

Monitoring Education for Sustainable Development in Colleges

Online workshop
21st March 2024

Convenor: Kathrin Mobius, Sustainability in Learning & Teaching Project Officer



Hi!

Please share your name, institution, and your relationship to ESD (or LfS) **in the chat**

→ Are you a lecturer delivering ESD? A Curriculum manager? A senior leader overseeing learning and teaching developments? Do you not know much about ESD yet?

Also feel free to use the story padlet to share good stuff that is going on in your institution around ESD!

kathrinmobius + 1 • 1h

ESD stories examples of good practice

Post your stories here!

Click on the plus in the bottom right corner to post.

Stories can be simply about good ESD practice, or about monitoring too if you like

Feel free to "heart react" and comment!



"Smogware": Great practice at City of Glasgow College



cityofglasgowcollege.ac.uk

City of Glasgow College Students Raise Air Pollution Awareness with 'Smogware' Tea Sets

Ceramics students integrate air pollution into their work and, through enquiry based learning, gain sustainability and ceramics knowledge and skills. See last ESD TSN in Nov 2023



Sustainability and Support for Learning at Glasgow Kelvin College

Gemma Cummins at Glasgow Kelvin college integrates outdoor learning and student centred learning in her support for Learning classes. Students collaborate with the local community, learn about the impacts of their own behaviours (vaping), and learn how to ride bikes.



Mapping at Dundee and Angus College

Hear the case study today!



Mapping at Borders College

- Very simple mapping in first iteration – all across curricula – then followed by staff survey for more details on what is delivered.
- University of Edinburgh took a similar approach – see handbook
- Contact David Lowe to find out more – dlowe@borderscollege.ac.uk



Objectives of this workshop

- Share an **innovative, flexible framework** that institutions can adapt for their context, while having a structure to lean on
- Showcase **examples of emerging best practice**
- **Encourage the exchange** of stories, lessons, and successes from participants
- Enable participants to **network and stay in touch** during and after the workshop

Structure of this workshop

1. The six-step monitoring framework
2. Case Study: Mapping
3. Case study: Supporting ESD and Evaluating Impact
4. Break (around 2.10pm)
5. Discussions in groups
6. Summary & conclusions

Context

- Lens of colleges in Scotland (and wider UK)
- Challenges and opportunities & drivers
 - Tight funding, full to do lists, curriculum restrictions
 - Net Zero, NSET and Circular / Wellbeing Economy, National Performance Framework, meta skills, students wanting more sustainability, etc.
- What is ESD/LfS?

“ESD empowers learners to take informed decisions and responsible actions **for environmental integrity, economic viability and a just society**, for present and future generations, while respecting cultural diversity.

It is about lifelong learning, and is an integral part of **quality education**.

ESD is holistic and transformational education which addresses **learning content and outcomes, pedagogy and the learning environment**. It achieves its purpose by transforming society.” (UNESCO)

Why monitor ESD?

Your thoughts? Post in the chat

- Identify gaps in provision and increase integration of ESD
- Identify things we already do well
- Strengthen and maintain our practice

How can we keep strengthening ESD / learning for a sustainable future, if we don't know where we are at?

How can we show the value of our education provision for society when we don't take time to collect data?

Why use a framework?

- **Structure for simplicity** – life is busy, and having a framework can help us to keep track and ease our minds
- **Building on the hive mind** – framework was developed in close collaboration with university practitioners
 - Combines their advice and experience of best practice
 - Then was adapted based on conversations with college staff – further adaptations welcome!
- **Credibility and accountability:** Using an established framework can help prove our work to others and to show we hold ourselves accountable

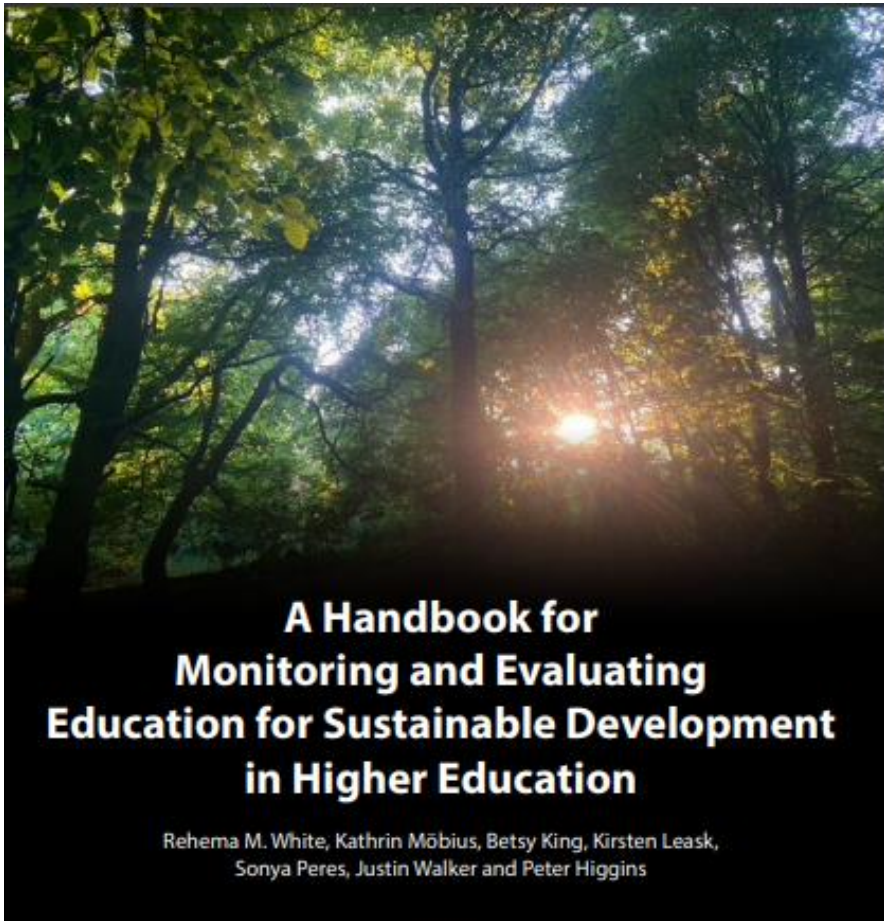
This framework

Part of a QAA funded Collaborative Enhancement Project – framework, handbook, and tools, published 2023

- Flexible structure: Adapt the use of the framework to your context
- Learning spiral: Iterative approach, focus on feasibility
- Modular: Choose which step to take when

It's OK to take small steps – as long as we keep taking them.

