

Stepping Up in Sustainability 2012-13

Blackpool and The Fylde College Case Study



Title of project	Student Entitlement to Education for Sustainable Development	
Lead partner organisation name and address	Blackpool and The Fylde College Ashfield Road Bispham Blackpool FY2 0HB	
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1. Aims of the project	<p>The project was designed to enable a better understanding of SD amongst tutors ,and allow them to experiment with SD within different areas of the curriculum to:</p> <ol style="list-style-type: none"> 1. Develop a strategy to embed SD into all curriculum areas 2. Create piloted and evaluated SD activities and lesson plans in four curriculum areas, working with a variety of tutors, curriculum staff and students. 3. Educate staff on the subject of SD and why it is important to the learners and the organisation. 4. Work with a wide variety of staff to develop SD pedagogies. 5. Create an online ESD resource bank for FE and HE tutors offering lesson plans and resources that can be adapted to suit each curriculum area. <p>The project worked with the following Schools:</p> <ul style="list-style-type: none"> • Business and Professional Studies • Engineering and Computing • Hairdressing, Beauty and Related Therapies • Hospitality, Tourism and Sport <p>The College believes that SD is important for the personal and professional benefits of all our students and staff. It was important for the project that all students involved were introduced to SD within their curriculum, and that all tutors were equipped to embed SD within their curriculum.</p> <p>The LSIS Reaching Forward Index (learning section) was completed at the start of the project to assess the current levels of SD in our learning, and scored 27%. By the end of the project the index was reassessed and the score rose to 42%, which is a great outcome. It is hoped that once the programme is rolled out to all Schools and tutors at the College, this score will increase further.</p> <p>Reaching Forward Index key areas where the College has improved:</p>	

- **Sustainability is embedded into learning programmes** –The emending of SD within the four School curriculums has significantly increased as a result of the project.
- **Learners develop a clear understanding of how they can contribute to developing sustainable communities** – learners have been taught about the social aspect of SD and how their own actions and future job roles contribute to sustainable communities.
- **The organisation's Continuing Professional Development (CPD) programme includes training in sustainability** - SD has been included in two key monthly training sessions at the College as a result of the project, the Teaching Innovation Programme (TIP) and the Management Essential Programme (MEP).

A key aim for the project was that SD was recognised as an important aspect of the curriculum. I feel this project has definitely raised the SD agenda and as a result there is more awareness and acceptance for the subject.

6. Situation: Identify the situation or issue that faced you

Over recent years the College has been making small steps to embed SD within the curriculum. The College is making excellent progress with the estates side of sustainability, but Education for Sustainable Development (ESD) was not so prevalent within the academic areas. It was therefore important to begin integrating SD into the curriculum rather having it as an add-on topic used in tutorials. This LSIS project was an excellent opportunity to push the SD agenda and make some real progress in this area.

By securing the funding with LSIS the College began staff training with the Management Forum, and was delivered by the Lancashire Global Education Centre (LGEC). It was this initial training event that launched the staff training across the College and sparked interest from the four Schools to include SD as part of their curriculum.

ESD has been an area the College has been passionate about for a number of years. Having the ability to launch a project with funding from LSIS gave the team the opportunity to deliver an ESD project with Senior Management support, and initiated the first major step to embedding SD across the College curriculum.

Staff training was the first important step of the project as many tutors did not understand the concept of SD or how it impacted their curriculum. It was therefore essential that staff understood the need for SD and how it can be used to enhance the curriculum and benefit

	students.
<p>7. Task: Define the outcomes you needed to achieve</p>	<p>The project aimed to produce a list of outcomes that would enable tutors to embed SD and increase their understanding of SD through the following:</p> <p>Sustainable development training for staff – All staff involved with the project received SD training. A new programme of monthly SD training has been an advantage of the project that was not expected, and has allowed a wider range of tutors to embed SD within their courses.</p> <p>Create an online resource bank of learning materials - The online resource bank was created and populated with a wide range of resources available to all.</p> <p>Enable students to develop an understanding and greater awareness of sustainability within their course and the wider community – Learner feedback indicated that learners had learnt a great deal from SD elements embedded into their modules, and they were now more aware of their sustainable choices and impacts in and outside of the College.</p> <p>A tutor survey also found that the project did not create excessive amounts of work, which was an added bonus for tutors.</p> <p>Fully engage with tutors and management to ensure they understand the importance for SD and are confident in embedding SD into their curriculum areas - As a result of the initial LGEC training sessions the management team were in full support of the project and encouraged their tutors to become involved.</p> <p>Ensure the College completes and implements an ESD strategy (Education for Sustainable Development) - An ESD strategy has been produced and will be sent to the Strategic Management Team (SMT) for approval in April 2013, which will hopefully ensure the future commitment and progress of the project.</p>

