

Education for Sustainable Development Annual Report 2017-18

Part 1 Introduction

UWE Bristol has set itself the aim of ensuring that a sustainability culture permeates its curriculum, research and the knowledge base and behaviour of staff and students, evidenced by the ability of staff and students to articulate links between sustainable development and their discipline (Sustainability Plan 2020). This is a long term, cross institutional commitment to sustainability with leadership from the Vice Chancellor, the Chair of the Board of Governors and the President of the Students' Union. The university's aims, direction and rate of travel are set out in the Sustainability Plan which takes its authority from Strategy 2020. The UWE Knowledge Exchange for Sustainability Education (KESE) group is charged with progressing the educational for sustainable development element of this agenda which is central to the achievement of the university's ambitions.

The knowledge, skills and attributes developed in higher education will prepare graduates to thrive in the increasingly unpredictable world which they will encounter in their professional and private lives. UWE is committed to ensuring that all students will have the opportunity to consider sustainability in the context of their discipline of study, particularly in relation to contributions of and implications for professional practice.

UWE is acknowledged nationally and internationally for its engagement with the sustainability agenda and has received the following external recognition:

- certified to the NUS Responsible Futures accreditation achieving the highest score yet awarded,
- 1st class Award in People and Planet, with ESD scoring 100% of available points,
- ISO 14001 Environmental Management System certification, covering both operations and educational activity,
- UK and Ireland Green Gown awards for Student Engagement, Learning and Skills, Continuous Improvement-Institutional Change and Leadership.
- International Green Gowns for Student Engagement and Continuous Improvement.

Student expectations remain high with the Green Team in The SU at UWE identifying a key role for the society as "holding the university to account for its sustainability claims and actions". The Green Team is the largest society in the SU and the Union are the highest ranking union in the NUS Green Impact accreditation scheme. Consequently, there is a high level of expectation that the university sets and then meets meaningful sustainability goals.

UWE achieved its target of ensuring that all UG and PGT programmes engage with ESD as relevant to the context of their discipline back in 2015. Since then we have been working on a more ambitious target to mapping every programme against the UN Sustainable Development Goals. This involves considering not only content of our programmes, but also design, delivery, engagement with external partners, even the very ethos and purpose of the programmes.



Part 2. Meeting the Key Actions set out in the 2016/17 Action Plan

The 2016/17 ESD report set out a 12 Key Actions for Academic Year 2017/18 based on the ESD targets set out within the Sustainability Plan (see appendix). Progress with each of the actions is presented in Table 1. Overall good progress has been made with implementing each action.

Table 1 Summary of Progress with Key Actions in 2017/18

Action	Summary Progress Report
<p>1. Engagement with UWE Enhancement Framework including preparation of new guidance notes to support ESD inclusion in curriculum development and review.</p>	<p>The ‘programmatically by design’ principle of the new UWE Enhancement Framework supports the integration of ESD in programme design and delivery. A series of design notes supports implementation of the enhancement framework and ESD principles are represented in these. ESD remains a field to be addressed in the programme design process.</p>
<p>2. Ensure that ESD is considered within planning for Strategy 2030 and within the ongoing Strategic Programmes of UWE.</p>	<p>Planning for Strategy 2030 is in its early stages. ESD principles are being considered by virtue of the future-facing and horizon-scanning nature of planning activities to date. Both the AVC Environment and Sustainability and the Associate Professor in Education for Sustainable Development represent ESD interests at Strategy 2030 planning events, as do other members of senior management who have taken on responsibility for sustainability.</p> <p>The Grand Challenges strategic project is formally engaging with issues aligned to sustainable development both in its focus and conduct. The Enhanced Year project has closed but has left a legacy of opportunity for extra curricula, interdisciplinary activity via the identification of additional timetabled activity in many programmes of study. Revision of the UWE Futures Award is ongoing but continues to be focused on UWE Graduate Attributes which inherently represent ESD knowledge, skills and attitudes.</p>
<p>3. Continued development of the working relationship with the Students’ Union, specifically ensuring ESD engagement with new officers, building relationship with the members of the new SU Sustainability Committee and supporting implementation of Green Impact recommendations.</p>	<p>The Students’ Union at UWE has been a key partner in UWE’s ESD work over recent years. Sustainability induction, training and development activity for Students’ Union presidents, elected officers and course reps has been designed with and delivered by members of the KESE team and been used to support our progress in working with the UN Sustainable Development Goals (SDGs). The Students’ Union Action Plan has recently been framed by the SDGs, an explicit impact of the KESE group work. Ongoing engagement with The SU by the team has enabled the student voice to inform the SDG mapping project. Students on specific programmes have been involved in the co-production of SDG maps with members of the team and further engagement were facilitated by the delivery of development sessions at the SU Rep conference and for individual programme rep teams.</p>

