

Stepping Up in Sustainability 2012-13

South Thames College Case Study



Title of project	Promoting engagement on ESD	
Lead partner organisation name and address	South Thames College Wandsworth High St London SW18 2PP	
Contact details (lead organisation)	Name: Graham Petersen Email: graham.petersen@south-thames.ac.uk	Phone: 07879492339
1. Aims of the project	<p>The project built upon the success of the Stage 1 community programme. The aim was to deepen the relationship the college has with the Furzedown Low Carbon Zone and the Greener Jobs Alliance. In particular to work with a local school and employer to promote sustainability. This was achieved along with a link up to HE and offering students community based assignments.</p> <ul style="list-style-type: none">• The project aimed to promote the engagement of staff and students which will be essential to achieve the effective integration of ESD into the curriculum. It aimed to demonstrate the value of working with local community groups and businesses within curricula structures, providing benefits for schools as well as real world experience for our students. It linked into the strategic national objective of integrating ESD into the curriculum. This reflects the priorities of key national partners like SDALS, NUS and the HEA. The work supports the Sustaining Out Future (SoR) Framework Theme 1 Leadership, and the Reaching Forward Index (RFI) <i>'The organisation is responsive to national development strategies and these are reflected in the organisation's activities'</i>• The project worked with curriculum teams within and outside of the lead organisation in developing tools to encourage effective engagement. This work will support SoF Framework Theme 1 Leadership, and the RFI <i>'The organisation has sustainability champions that are used effectively in implementing sustainability'</i>.• The project reviewed the current Self Assessment Report and Quality Improvement Plan pro forma to identify ways of effectively integrating ESD. This work supports SoF Framework Theme 2 Learning and the RFI <i>'Sustainability is included in the review process for all teaching and learning programmes'</i>.• The project illustrated the link between ESD and activities to	

	<p>promote community engagement. It will further embed the curriculum opportunities offered by the Green Skills Partnerships being established in London through Unionlearn and employers. This work supports SoF Framework 4 Partnerships, and the RFI <i>'The organisation plays a proactive role in local community development'</i></p> <ul style="list-style-type: none"> • This project utilised the expertise of Kingston University in both the work on ESD and community engagement. This work supported SoF Framework 4 Partnerships, and the RFI <i>'The organisation plays an active role in partnerships to develop and implement national and regional strategies'</i>.
2. Situation: Identify the situation or issue that faced you	<ul style="list-style-type: none"> • The project was implemented to continue the excellent engagement work that had begun in 2010 when the college was instrumental in setting up the Furzedown Low Carbon Zone (FLCZ). The FLCZ allowed us to work with a community and provide focus for the outward facing sustainability work of the college. • The FLCZ had begun the process of working with local schools. The college wanted to show how students could contribute to this and at the same time provide them with valuable experience that could increase their employability. • The Greener Jobs Alliance wanted to partner with the college to fund an energy efficiency programme in one of the local primary schools. The GJA had also been working with Capacity Global to promote sustainability in the Hair + Beauty sector. This fitted our work with a salon in the FLCZ. • The college was motivated by a desire to continue the work begun in Phase 1 with individual householders and extend it to local employers and schools. • The interest we had generated from Phase 1 meant that we were in a position to bring together the different strands of the education sector – work-based learning, FE, HE and a school – to provide a practical demonstration of working together on ESD.
3. Task: Define the outcomes you needed to achieve	<ul style="list-style-type: none"> • Carry out a comprehensive energy audit of a local school in the FLCZ. • Finance a range of energy efficiency measures identified in the audit report. • Offer work experience to a Building Services student on implementing these measures through liaising with employers. • Link Kingston University Environmental Management students to the environmental management strategies of the school. • Work with a local salon and multi-national (Aveda) and college hair and beauty students on a sustainability event. • Partner with local groups like Transition Town Tooting to raise

