

Date: Tuesday 10th May 2016

Time: 13:30-16:00

Venue: College Development Network

Event Resources: [Available here](#)

JISCMail List: [Please email scotland@eauc.org.uk](mailto:scotland@eauc.org.uk) if you wish to join



Education for Sustainable Development in Further Education Topic Support Network: Curriculum, Campus and Community

Attendees:

Abi Cornwall	Learning for Sustainability Scotland	
Elaine Crawford	Dumfries and Galloway College	Convenor
Gillian Gibson	EAUC	
Sarah Lee	EAUC	
Suzanne Marshall	College Development Network	
Rebecca Petford	EAUC	Co-ordinator
Katrina Pugh	Edinburgh College Network	
Quinn Runkle	NUS	Speaker
John Salter	Independent ESD Advisor	
Martin Webb	Edinburgh College	

Apologies:

Francis Bain	Edinburgh College
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1	Welcome <i>Elaine Crawford, ESD in FE Topic Support Network Convenor</i> Attendees were welcomed to the meeting and thanked for attending.	
2	Linking Curriculum, Campus and Community – some slides available here <i>Discussion led by Elaine Crawford, ESD in FE Topic Support Network Convenor</i> <ul style="list-style-type: none">• Education for sustainable development can help link curriculum, campus and community in Scotland’s colleges, and Carbon Management Plans (CMPs) should be working documents and teaching resources rather than just put on a shelf.• Engagement and behavior change can lead to around a 5% decrease in carbon emissions, and action on this should be within CMPs.• Examples include lug-a-mug campaigns, home-built greenhouses, events based around national or international days and weeks etc. – anything that can be showcased.• Working with Student Associations is vital to successfully addressing cross-campus behavior change• Staff training and engagement is vital too – they need to understand how and why so they support the initiative and can pass the knowledge onto	

	<p>students. Within the CMP at Dumfries and Galloway College all staff have to do a sustainability CPD session</p> <ul style="list-style-type: none"> • Leadership buy-in is really important, it can't just be a tick-box exercise. Leadership needed to pull everything together and drive the agenda. • Similarity with equality and diversity in that ESD is often seen as a nice add-on rather than core to activity • CDN have a range of development networks (estates, guidance, HR, subject-specific etc) and could see how sustainability links to all of them • SQA guidance suggests all courses should include sustainability • Colleges need to work more with communities • Progress happens on ESD over time, but has repeatedly been knocked-back through re-structuring in the FE sector • Concern that the ESD "allocated time" provided by the UN Decade of Education for Sustainable Development is over, and priorities moved on • Need for a mandate, with external pressure not just guidance, to ensure action. Activities like NUS Responsible Futures or LiFE are all voluntary. • Resources are available, including the Dumfries and Galloway / EAUC Workbooks, but pressure from above is needed to encourage their use • Engagement by Curriculum Managers, such as at Fife College and developing at Edinburgh College, can lead cross-college ESD action • Colleges all different, not all progress comes through curriculum • Curriculum also influenced by sector skills councils, with industry requirements driving teaching in further education • Could CDN or Colleges Scotland support ESD agenda? Colleges Scotland are more appropriate for driving a policy response. CDN work on curriculum, learning , teaching and staff support, including a leadership and governance programme for senior and middle management leaders in Scottish colleges (sustainability may be part of this?). Colleges Scotland provide a briefing note to principals every Friday, which could have ESD info attached. EAUC-Scotland have been invited to talk to the senior leaders group about ESD and other sustainability issues, and are considering the best time and messages for this. • EAUC-Scotland also invited to sit on a new energy efficiency and carbon in colleges group which will have links to ESD • "Holistic" teaching is easier in some subjects than others, and so some lecturers struggle to embed ESD • Public Sector Climate Change Reporting allows for examples of education and learning within Recommended section, but this can be filled by a few examples rather than showing if sustainability is embedded in teaching. • Embedded work is seen as hard to measure, but this is done successfully with equality and diversity. CPD was provided for specific groups, with champions in different institutions. Clear short term timelines for legal and reporting aspects. • Could there be sector guidance for FE saying they have to report (through Public Sector Reporting or otherwise) on learning and teaching (and governance), possibly using a matrix such as LiFE? Or should all FHE use LiFE / NUS Responsible Futures or similar and have to include details on progress with reporting? • Climate Change Action Plans were intended to add ESD and engagement to CMPs, but institutions are looking at carbon planning differently now. • Work is going on to look into linking core work to ESD, including a project with SQA to map National Progression Awards to ESD, and a project at 	<p>SM to establish whether sustainability is part of the CDN leadership programme</p>
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	<p>Inverness College which mapped core skills against equality and diversity, financial capability and sustainability. These projects need checked up on and reported back to group.</p> <ul style="list-style-type: none"> • Course content can vary a great deal between colleges, and also between lecturers. • We are letting students down by not teaching about sustainability, but it always comes down to knowledge and resources within the college. • HEA and CDN project worked on embedding equality and diversity within the curriculum with 8 colleges over two years, with teams developing their own projects, producing case studies, and meeting up to share information and then publish final report. Could a collaborative Task Group be set up to do something similar? • EAUC-S Careers project involves supporting student advisors and career advisors to understand sustainability and sustainable job opportunities, so they can advise students better in this area. Online resources, webinars and information about companies willing to visit colleges and universities and talk about jobs in this area will be used to support advisors. Expect details on webinars after the summer. • LfSS have previously done work with Higher Education Institutions and NGOs around values. Work on values happens within colleges but is different in them all. Possibly still a few years until things settle in FE and institutional values are firmly established. Hard to get feedback from colleagues on this topic. • Values is a useful teaching tool for embedding sustainability and behaviour change. • City of Glasgow have developed Digital Badges around equality and diversity, and staff have to do certain tasks to earn them. Over 400 staff have taken part, and they hope to roll the idea out in other areas. • Transient nature of colleges means senior buy-in is essential to embed ESD. Sustainability is needed as a core unit, but educators also need to be more interested and share their passion. 	<p>SL to re-engage with ESD mapping projects</p> <p>AC to consider LfSS establishing Task Group to produce case studies</p> <p>RP to update group when careers resources are available</p>
<p>3</p>	<p>Future ESD FE TSN Events <i>Discussion led by Elaine Crawford, ESD in FE Topic Support Network Convenor</i></p> <ul style="list-style-type: none"> • Could be at Edinburgh College, and organised by Events students. Would need to be Autumn. • Digital link up between colleges could be possible but brings challenges – technology and prioritisation • Talk from Colin at SDS about Modern Apprenticeships? • SQA talk on getting senior management engagement? • Mapping work going on in the FE sector – although there is an element of competitiveness between colleges 	<p>KP to consider EC students hosting a TSN</p> <p>RP & EC to discuss ideas for Autumn Meeting</p>
<p>4</p>	<p>Introduction to Responsible Futures – slides available here <i>Quinn Runkle, Senior Project Officer – Communications and Curriculum, NUS</i></p> <ul style="list-style-type: none"> • Definition of ESD within QAA Guidance is good as it incorporates skills, understanding, knowledge and attributes. • NUS embed ESD in three spheres – Student Unions, Institutions and Community – with the aim that students leave tertiary education as part of the solution to the world’s problems rather than adding to them 	

