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|  | **Paper *ESD 2016 Report for LTSEC***  Agenda item *(insert agenda item number)* |

ACADEMIC BOARD

***LEARNING TEACHING AND STUDENT EXPERIENCE COMMITTEE***

July 2015

**Paper Name: Annual Education for Sustainable Development (ESD) Report and Action Plan**

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| **SUMMARY** | This paper to LTSEC and the Sustainability Board is in two parts.  Part 1 provides a review of the wide ranging initiatives undertaken in the University to incorporate an ESD experience in the educational offer for all students as part of their programme of study supplemented by extra and co-curricula activity. This commitment is expressed in the Sustainability Plan which draws its authority from Strategy 2020.  Part 2 of the report presents progress with the ESD Action Plan. Progress is reported on a quarterly basis to the Sustainability Board which oversees the activity on a shared governance basis with LTSEC. The Sustainability Board prepares an annual report of progress with the Sustainability Plan and this incorporates progress with meeting the ESD aims and objectives. The Annual Report of the Sustainability Plan is received by VCAB and the Board of Governors before publication on the Sustainability web pages.  This report for LTSEC and the Sustainability Board provides a comprehensive and detailed description of the ESD initiatives, actions and outcomes in Academic Year 2015/16. Much of the ESD work is undertaken through the cross university Knowledge Exchange for Sustainability Education group and in collaboration with the SU@UWE. KESE provides a cross institutional forum for discussion, decision and planning, a network for creating a sense of community and support for staff and a vehicle to design and deliver events.  **Headline ESD outcomes in 2015/16 Academic Year**   * Confirmed that 100% of UWE students had the opportunity to engage in ESD as part of their programme of study in AY 2014/15. * Achieved the NUS Responsible Futures Accreditation * Presented the Whole Earth? Exhibition. * Responded to the Whole Earth? University Challenges through a collaborative project with the SU@UWE. Response available [here](http://www1.uwe.ac.uk/about/corporateinformation/sustainability/policiesplansandtargets.aspx). * Recertification to ISO 14001 for the campus and curricula of UWE, details available [here](http://www1.uwe.ac.uk/about/visionandmission/sustainability/sustainabilityservices/iso14001.aspx). * Produced the baseline analysis of the Sustainable Development Goals and UWE. Report available [here](http://www1.uwe.ac.uk/about/corporateinformation/sustainability/policiesplansandtargets.aspx). * Hosted the EAUC Annual Conference with 340 attendees and presented a plenary and three workshops plus a large exhibition. * Green Gown 2015 finalists in the Student Engagement category and the Learning and Skills category. * Seven applications made to the Green Gown Awards 2016. * Worked closely with the SU @UWE and the Green Team to understand, develop and further extend student engagement in ESD activity * Implemented the UWE Green Capital Strategy 2015 and the Hefce funded Green Capital Student Capital Project. * Co-organised the Learning from the Sharp End Conference. * Provided advice on incorporating ESD into the Quality Management and Enhancement Framework. * Continued to provide academic resources for teaching enhancement. * Provided staff development via the PG Cert, at ASQCs, Department specific events and Green Capital events. * Provided a cross institutional coordination of ESD initiatives. * Enhanced the reputation of UWE through publications and conference presentations - details lodged in the Research Repository. * Created a suite of ESD videos to accompany Green Gown Award submissions   + - [Green Gown 2015 finalist film "Raising the Baseline"](https://www.youtube.com/watch?v=5SaMignKqjs)     - [Green Gown 2015 finalist film “Green Capital Student Capital”](https://www.youtube.com/watch?v=5kw1qdxeN2w). * Shared a suite of Departmental ESD videos via the Learning for All site available [here](https://intranet.uwe.ac.uk/sites/learningforall/Pages/Search--Education-for-Sustainable-Development.aspx?v1=default&r=%22owstaxIdL4ATags%22%3DARUCZWR1Y2F0aW9uIGZvciBzdXN0YWluYWJsZSBkZXZlbG9wbWVudAhvd3N0YXhpZAAYA14ib3dzdGF4aWRMNEFUYWdzI2EzNzc5YWMyLTE2MzYtNGEyMS04NmUzLTRhOTYzMzdjNGFkZSIk). * Worked closely with FET to develop the Our Green City MOOC funded by a Strategic Grant from Bristol 2015. * Further enhanced the institutional communication of ESD information by close working with Internal Communications and through the refreshed ESD web pages available [here](http://www1.uwe.ac.uk/about/visionandmission/sustainability/education.aspx).   **Key Actions for 2016/17**   * Further development of the working relationship with the Students’ Union, specifically ensuring ESD engagement with new officers. * Implementation of the recommendations from the Responsible Futures audit report, in conjunction with SU@UWE Green Team. * Commence planning for Responsible Futures reaccreditation. * Contribute to the Sustainability Plan mid-point refresh process for the ESD component, including review and revision of KPIs and targets. * Further work to make the Sustainable Development Goals more explicit in the curricula including further curriculum mapping exercises. * Consideration of assessment of ESD within UWE programmes. * Focus on opportunities for students to gain ESD skills and experience, linked to work on Graduate Attributes. * Extension of Living Laboratory work into the city region. * Continued engagement with *It Doesn’t Stop Here* and Green Capital Student Capital project and Bristol Green Capital Partnership, including specific work on Skills Bridge.   Attached to this report are two Appendices   1. A summary report on the Responsible Futures Accreditation process. 2. A report summarising the outcomes from the suite of Annual Meetings including those with each Associate Dean Learning and Teaching and each Head of Department and their senior staff.   This report, action plan and activity review fulfils the 2015/16 ESD governance and reporting requirements to the Sustainability Board and the Learning, Teaching and Student Experience Committee. |
| **COMMITTEE ACTION REQUIRED** | The report provides a detailed summary of UWE’s aims ambitions and actions in support of the ESD agenda accompanied by an annual summary of progress with the ESD Action Plan.    LTSEC and the Sustainability Board are asked to note the contents of the report and approve the ongoing work. |
| **CONSULTATION** | The report has been prepared from the reports presented and discussed at monthly KESE meetings and the quarterly reports to the Sustainability Board. The report has been received and discussed at the 29th June Sustainability Board. |
| **STRATEGIC ALIGNMENT** | Strategy 2020, Sustainability Plan, Learning 2020 |
| **RISK MANAGEMENT** | This area of work is externally certified by the ISO 14001 Environmental Management System (EMS) and the NUS Responsible Futures Accreditation Mark. Risks arising from work undertaken are being managed and or mitigated via the EMS. Staff development activities designed to enhance awareness and build capacity and capability further reduce the magnitude of identified risks. |
| **EQUALITY ANALYSIS** | No adverse equality impact has been identified. |
| **COMMUNICATION STATUS** | Public |
| **AUTHOR:** | J.W.S. Longhurst and G.K. Gough |
| **DATE:** | June 2016 |

**Part 1. Education for Sustainable Development at UWE Bristol**

**1) Introduction**

This paper provides a report on the wide ranging initiatives undertaken in the university as part of UWE’s commitment to incorporate an ESD experience the educational offer for all students as part of their programme of study supplemented by extra and co curricula activity. This commitment is expressed in the Sustainability Plan which draws its authority from Strategy 2020. Progress with the ESD Action Plan is reported on a quarterly basis to the Sustainability Board which oversees the activity on a shared basis with LTSEC. The Sustainability Board prepares an annual report of progress with the Sustainability Plan and this incorporates progress with meeting the ESD aims and objectives. The Annual Report of the Sustainability Plan is received by VCAB and the Board of Governors before publication on the sustainability web pages. This report for LTSEC provides a comprehensive and detailed description of the ESD initiatives, actions and outcomes in Academic Year 2015/16. Much of the ESD work is undertaken through the cross university Knowledge Exchange for Sustainability Education group. KESE provides a cross institutional forum for discussion, decision and planning, a network for creating a sense of community and support for staff and a vehicle to design and deliver events.

[UWE Bristol's Strategy 2020](http://www1.uwe.ac.uk/about/corporateinformation/strategy.aspx) outlines the university's ambition to be known for our inclusive and global outlook and approach. UWE is committed to ensuring that our graduates are ready and able to realise their full potential; well equipped to make a positive contribution to society and their chosen field of work or further study; and primed to play their part in developing a sustainable global society and knowledge economy. The [Graduate Attribute Framework](http://www1.uwe.ac.uk/about/ourstory/learningandteaching/work-integratedlearning/graduateattributeframework.aspx) ensures that students develop a sense of global responsibility and a future-facing outlook during their time at UWE. This also guides the [Learning 2020 Strategy](http://www1.uwe.ac.uk/about/ourstory/learningandteaching/learning2020strategy.aspx) which includes an aspiration to ensure that our students experience practice-based learning within and out of the university. The university's [Sustainability Plan](http://www1.uwe.ac.uk/about/corporateinformation/sustainability/policiesplansandtargets.aspx) specifies UWE's objectives and KPIs in relation to sustainability. ESD is a core theme within the Plan and annual action plans and monitoring guide the ESD work.

The University campus and curricula have been certified to the Environmental Management Standard BS: EN [ISO14001:2004](http://www.iso.org/iso/catalogue_detail?csnumber=31807). UWE has achieved the [NUS Responsible Futures Accreditation Mark](http://sustainability.unioncloud.org/responsible-futures/articles/uwe-just-got-a-responsible-futures-accreditation), is designated an Outstanding Earth Champion by the [Earth Champions Foundation](http://www.earthchampions.org/); is a signatory of the [Talloires declaration](http://www.ulsf.org/programs_talloires.html); has made a commitment as part of the UN Rio +20 process and the [Higher Education Sustainability Initiative](https://sustainabledevelopment.un.org/sdinaction/hesi) to ensure its students are able to engage with the ideas and meaning of living and working sustainability; is a member of the [Environmental Association for Universities and Colleges](http://www.eauc.org.uk/home); a member of the UK and Ireland Chapter of [PRME (Principles of Responsible Management Education)](http://www.unprme.org/); and regularly offers the opportunity to staff and students to take part in the UNESCO supported [Sustainability Literacy Test](http://www.sulite.org/en/substainability_home).

