

# SUSTAINABILITY STRATEGY

# 2023»26



## Our Vision and Strategic Objectives

We have been ambitious in our approach and in determining our vision, but we firmly believe that, together, we can achieve it through delivery of our five strategic objectives -



## Our Mission

*"Our staff positively transform our students' lives and the communities we serve by putting them at the heart of everything we do"*

## Our Values

Our people, staff and students are at the heart of all we do. We have developed four core values which are centred on making the right things happen for the right reasons these are:

### ♥ Collaboration

We take individual and collective accountability to work together to seize opportunities to continuously improve

### ♥ Ambition

We aspire for excellence, continually growing and looking for opportunities to innovate and develop.

### ♥ Inclusion

We create a safe and sustainable environment, enabling creativity and individuality, and where all can thrive both now and in the future.

### ♥ Respect

We clearly communicate with transparency and integrity and show kindness and passion for the things we do.

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## Introduction



As an anchor institution within West and North Yorkshire, the Heart of Yorkshire Education Group is wholeheartedly committed to the development of sustainability within our communities.

In 2019, the UK was the first country to declare a climate emergency with a target to achieve Net Zero by 2050 and the Association of Colleges' Green College Commitment highlights the vital roles colleges have in supporting the achievement of the UK's Net Zero obligations.

We recognise we are in a unique position to influence change, to train and educate; develop values, behaviours and attitudes to influence societal change; develop our curriculum and partnerships relevant to the green economy and to operate best sustainable practices, thus reducing our environmental impact.

In October 2021, along with other college leaders, I signed an open letter to the Prime Minister setting out our recommendations in order to deliver the Green Colleges Commitment and the necessary change in response to the climate emergency.

At a regional level we have pledged our commitment to the Green Skills and Sustainable Development Ambition for the FE and skills sector. We aim to provide further support to the UK target for Net Zero and an opportunity for collaboration to implement a greener curriculum and economy through environmental, circular and sustainable practice.

I am proud to lead an organisation that is fully committed to delivering a sustainable future and, as a member of the Environmental Association for Universities and Colleges (EUAC), we have the support and knowledge for our journey, utilising the FE Climate Action Roadmap to become a leading organisation in this field.

We acknowledge the urgent need for us all to do more and have the aspiration to thread 'green' through everything that we do and inspire others on our journey.

We hope you will join us in our commitment.

With best wishes,

A handwritten signature in black ink, appearing to read 'Sam Wright', with a horizontal line underneath.

**Sam Wright**  
Principal & Chief Executive



## Our journey so far

### A strategic approach

Over the last ten years, we've done an incredible amount of work in the development of our sustainable practices, but the real step-change for us was the inclusion of a fifth strategic objective within our Group Strategic Plan 2022-25, entirely focused on sustainability –

**SO5: “Commit wholeheartedly to the development of sustainability within our communities”**

### Alignment to national, regional and local priorities

To develop this strategic objective we've also consulted and engaged with key strategies and policies. Sustainability, green skills and low carbon are key priorities at national, regional and local strategy level, and are also a cross-cutting theme within the two Local Skills Improvement Plans (LSIPs) for our regions.

With our Group of Colleges, we serve a wide area across Yorkshire. Castleford College and Wakefield College are based in the Wakefield District, within the Leeds City Region (LCR) Local Enterprise Partnership (LEP) and the West Yorkshire Combined Authority (WYCA) region. Selby College is based in the new North Yorkshire Council, and the York and North Yorkshire LEP. Selby College also does much work in the Humberside and East Yorkshire (HEY) LEP area, East Riding of Yorkshire, and also has some learners in the WYCA area.

