. The silver is then used to create earrings for our Xmas Pop Up Sale and the students learn enterprise skills by learning how to produce commercial pieces, cost and display their work and sell to the public. This is also part of their Unit Jewellery: Surface Decoration. They learn about circular design and the circular economy by having a workshop given by Bridge2Business as part of the overall lesson.

Eddie Carr, Associate Dean for Design “I have responsibility across a variety of Design and Craft based courses and it is my goal to follow the same aims and principles that the Jewellery area is applying, not only the sustainability aspect but also the ethical approach to the materials used. This is a fantastic example of curriculum co-design which incorporates not only the important technical skills but also the Global Skills that will continue to play a fundamental part in future education. It is my intention to share this project as Excellent Practice throughout the Faculty and to underpin other areas curriculum design.”

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

1. Students not able to participate in recycling large amounts of silver for health and safety reasons, therefore not understanding the process fully. Videos of technician recycling were shown then students had a chance to learn and practise recycling small amounts of silver in the workshop.
2. Time bound and challenging to do as an extra curriculum activity. All Students completed making pieces as part of a learning outcome during class allocated time.
3. Students being at a level to produce commercial work to a standard to sell to the public. We kept designs simple and set up a production line of students all contributing with different tasks.

Outline the benefits of integrating this theme:

1. Raise awareness around climate change.
2. Reduce our carbon footprint and demonstrates the circular economy to our Students.
3. Engages students in enterprise activities and contributes to the curriculum in an innovative way

Conclusions and recommendations

In conclusion this is a great example of how our institution is integrating the SDGs. Practical activities as well as raising awareness within the community. Recognising how we can expand this type of activity across other areas of the curriculum has already begun.

Recommendations would be to find a way of measuring the amount that we are recycling and repurposing and to record how much this is impacting our carbon footprint. It would be good to embed it into the curriculum officially by integrating into a Unit. Recommendation to ask SQA for permission to allow changes to existing Units to embed sustainability aspects.