

Stepping Up in Sustainability 2011-12

Cambridge Regional College Case Study



Title of project	Developing Change Agents to Support Sustainability Issues Within the Curriculum	
Lead partner organisation name and address	Cambridge Regional College Kings Hedges Road Cambridge CB4 2QT	
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1. Aims of the project	<p>To develop two change-agents for each of the academic areas selected. One agent would be chosen from the academic team, the other, such as technicians or Operations Leaders from the support team. The creation of a VLE area from which to download material relating to sustainability.</p> <p>The selected academic areas were: Hair and Beauty, Engineering, Essential Skills and Motor Vehicle.</p> <p>The aim:</p> <ul style="list-style-type: none"> • Encourage general sustainability within the academies • Develop and embed learning material relating to sustainability for the specialisations within the four academies and address the specialist environmental issues that this encompasses • Relate the issues of sustainability to the academy's own procedures and practices both now and in a future plan • Monitor and report the sustainable practices of the academy • Create a sustainability plan and reporting system for each academy 	
2. Situation: Identify the situation or issue that faced you	<p>CRC has already made significant advances into sustainability in recent years. However, this was almost entirely in the Construction Academy and through the undertaking of ISO 14001 certification. The aim was to select some areas that were not traditionally associated with sustainability but that were open to the idea and wished to participate. As a consequence, the dissemination event was based entirely in the Hair and Beauty Academy.</p> <p>Teaching staff were generally enthusiastic to begin the embedding process though some needed significant guidance and support to do so. Additionally, it came to our attention that most learning related to sustainability, was taking place in the advanced level courses and</p>	

that it required embedding in all levels of study. This also supported the government's directives on sustainability in FE (see the Ofsted report "Sustainable Development in Learning and Skills Inspections" at <http://www.ofsted.gov.uk/resources/sustainable-development-learning-and-skills-inspections>) and enabled learners to operate effectively in vocational areas.

With significant numbers of apprentices attending the college, it was an opportunity to impact on the practices of industries in the region to align with the best practices now being disseminated at the college.

The Essential Studies team were also keen to find a subject area through which Basic, Key and Functional Skills could be delivered and applied to a relevant topic that could add value to all areas of the curriculum - sustainability seemed an ideal choice.

Sustainability was chosen as the theme through which this might take place, the understanding of sustainability would begin at an early stage and therefore the college would be better meeting its requirements for the Common Inspection Framework in this matter and the needs of business. The teaching rooms have now been enhanced by a range of A1 posters covering many aspects of sustainability. These form discussion subjects and assist with teaching the technological explanations required. Integrated assignments are now being developed that relate to the subject in all areas of essential skills.

Task: Define the outcomes you needed to achieve

- Create a college structure through which sustainability could be managed and implemented.
- Identify suitable champions within the selected academic areas, with insight and enthusiasm to guide and help others new to the activity of embedding sustainability.
- Identify and engage suitable members of the support staff such as technicians or Operations Leaders within the curriculum areas already selected to act as Sustainability Champions.
- Identify materials and resources that teachers could use to deliver the requirements for an OFSTED inspection along with those appropriate for the curriculum within which the learner was studying.
- Ensure that learners see, and experience good practices while at college and that they are fully aware of the sustainability issues relating to their area of work. Encourage the confidence within learners to challenge bad practice in

	<p>sustainability wherever they see poor practice taking place.</p> <ul style="list-style-type: none"> • Encourage the sharing of resources between teaching through the development of a Sustainability VLE that would contain both generic and specialist avenues for all academies to utilise. • Acquire/purchase basic materials to begin the process and to create a catalyst for a shared area of knowledge and material. • Monitoring of electrical consumption by individual Academies in order to evaluate the amount of energy used year on year. Additionally, producing monthly figures would give a good reference point for comparison with previous consumption at the same time of year. This information could form part of a student's assignment work and thus raise awareness of energy consumption and opportunities to improve the figures by target setting. • To develop a culture among learners that related to energy minimisation that they would carry forward into their personal and professional lives in the future.
<p>3. Actions that you took in order to achieve your plan, and your approach</p>	<p>I met with individual lecturers and technicians, and identified suitable volunteers to take on the role of Sustainability Champions. The two complementary positions (teacher and technician) in each academic area ensured that the sustainability programme could be implemented through the learning material the learners were exposed to and the practical activities that took place within the academy and in the college generally.</p> <p>In the generic areas such as Essential Skills, the team leader has provided a point-of-contact for sustainability. This identification facilitates all areas of the college provision at L1 and L2. As a result of this programme, the Essential Skills team have been equipped with some learning material and large colourful posters that would encourage and guide a learner when studying their essential skills through the sustainability agenda.</p> <p>The establishment of a sustainable VLE is now underway, with Hair and Beauty taking the lead on this. Once fully established, this will make a wide ranging source of information for the whole college to share and adapt to their specialised needs.</p> <p>We identified and mapped a Sustainability Group structure that spans the whole college staff structure. The purpose of this was to demonstrate that sustainability is the responsibility of all and that any college member wishing to develop or implement sustainability within their academy, would be able to select appropriate individuals, in appropriate positions, to bring about the catalyst for that change. (See appendix 1)</p>