Our Sustainability Strategy and thinking has been informed by all of these key documents and plans –

- Skills and Post-16 Education Act – March 2022
- West Yorkshire Climate and Environment Plan 2021 – 2024
- Wakefield Council Climate Change Action Plan
- York & North Yorkshire LEP - Creating a Competitive, Carbon-neutral Circular Economy in York and North Yorkshire
- North and West Yorkshire Emissions Reduction Pathways
- Selby District Council - Low Carbon Strategy 2021 – 2030
- Humber & East Yorkshire LEP – Green Jobs and Skills Analysis
- West Yorkshire Local Skills Improvement Plan (draft) May 2023
- North Yorkshire Local Skills Improvement Plan (draft) May 2023





## Development of our three priorities and our sustainability leadership structure

To ensure we can take the strategy forward we have created a structure with key leads for the various elements of sustainability to ensure we can focus on such a broad agenda. It is aligned to the Association of Colleges' (AoC) Green College Commitment and we have three clear priorities, each supported by a steering group with a senior lead –

- **Priority 1:** Development of our plan for Net Zero
- **Priority 2:** Sustainable development within curriculum, green skills & partnerships
- **Priority 3:** Education and visibility for a sustainable future

Within the strategy and the plans for our three steering groups there are, of course, influences on our practice, and drivers which steer our direction of travel. These include –

- The development of our Carbon Management Plan as a Group
- The inclusion of the 17 UNESCO Sustainable Development Goals (SDGs), a collection of 17 global goals adopted by all United Nations Member States, designed to be a "blueprint to achieve a better and more sustainable future for all"
- The development of green skills for green jobs, our 'green curriculum' development and our projects and partnerships to support this agenda must deliver on the national, regional and local strategies

# Priority 1:

## Development of our plan for Net Zero



This priority focuses on our plan to achieve Net Zero and our carbon management with short, medium and long-term targets across four key aspects –

### 1. Energy usage and reducing emissions

Including –

- Monitoring and controlling energy usage through systems including existing BMS systems
- LED light replacement
- Exploring alternatives to fossil fuels
- Reducing water consumption and increasing greywater capacity
- Installing PV and battery provision
- Green travel plans

### 2. Our environment, including biodiversity

Including –

- Reviewing the grounds at all Colleges to increase biodiversity
- Considering beehives
- Reducing the use of hazardous chemicals
- Including biodiversity within capital and revenue works

### 3. Resources and procurement

Including –

- Defining sustainability in qualitative assessments of procurement
- Reviewing financial standing orders to enforce assessment of purchases
- Incorporating the environment and biodiversity within the scope of tenders for services and bids

### 4. Waste management

Including –

- Zero to landfill
- Waste hierarchy of Reduce, Reuse and Recycle
- Enhancing recycling to end users and students

All of the above four aspects combined support our journey to Net Zero and deliver one of the main strands of our strategy.

Through our internal groups and external partnerships we will track progress against all these elements, setting targets and revisiting our measures through this journey.

## Priority 2: Sustainable development within curriculum, green skills & partnerships

This priority focuses on the plan for sustainable development within our curriculum and the embedding of this in our offer. This will include a focus on the UNESCO SDGs, the development of green skills for green jobs, our 'green curriculum' development and our projects and partnerships to support this agenda.

Our Curriculum & Skills Strategy 2023-25 outlines three key drivers for curriculum development –

1. **Developing Advanced Skills for the Region**
2. **Having an Inclusive Curriculum to engage and progress**
3. **Having a clear commitment to growing Sustainable and Green Skills**

Green skills is threaded throughout all of these drivers, but in particular the third.

### Green Curriculum Development

Green curriculum development is a key aspect of our Sustainability Strategy with a focus on the green growth sectors and development of specialist provision. Furthermore, alongside the development of particular environmentally-focused and low carbon skills, there is an expectation that all jobs of the future will have a green aspect and this will feature within our Priority 3: Education for sustainable development, ensuring that all students and staff develop their general awareness.

### Developing Specialist Green Skills for Green Jobs

We are already involved in development of bespoke courses. We have utilised funding, partnerships and projects such as the UKCEF Green Skills Project and the Strategic Development Funded projects to inform our thinking, as well as extensive LMI.

