

Stepping Up in Sustainability

New College Nottingham case study



Title of project	FutureProof	
Lead partner organisation name and address	New College Nottingham 1 Broadway The Lace Market Nottingham NG1 1PR	
Names of partner organisations	Waste Cycle Wolseley Group Eon Ucycle Summit Skills Severn Trent Water East Midlands STEM Centre	
Contact details (lead organisation)	Name Liz Leek	
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1. Aims of the project	<p>FutureProof is an innovative programme of embedded tutorials and ‘Green Group’ activities, achieved through staff groups, curriculum and enrichment programmes to develop and embed a whole organisational approach (WOA) to sustainability within the curriculum, the College, the local community and the wider FE sector.</p> <p>Our aims include</p> <ul style="list-style-type: none"> • To create tutorial resources relating to sustainability in its widest sense • To develop and sustain a student Green Group as part of the College’s student enrichment programme • To harness the curriculum content of the eco-Diplomas to enhance WOA to sustainability • To engage with expertise from within the community and FE sector to implement a WOA to sustainability • To run sustainability events that involve the local community and businesses that the College works with • To develop staff and student skills in developing and implementing impact- creating resources and activities • To put sustainability at the heart of driving curriculum development 	

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

New College Nottingham has an Environmental Working Group and a Green College Nottingham Group, with representatives from across teaching and learning and business support. The work of these groups has identified that whilst a lot is being done to reduce the more obvious aspects of sustainability (reduction in travel, using less paper, turning off computers and lights when not in use, etc), it has been recognised that there needs to be a widening of participation in the process that will bring about a truly whole organisational approach to sustainability in all its forms. This includes staff and students, our community and business partners and visitors to the College. (In a report on Citizenship in English Schools, 2006 to 2009, Ofsted (2010) cite multiple examples where young people's participation in community related issues resulted in learning benefits including understanding local issues, the democratic processes needed to resolve them, and developing team and leadership skills. In large-scale research into citizenship education in England in 2009, the final report found similar benefits including how community based activities extended and reinforced learning in the classroom.

One of the recommendations of the Green College Nottingham Group, now being taken forward, is to embed sustainability activity within our course tutorials and enrichment programmes. In addition, our Eco-Diploma (across five curriculum areas) has Sustainability as one of its common themes.

The College, through its Construction Directorate, is embarking on a new programme that involves the building of eco-homes at our Basford Hall campus. This will provide an excellent opportunity for the project to have a live, real-work environment on and through which they are able to develop their sustainability knowledge and behaviour.

3. Task: Define the outcomes you needed to achieve

We hope to achieve the following changes through **FutureProof**

- Awareness-raising and training for staff on how sustainability and teaching and learning are natural partners
- To bring about a reduction in carbon footprint for the college – through the increased use of alternative methods of teaching and learning and reduction in the use of 'new' paper
- Increased community involvement with the College and activities that can contribute to sustainable communities
- Increased student and staff participation in sustainability activities
- Develop and implement sustainability Continuous Professional Development (CPD) for staff and student ambassadors/champions
- Curriculum development which takes into account the impact of sustainability, including resource utilisation, types of learning, enrichment of the curriculum and the ethos and values of the college

The aims detailed above will be sustained through a partnership of staff and student led activities, which will include:

- Focus groups – feeding in to Staff and Student Green Groups

- Enrichment activities – workshop-based sessions, where learners can discuss current plans on reducing the College’s carbon footprint
- The College’s Vtalent group will help coordinate the student voice and act as an integral part of the student Green Group
- Students on eco-Diplomas will have sustainability at the heart of their learning, and the impact on their learning / tutorials will be monitored through School Reviews
- Group tutorials will provide feedback on the success of the activities
- School Reviews will provide a formal mechanism to identify the impact and progress of sustainability within the teaching and learning
- e-zine / web presence will provide regular updates on progress, including the minutes of the Green Group meetings, video clips and pod-casts where appropriate

4. Actions that you took in order to achieve your plan, and your approach

Actions and the approach the College took to achieve the plan included:

- To create tutorial resources relating to sustainability in its widest sense
- To develop staff and student skills in developing and implementing impact- creating resources and activities
- Tutorial resources created for learners enrolled onto level 1, 2 and 3 programmes. The resources include a scheme of work for 3 sustainability tutorial sessions, and are accompanied by lesson plans and resources for the variety of learning activities. The use of Information Learning Technology (ILT) within these lessons includes Microsoft PowerPoint presentations with embedded You Tube clips and Shockwave animations.