**2) Strategy, Leadership and Responsibility for ESD**

UWE Bristol's [Strategy 2020](http://www1.uwe.ac.uk/aboutus/visionandmission/strategy.aspx) guides all activity within the university. One of four priorities within this Strategy includes commitment to ensure that UWE graduates are “ready and able to realise their full potential; well equipped to make a positive contribution to society and their chosen field of work or further study; and primed to play their part in developing a sustainable global society and knowledge economy".

The achievement of the ambitions outlined in Strategy 2020 is being realised via the implementation of [four strategic programmes](http://www1.uwe.ac.uk/about/visionandmission/strategy/strategicprogrammes.aspx); Learning 2020, Campus 2020, Performance 2020 and Ways of Working 2020. Learning 2020 is explicitly aimed at ensuring the delivery of outstanding teaching, learning and student experience. This work is being framed by [UWE Bristol's Graduate Attribute Framework](http://www1.uwe.ac.uk/aboutus/learningandteaching/work-integratedlearning/graduateattributeframework.aspx) which identifies five core competencies which every UWE graduate will display: Self-reliant and connected, ready and able, enterprising, globally responsible and future-facing. Collectively these encompass a sustainability literate graduate.

The university, in conjunction with the Students' Union, is currently implementing its [Sustainability Plan 2013-2020](http://www1.uwe.ac.uk/about/visionandmission/sustainability/governanceandstrategy/sustainabilitydocuments.aspx). This plan was developed in conjunction with and signed off by UWE Vice-Chancellor, The Students' Union at UWE Bristol President and the Chair of the UWE Bristol Board of Governors. The plan details objectives and KPIs relating to all aspects of sustainability at UWE Bristol, including education for sustainable development. Each theme has its own annually revised action plan. The most recent ESD Action Plan can be found in the [Sustainability Documents](http://www1.uwe.ac.uk/about/visionandmission/sustainability/governanceandstrategy/sustainabilitydocuments.aspx) section of the web site.

The embeddedness of sustainability issues into our institutional strategy and the strategic programmes derived from it, is the result of years of commitment by passionate staff, including senior leaders. The university is now in a position whereby sustainability is present in the terms of reference and responsibilities and expectations of all staff and students. This ensures that it is not only core to the provision of formal teaching and learning activities but also to the informal activities and physical/cultural context which also form a critical part of students' learning experience.

**2.1) ESD Leadership and Responsibility**

UWE’s Sustainability Board has responsibility for the implementation of the [Sustainability Plan 2013-2020](http://www1.uwe.ac.uk/about/visionandmission/sustainability/governanceandstrategy/sustainabilitydocuments.aspx). This board (which meets quarterly) includes representation of institutional leaders, professional and academic staff, as well as students. Subsequently, there is regular engagement with these groups on sustainability issues. Further, the Sustainability Board reports to the Vice-Chancellor's Advisory Board, thus reaching the most senior management of the university. The annual ESD report is approved by the Learning, Teaching and Student Experience Committee.

UWE's Assistant Vice Chancellor (Environment and Sustainability) represents the university's most senior role explicitly responsible for the implementation of sustainability across the institution, both in relation to estates management and curriculum. This level of seniority demonstrates the university's commitment to ensuring that sustainability is core to our decision-making processes.

UWE created the post of Senior Lecturer in Education for Sustainable Development specifically to progress our engagement with ESD. The role includes responsibility for ESD in the context of: Student engagement, staff development, academic quality management and Sustainability Plan implementation via leadership of the ESD theme. The post holder is responsible for the development of teaching and learning resources, coordinating UWE's cross institutional Knowledge Exchange for Sustainability Education, mapping sustainability activity across UWE, supporting the Green Team and other relevant SU initiatives and UWE reputation raising activities.

The Senior Lecturer in ESD works closely with staff from across UWE’s academic and professional staff to promote a coherent and consistent ESD experiences for staff and students. Each academic department has a representative on UWE’s Knowledge Exchange for Sustainability Education (KESE) and this facilitates a flow of information, knowledge, ideas and experience between the institution and academics on ESD objectives and implementation. Further, UWE’s Sustainability Engagement Officer works to develop and coordinate practical and academic events and activities for staff and students, and to facilitate academic engagement with UWE Bristol’s campus locations.

ESD is also progressed by permanent and elected staff within the Students’ Union at UWE. Sustainability is included in the job descriptions of both the Community Manager and the VP Societies and Communication. The Students' Union has a dedicated Sustainability Officer and Green Team Co-ordinator. A sustainability policy was unanimously approved in November 2015 committing the SU to, among other things, work with the university so that all courses include issues of environmental sustainability and social responsibility to ensure students graduate with an understanding of these issues and to embed environmental sustainability and social responsibility aims and purposes in its strategic plans. The Union has charged the SU President with the responsibility for this policy.

**3) UWE Bristol’s Approach to Education for Sustainable Development**

UWE Bristol has embraced a holistic approach to education for sustainable development (ESD). We believe that ESD means offering curricula that provide the opportunity for all students to engage with sustainable development within the context of their discipline of study. We also place great emphasis on providing a range of co-curricula activities and opportunities that are linked to sustainable development. To deliver this, we must integrate our people and places and recognise their value to our learning, teaching and research. This means harnessing the knowledge, innovation and enthusiasm of our staff and students for delivering positive change; developing and managing a sustainable campus infrastructure and facilitating sustainable operations and culture change interventions.

**3.1) Quality Management**

UWE’s [Quality Management and Enhancement Framework](http://www1.uwe.ac.uk/aboutus/departmentsandservices/professionalservices/academicservices/qualitymanagement/qualityframework.aspx) (QMEF) incorporates consideration of education for sustainable development and the [Teaching and Learning Strategy](http://www1.uwe.ac.uk/about/ourstory/learningandteaching/learning2020strategy.aspx) of the University implicitly uses education for sustainable development as a pedagogic driver. The Quality Management and Enhancement Framework makes explicit reference to and use of both the [QAA-HEA ESD Guidance](http://www.qaa.ac.uk/en/Publications/Documents/Education-sustainable-development-Guidance-June-14.pdf) and [HEFCE's Sustainable Development in Higher Education framework](http://www.hefce.ac.uk/pubs/year/2014/201430/) as context for the consideration of ESD within annual curriculum monitoring and curriculum approval and review processes. A [guidance document for staff](http://www2.uwe.ac.uk/services/Marketing/about-us/cas/ESD_and_QMEF.pdf) is available to help them to understand the principles and potential applications of ESD and the university’s commitment. The Senior Lecturer in ESD provides specific staff development sessions on how to meet the university’s expectations of ESD within curriculum development and review processes. The university’s ESD work was included in the Self-Evaluation Document prepared for the Quality Assurance Agency’s Higher Education Review of UWE Bristol in 2015.

**3.2) Partnership with Students**

Partnership and collaboration lie at the heart of UWE’s education for sustainable development (ESD) approach. UWE’s partnership with the Students’ Union at UWE has provided a strong foundation upon which to build a comprehensive offer of education for sustainable development. This partnership enabled us to submit a large and convincing body of evidence against the criteria of the [NUS Responsible Futures](https://www.nusconnect.org.uk/strong-students-unions/sustainability/responsible-futures) ESD accreditation scheme, which we have achieved. Further, the ESD objectives and action plans focus on bringing people together, staff and students from across disciplines, services and backgrounds. This approach enables us both to draw on the strengths of all members of the UWE Bristol community and to ensure that we promote understanding that sustainability is relevant to everyone.

Students are represented on all UWE Bristol's major boards and committees, including those with a core focus on sustainability, curriculum and/or student experience. As such, the student voice forms an important part of discussion and decision-making in relation to these issues. These fora are the most important mechanisms for student interest and concerns to feed into curriculum development and review. Staff Student Liaison Committees provide a direct link between academics and students, whilst the Students' Union pay a vital role in gathering and collating student views to feed into formal consultation channels. Sustainability is frequently raised in these fora as a result of institutional activity and student interest

External partnerships are also extremely important and through our partnerships with local, regional, national and international organisations, we are able to ensure that we contribute to the development of happier, healthier, more sustainable communities and that our students develop the ability to apply their knowledge and skills to real world sustainability challenges. UWE Bristol’s strong links with the [Bristol Green Capital Partnership](http://bristolgreencapital.org/) provide many opportunities for students to volunteer, undertake live projects, work with a variety of organisations to help to build a more sustainable Bristol. [Skills Bridge](http://skillsbridge.ac.uk/) is a mechanism for external organisations to connect with and draw upon the skills of students via placement, internship, project, volunteering and other opportunities.

**3.3) Partnerships Between Staff**

Education for Sustainable Development encompasses knowledge and skills development and the encouragement of a global, future-facing world view. This requires provision of opportunities to both learn about global challenges and to engage in real world experiences. At UWE Bristol, academic staff work across discipline boundaries, between teaching and research, with [Employability and Enterprise teams](http://www1.uwe.ac.uk/aboutus/departmentsandservices/professionalservices/studentpartnershipservices/enterprise.aspx), with [UWE Volunteering](http://www1.uwe.ac.uk/students/careersandemployability/volunteering.aspx), with student experience teams and with the [Students’ Union](http://www.thestudentsunion.co.uk/) to ensure that students have multiple and various opportunities to develop knowledge, skills and attributes aligned to sustainability literacy and action.

**4) Education for Sustainable Development Implementation and Action**

UWE is progressively infusing sustainable development into the curricula of all undergraduate and postgraduate provision. In 2011/12, audits showed that 71% of UWE students had the opportunity to engage with concepts of sustainable development through their programme of study. By the end of 2014/15 UWE had achieved the target of 100% set in the Sustainability Plan.