We are focusing on growing green curriculum in areas priority sectors, including –

- **Engineering** – Carbon Capture; Heat Storage & Recovery; Automation & Control
- **Construction** – Retrofit; EV Charging Points; BIM; Ground & Air Source Heat Pumps
- **Automotive** – Electric Vehicles

For example –

- In Engineering we are developing a course in Heat Recovery – Service and Maintenance and developing a higher-level course in the Theory of Heat Recovery. We are working with a consultant whilst developing the CPD for staff through a collaboration which was scoped by a group of employers and their needs
- We are also working towards gaining accreditation with BPEC to deliver Heat Pump Installation Courses and are applying to BEIS to be able to provide Heat Pump Installation training grants and Heat Networks training grants for participants on the course
- We are exploring securing funding for EV courses (not funded currently)
- We are delivering Skills Bootcamp in Carbon Capture and Storage and also in Heat Recovery (10 learners)

We are partnering with other education providers, through the SDF projects and the LSIPs to identify further courses that we could develop.



# Sector Skills Priorities



## Energy & Low Carbon

Priority focus for all areas in our region as the UK transitions to a low carbon economy.

The Energy and Low Carbon sector does not currently employ large numbers of people, but many jobs in this space do not yet exist and it seems likely there will be significant employment opportunities in the future.

However, this is a significant sector in North Yorkshire now with 33% more people employed in energy production jobs than the national average. Furthermore, the sector supports a diverse supply chain particularly in engineering but also digital and construction trades.

Drax, in the Selby Area, is a significant employer and the work being carried out there on Carbon Capture, Utilisation and Storage will be critical to achieving net zero carbon emissions.

Roles in this sector are highly paid and skilled and represent significant career opportunities for young people and career changers.

## Supporting Facts & Figures

### West Yorkshire:

- 4,000 employees in energy production jobs (0.3%)
- 17th largest sector in region
- Average salary £46K (70% higher than the average for the region)
- 75% male; 25% female
- Number of jobs in region is set to grow by 1.9% in the next 5 years

### York and North Yorkshire:

- 2,000 employees in energy production jobs (0.5%)
- 17th largest sector in region
- Average salary £52K (twice the average for the region)
- 75% male; 25% female
- Number of jobs in region is 33% higher than national average
- Drax has greatest generation capacity of any power station in UK (provides 6% of UK's electricity supply)

### East Riding:

- 264 employees in energy production jobs (0.5%)
- Average salary £51K (twice the average for the region)
- 75% male; 25% female
- Number of jobs in region is set to grow by 3.3% in the next 5 years

## Priority 3: Education and visibility for a sustainable future

Anyone who has completed any type of carbon literacy training may have heard the terms 'reducing your footprint' and 'increasing your handprint'.

This third priority will focus on providing access to sustainability education, with a plan for increasing our handprint and leading the journey as learning influencers to ensure that core sustainability skills and carbon literacy are accessible and developed, both internally and externally.

Developing education of our staff, students and the wider communities we serve, as well as engaging them in our sustainability journey and supporting their roles as 'agents of change', is a key objective us.

Within our strategy, we have a strong focus on the UNESCO SDGs –



These seventeen SDGs are a call to action on the most pressing challenges and opportunities facing humanity and the natural world, and we must along with all other colleges play a leading role in tackling them.

We have undertaken to map how we are delivering SDGs throughout the curriculum as well as identifying which learners are exposed to education for sustainable development. This enables an active approach to all staff supporting students with their sustainability education, developing both staff and students in unison and ensuring the SDGs feature across our sustainability education.

The following SDGs are already fully included within our delivery models –

- 3: Good health and wellbeing**
- 4: Quality education**
- 5: Gender equality**

And we seek to embed further SDGs through the following types of activities –

- Student social action projects – global citizenship
- Increase of visibility through marketing, screens, visuals and our 'Footprint' magazine
- Developing environmental awareness and growing climate responsibility through staff development
- Developing learning influencers through staff
- Visits to partner organisations, such as Veolia – from zero to landfill
- Activities relating to biodiversity - tree planting, wellbeing walks, green spaces
- Further environmental sustainable development within the Pastoral Curriculum

Working through partnership and external engagement with key stakeholders Of course, to further develop and deliver our Sustainability Strategy effectively we will need to collaborate and engage with partners and specialist forums to ensure we have the support and knowledge for our journey.

