



# Further Education SUSTAINABILITY SUMMIT

24 March  
University of Leeds

## Workshop 2: Developing Green Graduates in FE: *Case Studies from the Students' Green Fund and Responsible Futures*

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Valerie Peterson, Sheffield College; Quinn Runkle,  
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# Outline of the Session

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- Introduction to ESD in FE and within NUS
- Case study: Responsible Futures at Sheffield College
- Case study: ESD through the Students' Green Fund at Wigan and Leigh College
- Next steps
- Questions and Answers

# NUS...

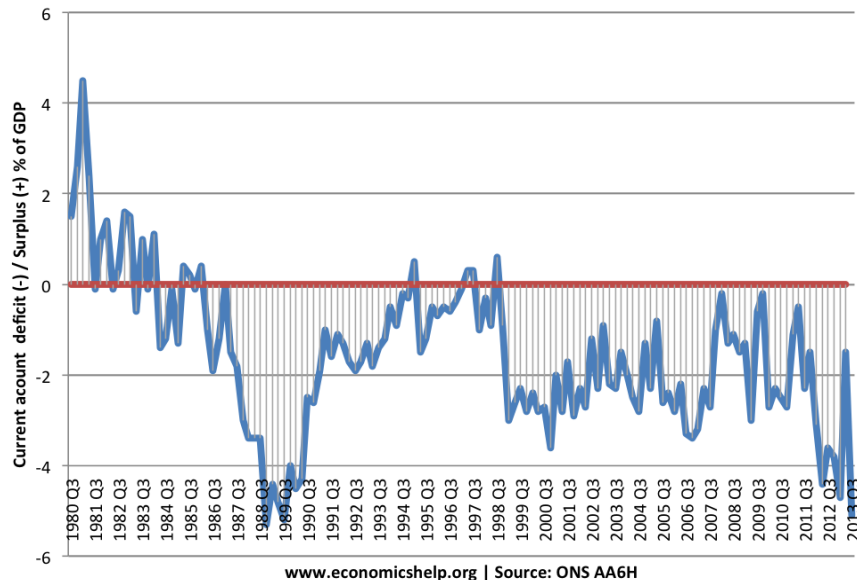


- Is a confederation of 600 students' unions
- Accounts for 95% of FE and HE students
- Represents the voice of 7 million students