	<p>We delivered four academy wide staff-development sessions in sustainability and adaptation of sustainability material, to fit the Essential Skills curriculum requirements.</p> <p>Other activities included acquiring E-book material on energy, and A1 size classroom posters relating to sustainability, and creating a college chart that identifies the structure of the sustainability team to accommodate the reporting development, difficulties and achievements of sustainability.</p> <p>We have linked the activities of SUS to the ISO 14001 and identified where they have mutual support and crossover.</p>
<p>4. Results that you obtained</p>	<p>CRC has become an important supporter of sustainability in the area and its influences are directly influencing the sustainable practices of businesses in Cambridgeshire. One such company director has become a Governor for CRC, with a special interest in sustainability and has his apprentices trained at the college. He spoke at the dissemination event to the delegates on this.</p> <p>Development of a VLE area for sustainability has now begun and is becoming populated by SUS material. Details of how to access the VLE are in section 6 below.</p> <p>Academic staffs have access to champions when they need advice relating to sustainability. Some specialist learning material is now under development for areas without these resources. This will be placed on the VLE for all.</p> <p>We have sought to ensure good practice is used by the college itself. This has largely been through working with the technicians and who monitor learner's conduct in practical sessions and deal with disposal, ordering and maintenance of equipment and materials.</p> <p>We have introduced the monitoring of energy in the academy blocks, thus providing staff with monthly and annual data of their energy consumption.</p> <p>The result is a converging sustainability agenda that also underpins the ISO 14001 to the SUS programme.</p>

<p>5. What made the project a success? What were the key ingredients?</p>	<p>Forming effective communications with managers in the academies identified for participation. This involved personal interviews that enabled me to explain the advantages and range of SUS and they to advise me on what was already happening in their academy and where staff development could be most effectively focused. This was time-consuming but worth the initial investment.</p> <p>Selecting and interviewing appropriate academic and support staff to take on the role of Sustainability Champions.</p> <p>Working with the above to identify where sustainability existed, where it could be improved and what staff development was suitable to bring this about.</p> <p>Through the above, staff-development activities were scheduled, material development needs identified and a strategy developed to bring this about.</p> <p>The Environment and Sustainability Manager provided an insight to the ISO14001 programme already underway at CRC and we were able to identify where Sustainability Champions could harmonise with that part of the college development plan.</p> <p>Having a committed member/s of the senior management team overseeing the project. The interest in the project of some college governors and the high profile of sustainability in the college strategic plans.</p> <p>Having a member of the college governors who is an expert on sustainability and has supported the SUS programme. At the dissemination event, James Hutt addressed the delegates about his role as a member with special interest in sustainability. The governor has supported the SUS project throughout and raised its profile within the governors of the institution.</p> <p>Identifying the key areas at an early stage and selecting the right individuals in those areas, before delivering academy wide development events.</p>
<p>6. Any resources or tools produced by the project</p>	<p>The VLE for sustainability can be found at: http://www.camrevle.com/login/ Username: LSIS Password: crc2012</p> <p>CRC plan to keep this and others may explore the VLE. It contains all of the material delivered at the Dissemination Event along with the delegates views of the event.</p> <p>Learning material adapted to contain sustainability is under development and will be available through the VLE.</p>

Staff are now aware of the OFSTED sustainability requirement and are adapting material accordingly. The presentation by an OFSTED inspector at the dissemination event will shortly be available on the VLE.

Energy monitoring data sheets: These are fundamentally log sheets of energy consumption, read from the meters or a wireless monitors. Logging sheets will be available on the VLE.

A continuation of the staff development that has taken place during the project. For example: Energy in Your Home: is a good assignment for learners at L2 to undertake. It helps with L2 maths, and English, while supporting an understanding of finance, kWh, power and energy. It can be further developed into a meaningful and quantifiable understanding of the potential for wind power, or any other energy system that may be of interest.

Sharing good practice with industries that call upon the college's services and influencing their employees in the processes required for sustainable business. Examples are on the VLE.

7. Total costs of the project	LSIS funding	Match funding	Total funding
	£7,500.00	£6,960.00	£14,460.00

	<p align="center">Funded by LSIS through the Stepping Up in Sustainability Fund</p>	
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