These e-versions resources have been disseminated to staff via a dedicated sustainability webpage within the tutor coach subsection of the College intranet.

The ‘Stepping Up to Sustainability’ tutorials have been supported through the development of a blog with numerous resources. Through the learning portal the blog has been made available directly to all our learners (approximately 18,000 full and part time). This is an important feature as tutorial entitlement is not compulsory for mature learners.



To develop and sustain a student Green Group as part of the College’s student enrichment programme

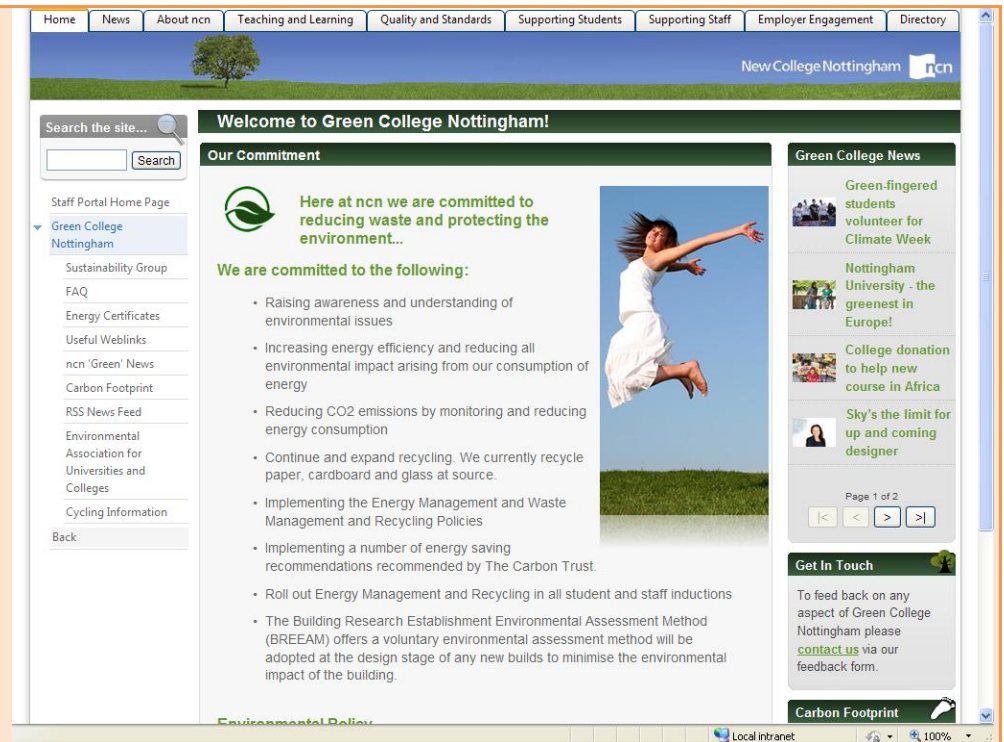
The Student Green group is part of the enrichment programme organised by the learner-engaged team. This group of learners from across New College Nottingham (NCN) were chosen to become ‘Sustainability Champions’ to get the students’ views on sustainability and what this meant to them at college and at home. These champions were tasked with gleaning information from their peers on some current sustainability issues and offered the opportunity to feed this information back to key staff. Regular learner voice meetings enabled effective feedback.

To further enrich and engage the Student Green Group external visits to partner organisations such as Eon and Waste Cycle were arranged and feedback from the learners captured by learner voice.

Two student representatives from the ‘Student Green Group are part of the Green College Nottingham Group which is chaired by the Deputy Principal, Julie Ashton.

Green College Nottingham Group has made commitments to students, staff and to the wider community with regards to New College Nottingham’s responsibility to become a leader in sustainable approach to education and business.