**4.1) Getting Staff and Students Involved**

The university seeks to provide opportunities for staff and students to engage in sustainable development activity both as part of and outside of their normal work or programme of study. We recognise that some will want to explore sustainable development at their own pace outside of the formal curriculum. In order to meet this need, the University is developing an online learning resource called Keys to Sustainability. This will be available to all staff and students through the virtual learning environment and learners will work through modules at their own pace. Once all modules are completed, a certificate of completion will be received which will contribute to students’ [UWE Futures Award](http://www1.uwe.ac.uk/students/careersandemployability/uwebristolfuturesaward.aspx) and their [Higher Education Achievement Record](http://www1.uwe.ac.uk/students/careersandemployability/hear.aspx).

**4.2) European Green Capital**

During 2015, Bristol was the designated European Green Capital. Over the course of the year, a huge number of events were held within and by UWE which brought together staff and students on social responsibility and sustainability (SRS) issues. These included a UWE Green Capital Seminar Series. The series constituted four events, three led by UWE academics and one led by external invited speakers. Find out more about [UWE Bristol’s Green Capital engagement](http://www1.uwe.ac.uk/about/corporateinformation/bristolgreencapital.aspx).

**4.3) Whole Earth?** **Exhibition**

During 2015/16, UWE has hosted the Whole Earth Exhibition. As part of this activity, we have held staff and student workshops to consider the ways in which UWE Bristol is meetings the challenges outlined in the exhibition. The UWE Bristol response can be viewed on the [sustainability documents page](http://www1.uwe.ac.uk/about/corporateinformation/sustainability/policiesplansandtargets.aspx).

We are working to profile all of the excellent sustainability-related work being undertaken by staff and students across UWE Bristol. Examples of sustainability-related research can be found on the [Research with impact](http://www1.uwe.ac.uk/research/researchimpact.aspx) web pages.

**4.4) Curriculum**

We are increasing and enhancing the opportunities available to students through the curricula for engagement with the Sustainable Development Goals. UWE Bristol is working to ensure that all programmes of study provide opportunities for students to explore the meaning of sustainable development in the context of their discipline. For some programmes, like [Environmental Science or Geography](http://www.uwe.ac.uk/et/gem), nearly everything students study is concerned with sustainable development. For others, the engagement with sustainability issues will be less direct, and often linked to professional practice or employability elements of the programme. In all cases, we are increasing and enhancing the opportunities available to students through the curricula for engagement with the Sustainable Development Goals.

UWE Bristol has developed modules and programmes which explicitly focus on sustainable development. The following case studies are indicative of the breadth and variety of UWE Bristol’s ESD provision. The [MSc Sustainable Development in Practice](https://www.youtube.com/watch?v=buBj2mYM_lQ) is an interdisciplinary programme which enables staff and students to work together on sustainability-related teaching and learning. Students within the Bristol Business School on programmes [BA Economics](http://courses.uwe.ac.uk/L100/), [Business and Management](http://courses.uwe.ac.uk/N100/), Business Management with Economics, [Accounting and Finance](http://courses.uwe.ac.uk/N420/), Business and Management with Accounting and Finance share a second year module titled Good Business, Bad Business and Sustainability. Assessed learning outcomes for this module include the ability of students to demonstrate 'a developed understanding of the economic value of ecosystem services and environmental sustainability' and be able to 'evaluate actions and performance of an organisation in relation to corporate social responsibility, business ethics and sustainability'.

**4.5) Our Green City MOOC**

During 2015, UWE Bristol developed a massive open online course (MOOC) called [Our Green City](http://www1.uwe.ac.uk/et/gem/courses/ourgreencity.aspx). This course was developed by academic from across UWE Bristol, in collaboration with organisations and students. Online collaborative communication tools enabled participants to share their learning and experience with other participants. The course boasted a global reach, with some 2000 participants registered. The impact of the course can be inferred from the commitments participants made to change their behaviour after undertaking the course. Actions included people promising to “grow my own salad vegetables and share seeds and produce with my neighbours”, “work on making a septic system that could create fertiliser for surrounding gardens, fields ", "make every effort to make less visits to the supermarket and more to the local retailers", "introduce plants and wild plants to my own front garden, and share ideas with neighbours", "use green energy and look for those non-profit companies that promote their green energy" and to “Cycle more it is free it is healthy”!

**4.6) Department of Architecture and the Built Environment**

Students within the Department of [Architecture and the Built Environment](http://www1.uwe.ac.uk/et/abe) undertake a shared interdisciplinary module in level 3, titled Collaborative Practice. These students are registered on Real Estate, Quantity Surveying, Property Investment and Management, Interior Architecture, Architecture, Architecture and Planning, Architectural Technology and Design, Architecture and Environmental Engineering, Construction Management, and Building Surveying courses. This module enables these students to represent their discipline in tackling real world built environment challenges and to gain an appreciation for the professions with which they will need to work after graduation. One of the learning outcomes for the module is that students will be able to reconcile the external constraints that impact on the environment and the need to provide sustainable, healthy and low carbon lifestyles and buildings.

**4.7) Design, Materials and Manufacturing**

Design, Materials and Manufacturing brings together first year students on BEng/MEng [Mechanical Engineering](http://courses.uwe.ac.uk/H300), [Automotive Engineering](http://courses.uwe.ac.uk/H331/), [Aerospace Engineering](http://courses.uwe.ac.uk/H403/), [Engineering](http://courses.uwe.ac.uk/H110), and [FdSc Mechatronics](http://courses.uwe.ac.uk/834A). Learning outcomes include students being able to show an understanding of materials properties and the impact of the choice of material and processes on the environment'.

These are just examples of ways in which sustainability infuses the curriculum across all of UWE’s disciplines. Work is also being done to consider our pedagogic approach to ESD. For example, within the Bristol Business School students have been able to experience an alternative pedagogic method of post-graduate (management) education: a field trip, which combines student-led, inquiry-based learning approach with a critical collaborative reflection on the theme of ‘environmental degradation as a business opportunity in a contemporary global context’. The Bristol MBA programme has an established tradition of integrating into its curriculum a non-compulsory study-trip based activity where students are given the opportunity to engage with “live cases” related to various aspects of ecological crisis, globalisation and development. Research into the effectiveness of this approach is ongoing and includes consideration of cohort diversity and the multidisciplinary background of the academic team.

**4.8) Practice Based Learning**

Sustainable development features strongly in a significant number of the hundreds of placements and work based learning projects that take place each year.

**4.8.1) Hands on Bristol**

Students in UWE Bristol's Architecture and the Built Environment department have the opportunity to be involved with collaborative, project-based work through [Hands on Bristol](http://www.hands-on-bristol.co.uk/). Hands on Bristol is collaboration between the Bristol School of Architecture and the Bristol community that seeks to encourage and strengthen knowledge exchange between education programmes and local communities through collaboration in live projects. Hands on Bristol gives local groups and specialists the unique opportunity to transform spaces across Bristol. Previous projects have included self-built pocket parks, light installations, densification proposals, a community cinema, recycling clothes shop, community art interventions and greening the high street. The possibilities are broad and endless. Using a built environment challenge posed by community groups or organisations as the starting point, architecture students work through a number of steps to develop and deliver a design brief for a project. Working with communities has helped to develop practice-ready professional experience for students, whilst creating a bond between the student and the city. Many of the proposals developed are self-build and (almost) zero-budget solutions.

**4.8.2) Widening Occupation Weeks**

Students studying Occupational Health undertake a compulsory two weeks of volunteering at the start of their second year of study as part of Widening Occupation Weeks (WOW). The aims of WOW are to enable students to:

* Develop knowledge of what occupations are available in the community
* Gain personal experience of community involvement
* Reflect on social and cultural contexts of different occupations
* Reflect on demands of a range of occupations
* Consider the relationship between the individual, the group, the environment and the occupation.

**4.8.3) MSc Sustainable Development in Practice**

UWE Bristol's [MSc Sustainable Development in Practice](http://courses.uwe.ac.uk/F8NA1/) Masters is a cross-disciplinary programme, consisting of modules run by all four of UWE's faculties. The course facilitates interdisciplinary staff and student working on real life sustainability challenges and projects.

**4.8.4) ParkHive project**

During 2015 UWE Bristol staff developed the [Bristol ParkHive project](http://www.bristolparkhive.com/). This project is designed to increase awareness and use of public green space in Bristol. It has employed graduate interns and given students from across UWE Bristol the opportunity to engage in a truly multidisciplinary real life project. [Students have gained new skills and valuable experience](http://www.bristolparkhive.com/student-opportunities.html) in working on a live, interdisciplinary project.

**5)** [**UWE Bristol as a Learning Laboratory**](http://www1.uwe.ac.uk/about/visionandmission/sustainability/education/implementationandaction/alearninglaboratory.aspx)

Students and staff are encouraged to use the buildings and campuses for practice-based learning. UWE Bristol’s Estates and Facilities teams work closely with academics to facilitate the use of our campus environments for practice-based learning. In order to support the University’s [Strategy 2020](http://www1.uwe.ac.uk/about/corporateinformation/strategy.aspx) ambitions, in particular for ‘Ready and able graduates’ and ‘Outstanding learning’, the Sustainability Services support student learning in real world settings.

**5.1) Input into the curriculum**

The Sustainability Team offer academic staff a range of opportunities for students including:

* Presentations on sustainability, both general to UWE Bristol and particular to specific study areas, such as [energy management](http://www1.uwe.ac.uk/about/visionandmission/sustainability/sustainabilityservices/energyandwater.aspx), [sustainable procurement](http://www1.uwe.ac.uk/about/visionandmission/sustainability/sustainabilityservices/purchasingandprocurement.aspx), sustainable business, campaigns communication and behaviour change.
* Tours of facilities and grounds; for example R2 and sustainable building techniques, biodiversity walks on Glenside and Frenchay Campuses, bee walks to the hives at Frenchay, visits to the waste compound.
* Opportunities for surveys and interviews of staff and students throughout the year.

This work has led to a number of ongoing curriculum projects. Students studying Geographical Skills undertake a problem-based assessment task relating to sustainability at UWE Bristol. They are required to prepare reports which detail an element of sustainability at UWE Bristol based on their own investigations. They also work in teams and reflect on the group working process. This is a large module which reaches a good proportion of students in the [Geography and Environmental Management department](http://www.uwe.ac.uk/et/gem).

