

Snapshot of LfS Practice by Department/Subject Area

The following are discipline-specific Learning for Sustainability (LfS) practice already embedded across the College. The examples below are drawn directly from Faculty Manager responses and illustrate both environmental and social sustainability in action.

A. Community Learning & Hospitality

Environmental sustainability

- Sustainable food purchasing embedded in teaching, including plant-based menus, local sourcing and seasonal choices.
- Units and workshops explicitly focused on sustainable food practices.
- Reduction of single-use items through sustainable food disposables and reusable consumables.

Social sustainability

- Community learning offers linked to food provision and support.
- Wellbeing-focused units exploring food security and the benefits of locally sourced food.
- Hospitality units regularly reviewed and adapted to reflect sustainability trends within the industry.

B. Support for Learning (combined: SFL, Outdoor Education, Volunteering Award)

Environmental sustainability

- Extensive outdoor and nature-based learning, including gardening, biodiversity activities and conservation work.
- Harvesting and maintaining the College East End Garden, with produce shared across departments.
- Learners building bird feeders, bug hotels, hedgehog houses and maintaining wildlife areas such as the campus frog pond.
- Upcycling and re-use through recycled crafts, displays and learning materials.
- Volunteering with partners such as The Conservation Volunteers.

Social sustainability

- Strong emphasis on mental and physical wellbeing, using gardening, outdoor learning and mindfulness activities.
- Inclusive, compassionate approaches supporting complex learners, underpinned by EDI principles.
- Community engagement through volunteering, shared food initiatives and campus-wide awareness activities.

Student work examples

- Volunteering Award learners progressing to independent volunteering roles.
- Skills for Learning Life and Work projects on mini-beasts and ecosystems.
- Learner-designed craft stalls promoting reuse, waste reduction and sustainable behaviours.

C. ESOL

Environmental sustainability

- Lessons on fast fashion, recycling and food waste, including engagement with Olio and clothing banks.
- Learning linked to active travel through talks on cycling resources.
- Outdoor learning in local parks, including plant identification, nature scavenger hunts and local history.
- Critical investigations into food deserts, using mapping and local area research.

Social sustainability

- Teaching on gender equality, health access and wellbeing.
- Partnership learning with organisations such as Refuweege, Women's Health for East Glasgow and Smart Works.
- Cultural and community cohesion developed through trips, events and shared learning experiences.

D. Early Learning & Childcare**Environmental sustainability**

- Digital-first approaches (QR codes, Teams) reducing paper use.
- Removal of glitter to prevent water pollution.
- Exclusive use of natural and recycled materials for practical learning.
- Strong outdoor learning offer, including Forest Kindergarten training and coastal walks.
- Cross-department collaboration with Construction courses to create natural learning resources from reclaimed materials.

Social sustainability

- Embedded wellbeing, mental health and anti-bullying learning across programmes.
- Yoga, nature walks, and relaxation activities built into curricula.
- Community engagement through volunteering, collections and partnership working.

E. Performing Arts**Environmental sustainability**

- Sustainability-focused wellbeing and nutrition projects addressing waste, packaging and consumption.
- Extensive re-use and recycling of sets, props and costumes, including upcycling and charity sourcing.
- Reduced printing through digital scripts, e-books and streaming.
- Transition to LED lighting to reduce energy use.
- Curriculum-linked scriptwriting and performance projects exploring environmental issues.

Social sustainability

- Inclusive casting and non-gendered roles in productions.
- Gender-neutral, culturally inclusive teaching materials.
- Creative projects exploring themes such as feminism, sexuality and identity.

F. Business & Computing

Environmental sustainability

- Exploration of carbon footprint, marketing and distribution within business units.
- Reduced printing through increased use of VLE and digital resources.

Social sustainability

- Community engagement embedded through external visits and applied learning activities.

G. Music Business, Music Performance, Sound Production, Gaelic & Media

Environmental sustainability

- Examination of sustainability within the live music and touring industry, including efficient routing and reduced environmental impact.
- Funding and enterprise learning linked to Green Policies and EDI requirements (e.g. Creative Scotland).
- Strong focus on reducing waste through digital delivery, re-use of materials and maintenance of equipment.
- Use of LED lighting and responsible energy use.
- Festival case studies (e.g. Eden, Solas) highlighting green sponsorship and waste reduction.
- Media students contributing to College-wide green projects.

Social sustainability

- Exploration of gender equality, inclusion, kindness and professional ethics within the creative industries.

H. Social Care & Humanities

Environmental sustainability

- Philosophical and ethical discussions on environmental issues such as veganism.
- Mental health units linking healthy eating choices with environmental impact.
- Infection control teaching reflecting NHS moves towards more sustainable PPE.
- Fundraising and re-gifting activities promoting reuse and waste reduction.

Social sustainability

- Core focus on wellbeing, equality, diversity, inclusion, social justice and community engagement across all care units.

Student work examples

- Access to Social Work learners delivering multicultural events celebrating diverse cultural practices.