Six steps that guide you through monitoring ESD in a way that supports your institution's practice around ESD, plus a handbook full of tools and examples



A Handbook for Monitoring and Evaluating Education for Sustainable Development in Higher Education

Rehema M. White, Kathrin Möbius, Betsy King, Kirsten Leask, Sonya Peres, Justin Walker and Peter Higgins



In practice

University of Edinburgh Curriculum Transformation Programme: sustainability subgroup

ESD is being incorporated into a wider strategic [curriculum transformation process](#) at the University of Edinburgh.

This long-term process builds on insights from staff and students. Many of stakeholders and university departments are involved. The careers office developed a [paper](#) suggesting skills required by employers, including a set of relevant competencies.

A sustainability subgroup feeds a sustainability perspective into the process including practical suggestions and deeper discussion of system transformation and structural adjustment. This subgroup has proved an excellent mechanism to focus on and lobby for ESD within the wider context and targets of institutional reform.

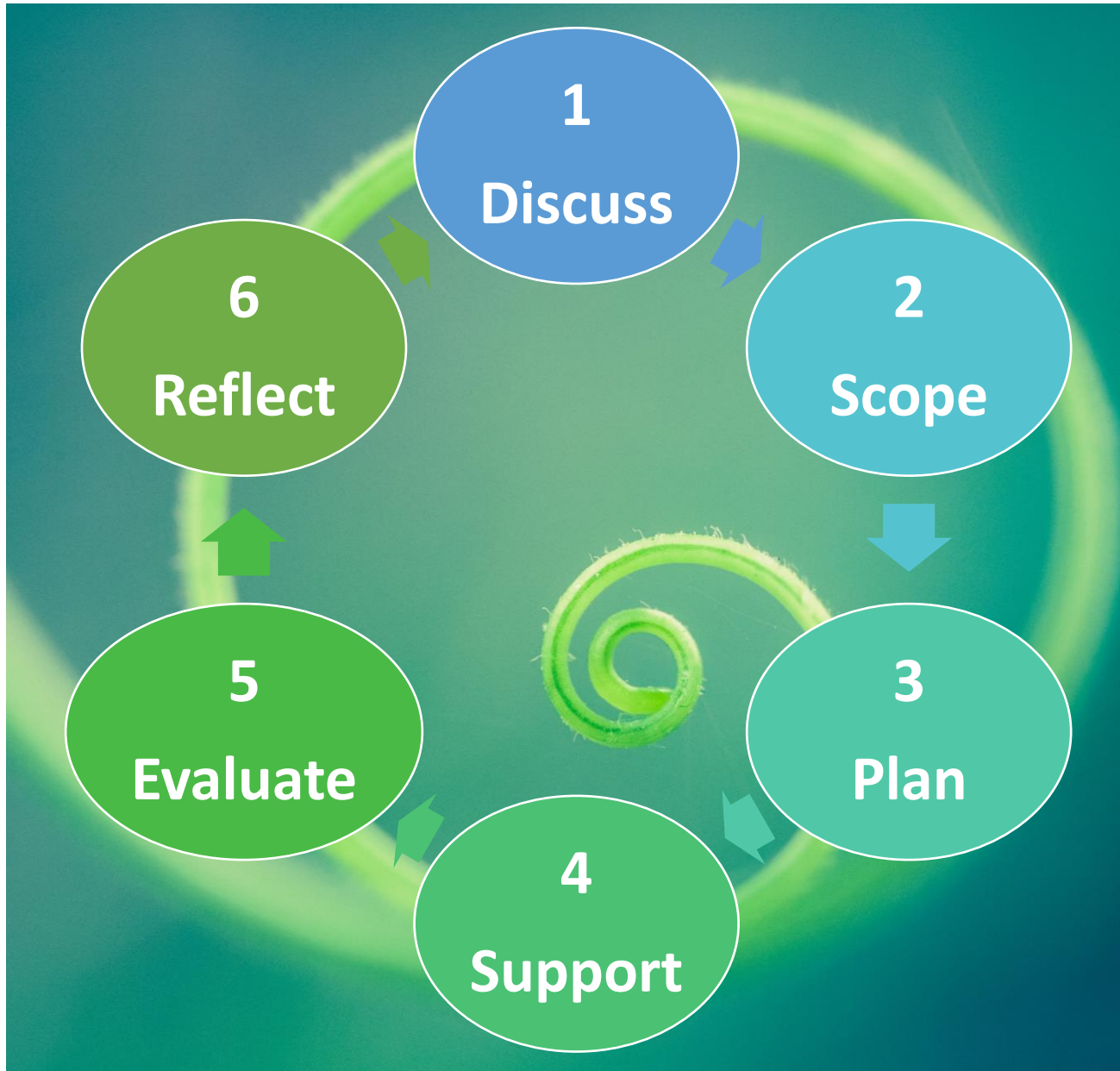


University of St Andrews outdoor learning activity

Table 2: Scoping approaches. Several can be used concurrently. They approximately increase in detail going down the table. These are indicative; other approaches may be suitable for particular contexts. What comprises ESD themes, pedagogies and competencies can be determined in Step 1.

Scoping Approach	Detail
Mapping Curriculum	
Mapping content through key word searches	Automated searches for ESD key words in module titles and module descriptors in university programme documents. See above on 'defining ESD' to identify possible key words for a given context.
Mapping with academic champions	Each department or programme has an academic champion who identifies relevant examples at module or programme level.
Mapping with students	Students identify examples of ESD in their programmes.
Mapping pedagogies	Mapping of teaching and learning approaches can begin in this step or can be undertaken when deepening ESD in later steps. This might include a matrix of types of assessment used across a programme, or the presence or absence of particular pedagogical approaches in a programme.
Mapping competencies	Mapping competencies is more complex and is discussed in later steps and may be left until later in the process. It can include a matrix of competencies completed for each programme with programme directors, or analysis of learning outcomes for modules or assessments.
Mapping extra-curricular activity	
Mapping with wider groups and communities	Mapping relevant extra-curricular activities together with wider university groups, including student societies, Transition University groups and other initiatives that explore or pursue sustainable development.
Mapping student or staff engagement	
Mapping student exposure	Number of students experiencing ESD or particular topics, pedagogies, competencies in core or option modules.
Mapping student exposure across core/compulsory modules	Number of students experiencing ESD or particular topics, pedagogies, competencies in core modules and thus in programmes.
Mapping student exposure across programmes	Number of students experiencing ESD or particular topics, pedagogies, competencies at different stages of programmes.
Mapping staff exploring ESD themes and approaches	Number of staff exploring ESD themes and approaches, across programmes and the institution.