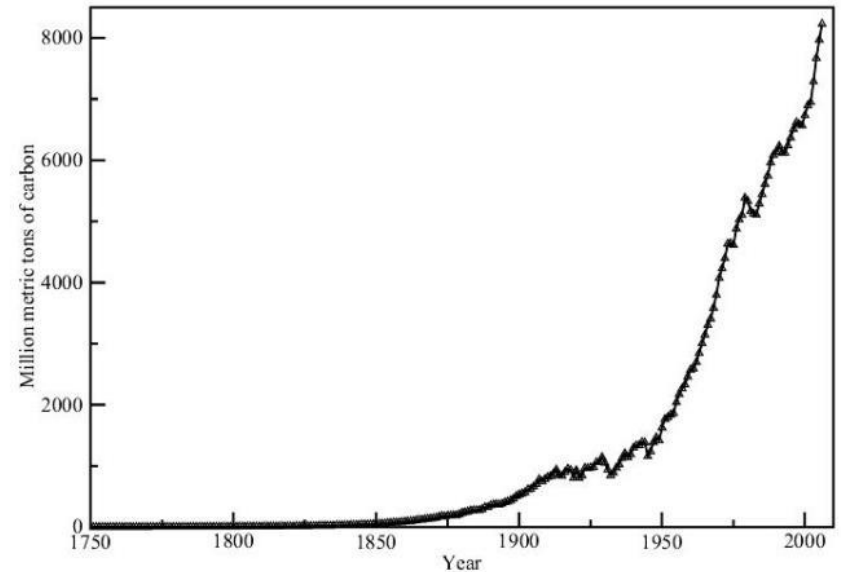


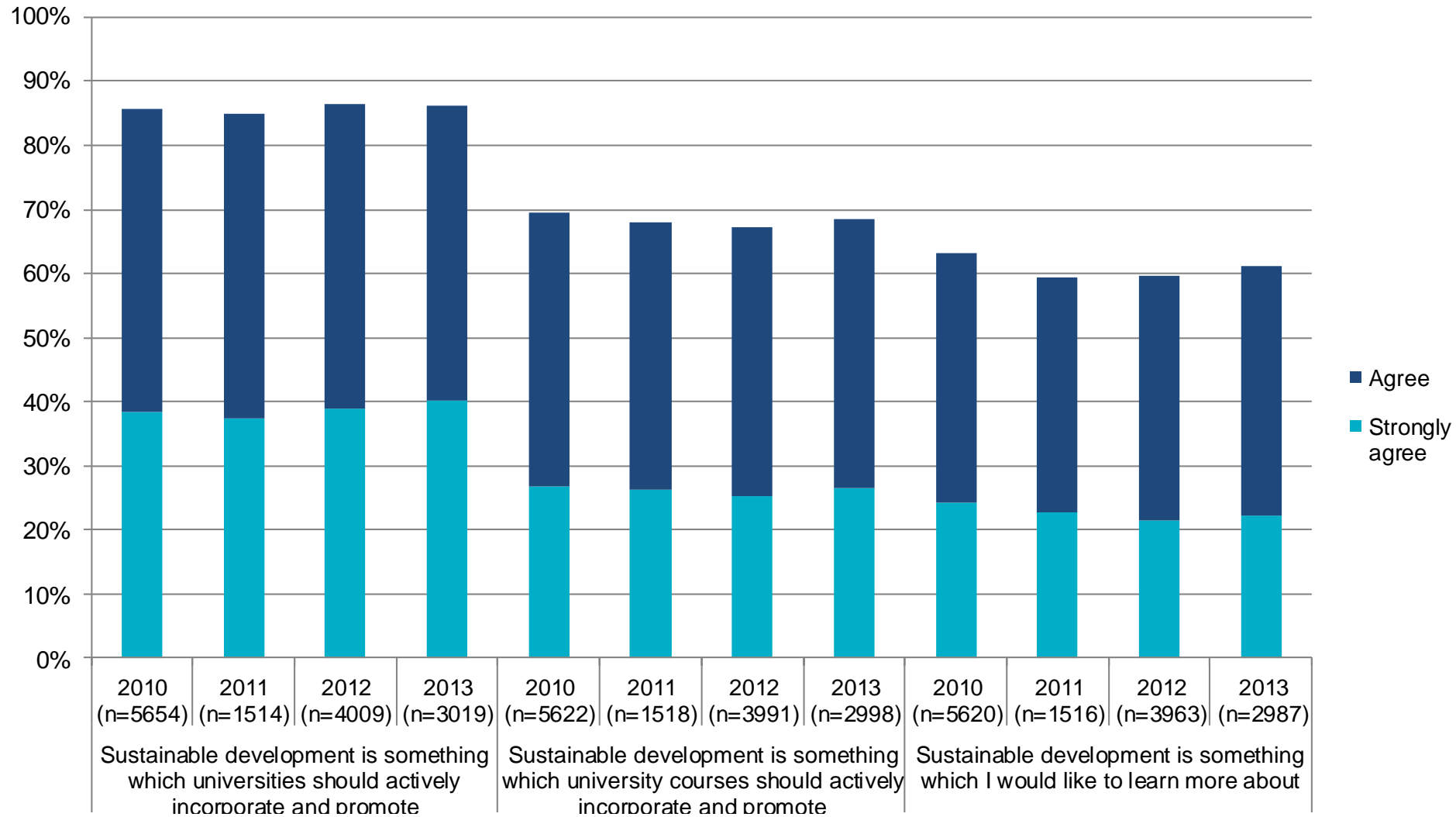
# What's it like to be a young person?

UK current account % of GDP



Global Fossil-Fuel CO<sub>2</sub> Emissions





**Education for sustainable development** is the process of equipping students with the **knowledge and understanding, skills and attributes** needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.

*QAA ESD guidance 2014*

# Learner Attributes for ESD

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- Consider what the concept of **global citizenship** means in the context of their own discipline and in their future professional and personal lives
- Democratic and **participatory learning** approaches are modelled. Teaching, learning and assessment activities are linked to **real-life concerns**.
- Think about issues of **social justice, ethics and wellbeing**, and how these relate to ecological and economic factors
- Develop a **future-facing** outlook, learning to think about the **consequences** of actions, and how systems and societies can be adapted to ensure **sustainable futures**.

