

# **APPRENTICESHIP WORKFORCE DEVELOPMENT**

**Championing Sustainability through Apprenticeships**

**Northern Skills Network**

**SEPTEMBER 2023**

**CREATED BY**  
  
**NORTHERN  
SKILLSNETWORK**

# EMBEDDING INTO TEACHING & LEARNING

## THE NORTHERN SKILLS NETWORK HOW TO GUIDE

Sustainable development is not just about the planet and environment, but also helps to tackle and challenge inequalities and create positive mindsets and attitudes through the culture.

Developing a whole organisation approach (DfE Sustainability and climate change strategy).



It is important that the whole education setting, or trust, is engaged so that planning becomes action.

Involving learners is important in climate action planning. Doing so can:

- inspire their enthusiasm to help drive positive change
- increase their practical knowledge of sustainability and climate change
- give young people a sense of agency where anxiety stems from climate concerns
- create a sense of pride in their education setting
- enable them to share their knowledge and enthusiasm in their local communities
- enable them to engage their parents, carers, and wider community in sustainability and climate change



## **Senior leadership team (SLT), governors, trustees and executive leaders**

As senior decision makers, SLT and governors should support and drive your sustainable activity. They should:

- provide the authority and support to drive and embed culture change
- ensure climate change and sustainability feature on the agenda at key meetings
- be responsible for succession planning, so that commitment to sustainability endures in the setting



### **Starting the embedding process -**

**Who** - curriculum embedding should be a joint, collaborative process including a range of individuals including curriculum leads, tutors, learners and quality staff. This enables a whole organisation approach and supporting through different lenses. Whilst, individually this activity can take place, to ensure collective action it is most successful when completed through collaboration. By asking colleagues, learners and employers what they already know and what they already do (at home or work) on sustainability would provide the starting block for further discussion and exploration.

**What** - identify what you want your focus to be I,e net zero, green skills, circular economy or sustainable development. Sustainable development works well with every industry and level as it is not just about the environment but also addressed equality, ethical, cultural and personal development which is well aligned to all apprenticeship standards and the Ofsted Education inspection framework.

An effective approach that has led to increased knowledge and understanding is mapping apprenticeships KSBs or duties to the UNESCO 17 sustainable development goals. Behind each of the goals details stats, examples and information that can be used in a variety of ways including – T&L activities, self directed research, presentation skills, critical thinking skills, developing numeracy and literacy skills.

Identifying content that gives apprentices the opportunity to explore, develop, research and analyze key concepts or approaches provides effective workplace alignment, and supports both on the job and off the job activities.



**When** – green matters should be included in all operational and curriculum meetings to ensure a whole organisational approach. This includes at governance and SLT meetings to look at action planning and institutional response, to standardisation meetings to identify practice and suggestions, to team away and development days, to progress reviews with apprentices and everything in-between. The most successful institutional and curriculum approach is when it is understood and adopted by all and not just a few. This should also form part of the organisations self-assessment process, quality improvement plan and quality cycle.





### Quality of Education – key considerations

- Learners engaged in activities or discussions that are contributing to developing their knowledge and understanding of how to lead a sustainable life
- Apprentices are completing workplace activities that are actively contributing to the quality of their employers net zero goals / journey
- The way teachers plan learning to minimise use of resources, for example by promoting e-learning and reducing unnecessary paper handouts, and promoting teaching methods that develop learners' problem-solving and critical thinking skills.
- Promote well-being outcomes, such as learners' contribution to the wider community
- Do learners improve their knowledge of healthy eating, lifestyle choices and environmental issues? Are there opportunities for learners to gain additional qualifications in sustainable development or environmental awareness? Within the vocational curriculum, is there enough explicit environmental content? Is there evidence of sustainable development in action, such as bicycle sheds, car sharing schemes, energy display certificates, health promotion activities and recycling?
- Providers have a significant opportunity to influence apprentices and students behaviours and attitudes and promote sustainable development

## Ofsted EIF links -

- Personal development – providing learners with the knowledge & understanding to make educated, informed life decisions
- Personal development – Providing opportunities for learners to engage in debate, project work or community activities
- Personal Development – Enhancing learners cultural capital
- Behaviour & Attitudes – better informed to make greener decisions
- Behaviour & Attitudes – how sustainability is linked to cultural diversity / wealth and equality
- Quality of Education – contextualise green skills / sustainability into curriculum
- Quality of Education – Pedagogical considerations to implementing agenda
- L&M – CPD for staff to Green skills / Sustainability agenda
- L&M – Top down approach to setting strategy with departmental response
- L&M – How boards can / should promote sustainable practice



# Sector Focus – H&B- Green Salon Challenge

**K7:** Hairdressing professionalism, values, industry codes of conduct and ethics.

**K10:** Ways of supporting the mental health and wellbeing of self and client.

**S1:** Adhere to legal and organisational requirements for the safe use of products, tools, materials and equipment.

**B2:** Flexible and adaptable to changing working environments and demands, demonstrates forward thinking to adopting new ways of thinking and working.

