



EAUC Annual Conference **University of Leeds** 23 – 25 March 2015

# CHALLENGING CONNECTIONS

Incorporating the Student Sustainability Summit, Further Education Sustainability Summit and Transformational Leadership Summit

## Exchange B1: Staff and Student Engagement

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# Further Education SUSTAINABILITY SUMMIT

24 March  
University of Leeds

## Staff and Student Engagement

Pam Reynolds  
Sustainability Manager



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**CarbonCredentials**

Summit Sponsor

**LUCIDEON**

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# Introduction

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Using Benjamin Franklin's premise "Involve Me and I'll Learn", staff and students have been actively involved in a range of projects, events and activities promoting sustainability.

This engagement method, coupled with current economic trends and a need to take more responsibility for our own actions, has seen staff and student participation soar.



**highly commended**



# 8 elements of success...



## 1. Working with departments and Schools

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- Provide sustainability training for staff (Staff Development days and introductory sessions)
- Arrange to meet with Heads of Schools to discuss opportunities
- Include ESD in the Learning, Teaching and Assessment Strategy
- Collate resources and make them available on the intranet or Moodle
- Attend Senior Tutor and Teaching and Learning sessions to discuss how sustainability can be embedded into the curriculum
- Identify key tutors and staff to work on projects and campaigns
- Use tools and activities such as the Green Impact scheme to engage with staff
- Develop a network of staff who will engage with sustainability – provide regular updates and opportunities
- Encourage Vice Principals and Directors to join and participate in the Sustainability Committee
- Hold sustainability training for the SMT
- Send national ESD papers to the SMT meetings –QAA, UNESCO, NUS etc
- Promote your success stories



**highly commended**



## 2. Using the students Personal Development Plan (PDP) to your advantage



- The Government student enrichment/employability model is a program all colleges must participate in
- What does your organisation offer in terms of enrichment?
- What can your college offer in terms of sustainability opportunities?
- Provide simple ideas for tutors to involve their students, such as the opportunity to exhibit at the annual Green Week fair or Fairtrade Fortnight
- What opportunities are there in the local community?
- Develop partnerships with local charities and organisations
- B&FC have developed their Green Impact scheme specifically for the PDP



**highly commended**

### 3. Working closely with tutors to deliver sustainability and engage students



At the start I met with key tutors and members of staff who had an interest in sustainability

- Ask to sit in or participate with a variety of meetings such as – Senior Tutors, Teaching and Learning and PDP etc, you will soon discover which staff are willing to work with you
- Talk, visit, email
- Provide ideas, opportunities and curriculum resources
- Create a resource bank of information
- Produce case studies of successful projects
- This may take time but don't give up



**highly commended**

## 4. Utilising the NUS Green Impact scheme



- Participation has increased year on year
- 12 staff teams and 6 students teams consisting of over 200 staff and students
- The Green Impact scheme has been rolled out in 5 different curriculum areas
- A range of bespoke workbooks have been created to run alongside the curriculum

### Benefits:

- Increased community engagement
- Improved communication channels to promote sustainability
- Increased sustainability awareness and understanding
- Greater involvement and support - network of staff and students