As part of a second year module on Sustainability in Practice, students are set live briefs related to the sustainability of UWE Bristol. These briefs were set in collaboration with UWE Bristol's Sustainability Team and the team were available for students to contact during preparation of their assessed presentation. Members of the Sustainability Team attended the presentations and all the student work went to the Team to consider the feasibility of implementation.

In 2015 70 students from [UWE Bristol's International College](http://www1.uwe.ac.uk/study/internationalstudents/internationalcollege.aspx) were tasked with designing a product or scheme to increase sustainability engagement at UWE Bristol. Working in groups students carried out a pilot study and come up with a range of ideas that could benefit UWE Bristol’s sustainable performance. These ideas have included incentives for students to recycle, reduce their electricity or water consumption, also harnessing electricity from cycling and using fully recyclable cups. The students are taken on a guided tour of UWE Bristol's Frenchay campus to view sustainability features and are given a presentation by the Sustainability Engagement Co-ordinator.

**6) Supporting staff and students with Education for Sustainable Development**

UWE Bristol supports all staff and students in their engagement with education for sustainable development.

**6.1) Induction and HR Processes**

All new academic staff at UWE Bristol undertake the Post-graduate Certificate in Teaching and Learning in Higher Education. UWE Bristol's Senior Lecturer in Education for Sustainable Development delivers a session as part of this programme. You can watch a [reduced online film version of this presentation](http://uwe.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=ead6a136-382c-4da8-93c8-45fdb6828955) (login required). UWE Bristol staff induction for all new starters includes explicit coverage of social responsibility and sustainability (SRS) issues; the staff welcome pack includes information on sustainable travel; new staff attend a welcome fair which includes a presentation by UWE Bristol's Sustainability Engagement Officer; sustainability is included in the Induction Checklist issued to managers of new staff; and, finally, all new staff complete an online induction which includes a sustainability component.

**6.2) Supporting Staff**

Since 2011, annual ESD surveys and meetings have been conducted with all Heads of Department. The survey includes questions on current levels of sustainability understanding and ESD engagement by staff and this information is supplemented by interviews with Associate Deans (Teaching and Learning), academic quality managers and departmental KESE reps. Such discussions yield valuable detail about knowledge of, attitudes towards and practice of staff in relation to ESD. [Annual ESD reports](http://www1.uwe.ac.uk/about/corporateinformation/sustainability/policiesplansandtargets.aspx) document UWE’s continued monitoring of staff awareness of and engagement with ESD. This report is approved by the Sustainability Board and Learning, Teaching and Student Experience Committee. It is available to staff and students via the Sustainability Web Pages. Information from theses process helps to guide the development of ESD training provision for staff.

Sessions on ESD are provided for staff on an individual basis or as part of a programme team, departmental fora or event. These opportunities provides space for staff to explore what ESD means in the specific context of their teaching, learning and research and to share with and learn from the experience of other academics. Every academic department has an ESD representative who sits on the internal Knowledge Exchange for Sustainability Education (KESE) group. Each department has prepared a presentation on ESD within their disciplines. [Videos of these presentations](https://intranet.uwe.ac.uk/sites/learningforall/Pages/Sustainability/Education-for-Sustainable-Development-in-UWE-Departments.aspx) are available as a resource for all staff (login required). The annual all staff ESD day brings together staff from across the institution for shared reflection on ESD successes and progress over the year and interdisciplinary learning.

The Post Graduate Certificate in Teaching and Learning in Higher Education for new academic staff explores the pedagogic opportunities to embed sustainability in the curriculum whilst the annual ESD staff day provides a range of experiences, sharing opportunities and enhancement activities. In addition, development sessions are available for department management teams, programme and module teams to explore opportunities for including sustainability considerations in the formal curriculum and wider activities of the academic community.

**6.3) Knowledge Exchange for Sustainability Education**

A cross-University staff group Knowledge Exchange for Sustainability Education (KESE) is charged with promoting, encouraging, challenging and leading academic engagement in education for sustainable development. The membership of the network is drawn from the four faculties of the University and from professional services. In meeting the responsibility placed upon it, the KESE group is vital to the implementation of the University-wide Education for Sustainable Development Action Plan. All staff can access the [KESE SharePoint site](https://share.uwe.ac.uk/sites/kese/default.aspx) (login required), which serves as a resource point for further information about the group's activities and as an information hub for events, documents and links in the field of Education for Sustainable Development.

KESE has produced resources to support the teaching of sustainable development at UWE Bristol. These resources include a generic slide set about sustainable development from which academics can extract relevant material and discipline specific resources. For more information about KESE, email the [Senior Lecturer in Education for Sustainable Development.](mailto:Georgina.Gough@uwe.ac.uk)

**6.4) Supporting Students**

**6.4.1) Coursework**

Since 2013-14 UWE Bristol has run a sustainability coursework prize. The prize is designed both to incentivise students to select sustainability-related topics and to create a showcase of student sustainability work.

At the end of each academic year, the [Faculty of Environment and Technology](http://www.uwe.ac.uk/et) and [Bristol School of Art and Design](http://www1.uwe.ac.uk/cahe/artanddesign) host [degree shows](http://www1.uwe.ac.uk/whatson/degreeshows2014.aspx) to showcase the work of students to internal audiences, the public and businesses and organisations. During 2015, a sustainability guide to each show was produced to celebrate relevant work of students and promote awareness of and engagement with social responsibility and sustainability.

In 2015, UWE Bristol signed up to the [NUS Dissertations for Good](http://dissertationsforgood.org.uk/) initiative. The programme has so far been promoted to postgraduate students and will be promoted more widely from 2016-17.

**6.5) Informal Curricula and UWE Volunteering**

UWE Bristol’s [Green Internship Scheme](http://www.environmental-inet.com/about-us/areas-of-support/access-to-knowledge-and-expertise/high-calibre-graduate-internships/) offers funded placements which allow employers to tap into the pool of student talent and give students a potential first step into a green career. Among the many successes of this scheme was its support for the [Bristol Green Capital Partnership](http://bristolgreencapital.org/) in its preparations for the successful 2015 Green Capital bid.  
UWE's Volunteering Team promote numerous [opportunities for students to undertake informal volunteering](http://www1.uwe.ac.uk/students/careersandemployability/volunteering/volunteeringopportunities.aspx) within the city of Bristol and the communities within it and further afield. [Volunteering opportunities with an explicit sustainability focus are separately identified](http://www1.uwe.ac.uk/students/careersandemployability/volunteering/volunteeringopportunities/bristolgreencapital.aspx).

[UWE Bristol Volunteering](http://www1.uwe.ac.uk/students/careersandemployability/volunteering.aspx) run two of their own sustainability focused volunteering projects, namely [Green Space Volunteers and Green Ambassadors](http://www1.uwe.ac.uk/students/careersandemployability/volunteering/volunteeringopportunities/uwevolunteeringprojects.aspx). Green Space is UWE Bristol Volunteering’s student-led conservation project. Working with local groups looking after green spaces near Frenchay Campus, the project aims to support conservation and enjoyment of these sites. Green Ambassadors work as a team to take their knowledge and enthusiasm for green issues into local schools to run 4-5 themed workshops. Workshops may be around: climate change, sustainability, energy use, renewables, water, sanitation, food and food waste, healthy living, biodiversity and more.

The Green Ambassadors Project works in partnership with schools and community groups to help to teach children in Bristol about the importance of sustainability and how they can contribute to a greener city. The project began in 2013, using groups of student volunteers from the BSc Creative Product Design programme to plan and deliver workshops on climate change, sustainability and energy to school children. Students from the university are given support to develop engaging and inspiring teaching and workshops for the children.

The team behind UWE Bristol Green Space endeavours to protect, maintain and improve valuable areas of woodland in the local area. Splatts Abbey Wood and Sims Hill are in close proximity to Frenchay campus and those behind its preservation are always grateful for the support and efforts of students from UWE Bristol. Students volunteer on a fortnightly basis to tackle a particular area of woodland with the aim of restoring respectability and beauty. One project involved students on behalf of ‘UWE Green Space’ tidying and reshaping, organizing a pond area at Sims Hill. They transformed the area into a more socially viable and friendly destination. Many other gatherings have resulted with a similar success – making the woodland areas a safer, more attractive area for people to enjoy. David Bell from Splatts Abbey Wood Conservation Group said, "The Splatts Abbey Wood Group is incredibly grateful to UWE Bristol Volunteering and the UWE Bristol Student volunteers for their help and support. The students have been enthusiastic and hardworking, and are a credit to themselves and to UWE Bristol. They are helping to get a lot of important work done. The Splatts group is also delighted to be able to offer students the opportunity to volunteer and enhance their experience and skills". The GreenSpace team leaders jointly won the city wide Student Volunteer of the Year award in 2016.

**6.6) Students’ Union**

The Students’ Union is a critical partner in UWE’s ESD provision. The SU President and Vice President for Societies and Communication sit on the [Sustainability Board](http://www1.uwe.ac.uk/about/visionandmission/sustainability/governanceandstrategy.aspx) and are supported by the Community Manager, Green Team Co-ordinator and Sustainability elected representative.

The [Students' Union Green Team](http://www.thestudentsunion.co.uk/community/green-team/) is a student-led group with an interest in sustainability and a passion for exploring ways to create positive change on campus and in the Bristol Community. Members of the Green Team have the opportunity to be involved in an exciting programme of events, training, activities, talks, workshops and volunteering. There are a variety of opportunities for students with varying levels of commitment and knowledge.

The Students' Union provides financial support for student-led projects via the [Green Team](http://www.thestudentsunion.co.uk/community/green-team/). Change for Change was created to provide students who are interested in running a project, event or campaign with staff support and a budget. The Students' Union Volunteering Team has a further start-up fund to support students who wish to create and run a volunteering project on campus or in the local community. Student Societies have access to resources in terms of staff time, equipment and also go through annual budget requests for funding. Students’ Union supported projects include: Green Wheels, Still Good Swap Shop, Bristol on Two Wheels, Made Local Christmas Market, What’s the Catch?, Tree Party, Food Waste café, #saynotoplastic, Community garden, #ThinkGreenbeGreat, Gardening and Growing Action Day.