# How does this fit within FE?

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The *Common Inspection Framework for further education and skills* outlines the following aims for FE institutions:

- the **quality of teaching, learning and assessment**
- learners develop personal, **social and employability skills**
- learners progress to courses leading to higher-level qualifications and **into jobs that meet local and national needs**
- staff initially assess learners' starting points and monitor their progress, **set challenging tasks**, and build on and extend learning for all learners
- **equality and diversity are promoted** through teaching and learning
- successfully plan, establish and manage the curriculum and learning programmes to **meet the needs and interests of learners, employers and the local and national community**



# Responsible Futures

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- A partnership between the SU and the College/University
- Working through a set of criteria to facilitate change
- Audited by NUS and trained team of students to measure impact and determine award level



**Responsible  
Futures**

***Responsible Futures is certification of a whole institution's commitment to SRS, and having an enabling environment for it to thrive, rather than an endpoint***

# Students' Green Fund

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- £5 million of funding from the Higher Education Funding Council for England (HEFCE)
- 26 students' unions leading 25 ambitious greening projects, leading to significant step changes in student engagement



*“Students’ Green Fund provides students’ unions with the funding to develop transformative, student-led sustainability projects with real impact and legacy.”*

*- NUS Students’ Green Fund Business Plan, 2013*

# Challenging Connections



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Two case studies on embedding ESD in college curricula...

- Valerie Petersen – Sheffield College on Responsible Futures
- Christina Donovan – Wigan and Leigh College on Students' Green Fund

Successes, challenges, and what they've learned

# Case Study: Sheffield College

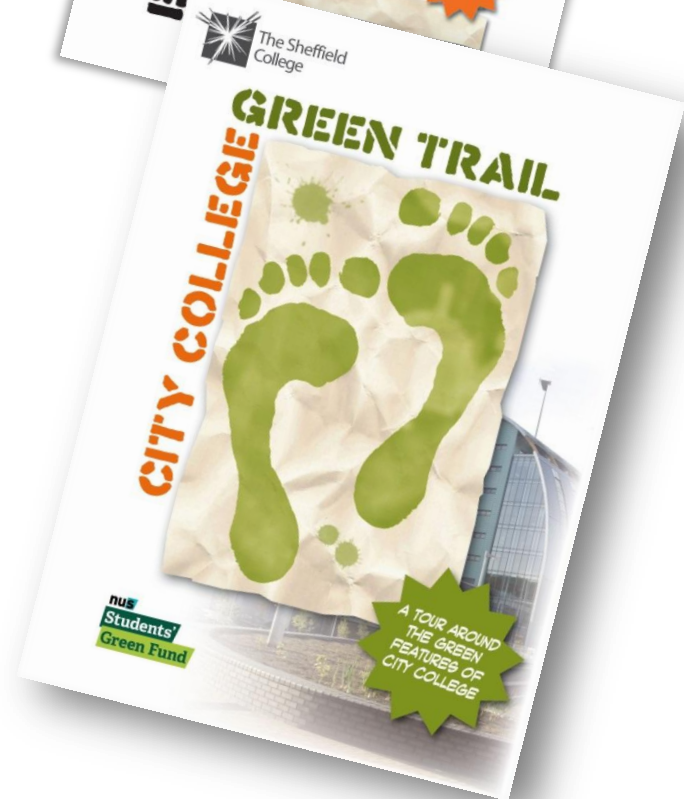
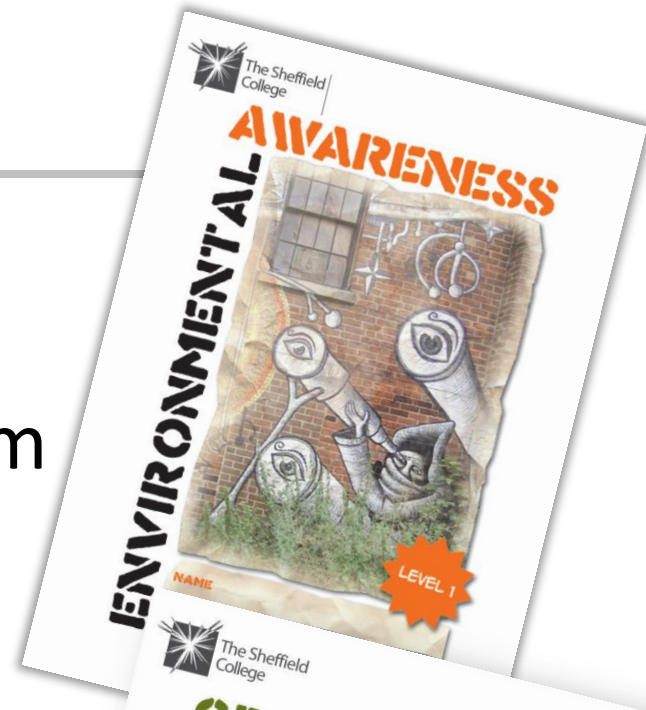


