

# GREEN AND SUSTAINABILITY TOOLKIT

## for Apprenticeship Providers

Created by Greater Manchester Learning Provider Network



## **INTRODUCTION**

- a. Purpose **1**
- b. Context– environmental and policy **1**
- c. Green Glossary of terms **2**

## **EMBEDDING GSD INTO APPRENTICESHIPS**

- a. Curriculum Mapping **3**
- b. Sustainable Development Heath  
Check for FE Institutions **3**
- c. Teaching Sustainability **4**
- d. Mapping Apprenticeship Standards **4**
- e. Projects for Apprentices **5**
- f. Ofsted View **7**
- g. Department for Education View **7**

## **ORGANISATIONAL CHANGE**

- a. Sustainable Development Health-  
check for FE Institutions **8**
- b. Carbon Reduction Plan **8**
- c. Calculating your Carbon Footprint **8**
- d. Ten Tips for your businesses  
journey towards sustainability **9**

# Introduction

The aim of this guide is to help apprenticeship providers to consider how to embed sustainability into their apprenticeship delivery and how to respond as a business to the climate challenge.

## Context

Sustainable Development is "development that fulfills the present needs without compromising the ability of future generations to fulfill their own needs."

United Nations' sustainable development goals (SDGs), which have been adopted by 193 countries, serve as a valuable instrument for delving into sustainable development.

## SUSTAINABLE DEVELOPMENT GOALS



## Education for Sustainable Development (ESD)

UNESCO plays a significant role in promoting Education for Sustainable Development (ESD) at a global level. ESD involves empowering learners to make informed decisions and take responsible actions that promote environmental integrity, economic viability, and social justice for both present and future generations. It emphasizes lifelong learning and is an integral part of quality education.

ESD not only equips learners with new knowledge but also fosters new ways of thinking. The emphasis lies in promoting learning skills that are adaptable to change and future-proofed.

All LEPs & MCAs across The North have declared a climate emergency

- 80% of students want their institutions to be doing more on sustainable development, with 60% of students wanting to learn more about sustainability within their existing courses (NUS sustainability survey 2020)
- 90% of students (aged 16-24) have eco-anxiety (SoS Survey 2021) with the climate crises having a growing toll on their mental health
- Many SME's do not know where to start on their sustainability journey, therefore struggling to meet the growing demands of this agenda on their business
- & Gen Z would rather work for companies that are more aware of their carbon footprint & supply chains – this is also the case when choosing where & what to study

FE & skills institutions have a responsibility to prepare learners, of all ages, levels and abilities, for life in modern Britain and make improved educated & informed choices about their future.

## Green Glossary

The Northern Skills Network (NSN) have produced a helpful glossary of terms.

NORTHERN SKILLS NETWORK

## Green Terms Glossary

	The balance between the amount of greenhouse gas (GHG) that's produced and the amount that's removed from the atmosphere. Once the amount of GHG being produced is the same or lower than the amount being removed we would achieve net zero.
	When a company misleads you to look like they are more environmentally friendly than they are, whether through imagery or misleading information about their products.
	Low carbon simply means there is less CO2 being produced.
	Reforestation consists of replanting trees and seeds of the tree family to combat the deterioration of the earth.
	A waste audit is a thought-out process that is used to determine the amount and types of waste produced by a company. Completing a waste audit will provide valuable information that will benefit the company in many ways.



# Embedding GSD into Apprenticeships

## Curriculum mapping

The Education and Training Foundation (ETF) have created a Curriculum Mapping Tool for providers and practitioners to understand where ESD content is found in their curriculum. The tool will help providers to collect and analyse their own data, identifying where they are currently including sustainability topics and skills development in their provision, where there might be gaps and how they might improve.

Area, source or module					Skills developed			SDGs developed				
Area (department, course or module name)	Department	Learner level	Number of learners (whole numbers only)	Year name	Green skills for jobs e.g. skills aimed at fulfilling the requirements of green jobs and supporting the transition to a net low carbon green economy	Green life skills	SABs for a green transformation e.g. digital skills aimed at transforming virtual social and economic structures	SDG 1: No poverty	SDG 2: Zero hunger	SDG 3: Good health and wellbeing	SDG 4: Quality education	SDG 5: Gender equality
								1	2	3	4	5
Public services	Vocational	L2	100	Health	0	0	0	0	1	1	1	0
Central business administration	Vocational	L4	70	Finance	1	1	0	0	1	1	1	0
ESOL	Functional skills	L2	65	Finance	0	0	1	1	1	1	1	0
Travel and tourism	Vocational	L3	14	Marketing	0	1	0	0	1	1	1	0
Construction	Vocational	L3	250	Health	0	0	0	0	1	1	1	0
French	Language	L1	60	Art	0	0	0	0	1	1	1	0
English	Functional skills	L2	60	Art	0	0	0	0	1	1	1	0
Maths	Functional skills	L2	250	Art	0	0	0	0	1	1	1	0