Framework to monitor and evaluate Education for Sustainable Development



1 Discuss	Define ESD for your context
2 Scope	Scope your ESD baseline (mapping)
3 Plan	Set goals and action plan
4 Support	Enable, enhance and deepen ESD
5 Evaluate	Assess ESD outputs and impacts
6 Reflect	Adapt next cycle of plans

Step 1 – Discuss

What does ESD mean for our context?

Alternative title: Define

Why is this step important?

- Contexts & perspectives differ
- Dialogue amongst stakeholders increases understanding and enhances buy in
- ESD goes beyond the environment, and beyond just teaching content – bust myths together
- Will shape all other steps significantly



Step 1 – Discuss

How can we do this?

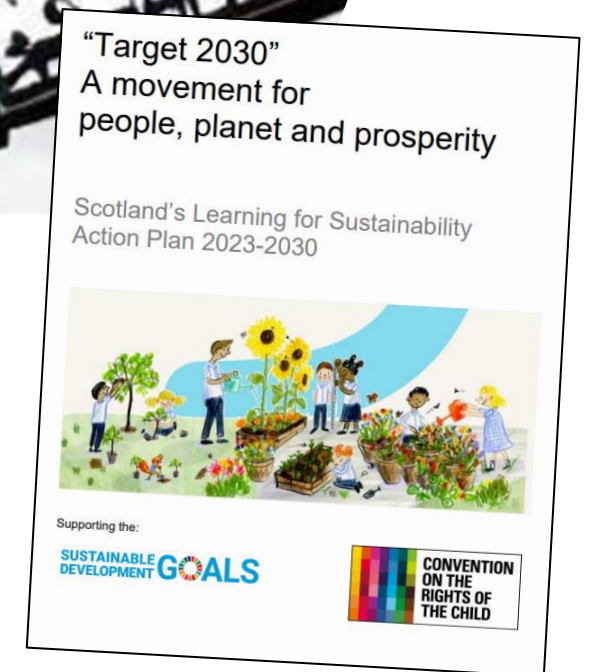
- Check: Do you have an existing plan or **strategy** for sustainability or climate action? (How) Is ESD defined in there?
- Explore: Do you want to have an **explicit (collaboratively created) definition** at your institution?
 - How can you engage colleagues, students, other stakeholders in creating this?
 - To which meetings and conversations can you add a discussion on ESD?
- Build on expertise: What external frameworks exist on which you can build?

Step 1 – Discuss

How can we do this?

External inspirations:

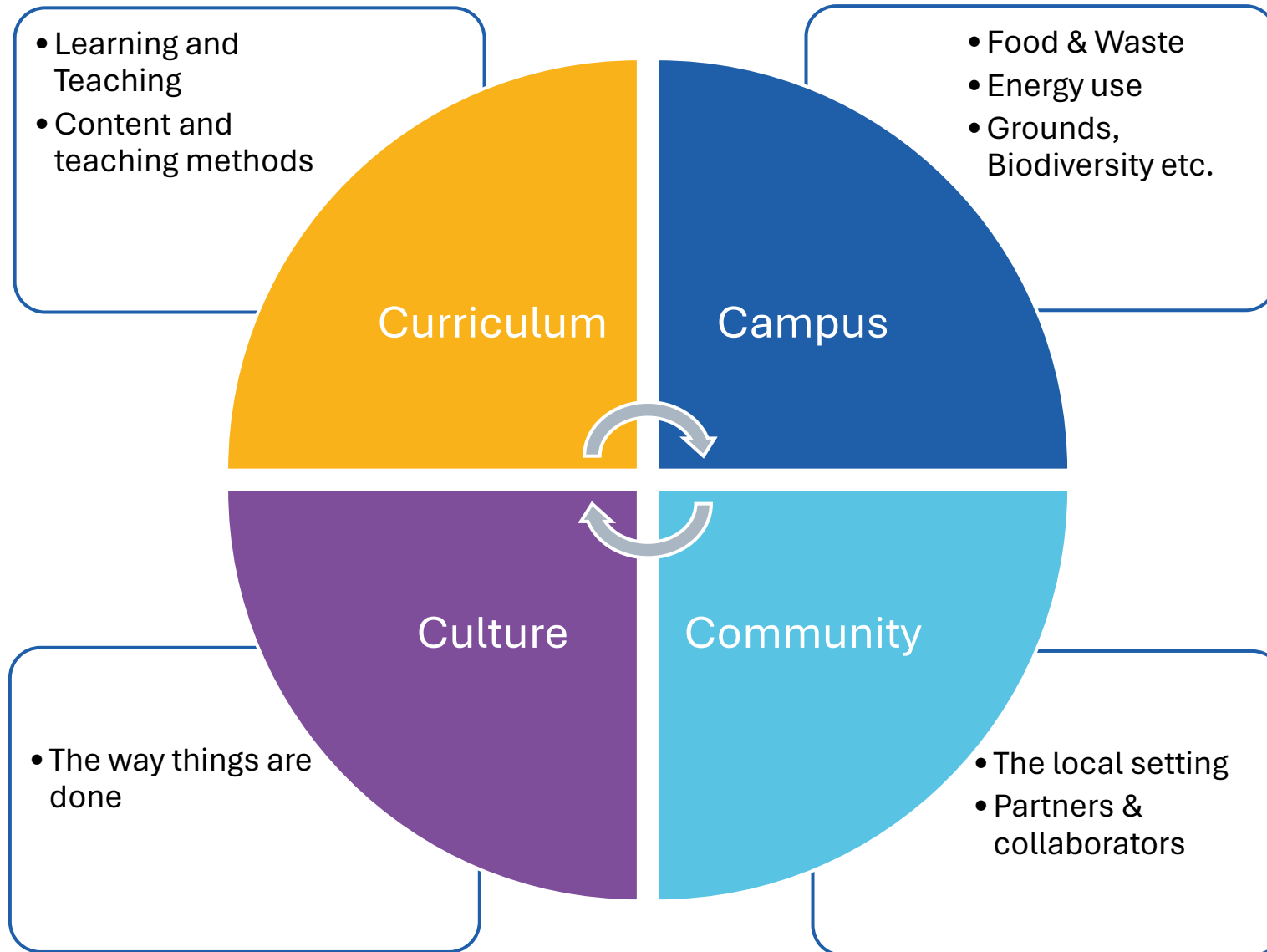
- Official definitions to draw from: [UNESCO](#), [ScotGov](#)
- [QAA Project from University of Gloucestershire](#) – anti-greenwash-education toolkit
- “Brain Bridges” to keep it simple and accessible:
 - I SEE Sustainability – Interconnected Social, Environmental, and Economic Sustainability.
 - Head Hands Heart – Knowledge, skills, and values for sustainability



Step 1 – Discuss

Strengthening ESD and its definition

- **What are other agendas and streams that ESD overlaps with?**
 - Green skills
 - Meta skills
 - EDI
 - Student centred learning and innovative pedagogies
 - Employability
 - ...
- Not just curriculum: **4Cs model**



Step 1 – Discuss

Example

City College Plymouth co-created definition of sustainability and sustainability statement with their students as part of the **Responsible Futures Programme by SOS UK**

What university practitioners say...