**B6:** Maintains professional ethics, time management, self-management, integrity, respect, empathy, client confidence and confidentiality and discretion.



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## Early Years Apprenticeship map

- EYE L3 & TA L3 –
- KSB mapping to SDG's
- The importance of promoting diversity, equality and inclusion – link to **SDG 10**
- Health and well-being – link to **SDG 3**
- 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. – link to **SDG 6**
- Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice – link to **SDG 11**
- [THE 17 GOALS | Sustainable Development \(un.org\)](https://www.un.org/sustainabledevelopment/)

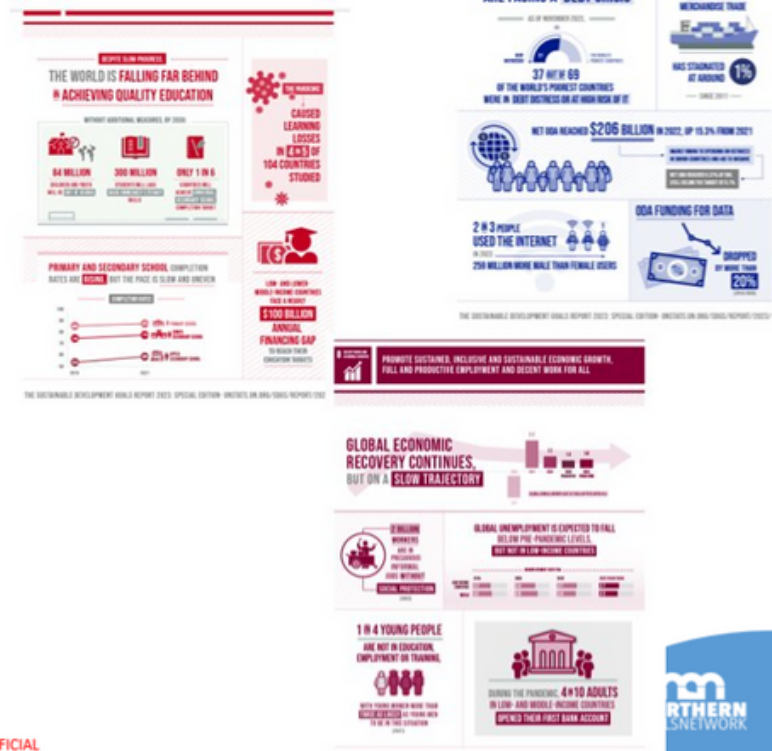
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# Early Years & TA Apprenticeship Mapping

- Support the development of a stimulating and safe learning environment by contributing to the selection and preparation of teaching resources that meet the diverse needs and interests of learners – Link **SDG4**
- Support or lead enrichment activities for example visits, out of school activities and in school clubs – link to **SDG 8**
- Apply strategies to support and encourage the development of independent learners – link to **SDG 17**
- Be a positive role model – provide opportunities to discuss, debate and share opinion in a safe space – **PD & BA Map**



## Services to Business – Apprenticeships

### Accountancy & Finance – Content could include:

- Sustainable business models
- Sustainable finance and investment
- Organisational sustainability reporting
- Sustainability in supply chains
- Organisational risk and sustainability
- Corporate social responsibility.

### Business Admin - Content could include:

- Sustainable business models
- Organisational approaches to sustainability
- Responsible, inclusive, and sustainable marketing
- Sustainability kitemarks and accreditation schemes
- Learners working with local businesses to develop sustainability action plans
- Guest speakers from local businesses with a sustainability-related purpose and/or strong sustainability performance

C H A N G E   W I L L   N O T   C O M E  
I F   W E   W A I T   O N   S O M E  
O T H E R   P E R S O N   O R   S O M E  
O T H E R   T I M E .   W E   A R E   T H E  
O N E S   W E ' V E   B E E N  
W A I T I N G   F O R .   W E   A R E  
T H E   C H A N G E   T H A T   W E  
S E E K .

- B A R A C K   O B A M A



## Green discussions at previous NSN network events

### Employer roundtable summary

*From the three employer focused discussions on green skills, the following summary has been developed to support apprenticeship provider response.*

Innovative practice is necessary to engage young people & empower the next generation to be confidently sustainable in their place of work. However, at the moment, it is only macro-employers that have the resources to implement skills plans & invest in greener practice. SMEs, however, do not have these resources or departments to push for sustainability, therefore, they do not understand the necessity.

Businesses recognise how apprenticeships may help them in their journey and would value taking on an apprenticeship to specifically help them, something they hadn't considered previously.