	<p>The ESD team again supported the SU in developing their submission to the NUS under the Green Impact scheme. The SU at UWE was recently as winners of the highest score of any union in the UK for this year's Green Impact accreditation. The was the second consecutive year that they have achieved this accolade.</p>
<p>4. Preparation of Responsible Futures interim visit (November 2017) and reaccreditation (April 2019).</p>	<p>Regular meetings were held between the UWE and The SU at UWE Responsible Futures leads and the Senior Sustainability Officer of the NUS in order to ensure that our progress in working towards all the criteria of the accreditation scheme is meeting the latest examples of best practice in the sector. Our interim accreditation visit was a success, with NUS staff noting the sector-leading partnership approach and ESD practice of UWE.</p>
<p>5. Implementation of ESD recommendations arising from ISO 14001 2015 certification in July 2017.</p>	<p>Although no ESD specific recommendations were made in the institution's audit report for ISO 14001 in 2017, the lead auditor did recommend a more conscious effort be made in identifying opportunities for continuous improvement. In this light, work has been undertaken with KESE reps, Heads of Department and Faculty executive teams to capture ideas for ongoing improvement, particularly in relation to opportunities arising from relevant known or likely developments. This work will continue throughout the next academic year.</p>
<p>6. Ensure good coordination of ESD with the 12 themes of the refreshed Sustainability Plan.</p>	<p>Discussions with faculty executive teams on leadership, resourcing and management of all faculty activity are helping to ensure that sustainability implications of teaching, learning and research are considered across the institution. The Associate Professor for ESD works closely with the Sustainability Manager and Sustainability Engagement Officer to ensure good support for and management of teaching, learning and research. Links with the Health and Wellbeing theme are less formal at this stage and will be a focus for academic year 2018/19.</p>
<p>7. Continued mapping of programmes against the Sustainable Development Goals.</p>	<p>Mapping of the SDGs has progressed during 2017/18 with all KESE reps encouraging programme leaders to engage. Student groups have contributed to the mapping this year, and the Associate Professor in ESD has facilitated several staff events on the SDGs. This work is the focus of the KESE group's nomination for the HEA Collaborative Approaches to Teaching Excellence, submitted on 30 April 2018, and has been shortlisted for an EAUC Green Gown Award for 'Tomorrow's Employees' (results to be announced in November 2018). Translation of SDG mapping content into finished maps has been hindered by the long-term sickness of the graphic design support staff member allocated to this work. Resolution of this issue is being sought.</p>
<p>8. Continued engagement with Bristol Green Capital Partnership, developing awareness of</p>	<p>UWE staff have continued to guide the development of Skills Bridge via representation on the steering group and through Bristol Green Capital events and publicity. Our work the BGCP is multifaceted and we will to seek ways to support the network and</p>