“I think when colleagues work with their own definition, then they are going to have more autonomy and take more credit and feel more responsible for delivering on something that they identify with, more than something that's top down” (Senior Manager, Scottish University)

Step 2 – Scope:

Where are we currently when it comes to integrating ESD?

Why is this step important?

- “Core monitoring”: We need to know where we are at to evaluate which steps to take next (and report externally where applicable)
- Informs all other steps
- Both about gaps and what we are already doing!
→ Celebrate & maintain momentum



Step 2 – Scope: How do we do this?

- **Often involves mapping**

- Quantitative vs qualitative vs mixed methods
- Student led vs staff led
- Content (e.g. SDGs) vs teaching methods
- Using existing tools vs creating your own

Top Resource (more in the handbook!)

[Education & Training Foundation's Map the Curriculum Spreadsheet](#) – SDG mapping with graphics etc

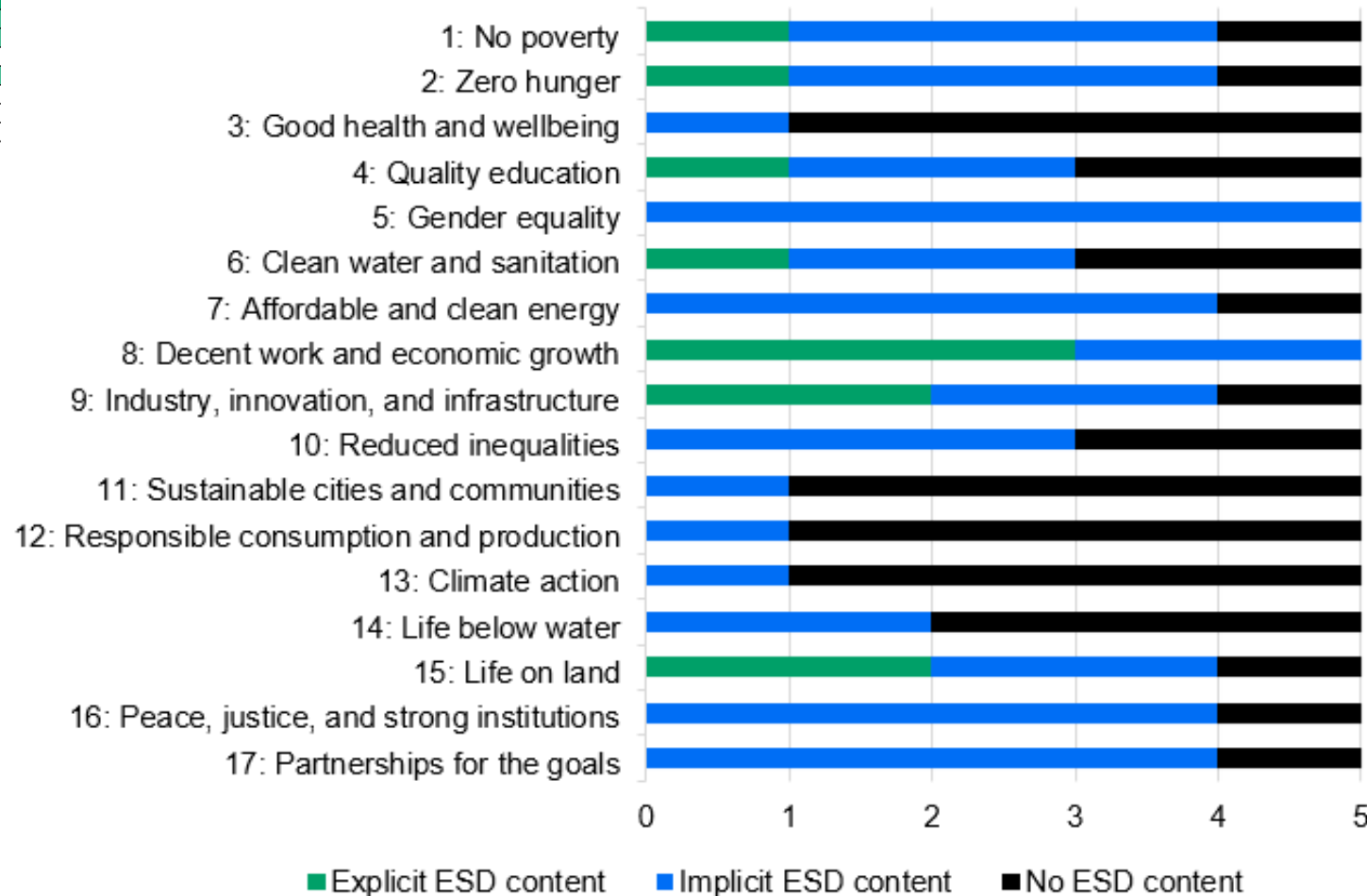
Education for sustainable development mapping report

19 June 2023

SDG 1: No poverty	SDG 2 : Zero hunger	SDG 3: Good health and wellbeing
End poverty in all its forms everywhere	End hunger, achieve food security and improved nutrition	Ensure healthy lives and promote well-being for all at all
2	1	1
2	1	1
0	1	2
1	1	0
2	1	0
0	1	0
2	1	0
1	1	0
0	1	2

Number of areas mapped	5
Number of learners within areas mapped	527
Percentage of mapped learners exposed to explicit sustainability content	79%
Percentage of mapped learners developing advanced sustainability skills	37%

Prevalence of SDGs related content across areas mapped



Life water	SDG 15: Life on land	SDG 16: Peace, justice and strong institutions	SDG 17: Partnerships for the goals
and use the is and	Protect, restore and promote sustainable use of terrestrial	Promote peaceful and inclusive societies for	Strengthen the means of implementation and
	2	0	1
	1	1	0
	1	1	1
	1	1	0
	1	1	2
	1	0	1
	1	0	1
	1	2	2
	2	0	1

Step 2 – Scope

Examples

- **Mixed Methods at Borders College:** Very simple mapping in first iteration – all across curricula – then followed by staff survey for more details on what is delivered.
 - University of Edinburgh took a similar approach – see handbook
 - Contact David Lowe to find out more – dlowe@borderscollege.ac.uk
- **Staff-led mapping at Dundee and Angus College** – including content as required in SQA units.
 - Case study to follow!

Step 3 – Plan:

Where do we want to be and how do we get there?