We are already well connected within local networks and partnerships and will continue to review and build on our strong relationship with the Local Enterprise Partnerships as well as other key organisations and projects –

- EAUC - The Alliance for Sustainability Leadership in Education
- Green Skills Forum – Yorkshire Learning Providers
- Selby Circular Cluster – Reducing Waste
- Association of Colleges including the Planet Earth Games
- Veolia – Zero to Landfill
- West Yorkshire Combined Authority Travel Planning Network
- Carbon Trust
- Woodland Trust's Carbon Capture
- Changing Agents UK
- West Yorkshire Combined Authority Green Jobs Taskforce
- Yorkshire and the Humber Institute for Technology
- West Yorkshire Colleges Consortium Strategic Development Fund Partnership



# Targets & Objectives 2023-26

## Energy usage and reducing emissions

- Monitoring of energy usage of fossil fuels and water **March 23**
- Reduce our CO2 emissions from travel through development of our Green Travel Plan for the group **January 24**
- Installation of PV and battery provision for Selby and Wakefield Colleges **February 24**
- Increase controls of BMS system for efficient usage **March 25**
- Replacement of all our lighting to LED at all Colleges **March 25**
- Review viable alternatives to fossil fuels through air/ground source heat pumps **March 25**
- Merger of energy systems to maximise efficiency **June 26**
- Investment into electric vehicle (EV) technology. Move towards EV for College vehicles and installation of EV charging points for College vehicles **June 26**

## Our environment, including biodiversity

- Completion of biodiversity and environmental Assessment report **June 23**
- Explore improvement of biodiversity across the estate through introduction of bee friendly grassed areas **June 24**

## Resources and procurement

- Implement procurement processes and partnerships which demonstrate sustainability in design, construction, whole life energy consumption and disposal at the end of operational life **June 26**

## Waste management

- Utilise food waste of vegetable/fruit peelings/off cuts and supply to Animal Care dept to feed the animals & reptiles **June 23**
- Explore redistribution of surplus food for students in need **December 23**
- Adopt a culture of reuse, repurpose and recycle with zero waste to landfill **June 24**
- Continue to utilise compostable suppliers within our Catering services and minimise use of single use plastics **June 24**
- Enhance recycling to end users and students **June 24**
- Exploration of rainwater and greywater harvesting **December 24**





## Curriculum & Skills

- Pilot course Awareness of Heat Recovery **July 2023**
- Gain accreditation to deliver Heat Pump installation Courses **August 23**
- Develop next level of Heat Recovery course **September 23**
- Begin delivery on Skills Bootcamp for Carbon Capture **September 23**
- Provide Education for sustainable development and related activities within the pastoral curriculum for all young students **September 23**
- Implement SDG project to identify SDGs within each Curriculum and explore further embedding **October 23**
- Develop plan for further courses to deliver green skills for green jobs in response to LSIPs and plan from Chamber of Commerce **December 23**
- Deliver next level of Heat Recovery course **February 24**

## Partnerships

- Membership to key organisations such as EAUC & Green Ambition with YLP **June 23**
- Attendance at forums and conferences to enable best practice and access to opportunities **September 23**

## Education & Visibility

- Provide induction to sustainability for all students at the start of their courses **September 23**
- Adapt college calendar to provide celebration of Sustainability practice week for staff and students **October 23**
- Increase visibility with all stakeholders through production of 'Footprint' which shares and celebrates our journey **December 23**
- Embed environmental sustainability and climate responsibility into CPD for all staff **June 24**
- Increase sustainability related visuals across our estate **March 24**
- Increase the focus of social action projects on Global citizenship **March 24**
- Develop environmental awareness through an increase in student and staff wellbeing activities – e.g. wellbeing walks, plogging, tree planting **June 24**

## Supporting plans and strategies

This Sustainability Strategy 2023-26 will be supported by detailed implementation plans for each of the three priorities, to deliver our targets and objectives.