<p>8. Actions that you took in order to achieve your plan, and your approach</p>	<p>See the LSIS timeline document</p>
<p>9. Results that you obtained</p>	<p>The following bullet points detail the results of the project:</p> <ul style="list-style-type: none"> - Resource bank created and populated with a wide range of resources, games, tutorials and SOW. - Staff involved in the project and those who received training now have a clearer understanding of SD, how it can be embedded within the curriculum, and benefit students in their future job roles. - Staff involved in the project felt confident embedding SD into the curriculum. - Further projects and developments have occurred as a result of the project such as the TIP and MEP session, which are training programmes for staff and tutors across the College. - As a result of the training session, tutors not involved with the project are more aware of the SD and are requesting resources and information for their curriculum areas. - Due to the success of the project an ESD target has been proposed to embed SD into 25% of modules in every course, throughout all curriculum areas across the College. <p>Qualitative</p> <ul style="list-style-type: none"> - Using the Reaching Forward Index as a tool to measure the project's success, tutors felt that much more SD was being embedded into the curriculum and tutors were now making "some progress" or "very good progress", rather than at the beginning of the project where many tutors said that there was "none" or they were "just beginning" with SD. This is a significant change in attitudes over a 6 month period. - Staff involved in the project are more optimistic about embedding SD within the curriculum as they now feel comfortable with the subject. - The project helped tutors to understand that different approaches are required to teach SD to learners. There can be a significant difference between SD awareness within a class, and by introducing SD through case studies such as L'Oreal for the Hairdressing, Beauty and Related Therapies learners, and Nike for the Sport learners this allowed students to think about SD from a course perspective.

	<p>Quantitative</p> <ul style="list-style-type: none"> - 4 schools involved - Over 100 tutors and staff were involved with SD training - Over 400 students were involved with the project - Over 15 sub projects including 2 student forum seminars on SD - The College's Reaching Forward Index score increased by 15% - Over 80 different learning resources are available at http://www.blackpool.ac.uk/estates/esd/repository
<p>10. What made the project a success? What were the key ingredients?</p>	<p>Raising the agenda for SD in the curriculum has been an on-going task for the College for a number of years, and the LSIS funding was a perfect opportunity to gain Senior Management support for the project and make some real progress in this area.</p> <p>There are a number of reasons the project was successful:</p> <p>It was important to choose the right Schools and tutors for the project. It was decided that the four Schools chosen would have a good selection of courses where SD could easily identified and embedded. The tutors selected were ones that I had previously worked with and had established a good working relationship.</p> <p>In the first meeting tutors were told about the aims and purpose of the project, time scales and expected outcomes. It was important that all the tutors were clear on the objectives of the project and why their own teaching and learners would benefit from the project.</p> <p>A number of meetings were arranged throughout the project and used to work with tutors on a one to one basis, identifying specific areas and modules where SD could be embedded. This then gave tutors the confidence and knowledge to deliver SD in the classroom.</p> <p>Working on a one to one basis and providing the initial training and resources motivated tutors to complete the project. If tutors had only received the training and been left to their own devices the project outcomes are unlikely to have been met. It was the frequent contact and support that I believe made the difference to creating a successful project.</p> <p>It is important not to expect tutors to trawl the internet for resources or assume they understand what SD is all about or even how it links in with their curriculum. It is important to go through individual courses and modules in the first instance, to identify where SD can</p>

	<p>be embedded. It is also very important that tutors have a full understanding of SD and how it impacts on their curriculum, without this they will not have the confidence to deliver the subject in the classroom.</p> <p>Working with the LGEC to deliver the first initial staff training session was key to the success of the project. The company's experience and knowledge on the subject of ESD was exceptional, and was essential to engaging Senior Management and tutors in the first stage of the project.</p> <p>I also feel that by providing learner SD introductions and case studies specific to Schools and courses was beneficial to both the students and staff, as staff could see how SD fitted within the curriculum, and students could understand the importance of SD in terms of their course and future in the workplace.</p>		
<p>11. What would you say were the most important things you learned from this project, which you will take forward as an individual or as an organisation in your sustainability journey?</p>	<p>Key lessons learnt:</p> <ul style="list-style-type: none"> - Provide training on the subject of SD specific to curriculum areas and provided examples and case studies - Work with tutors in small groups or on a one to one basis - Don't stretch yourself too much, choose a select number of tutors to work with and once they've embedded SD into areas of their courses this can be used to work with other tutors - Provide resources and case studies, don't expect the tutors to do all the work, they have enough to do already - Stay in contact with tutors and arrange regular meetings to check on their progress, and provide support and information - Once tutors understand how simple it is to embed SD into the curriculum, more tutors will be interested and get on board 		
<p>12. Any resources or tools produced by the project</p>	<p>Website link</p> <p>http://www.blackpool.ac.uk/estates/esd/repository</p>		
<p>13. Total costs of the project</p>	<p>LSIS funding</p>	<p>Match funding</p>	<p>Total funding</p>
	<p>£10,00</p>		<p>£10,000</p>