### Skills for the future summary note

<p><b>2. Green Skills</b></p> <p><b>a) What green skill needs have you identified?</b></p> <p><b>b) What options do you have to resolve those skills needs?</b></p> <p><b>i. What training have you identified as available to support you?</b></p> <p><b>ii. What training do you require that isn't apparently available?</b></p>	<ul style="list-style-type: none"> <li>• One independent training provider has calculated carbon footprint per apprentice per year, employed a sustainability champion and considered knowledge and skill levels within team. Relevant training available for updating sustainability knowledge and skills within their business not available.</li> <li>• Green skills need embedding into standards and occupations.</li> <li>• Expectation that cores sustainability and knowledge will be mandated into FE.</li> <li>• Something that Ofsted will comment on</li> <li>• The economy will become green as opposed to there being a sperate green economy.</li> <li>• Green skills have a political context – e.g., relationships between nations</li> </ul>
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The Manufacturing and engineering sector have green as a priority.

Urgent Priority especially around energy efficiency/waste management these are transferable into other 'trade' sectors.

### **General green skills requirements**

**The main skills requirements were:**

Skills needed to improve energy efficiency of operations.

Environmental consulting or modelling.

Adopting biodegradable or eco-friendly products, where applicable.

Inability to measure and report carbon footprint.

Lack of awareness on carbon costs and impacts.

### **Sector specific green skills requirements**

#### **Construction**

New eco-building techniques

Understanding of UK environmental legislation (for e.g., JCT, NEC contracts, PAS 2035, WELL Standard, Passivhaus)

Retrofit techniques.

#### **Manufacturing**

Sustainable manufacturing and production techniques

Maintenance, repair and replacement of EVs

Efficient utilisation of raw materials and other resources

Lean manufacturing

# GREEN AND SUSTAINABILITY TOOLKIT

## for Apprenticeship Providers

Created by Greater Manchester Learning Provider Network





## **INTRODUCTION**

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# 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.



## 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.

[illegible]

**Map the curriculum tool - The Education and Training Foundation ([et-foundation.co.uk](https://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](http://et-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 (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 it's 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.

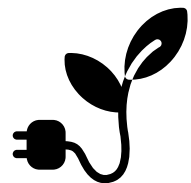
[\*\*SME Carbon Footprint Calculator | The Carbon Trust\*\*](#)

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.



# Green Terms Glossary

	<p>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.</p>
	<p>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.</p>
	<p>Low carbon simply means there is less CO2 being produced.</p>
	<p>Reforestation consists of replanting trees and seeds of the tree family to combat the deterioration of the earth.</p>
	<p>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.</p>

	<p>A circular economy is a system where nothing becomes waste and nature is regenerated.</p>
	<p>Mitigating global warming by cutting the use of greenhouse gases.</p>
	<p>Sustainable development is development that meets the needs of the present without compromising future generations' ability to do the same.</p>
	<p>Eco-anxiety refers to a fear of environmental damage or ecological disaster. This sense of anxiety is largely based on the current and predicted future state of the environment and human-induced climate change.</p>
	<p>Upcycling is the act of taking something no longer in use and giving it a new function.</p>
	<p>To process waste materials to give them new functions.</p>
	<p>Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers.</p>
	<p>Periodic modification of Earth's climate brought about as a result of changes in the atmosphere as well as interactions between the atmosphere and various other geological, chemical, biological, and geographic factors within the ECO system.</p>



Energy that is not depleted when used such as wind or sunlight.



Carbon footprint is a term that describes a persons, companies, or communities carbon emissions through their activity.



Not harmful to the environment.



Education for Sustainable Development means embedding key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.



Short for Environmental, Social and Governance – is a set of standards measuring a business's impact on society, the environment, and how transparent and accountable it is.





# **GREEN SKILLS**

## **FOR ADULT CARE WORKERS**

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**THE ULTIMATE GUIDE FOR THE  
ADULT HEALTH & SOCIAL  
CARE SECTOR**

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**WITH CURRICULUM EMBEDDING  
GUIDANCE**

[NORTHERNSKILLSNETWORK.CO.UK](http://NORTHERNSKILLSNETWORK.CO.UK)



# CARE GREENER

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**Green skills for adult care workers involves incorporating sustainable and environmentally conscious practices into their caregiving routines. As the world becomes more focused on sustainability, adult care workers can play a crucial role in reducing the environmental impact of their work while maintaining high-quality care for their clients. Here are some green skills that adult care workers can develop:**

**1**

## **Energy Efficiency**

Care workers can learn to be mindful of energy consumption in the homes of their clients. They can educate clients about turning off lights, unplugging unused appliances, and properly using heating and cooling systems to conserve energy and reduce utility bills.