# Successes

Environmental sustainability has been increasingly embedded into the formal and Informal curriculum

Some key reasons:

- Development of resources
- Funding for projects
- Working in Partnership





# Challenges

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Establishing ESD within the strategic aims of the College with active management support

Continuing the projects and partnerships

Staff training and time to support initiatives and developments

Funding

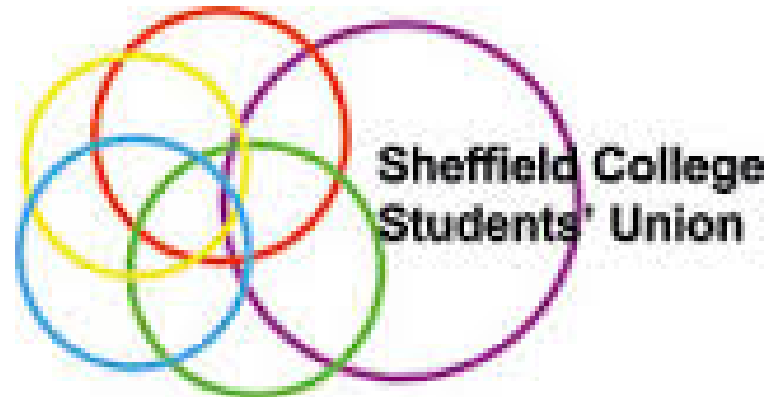


# What's Next?

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***Responsible  
Futures***



# Case Study: Wigan and Leigh College

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- **Starting from scratch**
  - 10,000 students across 5 buildings, serving some of the most vulnerable groups in the community
  - No channel established for learner voice.
- **A vision of an effective students' union with sustainability remaining within its core purpose.**
  - The Green Dragon's Den (Student Led Initiatives)
  - The Curriculum Partnership Fund (Staff Initiatives)





# Successes: Sustainable Beauty

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- Use of **100% organic, vegan, halal and paraben free** beauty products expanded from Level 3 Complimentary Therapy to Level 2 and FdA Spa Management.
- Benefits to health fuelled the education of staff, students and customers in the salon
- Product taken into the community: prisons, mother & baby
- Student Progression: Students learn to make product themselves
- Student Led 'Green Room' – centre for green technology and peer-supported learning.
- Development of 'Green Spa' module for BA Top-Up



# Successes: Upcycled & Ethical Fashion

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- Level 3 Fashion and FdA Fashion & Clothing
- Using garments from charity shops to upcycle into new, wearable items culminating in a Fashion Show at the end of the year.
- Inspiration from high profile designers such as Alexander McQueen
- Raising awareness of unethical practices in sweatshops and promoting Fair Trade.
- Using their work to give back to the community – supporting local charity shops, work with local hospitals
- Students change attitudes and behaviour



# Challenges

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- Buy-in from colleagues in senior management has hindered the expansion of the project
- Restructure and OFSTED have put staff under a lot of pressure.
- **A shared set of values** is key
- Development of a **Sustainability Advisory Group**
  - made up of **staff and students** to celebrate current work
  - meets termly to develop a shared vision for future work
  - lobby college to take action to support future without SGF



# What's Next?

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- Advisory group will seek to find funding for projects that have proved successful and develop guidelines for best practice
- **Student Eats:** Successful collaborations between curriculum areas (Art & Design, Horticulture, Bricklaying, Joinery, Civil Engineering) has started to inspire action from other areas who would like to use the area and develop new projects in other campuses.