Why is this step important?

- ESD needs continuous support, rather than one-off exercises
- Maintain momentum
- Integrate with other plans and targets/strategy



Step 3 – Plan:

How do we do this?

- 1. Decide:** Which targets do you want to meet?
 - ESD 75%+ of course programmes? All SDGs covered? Inventory of pedagogies for ESD? See tracker and handbook for examples.
- 2. Investigate:** Which plans and strategies do already exist?
 - Sustainability Strategy? Net Zero/Climate Action Plan? FE Roadmap?
- 3. Explore:** How do your targets fit in with these plans?
 - Is ESD included already? Could the targets be included?
- 4. Set:** Estimate timelines & set an action plan to meet targets
 - Integrated with, or separate but complimentary to, existing strategy/plans

Step 3 – Plan:

What university practitioners say

“There are so many challenges about measuring progress and defining those key performance indicators Just to be able to monitor progress, having any metric, however imperfect it is, will already be maybe a step forward.” (Senior Manager, University)

It's OK to take small steps – as long as we keep taking them.

Where are you at?

Step 4 – Support:

How can we support, deepen, and celebrate our work on ESD?

Why is this step important?

- Monitoring is not just about knowing – it's also about progressing, and for this we need to provide support.
- Maintain momentum by celebrating good work
- Increase motivation and improve quality



Step 4 – Support: How do we do this?

- **Provide access to resources and training**, for CPD and/or staff and student inductions – collaborate with other organisations, e.g. EAUC, ETF, CDN, AoC, LfSS, UNESCO, etc



Step 4 – Support: How do we do this?

- **Provide access to resources and training**, for CPD and/or staff and student inductions – collaborate with other organisations, e.g. EAUC, ETF, CDN, AoC, LfSS, UNESCO, etc
- **Go beyond initial mapping or scoping and look at quality** – what/where is quality ESD at our institution? Where is it already happening, where can we further deepen ESD?
- **Celebrate and appreciate staff and students** who practice ESD – integrate it into existing awards, set up a new award scheme, apply to external sustainability awards

Step 4 – Support: Examples

- Green Gown Awards
- EAUC Scotland ESD offer: Teaching Key Contact, Network, Training, Research, Blogs, etc
- Change Sustain Attain module
- Whole institution approach – hear from Laurence Frewin about what's happening at South Devon College

Step 5 – Evaluate:

What is the impact of the ESD we deliver?

Why is this step important?

- The lives of our learner's don't end in our institution – to contribute to thriving graduates and a thriving society, we need to know where their learning takes them
- Can support advocacy for colleges and their important role in creating a more sustainable society



Step 5 – Evaluate

How do we do this?

- Graduate/learner employment data
- Stories of student and staff engagement in sustainability initiatives within and outside of the institution
- Engagement with community, employers, partners
- Graduate surveys – example by South Devon College

Step 6 – Reflect:

How can we learn from the past and keep improving in the future?

Why is this step important?

- “It’s OK to take small steps – as long as you keep taking them” – reflecting means continuing to take steps
- Celebrate how far you’ve come
- Share lessons and learnings
- Adapt future plans



Step 6 – Reflect

How do we do this?

- Integrate reflections into other review/strategic meetings
- Bring staff together at the start or end of semester when things are quieter to celebrate each other and share lessons (e.g. part of staff CPD day)
- Include reflective questions (even one at a time) into staff meetings.
- Create a padlet or picture/post-it wall – reflection does not have to be formal!

Where are you at?

In Summary

- Six Steps
- Flexible structure: Adapt the use of the framework to your context
- Learning spiral: Iterative approach, focus on feasibility
- Modular: Choose which step to take when



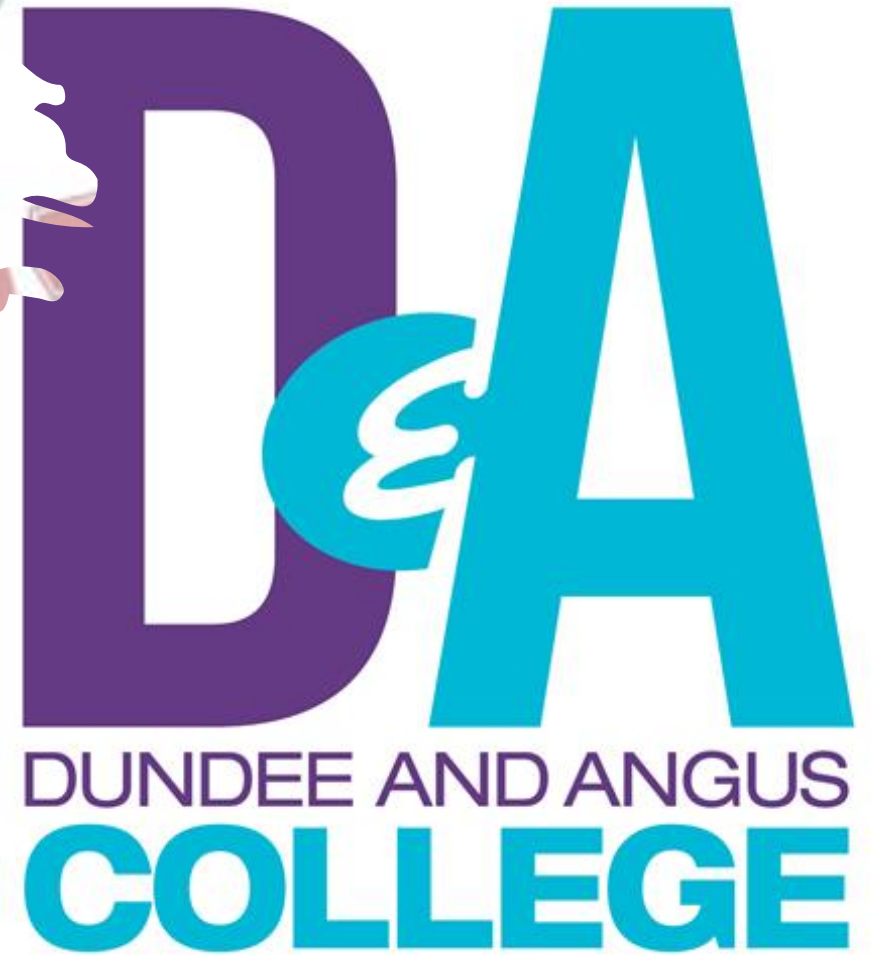
Any Questions?

Case Study 1: Scope

Christine Calder, Academic Development Lead at Dundee and Angus College



ESD Mapping



QUICK SUSTAINABLE DEVELOPMENT GOALS MAPPING

This simple activity is best completed with a copy of the curriculum you are mapping beside you. For each SDG you should consider how your course or module links to this SDG. If you do not teach consider how each SDG relates to your job role.