**2**

## **Waste Reduction**

Adult care workers can teach clients about proper waste segregation, recycling, and composting. They can help clients minimize single-use items and encourage the use of reusable products like water bottles, cloth napkins, and shopping bags.

**3**

## **Sustainable Nutrition**

Care workers can educate clients about the benefits of consuming locally sourced, seasonal, and organic foods. They can help clients plan meals that have a lower carbon footprint and promote healthier eating habits.

**4**

## **Reducing Chemical Exposure**

Adult care workers can explore and recommend eco-friendly cleaning products that are safer for both the environment and the health of clients. They can also help clients avoid using excessive chemicals in their homes.



**5**

## Outdoor Engagement

Care workers can incorporate outdoor activities into their caregiving routines, encouraging clients to spend time in nature and benefit from its therapeutic effects. This could involve gardening, nature walks, or simply enjoying outdoor spaces.

**7**

## Digital Literacy

Teaching clients how to use technology to connect with loved ones, access healthcare information, and manage appointments online can help reduce the need for physical travel and paperwork.

**9**

## Reducing Water Usage

Care workers can promote water-saving habits to clients, such as fixing leaks promptly, using water-efficient appliances, and being mindful of water usage during daily activities.

**6**

## Transport Alternatives

Care workers can discuss transportation options with clients, including carpooling, using public transit, or walking when possible. This can help reduce air pollution and congestion.

**8**

## Medication Disposal

Adult care workers can educate clients on proper disposal methods for medications to prevent them from entering water systems and harming the environment.

**10**

## Promoting Mindfulness

Encouraging clients to practice mindfulness and relaxation techniques can not only support mental well-being but also lead to reduced stress and consumption, contributing to a more sustainable lifestyle.





# LONG TERM BENEFIT

By incorporating these green skills into their caregiving practices, adult care workers can contribute to a more sustainable and eco-conscious approach to providing care. These skills not only benefit the environment but also enhance the quality of life for both the clients and the care workers themselves.



- Digital Literacy



- Waste Reduction



- Mindfulness

# CURRICULUM EMBEDDING

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## HOW CAN PROVIDERS EASILY INCLUDE GREEN SKILLS IN THEIR ADULT CARE PROVISION?



Educate the apprentice on the types of healthcare-related waste and how to dispose & recycle sustainably.



Have your apprentice explore their company's local resources & support groups that promote sustainability & well-being.



Have your apprentice query their client/company's supply chain & suggest they look into more local & eco-friendly suppliers.



Carbon calculators are useful to any business. Educate apprentices on how to calculate carbon output for their clients in an accessible way.





# CONTACT



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CHANGE WILL NOT COME IF WE WAIT ON SOME OTHER PERSON OR SOME OTHER TIME.  
WE ARE THE ONES WE'VE BEEN WAITING FOR. WE ARE THE CHANGE THAT WE SEEK. -  
BARACK OBAMA

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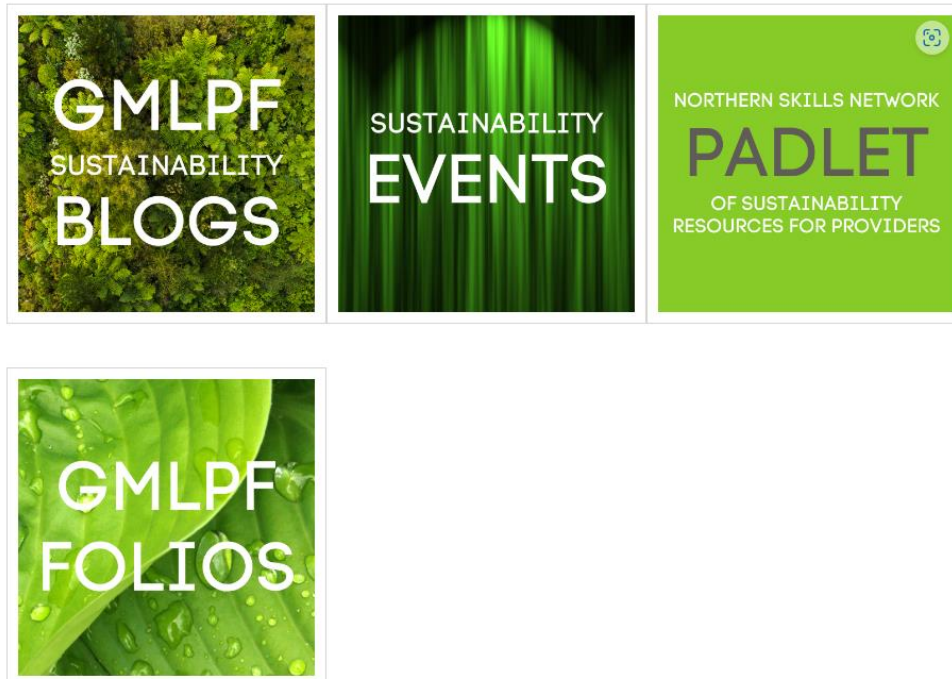
Scan for further employer support & guidance

## Green tools for training providers

Greater Merseyside provider federation has developed a range of green and sustainable development support tools for providers.