Students can also engage with sustainable development through other Students' Union societies, for example: Engineers without Borders, Formula Student, and People and Planet. The Students' Union Volunteering Programme offers further opportunities, including one off action days.

The Green Team Coordinator, a full time position in the SU, is a resource to support student sustainability projects, sustainability activity on campus and support university staff with embedding sustainability into the curricula. The post holder delivers a monthly programme of events and training to encourage students to engage with the sustainability agenda and empowers students to run student change projects. The Community Manager has responsibility for overseeing student-engagement with sustainability issues.

**7) Tracking the Progress of Education for Sustainable Development**

**7.1) Implementation Monitoring**

The ESD Action Plan sets out the ambition and KPIs to deliver the ESD objectives outlined in the Sustainability Plan. This is updated annually to ensure that targets and actions remain relevant and ambitious. The Action Plan is published on the [Policies, Plan and Targets](http://www1.uwe.ac.uk/about/corporateinformation/sustainability/policiesplansandtargets.aspx) section of the Sustainability web pages.

Much work is being done across all departments to implement the Sustainability Plan and particularly the ESD components of that plan. Reference has been made elsewhere to the departmental films which provide evidence of engagement across all disciplines. Annual reports derived from meetings with Heads of Department provide further evidence of a comprehensive implementation of sustainability consideration across the university’s activity

**7.2) Baselines and Benchmarks**

**7.2.1) Curriculum**

A thorough baseline curriculum survey was undertaken in 2008. This work resulted in a substantial report which detailed the state of ESD at UWE Bristol at that time and provides a comprehensive analysis of the presence of ESD and social responsibility and sustainability (SRS) in modules across UWE Bristol. The methodology is described in the report, which has been readily available to staff and students since its publication and has formed the basis of subsequent curriculum survey work.

In 2011, a survey was conducted with Heads of Department to identify the level of provision of and engagement with ESD across UWE Bristol’s academic disciplines. A further survey of programme specifications was undertaken in 2012/13 according to a methodology approved by the UWE Bristol’s Sustainability Board. Triangulation of these data with subsequent Heads of Department surveys provides a rich source of evidence to measure activity and progress. The 2011 survey found that 71% of students had the opportunity to engage with SRS issues in their programme of study. This information has been used to guide the development of further formal curriculum engagement with ESD over the subsequent years. Departmental representatives on the internal Knowledge Exchange for Sustainability Education (KESE) now also contribute to regular curriculum mapping work.

The survey conducted in 2012-13 has been repeated every year since. The sustainability orientation of programmes being identified, an assessment of the number and proportion of students who benefit from the opportunity to engage with SRS in their programme of study has become a regular feature of monitoring. All courses are subjected to the same manual assessment of the presence and orientation of sustainability as the original survey.

In 2014-15, every academic department prepared a presentation on ESD in their department, including consideration of the formal and informal curriculum and research activity. The presentations were prepared by department reps on the internal Knowledge Exchange for Sustainability Education (KESE) group in conjunction with Heads of Department, Associated Heads of Department, programme leaders and other academics. A considered overview of the presence of SRS issues within the curriculum of all departments is contained within these presentations. The films of these presentations are available as a staff resource via the intranet.

**7.2.2) Students**

The Students' Union at UWE Bristol undertook [a baseline survey of students](https://www.thestudentsunion.co.uk/pageassets/community/green-team/sustainability-survey-2015/Responsible-Futures-Survey-Analysis.pdf) in November 2015, with over 700 completions. Key findings include:

* 89% of respondents either agree or strongly agree that universities should actively incorporate and promote sustainable development.
* 71% of students either agreed or strongly agreed that they would like to learn more about sustainable development.
* 58% if students agree or strongly agree that sustainable development is important for their employability.
* 51 % of students would be more like to engage with extra curricula activity if they had the opportunity to learn new skills.

One of the most important findings from the survey was that students agree that the university should be promoting sustainable development and they would like to learn about it whilst at university. The survey also showed that students were most likely to engage with extra curricula activity when the activity provides them with the opportunity to learn skills.

The survey will be repeated at regular intervals to allow for temporal comparison of results and identification of changes in students awareness and attitudes.

**7.3) Impacts and Outcomes**

ESD has developed considerably over the past 20 years. A baseline report in 2008 details situations whereby pockets of excellence existed with more examples of good practice but where ESD is not pervasive across the institution. The 2015 ESD report details a very different picture, with headline data highlighting the fact that students across the institution have the opportunity to engage with ESD as part of their programme of study. Further, the departmental summaries contained in this report illustrate the comprehensive engagement of all academic departments with education for sustainable development.

In 2014/15, ESD was added as an expectation of annual module, programme and departmental reporting across the institution (part of the Quality Management and Enhancement Framework). This information will be help to assess both understanding of ESD by staff but also the level of ESD provision across all of the programmes. In addition it will help to shape the planning of staff development activity.

Short-term impact of engagement with ESD opportunities on students can be observed in the [student case studies provided on the UWE volunteering site](http://www1.uwe.ac.uk/students/careersandemployability/volunteering/studentstories.aspx). Further qualitative evidence can be found on the [SkillsBridge website](http://skillsbridge.ac.uk/casestudies/) which has been developed as part of UWE Bristol's collaborative Green Capital project with the University of Bristol. Evidence of student satisfaction with their experience on these kinds of volunteering projects can be found in the [Green Capital Student Capital](http://www1.uwe.ac.uk/about/visionandmission/bristolgreencapital/studentcapital.aspx) evidence report.

The opportunity to receive formal recognition for voluntary engagement with ESD enables students to demonstrably enhance their CV. The Change Maker Award was devised for this purpose and to incentivise further action. In order to achieve the award, students must provide feedback on their experience. Qualitative comments from students on the most meaningful aspect of their volunteering experience include: 'Seeing such a range of students from all different backgrounds, often not having any experience in environmental management, working together and developing an interest for the health of the woodlands' 'Working with so many caring, enthusiastic and passionate people. Visiting fantastic independent local venues and talking to them about the impact of sustainability on their businesses!'

UWE Bristol contributed to the development of several modules of the Bristol Method (a series of case studies of how Bristol has become sustainable). One such module, ['How to Engage and Inspire Young People'](https://www.bristol2015.co.uk/media/filer_public/d5/7c/d57c2e97-3420-4ef9-a221-80c9b97141e8/30_bristol_method_how_to_engage_and_empower_young_people.pdf) details advice for engaging students and potential outcomes both for students and host organisations.

A [film detailing the many components of UWE Bristol's ESD work](http://www.sustainabilityexchange.ac.uk/green_gown_awards_2015_learning_and_skills_univ1) was developed as a result of the shortlisting of UWE Bristol's ESD work for an EAUC Green Gown award in 2015.

**7.4) Reporting**

The University, in conjunction with the Students' Union, is implementing the [Sustainability Plan 2013-2020](http://www1.uwe.ac.uk/about/corporateinformation/sustainability/policiesplansandtargets.aspx). The plan details objectives and KPIs relating to all aspects of sustainability at UWE Bristol, including education for sustainable development. Each theme of the Sustainability Plan has its own action plan with more detailed KPIs and planned activity. Progress against these KPIs is reported on quarterly at the Sustainability Board, with an annual report for each theme being developed at the end of each academic year.

The results of UWE’s internal auditing and reporting are shared widely via the KESE group, HoDs, Sustainability Board, Sustainability Team and Students' Union and in our ESD documentation. Results are published on the KESE SharePoint site. Annual reporting is made to the Learning, Teaching and Student Experience Committee, the Sustainability Board the Vice Chancellor’s Advisory Board and the Board of Governors.

Further reporting takes place as part of [UWE’s ISO 14001 institutional accreditation](http://www1.uwe.ac.uk/about/visionandmission/sustainability/sustainabilityservices/iso14001.aspx), which includes UWE’s Education for Sustainable Development provision. UWE Bristol received its institutional ISO 14001 accreditation in 2014 and this has been renewed in 2015 and 2016. The Environmental Management System (EMS) accreditation covers campus and curricula, all components of the estates management and operations, as well as the education for sustainable development activity fall within the scope of the accreditation. UWE Bristol is unusual in receiving an institution-wide accreditation and in having its ESD work included in its environmental management system. The process of preparing for the audit as well as ensuring regular monitoring and management of progress requires academic staff to work closely with estate and operation managers. This collaborative approach ensure significant impact and reach of this work. There are opportunities for students to undertake project work, internships and placements within the sustainability team and wider estates management related to the institutional EMS.

Bristol Business School at UWE Bristol has been a signatory of PRME since 2010. However, in 2014, UWE Bristol become one of only a handful of HEIs to adopt PRME across the institution. UWE’s [Signatory Information Reports document this development](http://www.unprme.org/participants/view-participants.php?partid=2630). The Royal Institution of Chartered Surveyors (RICS) has given UWE’s Architecture and the Built Environment department [special recognition](http://www.rics.org/uk/about-rics/responsible-business/united-nations-global-compact/un-prme/) for its [work with the Principles](http://www.rics.org/uk/about-rics/responsible-business/united-nations-global-compact/un-prme/university-of-west-england-bristol-uk/). Institutional leads for PRME are members of the Sustainability Board to ensure integration of the principles into university business. The university routinely offers staff and students the opportunity to undertake the Sustainability Literacy Test, which was developed in association with PRME.

**7.5) Responsible Futures**

[Responsible Futures](https://www.nusconnect.org.uk/strong-students-unions/sustainability/responsible-futures) is an accreditation programme designed by the NUS to work “with institutions to embed sustainability into the curriculum of every student in education today” (NUS, 2016). The accreditation audit process assesses education for sustainable development performance against 45 criteria in the seven categories: Baselines and benchmarks, partnership and planning, leadership and strategy, policy and commitment, interventions, impacts and outcomes, and outreach. Each partnership (an HEI and its Students’ Union) also have the opportunity to have their performance measured against three self-defined criteria. Evidence must be provided of activity related to ten mandatory criteria and as many of the twenty five optional criteria as the partnership wishes/is able to. Each criteria is scored accordingly to difficulty and impact of the activity evidenced. A total score for the partnership is then reached. The minimum score for accreditation is 200 out of a maximum possible total of 330.