	<ul style="list-style-type: none"> • Within each sphere there is curriculum (formal/informal/subliminal [how sustainability is discussed or reflected on campus]), students, and staff • Considerations of global citizenship and how this fits within their own discipline, as well as personal and professional lives is important • Value placed on democratic and participatory learning, including teaching, learning and assessment, linked to real-life concerns. • Social justice, ethics and wellbeing are linked to ecological and economic factors, with education future-facing, considering the consequences of and adaptation needed for sustainability • ESD should allow FHE to multiply their positive impact on society, not just limit the negative impact • Skills for sustainable development include analysis, systems thinking, critical thinking, ethics, resource efficiency, short and long term perspectives, understandings of the relationship between people and nature, and global citizenship • Learning for sustainability creates a better learning experience too • 5 million students in colleges in the UK, and FE sector is ready to take on ESD due to the hands-on case study approach they use for teaching. • Delegates present have a mixed opinions on how well ESD is embedded at their institution, and how students and staff members can influence it. • (Reverification of courses by SQA to include more ESD is an easy process) • Responsible Futures (RF) is an accreditation mark and supported change programme for developing a whole-institutional approach to environmental sustainability and social responsibility. • RF was developed in the 2014-15 academic year and so is still fairly new. • Process – workbook of criteria, with a score threshold needing achieved. Supported cohort approach with an online resource bank as well as more individual input. Student-led audit and programme review. • Programme can take one to three years to work through, emphasising continuous improvement and student-driven change. • Themes of the programme include policy change, student engagement with curriculum development, building Student Association and Institution relationship, implementing specific interventions, measuring and articulating impacts and outcomes, and celebrating success. • Most criteria are optional, with 4 defined by the college themselves. • 2014-15 cohort achieved over 400 actions, with 6 institutions working through the programme now. • In Scotland there are two sponsored places available for colleges to go through year one of the programme (the most expensive year) – contact Quinn if you are interested! • Preparing students for the work of the world not just the world of work – Jonathan Porritt 	
5	<p>Thanks and Close <i>Rebecca Petford, EAUC-Scotland Programme Coordinator</i></p> <p>Thanks very much to all for attending and to CDN for hosting. Next meeting will be in Autumn 2016.</p>	

Minutes prepared by *Rebecca Petford (EAUC-S Scotland Programme Coordinator)*
May 2016