In the spaces provided detail what you are already doing which links to that particular SDG, and suggest what you could be doing to embed that SDG further in your practice.

Already Doing:



Could do:

Already Doing:



Already Doing:



Could do:



Be clear on your aims/underlying reasons for mapping?

	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS
1																	
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SVQ Level 2 Horticulture

Questions? Comments? Thoughts?

Case Study 2: Support & Evaluate

Laurence Frewin, Principal and CEO at South Devon College

Developing a Culture of Engagement with Education for Sustainable Development (ESD)

**Laurence Frewin
Principal & CEO
South Devon College
21st March 2024**

Developing a Culture of Engagement with Education for Sustainable Development (ESD)

- Why are we talking about this?
- What is sustainability?
- Things to think about, things you can do
- Tools & Resources

Developing a Culture of Engagement with Education for Sustainable Development (ESD)



Education must play a significant part to support this long overdue change to the way we do things, so I am excited to be joining the conference to share our practice and learn from others!

Developing a Culture of Engagement with Education for Sustainable Development (ESD)



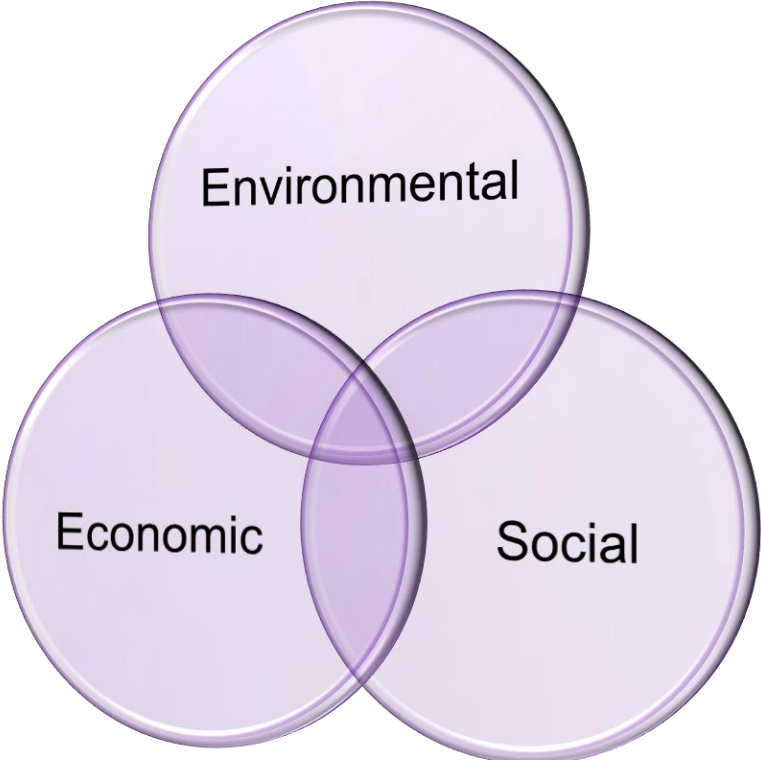
Taking positive action to address climate change through education has never been more important and our students expect us to be making a positive difference through activity.

Developing a Culture of Engagement with Education for Sustainable Development (ESD)



Further Education Colleges are key civic institutions in their local community and need to be leading the way in responding to the climate crisis.

Developing a Culture of Engagement with Education for Sustainable Development (ESD)



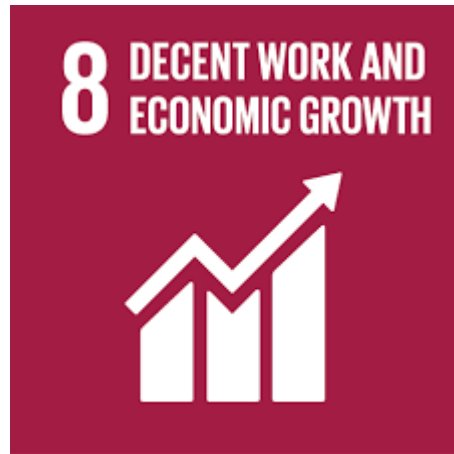
Developing a Culture of Engagement with Education for Sustainable Development (ESD)



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Developing a Culture of Engagement with Education for Sustainable Development (ESD)



Sustainable Development Goals Goal 5 – Gender Equality
Achieve gender equality and empower all women and girls

Developing a Culture of Engagement with Education for Sustainable Development (ESD)

Fair employment and just labour markets

Torbay Good Employment Charter:

- Paying the Real Living Wage
- Flexible work
- Secure work
- A productive and healthy workplace
- Workplace engagement and voice
- Excellent recruitment practices and progression

Torbay Good Employment Charter



Developing a Culture of Engagement with Education for Sustainable Development (ESD)

Sustainable Development Goals Goal 5 – Gender Equality

- External speakers
- Staff CPD
- Inspirational diverse staff
- Single Equality Scheme
- Annual E&D report
- SLT PIs
- Governors meeting staff
- Staff surveys
- EIA meetings
- EIA change processes

Developing a Culture of Engagement with Education for Sustainable Development (ESD)

- Flexible / home working
- "Your Ideas" Scheme
- Staff volunteering days linked to sustainability
- College structure – recognise sustainability in JDs or titles
- Support active travel e.g. Cycle to Work scheme; car sharing; EV car charging
- Include sustainability as part of Induction

Developing a Culture of Engagement with Education for Sustainable Development (ESD)

Sustainability South Devon Central Edit

Sustainability Home Documents Edit

+ New Page details Analytics

[Sustainability]

Welcome to the Sustainability Hub

The Sustainability Hub has resources and information on all aspects of sustainability including climate change/impact, cross college activity and the sustainable development goals.