UWE Bristol and the Students’ Union at UWE Bristol worked together over a six-month period in 2015/16 to evidence current/recent activity and to undertake new activity to meet the full expectations of the accreditation scheme. In preparation for the audit, more than 150 pieces of evidence were submitted against all of the criteria.

In April 2016, the NUS ran a half-day training session for UWE Bristol students, including the Students' Union President, who were to audit the partnership’s evidence. These auditors undertook a desk-based audit of this evidence against detailed descriptions and expectations of each criteria and interviewed members of UWE Bristol and Students’ Union at UWE Bristol staff who are closely involved with UWE’s ESD delivery, namely AVC Environment and Sustainability, Senior Lecturer in Education for Sustainable Development and VP Societies and Communication. The NUS held two focus groups with UWE Bristol students – the first with ten students who are on programmes with an explicit social responsibility or sustainability focus or are part of societies or groups with a similar focus. The second focus group consists of students with no explicit connection to such programmes or societies.

At the end of the audit process, the UWE Bristol Responsible Futures steering group was advised that the partnership had ‘passed with flying colours’. This makes UWE Bristol the first institution to gain the Responsible Futures accreditation since the initiative was launched following its pilot phase in 2014-15. Formal accreditation was conferred at a ceremony on 24 May at UWE Bristol, on the eve of the EAUC Annual Conference. The full report will enable UWE Bristol to identify areas of best practice and help to set an agenda for deepening the ESD offer to students for the benefit of society.

**8) Connecting with Others**

During 2015, UWE Bristol and the Students’ Union at UWE worked closely with the University of Bristol and Bristol Students' Union on a HEFCE-funded project called Green Capital Student Capital. This project involved both Students' Union proactively establishing and promoting opportunities for students to become actively involved in sustainability. Key lessons from this project have been published in [Bristol Method](https://www.bristol2015.co.uk/method/european-green-capital/) module.

**8.1) Public Engagement and outreach**

Public engagement activities are well supported at UWE Bristol. Examples of large sustainability-related public engagement events which UWE Bristol leads on are the [Bristol Bright Night](http://www.bnhc.org.uk/bristol-bright-night/highlights-and-gallery/), [Bristol Festival of Nature](http://www.bnhc.org.uk/festival-of-nature/) and [Bristol Food Connections Festival](http://www.bristolfoodconnections.com/).

Staff and students at UWE Bristol run an annual Your Green Futures event. This is a free event for schools across South Gloucestershire and Bristol. Through a range of interactive workshops and an exhibitor hall, young students have the opportunity to explore, with businesses as well as UWE Bristol academics and students, the growing job opportunities in a low carbon, resilient economy. In May 2016 440 students, from 15 local secondary schools, had the chance to work alongside 34 businesses and 16 university students. The students who attended completed an evaluation form. Before the event, 87% of students believed it was important that we create a low carbon, sustainable future, whereas after the event 93% agreed.

Funding is available for staff and student outreach projects such as via the Faculty of Environment and Technology Outreach award. This award offers prizes to winning applications from academic staff, research teams, student societies or postgraduate students. The prize money can be used to buy out staff time or pay for project materials. The projects must be aimed at public engagement and outreach could include activities in schools, special events, social media, or community projects. It might be led by or involved academic staff and/or students. The impacts might include contributing towards widening participation aims, recruitment of potential students, skills for current students and communicating research progress.

**8.2) Communications**

UWE Bristol has a large number of internal and external communication channels. Sustainability features regularly and prominently across all of these channels. Further, sustainability specific communication channels, including Facebook pages, twitter accounts, email lists, SharePoint sites, newsletter and networks have been established to ensure complete coverage of audiences and platforms.

Via the Assistant Vice-Chancellor, Environment and Sustainability, UWE Bristol played a significant role in supporting the Higher Education Academy (HEA) in its education for sustainable development work through chairing the [HEA Education for Sustainable Development Advisory Group](http://www.heacademy.ac.uk/education-for-sustainable-development). The University is also supporting the sector through the Quality Assurance Association and HEA [guidance on education for sustainable development](http://www.qaa.ac.uk/en/Publications/Documents/Education-sustainable-development-Guidance-June-14.pdf).

Case studies of UWE’s ESD related activities are shared both internally and externally. These can be accessed via the [UWE Bristol Research Repository](http://eprints.uwe.ac.uk/). A search for Education for Sustainable Development will identify material relating to UWE Bristol's formal and informal curriculum activity and whole-institutional approach to ESD. These items include case studies, national and international conference presentations and reports.

**9) Conclusions**

This paper provides a report on the wide ranging initiatives undertaken in the University in 2015/16 to promote ESD in the curricula, co-curricula and extra curricula experience of students. Progress with the ESD agenda is monitored through the Action Plan and a quarterly update is presented to the Sustainability Board which oversees the ESD agenda in partnership with LTSEC. Much of the ESD work is collaborative and undertaken through the cross university Knowledge Exchange for Sustainability Education group which provides a cross institutional forum for discussion, decision and planning, a network for creating a sense of community and support for staff and a vehicle to design and deliver events. The SU@UWE is, and will continue to be, a key partner is designing and delivering the ESD agenda at UWE.

**Part 2. Action Plan. Achievement against ESD Action Plan 2015**

**Key aims:**

* Ensuring a sustainability culture permeates our curriculum, research and the knowledge base of our staff and students.
* Enabling sustainable and healthy behaviour to underpin all that UWE does.

Note: KPIs are included in the Sustainability Plan

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme** | |  |  | | --- | --- | |  | Complete | |  | On track | |  | Slippage | |  | Off target |   **Actions** | **Assessment of progress at end of AY 2015/16** | **Comments** |
| **Students** | Formal curriculum   * KESE group to continue to encourage institution-wide activity through departmental support departments * Development of online resources * SL ESD to deliver sessions at request of academics * Sustainability team will continue to offer support for curriculum activities.   Informal curriculum   * Green Leader coordinator to continue to initiate and facilitate activities * SU to promote sustainability in groups and societies * Student Partnership Services to identify and promote sustainability-related volunteering, intern and placement opportunities. * Provision for recognition of sustainability-related activities within UWE Futures to be made.   Monitoring   * Development of measures and mechanisms to measure depth and breadth of student engagement including consideration of assessment to continue | Complete | All actions relating to opportunities for students have been completed.  UWE’s successful Responsible Futures audit demonstrates excellent levels of achievement against numerous criteria relating to ESD provision.  Working relationships with the SU at UWE have been strengthened this year and is an asset in achieving our ESD ambitions. |
| **Staff** | Staff development   * SL ESD to provide targeted to help to academic teams at request of team leaders. * Resource development to continue. * ESD contribution to be made to Academic Development Programme. * ESD to be incorporated within staff induction activities   KESE   * Regular meetings to be continued * Hold themed interdisciplinary events to complement the annual ESD event.   QMEF   * Annual update of 2014 ESD guidance for academic and quality management staff will be made * SL ESD to provide support for staff engaged in new ESD requirements within QMEF at request of team leaders. | Complete | All staff-related elements of the 2015 ESD Action Plan have been completed. Development of staff capacity and confidence in engaging with ESD continues to be achieved via a range of formal and informal initiatives. |
| **Board of Governor Development** | * Programme of training activities for UWE Board of Governors to be developed from existing staff development resources. * Offer of development workshops and other training mechanisms will be made. | Complete | The Board of Governors received invitations to numerous events during 2015-16 including Green Capital seminars, the Whole Earth? Exhibition and events and our Responsible Futures award ceremony. They have received the Sustainability Plan Annual Report and with it, a repeated offer of formal engagement with UWE’s ESD works. |
| **External profiling (including publications and bidding)** | * Papers on ESD to be submitted for publication in peer-reviewed journals. * Bids to support ESD-related activity will be submitted for internal and external funding. * UWE to be represented at relevant local, regional, national and international fora and events. * UWE to play a prominent role in the activities of Bristol Green Capital 2015. * UWE to co-host an international ESD Conference in September 2015. | Complete | UWE’s external profiling in relation to ESD has been significantly enhanced during 2015-16. UWE’s contribution to Bristol’s year as European Green Capital was externally acknowledged to be ‘outstanding’.  UWE’s co-hosting of an international ESD Conference in September 2015 and hosting of the EAUC Annual Conference in May 2016 gave us platforms for showcasing the huge volume of ESD activity which UWE undertakes.  UWE was shortlisted in the EAUC Green Gown Awards in both the Learning and Skills and Student Engagement categories for ESD-related work. |
| **Reporting Requirements** | * Monitoring of data obtained from ESD reporting within QMEF process to be undertaken. * Development of mechanisms for reporting data of engagement will continue, including working with Business Intelligence to ensure appropriate initiating data available when required. * Work with RBI to develop criteria to allow capture of sustainability related bid date via PASS will continue * Work with Library to develop criteria to allow capture of sustainability related publications in the UWE Research Repository to be undertaken. * New process to replace HoD survey to be identified and implemented. | Slippage | UWE’s engagement with the NUS Responsible Futures audit process led to the collection and collation of a large volume of evidence of our ESD work.  UWE’s reporting of our engagement with the European Green Capital 2015 was comprehensive.  We replaced the HoD survey with qualitative interviews which allowed richer information to be collected.  Work with QMEF data, RBI and the Library is ongoing. |