In addition, there are a number of interconnecting strategies and documents that will support the delivery of the strategy, including -

Strategy
Group Strategic Plan 2022-25
People & Culture Strategy 2022-25
Curriculum & Skills Strategy 2022-25
Stakeholder & Employer Engagement Strategy 2022-25
Financial Strategy - 2023-26
Infrastructure Strategy 2023-26
DFE Annual Accountability Agreement (May 2023)

## Glossary

<b>AoC</b>	Association of Colleges
<b>BIM</b>	Building Information Modelling
<b>BMS</b>	Building Management Systems
<b>BPEC</b>	British Plumbing Employers Council
<b>CO2</b>	Carbon Dioxide
<b>CPD</b>	Continuing Professional Development
<b>EAUC</b>	Environmental Association for Universities and Colleges
<b>EV</b>	Electric Vehicle
<b>FE</b>	Further Education
<b>HE</b>	Higher Education
<b>HEY</b>	Humber & East Yorkshire
<b>LCR</b>	Leeds City Region
<b>LED</b>	Light Emitting Diode
<b>LEP</b>	Local Enterprise Partnership
<b>LSIP</b>	Local Skills Improvement Plan
<b>LMI</b>	Labour Market Intelligence
<b>ONS</b>	Office for National Statistics
<b>PV</b>	Photovoltaic
<b>SDF</b>	Strategic Development Fund
<b>SDGs</b>	Sustainable Development Goals
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organisation
<b>WYCA</b>	West Yorkshire Combined Authority
<b>WYCC</b>	West Yorkshire Colleges Consortium
<b>Y&amp;NY</b>	York, North Yorkshire and East Riding
<b>YLP</b>	Yorkshire Learning Providers

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## Appendices – Key References

### A – Green Agenda in West Yorkshire

Key policy document -

**West Yorkshire Climate and Environment Plan 2021 – 2024**

[west-yorkshire-climate-and-environment-plan.pdf \(westyorks-ca.gov.uk\)](https://www.westyorks-ca.gov.uk/sites/default/files/2021-03/West%20Yorkshire%20Climate%20and%20Environment%20Plan%202021-2024.pdf)

Full delivery is consistent with net zero by 2038. Eight themes:

- **Leadership** - CA-led activity
- **Cross-cutting** - skills, innovation, research, and development
- **Transport** - active travel and public transport use, decarbonise transport
- **Homes** - reduce emissions and the improve energy efficiency
- **Business and industry** - business support
- **Energy generation, supply, and flexibility** - accelerate the deployment of low carbon energy technologies
- **Natural environment** - reducing emissions through land-based action
- **Climate ready** - preparedness for the impacts of a changing climate

#### Green Skills and Training

- 1,000 well paid, skilled green jobs for young people.
- Establishing a Green Skills Partnership
- Identify skills shortages, gaps, and demand in workforce.
- Training programmes to address skills shortages and gaps and build the local skills base ready for the future.
- Careers and inspirational activities to ensure a future pipeline of talent.
- Commissioning of adult training and careers materials.
- Training aligns with labour market demand

### B – Green Agenda in Wakefield

#### Key policy document

##### **(Wakefield Council) Climate Change Action Plan**

<https://www.wakefield.gov.uk/localplan2020/wakefield-climate-change-action-plan-ccap.pdf>

Wakefield Council declared a climate emergency in Wakefield on the 23rd of May 2019. In response to the climate emergency declaration they have pledged to:

- Make Wakefield Council a carbon neutral organisation by 2030
- Support and work with all other relevant agencies and stakeholders to try to make the entire district net zero for carbon emissions within a similar timescale.
- This will be achieved by:
  - Avoid: We will be embarking on efforts to train staff in carbon literacy, with a view to improving comprehension of climate change and carbon and getting people to better understand how they can reduce energy use and business miles in the workplace. We will also look at the potential to rationalise our estate and/or modernise the way that some of our services are offered so as to reduce emissions at source by not using as much energy in the first place.
  - Reduce: A range of opportunities to reduce our emissions have been considered, focusing on energy efficiency measures and deep retrofits to decarbonise the running of our organisational estate.
  - Substitute: Proposals for self-generating and/ or buying our own renewable energy through power purchase agreements are currently being considered. This will allow us to displace the emissions associated with the grid mix for the electricity currently supplied to us, which includes power from non-renewable sources. Our 'substitution' work will be crucial as these emissions account for two thirds of our total baseline.
  - Compensate: The council will make its best endeavours to deal with the majority of its emissions by first avoiding and reducing them and substituting when it comes to power specifically. However, there will be some gas and fleet-related emissions in particular that will be hard-to-treat. This means that we may have a degree of residual emissions, which we would have to compensate for to be able to reach a net zero position. In these cases, good quality offsetting projects will be used to cover the balance, with a focus on localising delivery of such schemes where possible, to provide value to communities in the district