Email: mgreen@southdevon.ac.uk

Phone: 01803 540646

Location: 1.016

Opening Times: Mon-Fri, 08:00-18:00

Quick Links

- Climate Commission Roadmap 2020
- EAUC South West Meetings
- Join the EAUC Here
- SECR & College Carbon Reporting
- SORTED Guide to Sustainability in Further Education | Sustainability...
- South Devon College Sustainability Strategy
- Sustainable Development Goals (SDG's)
- Sustainability Newsletters
- Sustainability Working Group

Developing a Culture of Engagement with Education for Sustainable Development (ESD)



- Set up a cross-college sustainability group – include students!
- Map existing actions to Sustainable Development Goals
- Identify what more you can do and include in your Operating & Improvement Plans
- Reward package – check CSR of suppliers or partners

Developing a Culture of Engagement with Education for Sustainable Development (ESD)



- Keep it simple and visible - engage everyone.
- Communication is vital but keep it simple and don't assume.
- If you ask students what Sustainability is they don't always know so keep it simple!!
- Check you are having an impact

Impact

I am aware of sustainability and know how to do my bit

1554 94.9%

Learners		2113
Completers		1637
Completion %		77.5%
Teaching and Learning		
My course or programme meets my needs	1529	93.4%
My lessons/training sessions are well taught	1548	94.6%
I receive the academic support I need	1500	91.6%
I am clear on what I need to do to achieve the grades I want	1530	93.5%
Lessons and training sessions are delivered in a way that helps me build on my existing knowledge	1514	92.5%
I have access to the resources that I need to do well on my course or training	1564	95.5%
I am given feedback that helps me to improve	1508	92.1%
I am confident at using the technology required on my course	1539	94.0%
I have access to reliable College computers and technology	1399	85.5%
I have access to reliable college Wi-Fi	1094	66.8%
English, maths and Digital		
I have the opportunity to improve my maths skills within my main course	1282	78.3%
I have the opportunity to improve my English skills within my main course	1379	84.2%
This year I am improving my maths skills in dedicated maths lessons	522	89.4%
N/A Maths	1053	64.3%
This year I am improving my English skills in dedicated English lessons	619	88.2%
N/A English	935	57.1%
This year I have learnt or developed Digital Skills	1237	75.6%
Careers and Next Steps		
I am well informed by the College about career choices	1478	90.3%
My course or programme is preparing me for what I want to do next	1470	89.8%
I am aware of and feel supported in completing work experience for my course (e.g. at a workplace, community work, volunteering)	1368	83.6%
Behaviour and Attitudes		
I am able to give my views about things that affect me and feel listened to	1460	89.2%
SDC has created a safe, disciplined and positive environment for me to learn	1480	90.4%
I am treated fairly by SDC staff	1526	93.2%
SDC has encouraged me to get involved with competitions, clubs and projects (enrichment)	960	58.6%
The Personal Development (Tutorial) programme prepares me to contribute positively in society	1384	84.5%
I am aware of sustainability and know how to do my bit	1554	94.9%
Satisfaction and wellbeing		
I receive the personal support I need	1467	89.6%
I am satisfied with the quality of the facilities and the wider College environment	1478	90.3%
The College is supporting my wellbeing	1417	86.6%
SDC is helping me develop as an individual	1463	89.4%
Overall, how satisfied are you with South Devon College?	1530	93.5%
Would you recommend SDC to a friend?	1426	87.1%

Developing a Culture of Engagement with Education for Sustainable Development (ESD)



SET UP GROUPS, USE ENTHUSIASTS
AND EXPERTS AND ASK THEM TO HELP
DECIDE WHAT TO DO, HOW TO DO IT



THINK ABOUT SUSTAINABILITY MORE
WIDELY I.E. ENVIRONMENTAL,
ECONOMIC & SOCIAL.

Developing a culture of engagement with Education for Sustainable Development (ESD)

Climate Action Road for FE Colleges:

- [Climate Commission and Nous Group Climate Action Roadmap for UK FE Colleges | EAUC](#)

EAUC – Alliance for Sustainability Leadership in Education:

- [Join EAUC | EAUC](#)

ETF ESD resources including research and curriculum mapping tool:

- [Education for sustainable development \(ESD\) | ETF](#)

DFE:

- [Sustainability and climate change strategy - GOV.UK \(www.gov.uk\)](#)
- [How will the DfE's Sustainability and Climate Change Strategy affect your organisation?](#)

Developing a culture of engagement with Education for Sustainable Development (ESD)

EAUC Climate Anxiety resources:

- [Climate Anxiety | EAUC](#)

AoC:

- [Sustainability & Climate Action Hub | Association of Colleges \(aoc.co.uk\)](#)

UN SDGs / The Global Goals:

- [Take action today - The Global Goals](#)

Planet Earth Games:

- [Planet Earth Games | #HealthyPlanet #HealthyPeople](#)

South Devon College (National Beacon Award Winners 2022):

- [Sustainability | Our planet is a priority - South Devon College](#)

Developing a Culture of Engagement with Education for Sustainable Development (ESD)

This doesn't exist!

- Have a plan, be relentless & measure it
- Make a start, take small steps
- Do one or two simple things – get some quick wins
- Time is against us!



Questions? Comments? Thoughts?

Step 3 – Plan: Examples, tools & existing frameworks

Plan for ESD: Integration with other frameworks

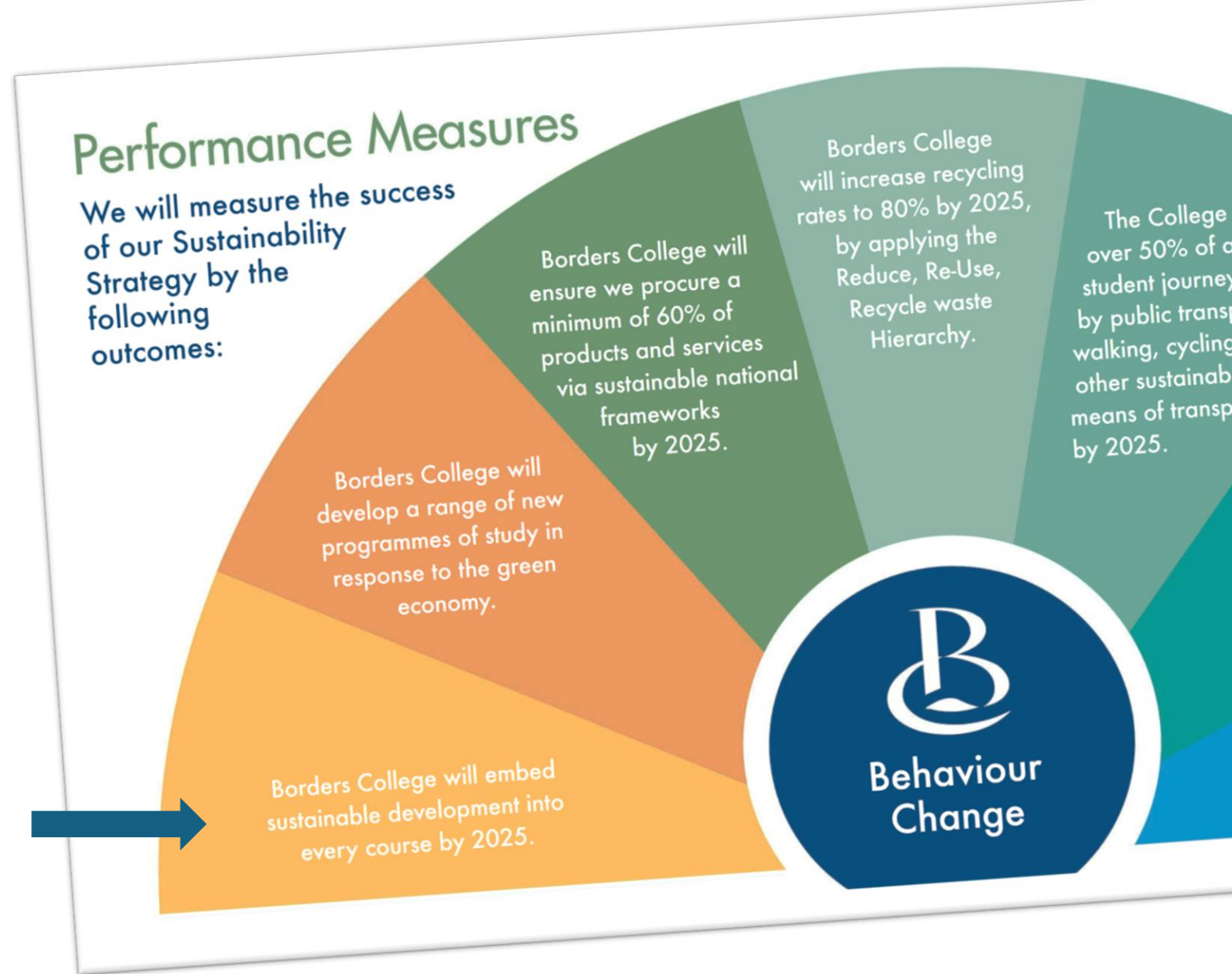
- SDG Accord
- Sustainability Leadership Scorecard
- FE Roadmap