This page provides links to resources and information to support organisations who deliver apprenticeships and other programmes become more sustainable.

### [Sustainability in Skills - Gmlpf](#)



# APPRENTICESHIP WORKFORCE DEVELOPMENT

**Championing Sustainability through Apprenticeships**

Norther Skills Network Collaborative Project

October 2023

DELIVERED BY



FUNDED BY



Department  
for Education

# A Green and Sustainable Development Charter

## FE & Skills

September 2023

Written by Alex Miles, MD Yorkshire Learning Providers  
& Co-Chair Northern Skills Network





## Institutional Change

FE & Skills organisations have a responsibility to teach learners about sustainability but to commit to becoming truly sustainable institutions and for all to be working towards net zero by 2030.

Resources such as:

- AoC Green College Commitment
- Climate Action Roadmap for FE Colleges
- UNESCO 17 Goals
- UNESCO ESD Roadmap
- Ten Point Plan for a Green Industrial Revolution

will help the sector implement sustainability strategies and governance frameworks leading to greener institutions. More guides & signposting available on the Padlet.



## Embedding in the curriculum

In order to meet local and national net-zero goals, education for sustainable development needs to be embedded and promoted into all areas of the curriculum. By doing this we will better equip our learners for their future learning, careers and life choices.

As FE and skills organisations commit to embedding, promoting and contextualising sustainability matters into the curriculum, we will build a bank of resources and case studies that support the wider skills community and share activities that lead to greater knowledge and understanding of sustainability issues both for employers and learners. More resources & support on embedding approaches and a how to guide is available on the Padlet.



## Apprentices leading positive change

As part of the response to 'green up' the curriculum, FE & Skills organisations have an important role to play in raising the profile of sustainability across the industries they support through projects and activities apprentices and learners undertake.

By identifying sustainability projects and activities, learners and apprentices will gain greater knowledge and a deeper understanding of the issues that affect young people and adults. FE & Skills providers need to listen to that voice, allow learners to generate ideas and ultimately influence and lead positive change for their future. Examples of projects and helpful tips & prompts are available on the Padlet.



## FE Sector response

Through building successful long-term relationships with key sector partners that support green, circular and sustainable development, we commit to provide a platform to learn, share and develop this agenda.

By working collaboratively and playing our part we can ensure sustainable development across the region is given the priority and recognition it requires to be impactful. This pledge will offer the skills system a clear voice to influence local policy and funding decisions and support the raising of quality standards and curriculum development through sharing of good practice.



# A Green & Sustainable Development Charter

**Aim:** To provide FE & Skills organisations with an opportunity to enhance their response in supporting green and sustainable development by adopting green skills, circular economy and sustainability practices as part of operational and curriculum development.

By committing to this charter you agree to:



Identifying, monitoring, sharing & reducing the environmental impact of our organisation whilst striving to continually improve our environmental performance as an integral part of our business strategy and operating methods, with regular review points and specific targets & to showcase impact in this area via ongoing meetings & events



Utilising the resources available, including the EAUC Climate Action Roadmap, AoC Green College Commitment and UNESCO Education for Sustainable Development 2030 Roadmap to embed, promote and contextualise green, regenerative and sustainable approaches into the curriculum, encouraging discussion and debate amongst students, staff and external stakeholders and provide resources and upskilling on this agenda.



Identifying and sharing projects, workplace activities, resources and case studies that lead to greater knowledge and understanding of sustainability issues both for the employer and the learners, building a bank of resources and case studies that support the wider skills community and that empowers local businesses and training organisations to become net-zero.



Building long-term relationships with partners and other networks across the region that support the skills sector's green and sustainable development needs and provide a platform to learn, share and develop this agenda including the opportunity to offer a clear voice to influence skills policy around sustainability and support the raising of quality standards, curriculum development and the introduction of new greener standards and qualifications.



# A Green & Sustainable Development Charter

To support the commitment of this charter a resource bank has been produced covering the 4 pillars of the charter. The resources can be found on the ETF website and on the Northern Skills Website or contact the project lead directly. [Alex.miles@wylp.org.uk](mailto:Alex.miles@wylp.org.uk) – [www.northernskillsnetwork.co.uk](http://www.northernskillsnetwork.co.uk) - [www.et-foundation.co.uk](http://www.et-foundation.co.uk)

The resource bank includes:



Provider support Padlet - <https://padlet.com/askresources21/nsn-gsd-padlet-wmuiprx41ie7kk30>

Employer support Padlet - <https://padlet.com/askresources21/green-sustainable-apprenticeships-for-employers-hn8pgcmjyjobgwiyz>



Institution Health check – providing a self-assessment type approach to reviewing and developing operational, teaching & learning, people and partnerships responses and action plans. Also green focused folio's on key terms to support internal policy development.

