



**Topic Support Network: ESD Higher Education**  
**Thursday 26<sup>th</sup> June**  
**Glasgow School of Art 09:30 – 13.30 [webpage](#)**  
**[EAUC-UCCFS-ESD-HE@JISCMAIL.AC.UK](mailto:EAUC-UCCFS-ESD-HE@JISCMAIL.AC.UK)**

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**Attendees:**

Alex	Henderson	AH	NUS
Hanna	Plant	HP	EAUC
Mike	Pretious	MP	Queen Margaret University
John	Thorne	JT	Glasgow School of Art
John	McDonald	JM	SRUC
Laura	Colucci-Gray	LC	University of Aberdeen
Rebecca	Petford	RP	Transition University of St Andrews

1.	<p><b>Welcome and introductions</b> <i>Mike Pretious, Queen Margaret University</i></p> <p>Intro and welcome from Mike.</p> <p>Presentation on update from LfSS and progress for ESD in Scotland, available <a href="#">here</a>.</p> <p>Objectives on the ESD HE TSN and of LfSS and how this relates (see presentation above).</p> <p>If you would like to be on the LfSS mailing list, see the website <a href="http://www.lfsscotland.org.uk">www.lfsscotland.org.uk</a></p> <p>Key update June 2014:</p> <ul style="list-style-type: none"><li>• Four conferences on end of UNDESD in Japan in November 2014.</li><li>• LfSS encouraging the Scottish government to become a lead on the forth coming Global Action Plan (GAP) on ESD</li><li>• LfSS confirmed an end of the decade conference on ESD in Scotland in October 2014. Date TBC.</li></ul>
2.	<p><b>General Update from the sector</b></p> <p><b>JM-</b> They're going through a re-evaluation of their course and would like to ensure this is done with their sustainability course. They are struggling with engaging farmers, but in fact students are responding very well with over 100 students that have done assessments or courses in sustainability. SRUC would like to contribute a case study or report on their work on ESD and related courses.</p> <p>His sister works in an agricultural org and sustainability is integrated throughout so people HAVE to learn about what they are doing. The same approach is taken in SRUC.</p> <p><b>LC-</b> In her own department they are going through a reaccreditation process in their own department but there was no sustainability mentioned at all in the criteria for the teach</p>

	<p>education 4 year` programme. Very difficult when you can't map what you have already. Year 1 and 2 has lots of specific courses but in year 3 and 4 it becomes more disconnected and fragmented so there is input across specialisms, which is the focus. The philosophy fostered in year 1 and 2 is lost as they go into year 3 and 4. There is still the sense of lack of ownership or direction from the students- it is expected that the teacher/ lecturer will lead and decide on moving forward. There is a lack of consensus on sustainability and learning and how these can be integrated.</p> <p><b>RW-</b> LfSS (she is chair of LfSS) has done well in schools but not so much in HE/FE- long way to go. At St Andrews, they've had real problems with getting everyone at St Andrews thinking about sustainability. When the SD programme was set up it was alongside a research institute but now what's happened, is sustainability has become only part of the programme, not integrated throughout. There is some buy in from individuals across schools so efforts are being made to encourage and engage with those individuals. There is some high level commitment but not from all so still working on both grassroots</p> <p><b>AH-</b> Update on NUS. They work cross-campus with a variety of staff. ESD has been in a couple of strands. Research has been key for NUS in establishing the data to back up efforts on engagement for ESD. Have also been developing more comms to get students thinking more about opportunities and graduate attributes. They do deliver ad-hock workshops on ESD to institutions on request. NUS also part of LfSS. Only formal way they've been working with Student Unions has been their Green Impact excellence project. Once SUs reach gold for Green Impact they then get to chose their own project to focus on as part of the excellence programme and one of the options is a focus on ESD. Edinburgh is one of the SUs that have chosen ESD so hoping for some interesting case studies. NUS also working with EAUC on a pilot student engagement programme in Colleges on an effort to assess impact and progress on ESD. Contact <a href="mailto:ahenderson@nus.org.uk">ahenderson@nus.org.uk</a> for more information.</p> <p><b>John Thorne-</b> His job title has sustainability in it and yet no one knows what that means and it becomes set in a silo. John wants to not mention the word sustainability. Important to pick your targets and use the right language and skills to get them to do 'it' (i.e. sustainability) better. His group has been going since 2009 so he has been able to craft the position and team in a direction he's keen on. He's more into creative re-use, not with environmentalists but with architects, designers and artists. Apart from the very high level where he will talk about sustainability, he doesn't like talking about sustainability at all. Likes to avoid the phrase as much as possible. Higher management seems to get it as Scottish Gov outlines it for them but lower down it gets more hazy. He is a connector across schools.</p>
3.	<p><b>Common Cause and Carbon Conversations</b></p> <p><i>Rebecca Petford, Transition University of St Andrews</i></p> <p>Presentation on Carbon Conversations. Available <a href="#">here</a>.</p> <p>St Andrews has a target to become carbon neutral for energy supply by 2016 through Kenley Community Wind Farm and the Guardbridge Low Carbon Energy Centre which will use a</p>

	<p>combination of biomass and geo-thermal energy.</p> <p>There are good links between Estates and academia through the sustainability degree course and the estates team.</p> <p>Transition was established in 2009. Currently with CCF funding (has received funding twice) and currently with 1 full time and 4 part time positions funded by CCF. 1 full time position is funded by the University.</p> <p>For more information on the academic course and Transition- see the presentation above.</p> <p>Carbon Conversations have been running since 2011 at St A and are the biggest CC group in Scotland with 21 Carbon Conversation facilitators across St Andrews and 102 participants from the last 2 years. Carbon savings from the course has been calculated at 1.9 tonnes per participant over 6 months. For more information contact <a href="mailto:Rebecca.perford@st-andrews.ac.uk">Rebecca.perford@st-andrews.ac.uk</a></p> <p>Carbon Conversations integrates high level policy, teaching and learning, operations and living and working for sustainability. It's very focussed on values.</p>
4.	<p><b>A critical perspective on sustainability literacy and the new QAA Guidelines on ESD for HE/FE</b></p> <p><i>Laura Colucci-Gray, University of Aberdeen</i></p> <p>Laura's presentation is available <a href="#">here</a>.</p> <p>Laura is part of the IRIS group which is the Interdisciplinary Research Institute on Sustainability (IRIS).</p> <p>The guidance published in June is intended for educators working with students. The document aims to map sustainability literacy through 4 areas: Global Citizenship, environmental stewardship, social justice, ethics and well-being, Future-facing outlook. 'Aims to prepare graduates to be able to lead the debate on complex issues such as what constitutes global citizenship and good governance, sustainable resource use, and the determination of ecological limits.'</p> <p>The QAA document is available <a href="#">here</a>.</p> <p>Laura's presentation provides a critique and analysis of the document and of sustainability literacy. Please see her presentation here for further insight to discussion.</p>
5.	<b>Close</b>
6.	<b>Networking lunch before the Community Engagement TSN.</b>

*Notes prepared by Hanna Plant (EAUC-Scotland Project Officer)*