



Knowledge Exchange for Sustainability Education (KESE)

Actions, activities and KESE Rep roles 2022-23

Context for 2022-23

- Strategy 2030
- Climate Action and Sustainability Strategy
- ESD Action Plan
- Advance HE / QAA ESD Guidance for HE
- PRME Objectives and Local Network leadership
- SOS-UK Responsible Futures reaccreditation audit and Host Partnership status

Key ESD Actions for 2022/23

UWE's education for sustainable development work in 2022/23 will be informed primarily by Strategy 2030, the Climate Action and Sustainability Strategy, criteria within the Responsible Futures accreditation scheme, UNESCO work on ESD and the 2021 QAA and Advance HE ESD Guidance for HE.

Strategy 2030 states that UWE will:

- Strive to fulfil our role in the achievement of the United Nations' Sustainable Development Goals
- Offer all students the opportunity for engaging across the UWE Bristol community to solve current and future global challenges
- Work with our students to explicitly address climate change and environmental challenges through our teaching, learning and curriculum

Objectives guiding this ESD Action Plan:

- To align our ESD work to Strategy 2030 commitments
- To support all strategic objectives of the Climate Action and Sustainability Strategy: To practice, to promote understanding of and to influence sustainability
- To retain Responsible Futures accreditation
- To strive for continuous improvement in line with our ISO14001 certification
- To embed best practice into our education for sustainable development planning, taking guidance from UNESCO, Advance HE, the QAA and SOS-UK in particular

Operating Principles for our ESD actions and community:

- To frame all ESD work by the United Nations' Sustainable Development Goals;
- To work at a pace and level commensurate with the urgency of the climate and ecological emergency which UWE's recognises the world is facing;
- To utilise UWE's research community, activity and outputs relating to the SDGs, climate change and broader sustainability to enhance teaching and learning across all disciplines;
- To work in partnership with key internal and external stakeholders to enhance our ESD work and to run training, events and initiatives.
- To continue to raise the national profile of and capacity for ESD and to promote renewed policy commitments to ESD in HE through engagement with key national bodies and agencies including Advance HE, the QAA, EAUC, SOS-UK and professional bodies.

The following actions have been identified as priorities for the academic year 2022-23

Action	Success measure(s)
1. Undertake actions and collect, collate and submit evidence of action which meets the expectations of the Responsible Futures criteria.	Successful reaccreditation by SOS-UK against Responsible Futures criteria following our audit in Spring 2023
2. Deliver events and engage in activities required to fulfil our status as a Responsible Futures Host Partnership for 2022-23.	Contributed to sector support events led by SOS-UK and hosted our own event.
3. Undertake actions and collect, collate and submit evidence of action which meets the expectations of the Time Higher Education Impact Rankings criteria.	Institutional submission against all teaching, learning and research criteria in the 2023 submission round of the THE Impact Rankings.
4. Continue phase 2 (2021-2025) of the mapping of academic programmes and disciplines and research against the Sustainable Development Goals.	At least 20 new maps created (not in Phase 1 report) and updates undertaken of original maps which are no longer valid.
5. Undertake survey(s) of students, including via promotion of national initiatives such as the SuLiTest and the SOS-UK Skills Survey.	UWE specific report of student views and expectations generated by SOS-UK due to threshold number of UWE students completing SOS-UK Skills Survey in autumn 2022. Results communicated to students and staff.
6. Ensure strong ESD engagement across all UWE academic departments, with plans for continuous improvement.	Annual ESD report for 2022-23 includes multiple examples of action from all departments.
7. Prepare and submit our biannual Sharing Information and Practice Report (SIP) as part of our commitments to the Principles of Responsible Management Education (PRME).	Report submitted
8. Deliver activities to meet the expectations of our role at PRME Local Network hosts (SW and South Wales) including event in March 2023 as part of the 10 th anniversary UK and Ireland Chapter programme.	Local network met twice during the year and UWE hosted event in March 2023.
9. Active working relationship with UWE's Academic and Professional Services in ensuring that UWE's Quality Enhancement processes and the Postgraduate Certificate in Academic Professional Practice (PGC APP) fully embed ESD as per the expectations of the Advance HE ESD Guidance.	Inclusion of ESD in PGC APP during 2022-23