Glossary of terms - Supporting the understanding of key terms for practitioners and learners / apprentices



Embedding guidance – A “how to” guide with tips to supporting the development of mapping sustainable development into apprenticeship standards. Plus, workbooks for apprentice activities in the workplace, helpful prompts for discussions at progress reviews, examples of apprentice & learner projects, a dedicated guide for Health & Social Care apprenticeships and a provider toolkit for embedding green.



Access to expert & specialist presentations – to support the FE & Skills sector in further enhancing their institutional and curriculum response to sustainable development a range of experts and specialist guest were invited to join the projects community of practice, the resource bank includes all of their presentations and tips to support apprentice and learner development

[ETFOUNDATION.CO.UK](http://ETFOUNDATION.CO.UK)

**Thank you**  
Any Questions?

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# COMMUNITY OF PRACTICE

Sustainable Development

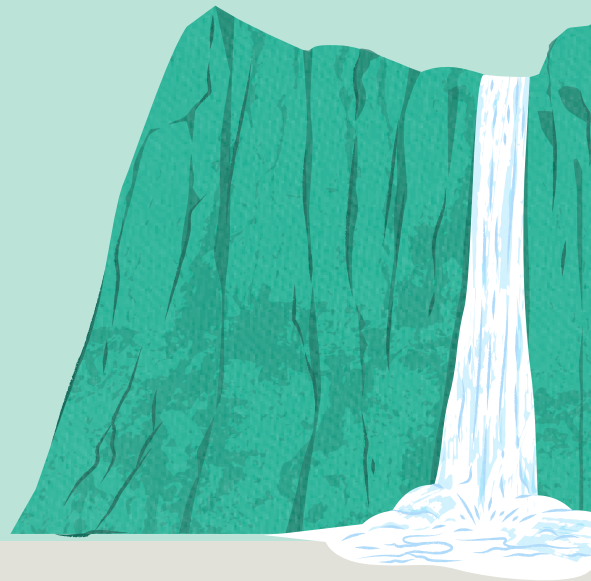


[chair@northernskillsnetwork.co.uk](mailto:chair@northernskillsnetwork.co.uk)

# ABOUT US

The first NSN Sustainable Development Community of Practice was held in May, which launches the programme of practitioner support & development funded by the ETF as part of their Apprenticeship Workforce Development Fund.

The CoP welcomed delegates from across 8 provider networks in the North of England, all of whom deliver apprenticeships & want to learn more, share & develop their response to 'greening up' the curriculum & ensuring staff, apprentices & employers have the knowledge to live, learn, & work more sustainably aware.



This programme of work was identified by the NSN board through their 2023 manifesto, which looks at future skills, the demand for skills & ensuring our members have a responsive & current offer when supporting learners, apprentices & employers. We are also committed to meeting our local MCA & LEP priorities & LSIP themes aligned to green & sustainable development, and we believe apprentices & apprenticeships play a critical role in the net-zero success.

The CoP is being led by Alex Miles, MD of YLP & co-chair of the NSN and is supported by the regional networks across the North & their representative champions.

The session started with sharing 'The Why' - understanding why it is important for FE & skills to respond to & represent greater knowledge on sustainable development. Some of the 'Whys' include -

- All LEP & 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 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 SMEs do not know where to start on their sustainability journey, therefore, struggling to meet the growing demands of this agenda on their business.
- 90% of teachers think climate change should be compulsory in schools & FE, but 70% of teachers feel ill-equipped to teach it.



The UNESCO Education for Sustainable Development Roadmap was discussed & referenced for being a key influencer & change-maker in the sustainable development agenda for education providers. Alex shared the 7 key challenges highlighted in the roadmap, which she suggests is where the sector should start when looking at developing strategies & gaining practitioner buy-in. Alex shared the UNESCO 17 sustainability goals, which identify the different workstreams & impacts that can be used to transform curriculum & support apprentices. It was recommended that providers read through these goals & identify 4-5 that can start the process of organisation strategy, curriculum development & apprenticeship KSB alignment. These can then be developed over time & added to.