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## Appendices – Key References

### C – Green Agenda in York and North Yorkshire

#### Key policy documents

(Y & NY LEP) - **Creating a Competitive, Carbon-neutral Circular Economy in York and North Yorkshire**

[https://www.ynylep.com/Portals/0/adam/Stories/ZoEAO4eABkGtDE6A3H5cjQ/Body/v2Creating-a-competitive-carbon-neutral-circular-economy\\_York-North-Yorkshire.pdf](https://www.ynylep.com/Portals/0/adam/Stories/ZoEAO4eABkGtDE6A3H5cjQ/Body/v2Creating-a-competitive-carbon-neutral-circular-economy_York-North-Yorkshire.pdf)

#### North and West Yorkshire Emissions Reduction Pathways

<https://www.ynylep.com/Portals/0/adam/Stories/VqQDBytZGUuDihbMTz2ZZQ/Body/North-West-Yorkshire-Emissions-Reduction-Pathways.pdf>

The North and West Yorkshire Emissions Reduction Pathways report sets out 4 key recommendations for reducing emissions and achieving net zero:

- Transport - reduce car use through modal shift and demand reduction
- Buildings - reduce energy demand through energy efficiency
- Land use and agriculture - ensure local land use priorities are met by setting the strategy
- Power and Industry - support planning for CCUS & 2 hydrogen technologies and infrastructure

These recommendations are accompanied by detailed action plans and are overlaid with cross-cutting themes:

- Coordination, Information, Facilitation: run a major publicity and engagement campaign that targets all key stakeholders.
- Coordination, information and facilitation: create a working group to ensure that regional priorities are aligned between WY, YNY, neighbouring LAs (e.g. inc. those in the Humber region which will strongly contribute to H2 future of the region), DNOs and LEPs.
- Regulatory & planning: develop a spatial development strategy for the region, which considers and incorporates competing land use needs.
- Planning & regulatory: consider implementing a hydrogen zoning plan.
- Infrastructure: support development of CCS, hydrogen and electricity infrastructure, through coordinating necessary parties, ensuring planning permission and land are granted/available.
- RD&D: Explore speculative options to reach net zero including development of an offsetting strategy, supporting local trials of innovative technologies.

The other main 'green' initiative in York and North Yorkshire is to create a 'circular economy':

This means a thriving economy that creates business opportunities, a sustainable environment and social wellbeing, by keeping products and materials in use; eliminating waste and pollution; and regenerating natural systems. (Y & NY LEP (2019) 'Creating a Competitive, Carbon-neutral Circular Economy in York and North Yorkshire'. Available at:

[https://www.ynylep.com/Portals/0/adam/Stories/ZoEAO4eABkGtDE6A3H5cjQ/Body/v2Creating-a-competitive-carbon-neutral-circular-economy\\_York-North-Yorkshire.pdf](https://www.ynylep.com/Portals/0/adam/Stories/ZoEAO4eABkGtDE6A3H5cjQ/Body/v2Creating-a-competitive-carbon-neutral-circular-economy_York-North-Yorkshire.pdf)

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The circular economy would focus on the following sectors:

- Agri-Food
- Manufacturing
- Construction
- Utilities – energy, water, waste management
- Transport & Logistics
- Public Sector

And implement via a 7-strand action plan:

1. Understand systems & local CE opportunities
2. Ignite collaboration & leadership
3. Capture & share best practice
4. Educate, inspire & build skills
5. Deliver circular “beacons”
6. Accelerate change... and make CE business as usual

### **Skills and the Circular Economy**

From point 4 (skills) of the above plan, the following have been identified as specific actions to be carried out in York and North Yorkshire:

- Establish and deliver Circular Yorkshire Month: Convene partners to deliver a month of circular economy events and activities to raise awareness of the circular economy, increase adoption of principles among local organisations and build Yorkshire’s international profile in the circular economy.
- Engage nurseries, schools and colleges to embed the circular economy in education: Develop an awareness of how students understand and engage with the circular economy concept. Identify opportunities to embed the circular economy in education and careers guidance and develop a ‘flight-path’ to inspire and build skills from nursery age for the circular economy.
- Engage local universities to embed the circular economy in academic course: Work with our local universities and industry partners to identify opportunities across academic courses to include relevant modules / lectures/ seminars on the circular economy to develop knowledge and skills.
- Identify skills shortages/gaps and co-develop interventions with partners: Identify existing and anticipate future skills shortages and gaps that will be needed for a circular economy. These will include technical skills (e.g., engineering, construction) and transferable skills (e.g., systems thinking, leadership). With key partners we will then collaboratively develop interventions to address these skills shortages and gaps.
- Inspire and support a network of change makers: Through the Circular Movers and Shakers of Yorkshire community, support individuals to implement circular economy initiatives within their organisations and scale their impact.
- Establish the foundations for a circular economy innovation ecosystem to grow: Work with key partners, including BioVale, University of York and Nestlé, to develop an ecosystem in York and North Yorkshire which enables and stimulates circular economy innovation.

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## Appendices – Key References

### D – Green Agenda in Selby

#### Key policy document

(Selby District Council) - Low Carbon Strategy 2021 – 2030

[www.selby.gov.uk/what-were-doing](http://www.selby.gov.uk/what-were-doing)

By 2030, the Council and its operations will be carbon neutral, positively helping Selby District and the North Yorkshire area move to a net zero carbon economy.

We recognise that the creation of the new North Yorkshire Council in 2023 means that it will not be possible to implement all the measures necessary to achieve this in the lifetime of Selby District Council and that the mantle for achieving this will pass to the new local authority.

However, we now understand the Council's own Scope 1 and 2 emissions, and we are making a commitment to fully offsetting these up to 2023 whilst we also further develop a range of potential low carbon projects with a focus on the early wins that can be achieved by 2023 but also looking ahead to what is needed to achieve carbon neutral by 2030. (Selby District Council (2021) 'Low Carbon Strategy 2021 – 2030'. Available at: <https://www.selby.gov.uk/what-were-doing>

#### Priorities

- Monitor, calculate, and report our annual scope 1, 2 & 3 carbon emissions
- Reduce our scope 1 and 2 CO2 emissions to zero through improved energy efficiency of our built environment, divestment from fossil fuel energy sources, and offset of unavoidable emissions
- Reduce our scope 3 CO2 emissions through sustainable procurement
- Encourage sustainable modes of transport for employees, members and residents
- Protect and improve the quality of the natural environment and biodiversity across the district
- Work collaboratively across the public, private and third sectors at a local, regional, national and global level

#### 6 Workstreams identified to achieve this:

- **Workstream 1:**  
Carbon Monitoring - Monitor, calculate, and report our annual scope 1, 2 & 3 carbon emissions.
- **Workstream 2:**  
Travel - Encourage sustainable modes of transport for employees, members and residents.
- **Workstream 3:**  
Council Buildings and Energy Use - Seek to reduce our scope 1 and 2 CO2 emissions to zero through improved energy efficiency of our built environment, divestment from fossil fuel energy sources, and offset of unavoidable emissions.
- **Workstream 4:**  
Working Practices - Seek to reduce our scope 3 CO2 emissions through sustainable procurement and offsetting.
- **Workstream 5:**  
Natural Environment and Biodiversity - Protect and improve the quality of the natural environment and biodiversity across the district including addressing flood risk and planning for sustainable development through the new Local Plan.
- **Workstream 6:**  
Influencing Others in the District - Work collaboratively across the public, private and third sectors at a local, regional, national and global level.

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## Appendices – Key References

### E – Green Agenda in the Humber and East Riding

#### Key policy document

(HEY LEP) – **Economic Growth & Workforce Wellbeing Strategy 2021-2026**

<https://heylep.com/wp-content/uploads/2022/02/FINAL-HEY-LEP-Economic-Growth-Workforce-Wellbeing-Strategy-2021-2026.pdf>

HEY LEP has stated that the aim for the region is to:

To maximise opportunities to drive economic growth in green industries whilst meeting ambitious targets to be a net zero carbon industrial cluster by 2040 and achieve significantly lower carbon outputs by 2030. (HEY LEP (2021) 'Economic Growth and Workforce Wellbeing Strategy 2021-2026'. Available at:

<https://heylep.com/wp-content/uploads/2022/02/FINAL-HEY-LEP-Economic-Growth-Workforce-Wellbeing-Strategy-2021-2026.pdf>

Key objectives:

- Optimise clean energy generation - creating a net zero, clean net growth economy for the HEY LEP region is the most significant challenge and provides the greatest opportunity for economy of the region.
- Drive industrial decarbonisation - the Humber is the highest CO<sub>2</sub>-emitting cluster in the UK (30% larger than the next highest), and therefore has the greatest potential to make a difference to the UK's industrial Net Zero ambitions.
- Promote decarbonisation and resource efficiency within businesses - whilst some Micro and SME businesses in the HEY region are actively engaging in ways to increase their energy and resource efficiency, many are not.
- Developing conditions in HEY LEP to achieve a Net Zero and Clean Growth Economy - activity with business, public sector organisations and education and training providers locally can drive innovation in elements such as workforce practices, consumer behaviour change and understanding wider environmental impacts to assist development of clean growth technologies essential for successful transition to Net Zero.

#### Green Skills Priorities

##### Key policy document

(HEY LEP) – **Green Jobs and Skills Analysis**

<https://heylep.com/wp-content/uploads/2022/01/HEY-LEP-Green-Jobs-and-Skills-Analysis.pdf>

- **Focus on critical skills:**
  - Construction trades, particularly Electricians.
  - Craft roles - e.g., Welders, Steel Fixers, Cable Jointers, Fitters, Drivers, etc.
  - Engineers and specialist - e.g., Electrical, Mechanical and Civil Technicians/Engineers, and Quantity Surveyors.
  - Technology-specific - e.g., hydrogen, EV Mechanics & Charging Point Installers, Heat Pump Installers, etc.
  - "New" technologies - e.g., data, cyber, artificial intelligence, etc. (these are cross sector skills which may benefit from collaborations with organisations who sit outside of the green industries).
- **Continued drive towards equity, diversity and inclusion:**
  - A crucial aspect of avoiding and alleviating possible skills shortages is to maximise the potential pool of labour available to the green economy. To achieve this, individual employers and the industry more generally will have to make itself more attractive to females, those from an ethnic minority background and to those with lower academic achievements, i.e., from all sections of the HEY LEP community.

- **Promote the need to invest in the future talent pipeline.**  
Coupled with recommendation 9.2 above is the need to encourage industry to invest more in the future talent pipeline:
  - Too many job postings have high entry requirements which rule out a substantial proportion of the population – whether they relate to academic qualifications or previous industry experience
  - Drax has recognised this issue, and are looking at the potential for leveraging other credentials such as teacher references or the submission of evidence demonstrating mechanical or electrical engineering aptitude
- **Develop and promote clear career pathways**
  - The CBI report a lack of awareness of the green economy amongst the general public, and the path to net-zero. Without a stronger “brand”, individuals will be less likely to consider career opportunities in the green industries<sup>89</sup>.
  - Many people spoken to as part of this research report that more work needs to be done to develop and promote clear career pathways, linked to appropriate training and development.
- **Ensure the local availability of Apprenticeship and T Level training**
  - There are more than 80 different Apprenticeship Standards currently available and relevant, to varying degrees, to the green industries. However, the extent to which they are available within the vicinity of HEY and the surrounding area varies considerably.
  - Of the 80+ different Standards, 41 of them are not currently delivered within the immediate vicinity of Hull (based on information provided by the Institute for Apprenticeships website).
  - Only around a dozen of the Standards have more than two training providers operating locally to Hull (although there a number of nationwide providers who deliver at the apprentice’s workplace).
- **Promote supply chain collaboration**
  - Encourage closer working on identifying and addressing common skills issues down through the supply chain
  - Leverage the influence of the big players to support the supply chain
- **Clearly articulate demand from industry to education and training providers**
  - HEY LEP and its partners should consider how best to collect, aggregate and communicate employer demand for skills to the training provider community
  - Timing is crucial – such activities would need to tie in with the planning cycles of all institutions
  - This could bring about economies of scale in low-volume / high-cost training