[Map the curriculum tool - The Education and Training Foundation \(et-foundation.co.uk\)](https://www.et-foundation.co.uk)

## Sustainable Development Health Check for FE Institutions

The Northern Skills Network (NSN) have produced a toolkit to support providers to identify the key challenges and actions set by the ESD agenda so training organisations can assess their current response to sustainability and develop an action plan for enhancing and improving internal practice, curriculum development, learner awareness and staff development in this area.

<https://gmlpn.co.uk/wp-content/uploads/2023/09/AWD-Health-Check-GSD.docx>

## Teaching Sustainability

Education for sustainable development (ESD) aims to equip learners with the knowledge, skills, behaviours, and agency to contribute positively to sustainability in their personal lives and careers. ETF advocates for a holistic approach to ESD, ensuring that all learners become sustainability learners. Research indicates that ESD is most effective when sustainability is integrated into core subjects rather than taught separately. Many providers in the Further Education and Training sector are incorporating explicit sustainability qualifications into their offerings, while awarding organizations are developing new qualifications. ETF has compiled a list of sustainability-focused qualifications to assist educators in finding appropriate courses for their learners.

**[Teaching sustainability tool - The Education and Training Foundation \(et-foundation.co.uk\)](https://www.etf-foundation.co.uk)**

## Apprenticeships Standards

The ETFs mapping tool encourages the mapping of courses against the 17 UNESCO SDGs. This can also be applicable to Apprenticeship Standards. Please find three examples below.

### Early Years Educator L3

Knowledge, Skill, Behaviours (KSBs)	SDG
<b>K5</b> The importance of promoting diversity, equality and inclusion	10
<b>K13</b> Why health and well-being is important for babies and children	3
<b>S20</b> Promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day.	3
<b>S21</b> Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.	6
<b>B1</b> Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.	11



## Engineering Fitter L3

Knowledge, Skill, Behaviours (KSBs)	SDG
<b>K2</b> Principles of design and operation, for example, design for cost, minimising waste, productivity (speed), health and safety, reverse engineering	9
<b>K12</b> Environmental considerations; safe disposal of waste, minimizing waste, reuse and re-cycle, energy efficiency.	12
<b>S13</b> Disposing of waste in accordance with waste streams; re-cycling and re-using where appropriate.	9
<b>S15</b> Operating in line with quality, health and safety and environmental policy and procedures; identifying risks and hazards and identifying control measures where applicable.	3

## Accounts/Finance Assistant L3

Knowledge, Skill, Behaviours (KSBs)	SDG
<b>K9</b> Approaches to diversity, inclusion and cultural awareness and their impact on finance and accountancy.	10
<b>K12</b> The principles of professional ethics and codes of conduct in a finance and accounting environment.	16
<b>B2</b> Ethical and Professional - applies a transparent, objective and sustainable manner to meet the ethical requirements of the profession.	16
<b>B8</b> Carry out the duties of their role by reference to sustainability good practice whether specific to their occupation or externally recognised. For example, by prioritising practices in their work that contribute to minimising or reversing climate change by reducing the use of non-renewable resources.	11

## Projects for Apprentices

Apprentices who participate in sustainable projects are able to develop a diverse range of skills, including critical thinking, problem-solving, project management, and teamwork, which can enhance their overall skillset beyond their technical expertise.

## Ten examples of GSD projects for apprentices:

**1. Energy conservation project:** The apprentice could lead an initiative to identify energy-saving opportunities within the organisation, such as inefficient lighting or equipment usage. They can research and recommend energy-saving alternatives, implement changes, and monitor energy consumption to measure the impact of their initiatives.

**2. Waste reduction project:** The apprentice could develop a waste management plan to reduce waste generation and improve recycling practices within the organisation. They could conduct waste audits, identify areas of improvement, implement recycling systems, and educate employees on proper waste disposal practices.

**3. Sustainable procurement project:** The apprentice could research and analyse the sustainability credentials of suppliers and propose criteria for sustainable procurement practices. They could work with the procurement team to integrate sustainability considerations into purchasing decisions, such as choosing suppliers with responsible sourcing practices or eco-friendly products.

**4. Carbon footprint assessment:** The apprentice could conduct a carbon footprint assessment to measure the organisation's greenhouse gas emissions and identify opportunities for reduction. They could research carbon offsetting options, propose strategies to reduce emissions, and develop a carbon reduction plan for the organization.