The group were asked what they wanted to gain from the sustainable development CoP sessions, which will run over the next 6 months & how this will help shape future sessions & topics. This included -

- Wider knowledge of how to embed with apprentices.
- Help support apprentices with the knowledge to reduce impact on the planet with their business.
- Understand local initiatives & priorities.
- Reduce carbon footprint as an organisation.
- Develop organisational wide strategy.
- Share practice from other providers
- How to get 'buy-in' from tutors who already have a lot to deal with.
- Look at sector specific support or initiatives - such as Hair & Beauty
- How we can use apprentices to support employers with their sustainability journey
- How to improve communication of sustainable practice.
- Influence of LEP & MCAs

The project outcomes were shared with the team & how to CoP will help support the above mentioned needs from other members. Project outcomes include -

- Improved support, resources, pastoral alignment & curriculum development of GSD.
- Appropriate CPD for tutors & practitioners of apprentices, delivered by the partners & stakeholders within the community
- Development of GSD padlet, which helps provide appropriate support & guidance on lessons, practice, successes - will be updated monthly
- Develop a GSD champions network - these champions will support training organisations in their region to implement the approaches identified through the project & be a person of contact
- GSD charter for those involved in the project

Activities that will support the outcomes include -  
Monthly CoP online meetings with providers, partners & MCAs  
Develop bespoke champions course with NCFE

Employer Roundtable - F2F

Apprentice Roundtables - online

Desk based review into current activity

NSN GSD padlet

Resource bank - lesson ideas, pastoral, KSB embedding, apprentice projects

Align to ESD, ESG & SDG

Develop GSD charter for networks & providers

NSN GSD conference - July 23



The session then discussed some potential projects & activities to complete with apprentices that are easily aligned for KSBs and job roles, such as waste audits or reduce, reuse, recycle activities. These ideas will be further explored and shared at future CoP sessions & will be updated on the Padlet.

Alex will also map sustainable development activities to the Ofsted Education Inspection Framework & review the northern LSIP reports to find skills alignment with their activities. There has also been an analysis of the LEP & MCA green priorities for across the North to be shared with the group.

The group discussed how it would be useful to introduce different classifications of 'green' based on the apprentices job role, to help them better understand how they can directly impact net-zero goals - for example - **L&M apprentices being dark green to recognise them as sustainable leaders, accountancy, project, supply chain & retail being medium green to represent sustainable contributors and admin, customer service light green** to represent sustainable citizen.

There was also a call for a glossary of terms to be developed to help apprentices understand the different aspects of sustainable development and for example, of training providers current sustainable development strategies to be shared. All of these are great starting points and will help develop a more sustainably aware apprenticeship sector and the CoP will look to develop & add to the Padlet and further explore at future sessions.

#### Next Steps -

Future CoP dates and the padlet will be shared with all attendees shortly and updates on the project will be shared across socials and with partners monthly.

Thank you all for attending the first community of practice - do not hesitate to get in touch for more details of future sessions, if you want to share ideas, or have guest speakers you recommend.

Alex Miles - [alex.miles@wylp.org.uk](mailto:alex.miles@wylp.org.uk)



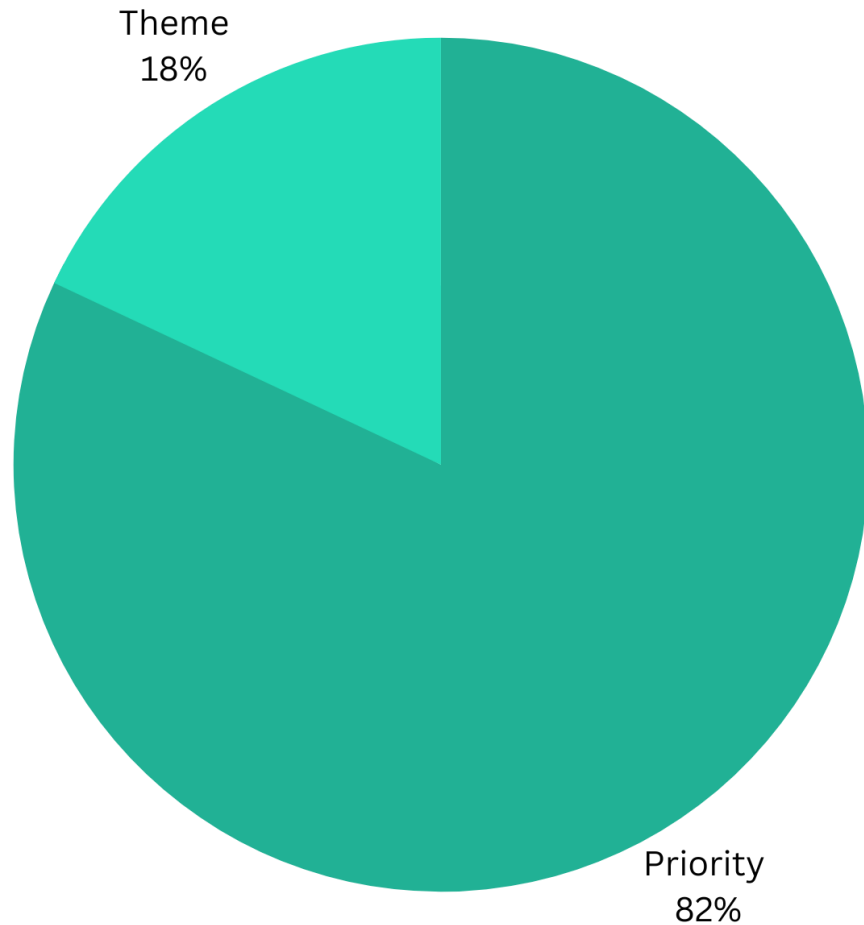
# Green Skills and Local Skills Improvement Plans – The Findings