**Progress towards Delivery of Sustainability Plan 2020 targets for ESD**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Targets** | **Progress assessment**   |  |  | | --- | --- | |  | Complete | |  | On track | |  | Slippage | |  | Off target | | **Narrative / achievements / current position** |
| Number of UWE graduates per year with ESD knowledge, skills and experience  **Targets**   * 2014/15 80% of UWE graduates have ESD skills and experience | On track | New data source (module and programme reports) will allow for more refined narrative of position if an appropriate data extraction mechanism can be identified and actioned. Consideration of methods for this data extraction has begun. Academic services are due to report on what (if any) summary data they can provide before commitment is made to a labour-intensive process of manual data extraction.  Green Capital activity has provided both opportunities for and data on student skills and experience development. This data source will also be used as further evidence of progress towards this target.  Work is also being undertaken with Student Partnership Services to draw on data collected by them on student volunteering, internships and placements. The Students’ Union will also be able to support the measurement of this target. |
| Percentage of UWE UG and PG students exposed to ESD in their degree  **Targets**   * 2014/15 80% of students exposed to concepts of ESD * 2020 all students exposed to the concepts of ESD | Complete | Existing mechanism of triangulating data from module and programme specs with HoD interview data has revealed that the target has been met in relation to ESD knowledge (in 2014/15 100% of students had the opportunity to engage with sustainability issues within their programme of study).  Departmental presentations evidence the significant presence of ESD within the curriculum and provide scope for future action to enhance our provision. Meetings with Heads of Department and other relevant staff confirm this positive position.  Anecdotal feedback suggests that QMEF reporting processes are prompting discussions within programme teams about ESD which are likely to lead to enhanced provision. UWE’s SL in ESD is supporting curriculum design teams.  During AY 2015/16, work undertaken as part of work to achieve NUS Responsible Futures accreditation has provided more detailed data on students’ exposure to ESD concepts in their curriculum. This work will continue into AY 2016/17. |
| Students completing new UWE e- learning resource for Sustainable Development  **Revised Target (approved by Sustainability Board in April 2015)**   * 2015/16 10% of students complete the new UWE e- learning resource for Sustainable Development | On track | All students had the opportunity to undertake the UWE Green Capital MOOC ‘Our Green City’ which completed its second run in April 2016. Resources developed for the MOOC will be incorporated in to the new sustainability e-learning resource.  Development of this learning resource has continued to be developed during the AY 2015/16. Academics and student reps have helped with content development ready for launch in 2016. The launch of the resource will form part of UWE’s Green Capital legacy activities. |
| Number of research and KE bids in the field of Sustainable Development | Complete | Many bids related to sustainable development have been submitted by UWE centres and groups. Work still needs to be done to establish an automated extraction of bid data from PASS to allow for more accurate reporting of the scale and nature of such bids. |
| **Breakthrough Indicator**   * Sustainable development formal and informal learning opportunities available for all students and staff. * In the context of their discipline all students will have the opportunity to explore and put into practice sustainable development concepts. | Complete | Many learning opportunities, both formal and informal, alongside resources, have been developed. These include lectures and seminars, networking and action events. An ESD session was run with the February 2016 cohort of the ADP.  All staff and student opportunities facilitated during 2015-16 include a Green Capital seminar series, Whole Earth? Exhibition and associated events, external speaker presentations by Mark Edwards (Hard Rain project), Jonathon Porritt, Herbert Giradet and Rolf Jucker.  The EAUC 2016 Annual Conference held at UWE provided an opportunity for some 30 members of UWE staff and students to engage in two days of sustainability discussion, learning and action.  An ESD development workshop for staff will be run during UWE’s Learning and Teaching Conference in June 2016.  Work will begin on identifying the most appropriate mechanisms by which students could be given the opportunity to put into practice sustainable development concepts. A formal process of identifying where such opportunities already exist is already planned. |
| Internal and External Communications | Complete | ESD-related communications continue to develop in reach and scope, both internally and externally. Documentation of UWE’s Green Capital activity was comprehensive and provided illustration of the scope, variety and reach of engagement with ESD in its broadest sense. These documents and stories have been widely shared both internally and externally. Reporting of the Green Capital Student Capital project, which centres on opportunities for students to gain skills and experience supporting sustainability in organisations and society, also helps in the communication and profiling of ESD messages and opportunities. UWE’s contribution to the Bristol Method based on this project can be seen at: <http://eprints.uwe.ac.uk/28828/> and <https://www.bristol2015.co.uk/method/european-green-capital/>  Three interns have helped to create a collection of Green Capital reports. The process undertaken by each of them in researching and preparing the reports was, in itself, useful for communicating and sharing messages about ESD. These reports can be viewed at:  <http://eprints.uwe.ac.uk/28769/>  <http://eprints.uwe.ac.uk/28769/>  <http://eprints.uwe.ac.uk/28772/>  Internal Communications and Media/Press teams have continued to profile ESD both internally and externally, particularly in relation to post-2015 events and activity. UWE’s close relationship with the Bristol Green Capital Partnership will help to ensure that external communications about the university’s ESD work remain frequent.  The Knowledge Exchange for Sustainability Education group continues to be an important vehicle for internal communication with and support for staff about ESD. KESE reps and HoDs are important communicators between the university and academics within departments on ESD matters. Many departments have developed small ESD groups to discuss and ESD within programme teams. The KESE SharePoint site is still awaiting upgrade by the SharePoint team. Email and social media are being used for both internal and external communication, supplementing the face-to-face communication which is the most useful from an engagement perspective. |
| Other activities / achievements | Complete | UWE co-hosted the ‘Learning from the Sharp End: Implications for sustainability in HE’ Conference with the University of Bristol as part of the HEFCE-funded Green Capital Student Capital project. The event ran on 7-8 September and attracted nearly 100 delegates from across the UK and abroad. The programme contained more than 40 presentations, alongside workshops, roundtable discussions and networking opportunities. Feedback from attendees was extremely positive, particularly in relation to the range and diversity of presentations. A manifesto was developed at the end of the event to capture the themes of the two days. Materials from the conference can be accessed via the conference website: <https://sites.google.com/site/beyondesd/home>  NUS Responsible Futures – as a result of a two-day audit on 7-8 April, UWE achieved the Responsible Futures accreditation mark. The formal accreditation was made at an event at UWE on 24 May (on the eve of the EAUC Conference). UWE is also supporting the work of other institutions in the cohort through support days, a webinar and JISC-mail exchanges.  The EAUC Annual Conference was held at UWE in May (25-26). Many UWE academics and professional service staff contributed to the conference and UWE’s sustainability work was prominently profiled throughout the event including a plenary session, three workshops, an extensive exhibition, campus sustainability walks, cycle rides , a visit to the Whole Earth Exhibition and a display of UWE’s electric vehicle fleet.  UWE students won at the Bristol 2015 Volunteering Awards. In the category of ‘The Best Student Volunteer’, Georgia Merrell and Thomas Haines won for their work as leaders in the GreenSpaces project, which sees teams of students and local groups looking after green spaces near Frenchay. In the category of ‘The Spirit of Bristol Award’ Leyth Hampshire won for his work to engage students and embed institutional change, as The Student Union Sustainability Officer and a Green Team member.  A live brief set to Graphic Design students to map sustainability against academic disciplines was completed and will be rolled out to more disciplines in 2016.  Successful abstract submissions have been made to Sustainability and/or ESD conferences in Plymouth, Canterbury and Germany.  GreenPreneur launched on 11 April with 16 learners. This is a 12 week part-time course which supports students to work a sustainability-related business proposal idea up to the point of pitching to potential investors. |

**Appendix 1 **

**Responsible Futures Audit Report:**

**UWE and the Students’ Union at UWE**

**Responsible Futures Steering Group April 2016**

**Audit Report**

This report provides an overview of the process by UWE and the Students’ Union at UWE (collectively known as ‘the partnership’ from this point on) were audited to assess their level of performance against the criteria of the NUS’s Responsible Futures accreditation mark. The audit took place on 7-8 April 2016. A briefing sheet prepared for students and staff about Responsible Futures is also included.

Responsible Futures is an accreditation programme designed to work “with institutions to embed sustainability into the curriculum of every student in education today” (NUS, 2016). The accreditation audit process assesses education for sustainable development (ESD) performance against 45 criteria in the following categories: Baselines and benchmarks, partnership and planning, leadership and strategy, policy and commitment, interventions, impacts and outcomes, and outreach. Each partnership (an HEI and its Students’ Union) also have the opportunity to have their performance measured against three self-defined criteria. Evidence must be provided of activity related to ten mandatory criteria and as many of the twenty five optional criteria as the partnership wishes/is able to. Each criteria is scored accordingly to difficulty and impact of the activity evidenced. A total score for the partnership is then reached. The minimum score for accreditation is 200 out of a maximum possible total of 330.

UWE and the Students’ Union at UWE worked together over a six-month period to evidence current/recent activity and to undertake new activity to evidence activity where our own self-assessment had revealed that maximum points might not be achieved but where new activity was feasible. In preparation for the audit, more than 150 pieces of evidence were submitted against all of the criteria. The partnership undertook a self-assessment of difficulty and impact of activity and estimated a score of around 300 for UWE’s ESD work.

On the 7th of April, a NUS Sustainability Officer attended UWE and ran a half-day training session for 6 UWE students, including the SU President, who were to audit the partnership’s evidence. During the afternoon of the 7th, these auditors undertook a desk-based audit of this evidence against detailed descriptions and expectations of each criterion. On the morning of the 8th of April, the audit team interviewed three members of UWE and Students’ Union at UWE staff who are closely involved with ESD delivery, namely AVC Environment and Sustainability, SL Education for Sustainable Development and VP Societies and Communication. These interviews marked the end of the audit team’s official duties. In the afternoon of the 8th, the NUS Sustainability Officer held two focus groups with UWE students – the first the ten students who are on programmes with an explicit social responsibility or sustainability focus or are part of societies or groups with a similar focus.

The second focus group consists of students with no explicit connection to such programmes or societies.

At the end of the audit process, the UWE Responsible Futures steering group was advised that the partnership had reached the minimum score required to achieve the accreditation. This makes UWE the first institution to gain the Responsible Futures accreditation since the initiative was launched following its pilot phase in 2014-15. An informal report will be sent to the partnership by Friday 22 April. There will be a two-week opportunity for the partnership to respond with further evidence where maximum point have not been given for individual criteria. A formal report with the final score will be received subsequent to this response and formal accreditation will be made at a ceremony on 24 May at UWE, on the eve of the EAUC Annual Conference. The full report will enable UWE to identify areas of best practice and help to set an agenda for deepening our ESD offer to students for the benefit of society.