**5. Employee engagement program:** The apprentice could design and implement an employee engagement program to promote sustainable behaviours among staff. This could involve creating awareness campaigns, organising workshops or training sessions on sustainability topics, and developing incentives to encourage sustainable practices.

**6. Sustainability reporting project:** The apprentice could assist in the development of a sustainability report for the organisation. They could gather data, analyse key sustainability metrics, and work with various departments to collect relevant information. They could then help write the report and present the findings to internal and external stakeholders.

**7. Water conservation project:** The apprentice could assess the organisation's water consumption and identify areas for improvement. They could propose water-saving measures, such as installing water-efficient fixtures or implementing water management systems, and monitor water usage to evaluate the effectiveness of their initiatives.



**8. Biodiversity and green spaces project:** The apprentice could work to enhance biodiversity within the organisation's premises by creating green spaces or improving existing ones. They could research native plant species, design landscaping plans, and engage employees in the maintenance and care of these green areas.

**9. Sustainable transportation project:** The apprentice could develop a plan to promote sustainable transportation options among employees, such as carpooling, cycling, or using public transportation. They could work with human resources and facilities management to implement initiatives, such as providing bike racks or organising carpooling programs.

**10. Sustainable event planning:** The apprentice could take the lead in organising sustainable events within the organisation, such as conferences, workshops, or team-building activities. They could consider factors like waste reduction, carbon footprint, and sustainable catering options, ensuring that sustainability principles are applied throughout the event planning process.

## Department for Education View

DfE Published a policy paper in April 2022.

**[Sustainability and climate change: a strategy for the education and children's services systems - GOV.UK](https://www.gov.uk/government/policies/sustainability-and-climate-change)**  
**[www.gov.uk](https://www.gov.uk)**



Department  
for Education

## Ofsted View

Ofsted have published a guide for inspectors in conjunction with the common inspection framework to take account of providers' contributions to a sustainable future.

**[https://gmlpn.co.uk/wp-content/uploads/2023/09/OFSTED\\_Inspections\\_2012-1-1.pdf](https://gmlpn.co.uk/wp-content/uploads/2023/09/OFSTED_Inspections_2012-1-1.pdf)**



# Organisational Change

Apprenticeship Providers operate as businesses in their own right and its important to consider the businesses' role in meeting the climate challenge.

## Sustainable Development Health-check for FE Institutions

The Northern Skills Network (NSN) have produced a toolkit to support providers to identify the key challenges and actions set by the ESD agenda so training organisations can assess their current response to sustainability and develop an action plan for enhancing and improving internal practice, curriculum development, learner awareness and staff development in this area.

<https://gmlpn.co.uk/wp-content/uploads/2023/09/AWD-Health-Check-GSD.docx>

## Carbon Reduction Plan

Investors in the Environment have created a Carbon Reduction Plan template.

<https://gmlpn.co.uk/wp-content/uploads/2023/09/iiE-Carbon-Reduction-Plan-Template-1-2-2.docx>

## Calculating your Carbon Footprint

Before creating a plan baseline missions need to be calculated. There are two of the many available tools:

The **Carbon Footprint Calculator** has been designed to help UK based SMEs measure their corporate emission footprint following GHG Protocol Guidance, including direct emissions from fuel and processes (Scope 1 emissions) and those emissions from purchased electricity (or Scope 2 emissions) for the assets they operate.

### **SME Carbon Footprint Calculator | The Carbon Trust**

Oakdene Hollins have developed a **Carbon Footprint and Circular Economy Calculator** for SMEs to embark on a sustainability journey starting with two interconnected topics – carbon and circular economy.

### **NSN GSD Padlet**

## Ten Tips for your businesses journey towards sustainability

1. Conduct a sustainability audit: Assess your current practices to identify areas for improvement.
2. Set clear goals and objectives: Establish specific and measurable sustainability targets.
3. Engage stakeholders: Involve employees, learners, employers and the community in your sustainability initiatives.
4. Reduce energy consumption: Embrace energy-efficient technologies and encourage energy-saving habits.
5. Implement waste management and recycling programs: Reduce waste generation and promote recycling.
6. Source sustainably: Prioritise suppliers and partners that adhere to sustainable practices.
7. Promote sustainable transportation: Encourage public transit use, carpooling, cycling, or walking.
8. Foster a sustainable workplace culture: Educate employees on sustainability and involve them in decision-making.
9. Embrace renewable energy: Explore the use of solar panels or wind turbines to generate clean energy.
10. Monitor and report progress: Track your sustainability efforts and communicate achievements transparently.