Integration of our targets and plans with these frameworks can give ESD some more momentum on a strategic/leadership level: External validation driving internal progress

Step 3 – Plan: Example

At Borders College, the inclusion of curriculum in their Sustainability Strategy has led to more support from top down and bottom up

- Curriculum mapped
- Sustainability in the curriculum subgroup – regular meetings enabled by strategy



Step 3 – Plan: Example

At Dundee and Angus College, Learning and Teaching is a dedicated aspect of their Climate Action Plan and ties in with the FE roadmap

→ Enabled collaborative staff-led mapping of multiple curriculum areas

Where do we want to be?

Teaching and Learning Roadmap Targets

Operational Target	Complete By	Progress RAG
Deliver carbon literacy training to staff and students	June 2023	
Participate in Global Goals Teach In	Feb / March annually	

Train teaching staff to incorporate into curriculum for all courses

The next stages include:

- Work with D&G College to
- Contextualise the above

Teaching and Learning College Targets

Operational Target	Complete By	Progress RAG
Progress the Sustainability Champions programme to become a bespoke D&A model for lecturers to learn about sustainability and embedding it in their teaching	December 2022	
Customise Carbon Literacy programme for D&A	June 2022	
Signpost and highlight the SDGs in all D&A professional learning sessions	September 2022	
Undertake a mapping exercise in each department that articulates how the SDGs are embedded into courses and student learning	June 2023	
Continue to participate in the Global Goals Teach In	Feb/March annually	
Review and expand provision of sustainability within Teach@D&A	Annually	
Showcase good practice in embedding Education for Sustainable Development	Annually	

Comfort Break

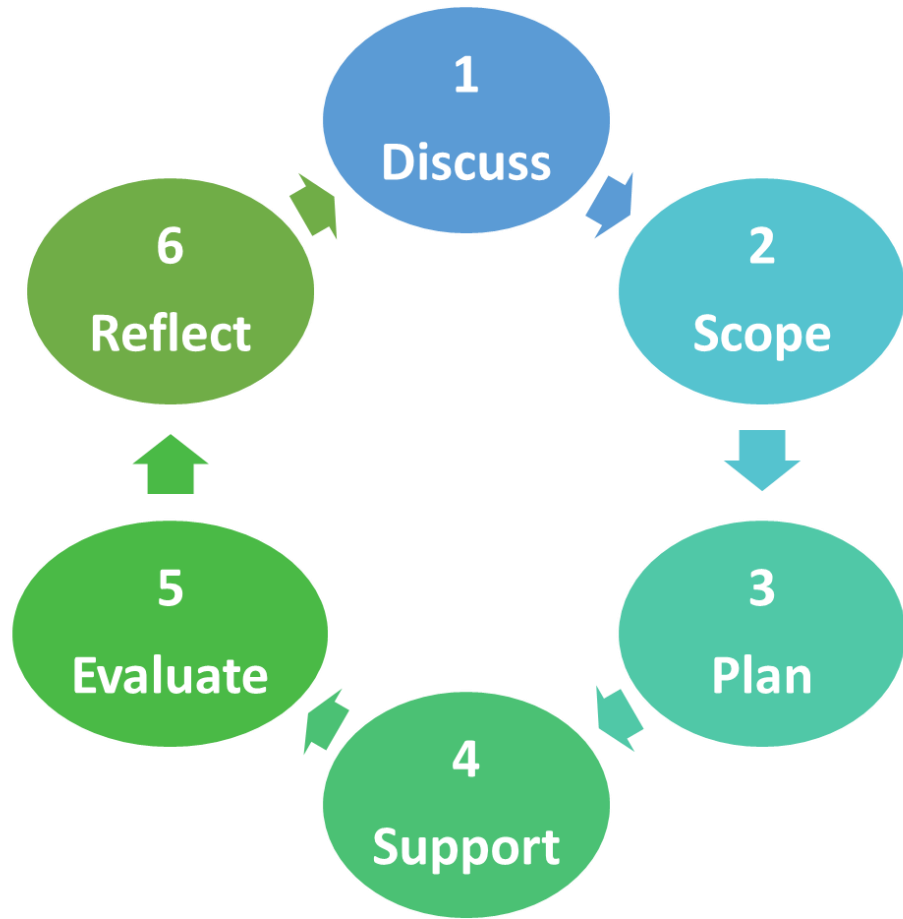
Breakout Rooms

Upcoming Opportunities

Upcoming opportunities

- EAUC Scotland ESD network meeting on 2nd May
- Become an EAUC teaching key contact
- EAUC Scotland research with Scottish Colleges: Current work on ESD/LfS, Barriers, and most impactful interventions
 - Action research: We can come to you!
- Get your own “Rory” – shared services model

Conclusions



A scenic view of a mountain valley seen through a cave opening at dusk. The sky is a mix of orange and blue, with a full moon visible. The mountains are rugged and rocky, with some snow patches. The text "Thank you!" is centered in the image.

Thank you!