The webpages include RSS feeds for dissemination of ‘Green College News’, interactive applications to calculate personal carbon footprints and links to numerous College-wide initiatives such as the cycling initiative.



To engage with expertise from within the community and FE sector to implement a WOA to sustainability

Businesses from across the community have been engaged through this project. This engagement has facilitated learners from the Student Green Group to visit external businesses and organisations to get hands on practical perspective on sustainability within the community.

These same organisations have also committed to delivering workshops regarding their involvement in sustainability in the community to over 140 students at the **FutureProof** Student Conference.

The East Midlands STEM (Science, Technology, Engineering and Mathematics) Centre has facilitated our promotion of technology to further push the sustainability agenda of the college.

To run sustainability events that involve the local community and businesses that the College works with

A large part of the project undertaken has taken into account the use of technology. In particular the use of blogs and free on line software such as **prezi** and **issuu**. Events arranged through the East Midlands STEM centre to disseminate the use of blogs as a move towards sustainability in teaching and learning and how blogs are constructed were arranged in December and January with colleagues invited from the East Midlands region. In January a workshop was delivered at the East Midlands STEM Conference at the National Space Centre.

The final dissemination event is the **FutureProof** Student Conference,

which will take place on Friday 15th April. The conference will have a vast number of workshops lead by NCN and its partners with sustainability at their heart. Students will be capturing the learner voice through the use of ipads, flip cameras, digital voice recorders and a variety of software and apps such as Primary Pad.

To put sustainability at the heart of driving curriculum development.

CPD workshops have been developed and delivered to drive the development of curriculum. Many of these workshops have focused on the embedding and effective use of new technology as a way of approaching sustainability as a whole organisation. The workshops included training on blog building for teaching and learning, then attaching these blogs to the students learning portal page. The training in the use of free apps on line such as *issuu*, *prezi* and **YouTube** which can be embedded in to blogs.

5. Results that you obtained including:

- **practical achievements (what's in place)**
- **quantitative change (statistics etc)**
- **qualitative change (behaviour, culture, thinking, attitudes etc)**
- **what the organisation(s) have learned from this**
- **what it means for learners**

Practical achievements (what's in place)

- Student Green Group
- Green College Nottingham Group
- FutureProof learner blog
- Internal blogs (campus, faculties and groups)
- Tutorial resources (paper based and e-versions)
- Stepping Up at Sustainability intranet webpages
- Green College Nottingham webpages
- Links with employers and FE sectors in the local community - External trips /participation in future events
- FutureProof Conference facilities and supporting workshop resources.

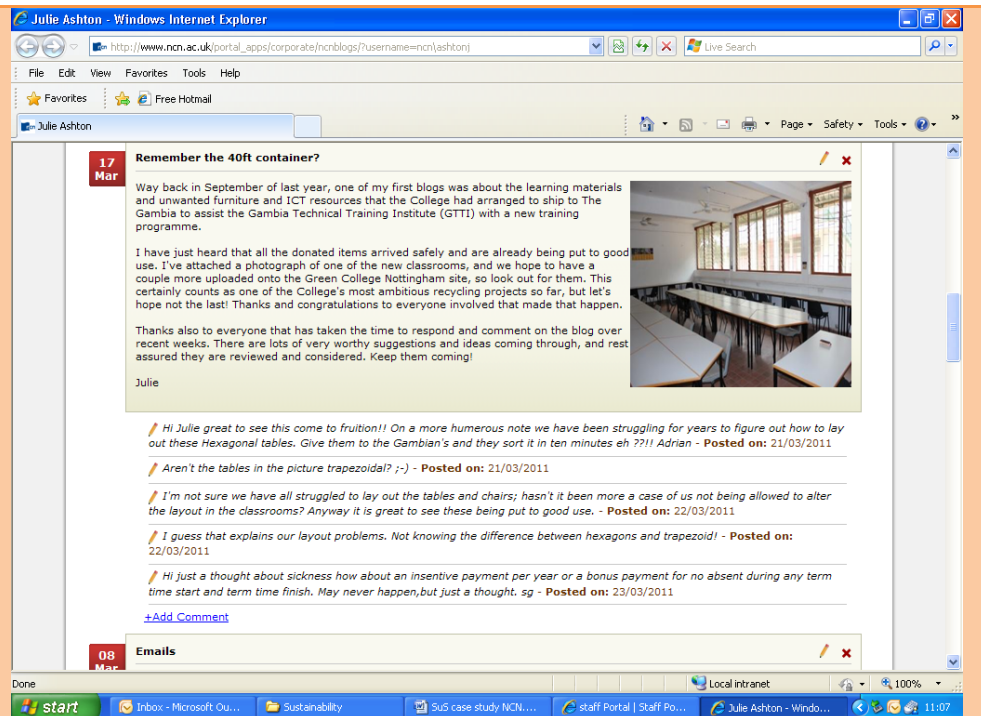
Quantitative change (statistics etc)