# Developing Green Graduates in FE

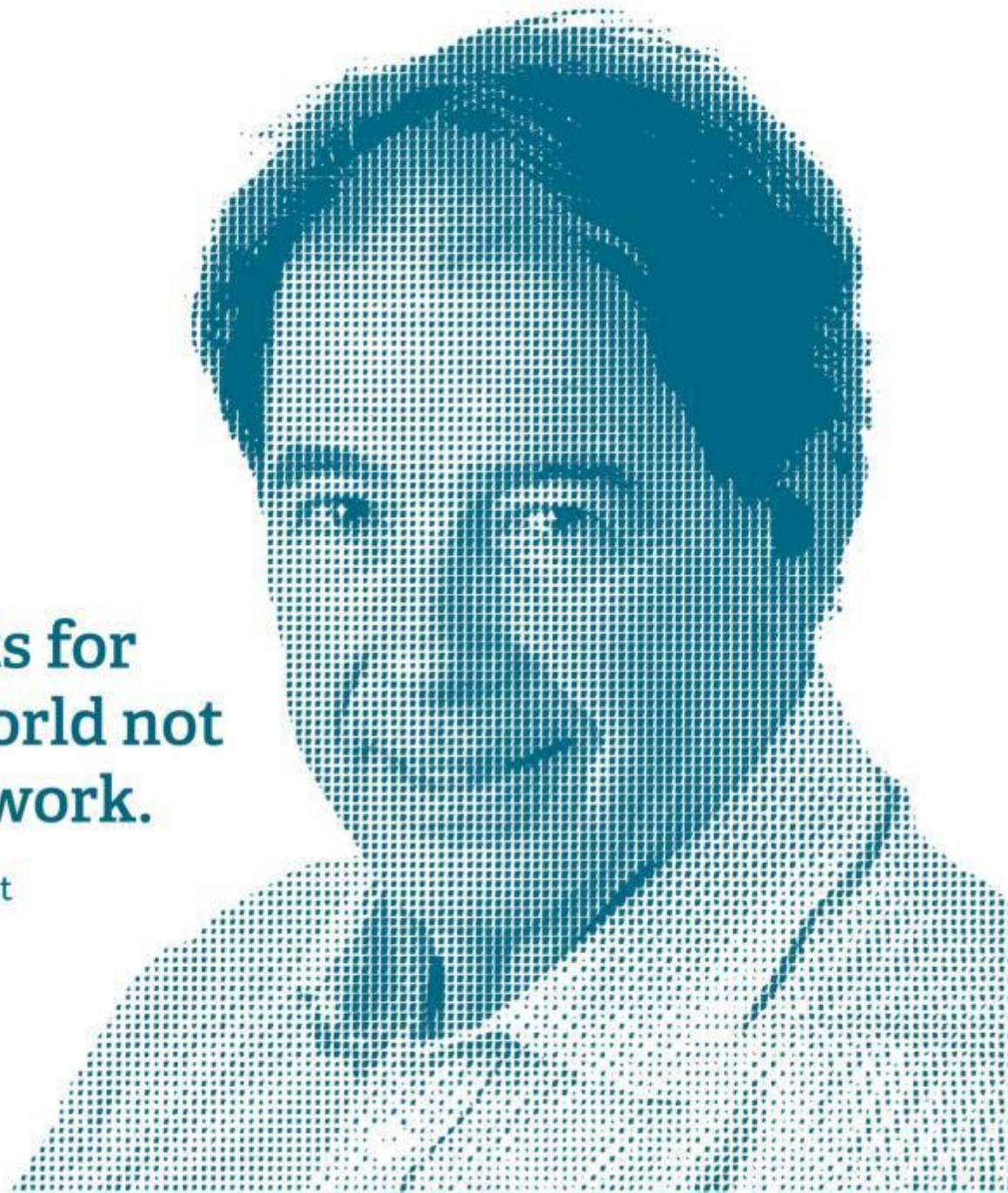
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- What is ESD and how does it fit in FE?
- How does ESD contribute to desirable learner attributes?
- How is ESD in FE working in practice?
  - Successes, challenges, and what we've learned



Preparing students for  
the work of the world not  
just the world of work.

Sir Jonathon Porritt, Environmentalist



**Any Questions?**

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## Any Questions?

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- How can you overcome any potential challenges?
- What connections you could make? How can people in the room help?
- Who do you need to challenge internally?



**Thank you!**

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# Stay in touch!

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