<p>10. Provision of staff development and activities for students to raise awareness of the SDGs and the issues represented within them. Focus on expectations of the Advance HE/QAA ESD Guidance making use of internal case studies. Focus to be on disciplines which are subject to revised benchmark statements with enhanced ESD expectations.</p>	<p>At least two staff development events held during 2022-23</p>
<p>11. Continued engagement with Bristol Green Capital Partnership, the Bristol SDG Alliance, the Global Goals Centre, PRME UK and Ireland Chapter, SOS-UK and other organisations and partners as relevant to progressing opportunities for students and staff to develop knowledge and skills for sustainable development and sustainable professional practice.</p>	<p>Direct staff and/ or student engagement with key organisations will have occurred during 2022-23.</p>
<p>12. Continued engagement with EAUC, professional bodies, OfS/Advance HE and other agencies to raise national profile and promote renewed policy commitments to ESD in HE.</p>	<p>UWE has engaged actively with any national ESD activities led by EAUC and/or Advance HE.</p>

Principles of Responsible Management Education

Principle 1 | Purpose:

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2 | Values:

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3 | Method:

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4 | Research:

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5 | Partnership:

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6 | Dialogue:

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Brief for KESE Departmental reps 2022-23

- Attend and support KESE meetings and events where possible.
- Facilitate activity within the department/school/discipline which you represent in order to deliver the ESD actions for 202/23.
- Contribute to KESE annual activity (as per KESE meeting/event schedule and ESD Action plan). Annual focus will include preparation for Responsible Futures audit, acting as Responsible Futures Host Partnership and PRME Local Network host, staff and student engagement, consideration of sustainability as relevant to all areas of academic practice (teaching, learning, curriculum, research and technical/practical skills contexts) and evaluation and documentation of UWE ESD/SDG activity.
- Promote relevant activities to staff and students, including SOS-UK annual sustainability skills survey in the autumn and Global Goals Teach In in early Spring.
- Ensure reporting of departmental activity to inform institutional submission to the Times Higher Education Impact Rankings (autumn 2023), Responsible Futures audit (spring 2023) and for KESE away day in June/July 2023.
- Ensure that issues of concern (relevant to achievement of Sustainability Plan targets (ESD or otherwise) are reported to KESE lead for escalation to Sustainability Board (if appropriate) or other suitable forum.
- Understand the institutional commitment to and context for education for sustainable development and support colleagues to do the same. Key reference points are: Strategy 2030, [UWE Bristol's Climate Action and Sustainability Strategy](#); [UWE Bristol's ESD Action Plan](#); and, UWE, Bristol's ESD Design Note.
- Be familiar with the [UN Sustainable Development Goals and their associated targets](#); the [UNESCO Education for Sustainable Development Goals Learning Objectives document](#); and the [Advance HE ESD Guidance \(2021\)](#).
- Support departmental mapping of the UN SDGs against programme context, content and delivery. This will move from staff led programme more towards more involvement of students in programme mapping and mapping of research activities.
- Support Head of Department in preparation of ESD report within annual departmental reports.

Activities and dates for KESE 2022-23

October-December	Departmental and external activity		
	Including EAUC Annual Conference and Green Gown Awards		
December	6 December	14.00-17.00	SOS-UK Responsible Futures support day (joint delivery with UWE and SU at UWE)
	13 December	9.30-10.30	KESE actions review (Teams)
	TBC		PRME Local Network Meeting (Teams)
January	10 January	10.00-12.00	KESE Meeting (Frenchay)
	TBC		Internal PRME event
February	8 February	10.00-15.00	Responsible Futures bespoke support day (delivered by UWE and SU at UWE)
	22 February	12.30-14.30	KESE Meeting (Frenchay)
			Including workshop to create discipline-specific teaching and assessment examples (lead up to Teach-In 1-31 March)
March	Host PRME Local Network Event		
	Global Goals Teach In (whole of March)		
April	3 April?	Internal/External event on discipline-specific case studies of ESD teaching and assessment	
	27 April	11.30-13.30	KESE Meeting (Frenchay)
May	22 May	9.30-11.00	KESE Meeting (City Campus)
			Responsible Futures audit
June	Festival of Learning (or similar) staff development contribution		
	TBC	PRME Local Network Meeting (Teams)	
	28-29 June	EAUC annual conference (University of Bath)	
July	4 July	10.00-16.00	KESE 'AWAY' DAY