	<p>community awareness on energy policies and local initiatives.</p> <ul style="list-style-type: none"> • Work with a media professional and a Creative Industries student to film the above and create a video record. • Re-energise the ESD sub-group of the college and lay the groundwork for embedding across curriculum areas in 2013-14.
4. Actions that you took in order to achieve your plan, and your approach	<p>Sept 2012 : Meeting of the South Thames College ESD team chaired by the Deputy Principal. Attended by community representatives and Heads of School from Creative Industries, Building Services, Health and Social Care and Hair + Beauty. It also included a presentation from Kat Eames, the ESD co-ordinator at Kingston University. A strategy was developed to implement the project during the autumn and spring terms.</p> <p>Oct-Dec. 2012 : Meetings of the FLCZ and the STC co-ordinator to develop employer links in the curriculum areas referenced above. Utilising the services of a professional to carry out a comprehensive energy audit of the school that had agreed to work with us. A shortlist of 8 measures were agreed and work started on procuring the work.</p> <p>Production of a report highlighting the work of the case study that was delivered at regional, national and international workshops in order to give the project some important profile. Regular updates and feedback provided at a series of events in London and in newsletters.</p> <p>Regular communications with the FLCZ community through the Furzedown Community Network. Public meetings, website presence and the email group (1,400 members).</p> <p>Jan – March 2013: Visit to the school to meet the Headmaster with Building Services student and members of the FLCZ. Implementation of initial measures. Filming of energy efficiency work with Creative Industries student and media professional.</p> <p>Visits to the local salon to discuss project with owner and H+B apprentice. Liaison with Capacity Global and the launch of their 'Skin Guide' to sustainability. Planning and running an event for staff and students with representative from Aveda, Wink Salon and Capacity Global. Filmed by Creative Industries student.</p> <p>Visit to the school with Kingston University staff and students to discuss Environmental Management projects with the Headmaster. Filmed by Creative Industries student.</p> <p>Public meeting to update local residents on the progress of the project.</p> <p>Video edited by professional and Creative Industries student.</p>

<p>5. Results that you obtained</p>	<p>a) The initial work in the first two months significantly strengthened our submission to the EAUC Green Gown Awards. The work initiated with Kingston University and the further engagement of the senior management team was instrumental in winning the award as 'Best Newcomer' in November, 2012.</p> <p>b) We have produced a video that will be premiered at the EAUC Annual Conference in April.</p> <p>c) We have allocated over £10,000 expenditure raised from local donors to implement 6 energy efficiency measures in a local primary school.</p> <p>d) We carried out a detailed energy audit of the school.</p> <p>e) We helped organise a meeting to look at community responses to energy policy and local measures to promote sustainability attended by 25 residents.</p> <p>f) We held a Hair + Beauty pop-up event for staff and students attended by 20 people, mostly apprentices, and supported by employers and researchers in the industry.</p> <p>g) We have provided a SD case study in 3 college curriculum areas – Building Services, Hair + Beauty and Creative Industries.</p> <p>h) We have provided a practical link between FE, HE and schools by arranging assignments for 4 Kingston University Environment Management students.</p>
<p>6. What made the project a success? What were the key ingredients?</p>	<ul style="list-style-type: none"> • Building upon the success of the previous work that had commenced in 2010. • Having the capacity to devote considerable time to developing the huge range of contacts that made up the partnership. • Senior management commitment that recognised the benefits of working constructively with trades unions and community organisations that were active on the ESD agenda. • Accessing funds to supplement LSIS funding that enabled the implementation of a number of measures that will make a significant difference to the environmental performance of a local school. • Commitment of students and recognition of the value of practical employability measures. • Commitment of community activists and employers in supporting the project.

7. What would you say were the most important things you learned from this project, which you will take forward as an individual or as an organisation in your sustainability journey?	<ul style="list-style-type: none"> • Importance of ensuring that a strong network is developed to guide the planning and implementation stages. • Recognition that there will need to be adjustments as new opportunities arise and original aims may need to be reviewed. Some programme areas may need more time to identify a community sustainability project. • Need for continuity to ensure that contacts and links are maintained. The sector and wider community suffer from too many short-term initiatives that do not sustain themselves when the initial funding is lost. • The tertiary sector is well placed to lead and participate in community activity to make sustainability a core organising principle of what we do. 		
8. Any resources or tools produced by the project	<ul style="list-style-type: none"> • Energy Assessment Report for Eardley School (pdf) • Video detailing the key activities can be seen here: http://www.projectdirt.com/project/7792/#!/journal_entry/15890 • Contributions to the FLCZ website http://www.furzedown.net/lowcarbon.php • Contributions to the Project Dirt site http://www.projectdirt.com/project/7792/ 		
9. Total costs of the project	LSIS funding £10,000	Match funding £10,700	Total funding £20,700

 <p>incorporating Merton College</p> 	<p>Funded by LSIS through the Stepping Up in Sustainability Fund</p>	
---	---	---