**highly commended**



## 4.1 Workbook example- catering



Ref	Criteria
A001	The team are involved with a local community volunteer project such as the College Beach Clean, Litter Pick or Food Bank Awareness Day
A002	Sustainable food companies project: Discuss the benefits of two - three catering/food companies that are using sustainability to promote their company.
A003	The team have created their own healthy and sustainable recipes or menus.
A004	Students take part in the Breadline Challenge and produce a weeks worth of healthy recipes at a cost of £2.75 a day
A005	The team should research and create a display showing the benefits of sustainable food companies and why they are successful
A006	The team have used the eco games and involved other students with the games.
A008	The students within your team have taken action to reduce energy wastage at the College which could include submitting photos to the NUS 'snap it off' campaign.
A009	The team has promoted at least 3 energy saving opportunities in the class rooms or kitchens
A010	The team actively support the 2015 Fairtrade Fortnight campaign 23rd Feb- 8th March.
A011	The team have researched and presented on at least 3 sustainable food labelling schemes, such as Freedom foods, Marine Stewardship Council certification, Red tractor, Organic
A012	Using the following website <a href="http://www.foodmiles.com/egg-miles.cfm">http://www.foodmiles.com/egg-miles.cfm</a> students have calculated the food miles of their favourite meals or snacks
A013	The team research the Love Food Hate Waste campaign and discuss the benefits of reusing food and making new meals with lefts overs for homes and restaurants
A014	The team work on their own recycling/food bank project i.e. clothes swap, up cycle and mend not spend event
A015	The team has run its own water-saving campaign in the kitchens.



**highly commended**



# 4.1 Workbook example- business



Ref	Criteria
HE002	The team have used the Eco games and involved other students with the games.
HE003	Each student in the group should work through the [ <a href="http://my2050.decc.gov.uk/">http://my2050.decc.gov.uk/</a> ]2050 simulator] and discuss the future of business and what will power it, what changes need to be made and why?
HE004	The students within your team have taken action to reduce energy wastage at the College which could include submitting photos to the NUS 'snap it off' campaign.
HE005	Discuss the impacts the media and social media can have on a business. How is this driving businesses to be more sustainable? Use three case studies
HE006	Ethics - in order for business to be more sustainable it also needs to be more ethical - what are your opinions -debate
HE007	The team will receive information about 5 different businesses - discuss and rate each business on there sustainability, profit margin, social impacts and environmental impacts - which company would you like to work for?
HE008	Every year, over 40,000 tents get left at festivals, most of which go straight to landfill – a huge waste. Your challenge is to outline a potentially viable solution to the problem of the 40,000 abandoned tents each year.  How will you solve this problem?
HE009	Rethink the plastic bottle industry. Using the circular economy model, rethink the product to save money and make the bottle more sustainable.



**highly commended**

# 5. Creating networks of green members to communicate sustainability



Build up a network of staff and students from all the meetings and forums you attend:

- Sustainability Committee
- Staff attending sustainability training sessions
- Tutors and tutor groups - invaluable
- Student Union/ student reps
- Students volunteering for projects/PDP
- Green Impact teams
- Staff allies



## highly commended

## 6. Making the most out of the Student Union (SU)

- Discuss with the SU if they would like to be involved with sustainability - it won't be too difficult to find something they want to get involved with
- How does the SU communicate with other students and how successful has it been in the past?
- It can be beneficial to provide ideas and let the students provide the man power
- Arrange regular meetings and ensure minutes are taken
- It can be beneficial to set the SU timescales for the completion of tasks
- Start with small but simple projects



AWARDING SUSTAINABILITY EXCELLENCE FOR 10 YEARS



# highly commended



# 7. Maximising communication



- Internal staff E-Bulletin
- Desktop images
- Green Impact network email and activities
- SU and student rep emails/texts
- Moodle
- Message of the day
- Facebook
- Twitter
- Pinterest
- NUV4D Bulletin
- Website links
- Flyers in the canteens



## highly commended



## 8. Inspiration and motivation



- A good event/Green Impact speaker can be the key to a successful campaign
- Use case studies specific to the course being taught
- Develop interesting practical/research activities
- At the beginning it is often beneficial to do some of the research/work for the tutors
- Make your staff and student training sessions interesting and relevant to the department/curriculum
- When beginning to embed sustainability into a module or course, it can be useful to develop a **vocational** element of the project
- Start a group discussion or debate



**highly commended**

# Challenging Connections

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I want you to think about your connections, your partnerships and the staff and student voice:

- How can you overcome any potential challenges?
- What connections could you make?
- How can people in the room help (resources, case studies)?
- Who do you need to engage with staff and students?

# Thank You!

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## highly commended