NCN building services openly encourage our learners to join industrial bodies that deal with sustainable and green activity within the construction industry with the up take on this normally around 30 to 45% of our cohort. After conducting two taught sessions on sustainability and a trip to one of our external partners and raising their awareness to the issues that face us, the up take has jumped to 85%.

Tutorials have been delivered to all Level 1, 2 and 3 learners across Clarendon and Basford campuses. From each faculty area 15 students have been nominated to attend the **FutureProof** Student Conference and feedback to tutor groups using the **FutureProof** student blog.

Qualitative change (behaviour, culture, thinking, attitudes etc)

The Deputy Principal's blog addresses numerous sustainability issues. Staff feedback is captured and an example is detailed below.



The learner voice feedback from our students has been extremely positive and the vast majority have expressed the wish to be more active in making a positive change to their activities and attitudes and encourage others to do the same on sustainable issues in the future.

Once the final dissemination event takes place, more qualitative information can be collated from staff, learners and external organisations.

What the organisation(s) have learned from this and what it means for learners

We have learnt that the right questions need to be asked before sustainability can be addressed. Establishing the starting point for sustainability was essential. Generalised tutorial resources had to take into account staff level of knowledge and confidence in delivering tutorials with a sustainability theme, as well as not undermining the learner's concept of sustainability.

We have found that our learners are engaged with the concept of sustainability and the need for this to be stepped up further across the community. Learners are keen to engage with sustainability in practical ways. Tutors are also keen to engage sustainability with learners and with the CPD events to support them to do this effectively.

Technology is a large part of our learners and staff day-to-day lives and there is a fascination with technology that has given New College Nottingham a vehicle for not only promoting and disseminating the

	sustainability agenda but also in maintaining it. The fascination with technology and social media and its real-time adaptability is certainly something which will enable the sustainability agenda to move forward well beyond the end of this initial project.		
6. What made the project a success? What were the key ingredients?	<p>The use of technology in engaging learners and staff as well as utilising a range of staff with diverse knowledge and a range of skill sets had a positive impact.</p> <p>Ensuring that the approach to stepping up to sustainability involves learners in the planning and implementation of the project. Being student led and student centred had allowed for the project to become more specific and therefore more relevant to the learners.</p> <p>The staff involved in the planning and implementation of the project is from across the organisation. This helped drive the project forward from the middle of the organisation.</p> <p>The project has been developed to be integrated into an existing framework of tutorials rather than a bolt on. This means that the project is self-perpetuating in future years.</p> <p>LSIS support, in particular from Nick Osbourne, has given great guidance and invaluable knowledge with aspects of our project. The capital grant awarded by LSIS to purchase ipads and dongles for student use on trips and at the FutureProof Conference has given an extra edge to engage learners further and in a more interactive way.</p>		
7. Any resources or tools produced by the project	<p>The following resources and tools were produced:</p> <p>Tutorial resources (Schemes of work / lesson plans / accompanying activities)</p> <p>NCN Future Proof Blog – www.ncnFutureProof.blogspot.com</p> <p>Green College Nottingham – Intranet webpages</p> <p>Sustainability (via tutorials) – intranet webpages</p> <p>Workshop – activities / workshop delivery plans</p> <p>NB: Green College Nottingham is the ‘sustainability arm’ of New College Nottingham.</p>		
8. Total costs of the project	LSIS funding	Match funding	Total funding
	£25,000	£25,000	£50,000