#GreenSkillsforTheNorth



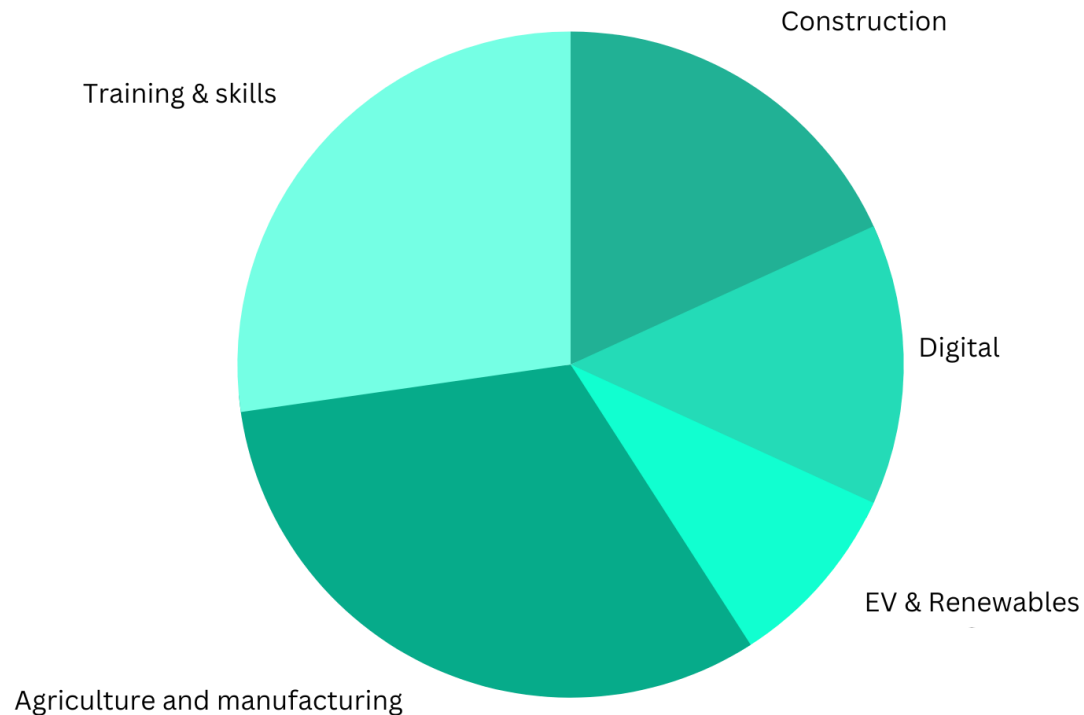
# LSIPs conducted across the North



100% of the LSIPs conducted across the North of England listed **Green, Sustainability & Net-Zero** as either a theme or priority.

As shown, 82% (9 areas) listed **Green** as a priority in their 2023 LSIP, and the remaining 2 listed it as a theme.

# Cross-cutting themes of the Northern LSIPs



We identified 5 most common sectoral themes across all 11 LSIPs.

As shown, Agriculture, Production & Manufacturing was the most common theme within Green, Sustainability & Net-Zero as it appeared across 63% of the LSIPs.

# Key takeaways

- There is a significant focus on skills for Low Carbon - including modular learning and courses being made available
- Retrofit is a particular focus within the LSIPs
- Apprenticeships will be a key driver to address Low Carbon - with changes to current programmes as well as Apprenticeships such as Low Carbon Heating Technician



# Meeting Local Skills – Green

All MCE & LEP areas have green skills, low carbon., net zero or future technologies as a core priority within skills strategies

Meeting the demands of businesses and local skills priorities is a  
Core element of FE & Skills Ofsted inspections

The green agenda is simply too important for us to ignore, and FE & Skills providers play a pivotal and evolving part of this development

Areas of focus -

- Green careers
- Sustainable Development
- Institutional change
- Curriculum development
- Use of VR & AI in subject development



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