**Responsible Futures Briefing Sheet**

**What is Responsible Futures?**

“Responsible Futures works with institutions to embed sustainability into the curriculum of every student in education today. It can help you to:

* Embed sustainability into your students’ learning experience
* Prepare your students for the emerging low-carbon economy
* Strengthen the relationship between your union and your institution Bullet point text style with coloured bullet.

Working through a bank of criteria, institutions and students’ unions work in partnership to earn our accreditation mark which demonstrates real action on education for sustainable development. It’s a true commitment to helping every graduate leave their time in education as part of the solution to our sustainability challenges, rather than as part of the problem.” (NUS website)

Criteria categories:

* Baselines and benchmarks
* Partnership and planning
* Leadership and strategy
* Policy and commitment
* Interventions
* Impacts and outcomes
* Outreach
* Self-defined criteria

Our performance against each criterion is assessed on the basis of ‘impact’ and ‘difficulty’. There are a maximum of 300 points available. The minimum score needed to achieve accreditation is 200.

**Who is undertaking this on behalf of UWE?**

UWE has a Responsible Futures working group consisting of:

* Assistant Vice Chancellor (Environment and Sustainability)
* Senior Lecturer in Education for Sustainable Development
* Vice President of the Students’ Union at UWE (Societies and Communication)
* Vice President of the Students’ Union at UWE (Education)
* Green Team Coordinator, Students’ Union at UWE
* Community Manager, Students’ Union at UWE

This group is responsible for compiling evidence, leading on new activity where necessary, for managing the audit process, for engaging with the NUS and for communicating our engagement with Responsible Futures to the UWE community. This will involve communication with key stakeholder groups, including: course reps; employability leads; institutional leadership team; professional service staff; sabbatical officer team; teaching staff; trade union reps.

**What is involved in preparing for the audit?**

An online ‘workbook’ enables us to upload evidence/links to evidence against each criterion and to undertake a self-assessment of our scoring against ‘impact’ and ‘difficulty’. A rolling indicative score is given as evidence is submitted. New activity will be undertaken to enable us to achieve the maximum possible score within the time available.

Two key areas of new activity are surveying of student attitudes being undertaken by the SU at UWE and curriculum mapping being undertaken by members of UWE’s Knowledge Exchange for Sustainability Education (KESE) group and other academics.

**When will we be audited?**

Mock Audit 21 March 2015 12-5

Full audit 7-8 April 2015

**How does the audit work?**

We are assessed by our own students; trained and supported by the NUS. A team of 6 student auditors undertake desk-based assessment of our performance and interviews with key staff. NUS staff then conduct two focus groups, each with 10 students. One of these groups will consist of students who have explicitly been involved in education for sustainable develop activities (in the formal, informal and/or extra curriculum) and the second group will consist of students who have not been involved in such activities/interventions.

For further information, please contact [Georgina.Gough@uwe.ac.uk](mailto:Georgina.Gough@uwe.ac.uk) or [Rachel2.Colley@uwe.ac.uk](mailto:Rachel2.Colley@uwe.ac.uk)

**Appendix 2**

**Annual ESD Meetings: Summary of points relating to process, outcomes, recommendations and actions**

**Process**

Key points of note relating to ESD reporting and implementation were:

* Departmental reports and reviews of departmental strategies are constructed via review of programme reports. ESD is often fed into departmental report via a rep (KESE or other).
* Departmental KESE reps have worked well to engage colleagues in ESD discussions and activities and to promote ESD within departments. However, they cannot be expected to represent all discipline areas, especially where role is ’voluntary’. ‘Local’ champions are needed.
* ESD component of departmental report is at end of template – staff are weary at this point.
* Staff understanding of what ESD encompasses is still lacking. This leads to superficial filling in of module and programme reports. Use of discipline relevant language helps. What does a ‘good’ answer look like for a relevant discipline?
* It is difficult to get staff together to work on ESD together, e.g. for curriculum mapping.
* ESD is in programme approval but then lost in programme spec documents – needs equal prominence in all documentation.
* Health students have little time to engage in volunteering and extra-curricula activities given 45 week teaching year. ESD must be part of the formal requirements of these courses.
* Professional body reaccreditation takes place of periodic review, therefore if not in requirements of professional body, very difficult to get into curriculum.
* Energy literacy work shows that students are hungry to learn about sustainability but nobody is teaching them (N.B. This is research conducted by UWE not about UWE).
* Professional body accreditation evidence usually includes programmatic assessment of requirements with identification of which modules meet requirements and how (evidence). This can be a useful source of evidence of ESD activity.

**Outcomes**

Outcomes of our ESD work during 2015-16 have been diverse. There have been significant developments in the formal curriculum including:

* Work being done on alignment of programme learning outcomes to sustainability, such as in BSc Economics
* Work to embed sustainability issues into core modules is ongoing (e.g. 30 credit first year economics module, 30 hours of work experience in all level 2 HASS modules)
* Continuation of specialist sustainability modules for students who to engage more deeply with sustainability issues, including: Good Business Bad Business (FBL L2), Sustainable Business (FBL L3)
* Our portfolio of specialist sustainability programmes is strong and includes: Environmental Resource Management, Wildlife Ecology and Conservation Science, Wildlife Filmmaking, Architecture and Environmental Engineering, Environmental Law and Sustainable Development and Sustainable Development in Practice
* Sustainability is implicitly core to a suite of further programmes, including Heritage with History, Rehabilitation, International Business and International Management
* Professional bodies require sustainability content to be demonstrated in many of our disciplines including Engineering, Architecture and Civil Engineering.

Interdisciplinary working and learning opportunities continue to increase and currently include interdisciplinary symposia in the Level 1 Social Sciences curriculum, Collaboration in Practice (15 credit work-based research project module in ABE) and Professional Practice for Built Environment (Level 2 ABE).

Research and large scale action projects are tangible ways in which UWE contributes to sustainable development. Relevant areas of work include water security, bio and renewable energy, environmental law, sustainable cities, Green Capital and public health.

UWE’s external engagement activities reflect the values of ESD. Specific examples are numerous but include creation and implementation of the ParkHive project (ACE), Our Green City MOOC (FET), Your Green Futures day for local schools (FET), Hands On Bristol projects (Architecture), Widening Occupation Weeks (AHP), hosting of an outdoor learning day (Education) and partnership with the Zakhele project (Education).

New academic positions and responsibilities are being created, reflecting the growing importance of this agenda. One particular example is the SL in Sustainable IT position which was recruited to in 2015-16. Departments are also undertaking their own ESD related discussions and events, for example ESD in Engineering roundtable discussion in early May 2016.

**Recommendations**

Key recommendations made by staff are:

*Commitmen*t: Clarity is needed on how important this is to institution, relative to other agendas.

*Visibility of ESD and sustainability*: Sharing of good practice and case studies has been requested by a number of members of staff. Consistency was also mentioned – UWE not seen internally as being particularly sustainable so need better profiling of sustainability credentials to add credibility to ESD efforts. One proposal was that we give all students a tablet or laptop and stop printing.

*Benchmarking*: Individual programmes and departments (and institution wide) feel that it would be useful to know what we are doing and what we know what we are NOT doing to enable enhancement to be undertaken. A standard institution-wide framework would be useful in this process.

*Suppor*t: Central support and departmental support are vital. Further work is needed to ensure discipline-specific advocates who understand the local ‘language’. Repeated provision of opportunities for staff and students has been requested to allow for attendance (if can’t make first time, may be able to make second time).

*Research-informed teaching*: More focus is needed on this and would seem to be a natural way to encourage engagement in SDGs and to encourage alignment between UWE’s research and teaching profiles.

*Data:* Lack of consistent and coherent data collection process is a hindrance to understanding the bigger picture. One specific request in this area was that programme reports to held in one place for ease of data extraction.

*Tools for engagement*: SDGs were perceived to be very useful for engagement at a variety of levels, from a discussion focus to a framework for curriculum mapping. Use of Whole Earth and similar to be advocated as a tool to encourage visual thinking across disciplines.

*Students*: More involvement of students in ESD specific events/initiatives/projects has been requested e.g. in curriculum development and mapping activities (e.g. to NHS Sustainable development Strategy and similar).

*Interdisciplinary collaboration*: Need more formal opportunities for staff and students across discipline to collaborate. Removal of boundaries and more recognition/expectation within formal workload/structures for such engagement was proposed, for example allocation of bundles for attending internal staff development events with requirement to take action on learning undertaken.

**Actions**

Future action ideas arising from annual discussions include:

* Analyse departmental reports for content relevant to ESD.
* Use of accreditation visit documentation to evidence ESD in curriculum (formal and informal)
* Use of relevant alternative frameworks to promote engagement in disciplines, e.g. PRME focus is good in B&M
* Investigate where information on dissertation topics, placements and business relationships is held and collate with focus on SDG/ESD skills and experience elements
* Clear templates and expectations to be developed for reporting requirements and action.
* Possible exhibition in F Block (Bower) with SDGs theme
* Inclusion of ESD in Staff Skills week (already run in Film and Journalism after degree show)
* Inclusion of a drop down list of SDGs in module and programme report template. However, these must be supported by conversation activities to promote real engagement. Can we engage in profound conversations about the constructs of each discipline, with the SDGs in mind?
* Include SDGs in table on front of module guide and tick which are addressed (maybe three columns: implicit, explicit, assessed). Could do similar for programme guides (one for SDGs and one for Graduate Attributes)
* Tracking impact: dissertation topic choice (although not always entirely open choice) and career choice (what role and what business?)
* Inclusion of sustainability literacy type questions in induction/entry tests (CSCT are already developing reasoning aptitude tests for entry. Sustainability questions could be added – for RF survey purposes and general pre-/post- assessment type data).
* Collaborative development of a lexicon of relevant words (institutional could be Graduate Attributes and/or at discipline level use language of relevant benchmarks statements and professional body criteria
* Employability should be key focus for ESD work (league tables, professional practice orientation, etc.) but also staff and student satisfaction (contributing to something meaningful).

**Document Control**

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