<p>Skills Bridge internally and externally.</p>	<p>to derive opportunities for students, staff and the institution from it.</p>
<p>9. Enhancing visibility of opportunities for students to develop skills and gain experience of ESD in practice, including continued engagement with national developments and debates regarding the Living Laboratory concept.</p>	<p>UWE has continued to be active in national discussions on use of the Living Laboratory concept for sustainability education. We will continue to monitor these developments but at present do not have a formal Living Laboratory programme. Rather, we have an increasingly coherent and comprehensive engagement by the Sustainability Team with academics and with teaching and research activity within the institution. These are increasingly part of the formal curriculum although the informal and extra curricula opportunities which these relationships result in are a valuable complement to the formal curriculum. The work of The Students' Union in this area is also critical.</p>
<p>10. Provision of staff development and activities for students to raise awareness of the SDGs including use of the Sustainability Literacy Test V2.</p>	<p>Activities which have been run this year include:</p> <ul style="list-style-type: none"> • SDG workshops during Big Green Week and SDG Teach-in week • Sustainability at staff welcome fair • ESD workshop at UWE Teaching and Learning Conference • Discipline-specific workshops/presentations for staff in Nursing, Business and Management, Applied Sciences, Art and Design (including follow-up sessions with Fashion Textiles, Fashion Communication and Illustration) <p>UWE has been active in discussions amongst the UK PRME and SuLiTest user community about the Literacy Test. There is still very limited engagement with UK HE and UWE, like many other institutions, has not yet identified the right opportunity for mass participation in the test. Amendments to the test are being undertaken and we will continue to review the usefulness of the test and our ability to contribute to its development.</p>
<p>11. Engagement with UWE employer networks to explore demand for graduate sustainability skills and sustainability focused CPD opportunities.</p>	<p>Discussions have taken place with the UWE employability and enterprise team about appropriate ways to engage with employers on ESD and its outcomes, in this case particularly for professional practice and industry development. A survey via the UWE Employer Newsletter will be trialled in 2018/19. Opportunities through the UWE Business Engagement Centre are also being explored.</p>
<p>12. Engage with EAUC, professional bodies, HEA, Hefce/ OfS, QAA and other agencies to raise national profile and promote renewed policy commitments to ESD in HE.</p>	<p>During 2017/18 UWE had ongoing engagement with the EAUC both as a contributor to events run by the EAUC but also in discussions about policy developments for the Association and the wider HE sector. Similarly, UWE has been actively working to ensure that ESD and sustainability more generally are considered in any discussions about HE development. We increasingly try to support as many senior managers with UWE as possible to be advocating an emphasis on sustainable development in whatever forums they are part of.</p>

Further to the activity outlined above, a few other ESD highlights from 2017/18 are worthy of noting:

1. Mapping Programmes against the SDGs

This year has seen very good progress of mapping of programmes against the SDGs and wider awareness raising of the Goals. 40 programmes have undertaken or are currently undertaking mapping activity and others are lined up to begin their mapping. In all programmes where this work has been undertaken, opportunities for curriculum changes have been identified and staff and students have been enthusiastic about thinking, learning and doing more for sustainable development. (See also table of actions for 2017/18 above).

2. Knowledge Exchange for Sustainability Education (KESE)

The Knowledge Exchange for Sustainability Education (KESE) group continues to be an important vehicle for internal communication with, and support for, staff about ESD principally delivered through the monthly meetings of the group. KESE Departmental Reps are important communicators between the university and departments on ESD matters. Many departments have developed small ESD groups to discuss ESD within programme teams.

Most departments have seen excellent levels of ESD activity this year as a direct result of the actions of KESE departmental reps. A personal approach to engaging colleagues by the reps has been effective in ensuring development of the number of colleagues with good understanding of the SDGs and the potential for them to inform teaching and learning activity. An end of year open meeting on sustainability implications of teaching and learning was well-attended and opportunities for further discussion and reflection on practice emerged. These will be taken forward in 2018/19.

3. Annual ESD meetings with HoDs and Ads and engagement with other senior managers

The annual round of meetings with Heads of Department was undertaken in autumn/winter 2017/18 and a number of opportunities for progressing staff engagement emerged from these. However, this year saw the first round of meetings between the AVC Environment and Sustainability, Associate Professor in ESD, members of the Sustainability Team and the full set of Deputy Deans and Associate Deans from each faculty. These discussions yielded valuable information on decision-making, resource issues and management of academic and operational activity with departments and numerous opportunities for more effective collaborative working towards sustainability objectives were identified in all meetings. Action towards these has already begun and these meetings will take place again in 2018/19.

4. Presentations and national engagement

During 2017/18, UWE's ESD work was showcased at the Sustainability in Higher Education Conference in Plymouth, at The Student Engagement Partnership conference and at the annual Principles of Responsible Management Education conference. We have also engaged with national ESD discussions at the University of Winchester, the University of East Anglia, the University of Plymouth and with colleagues from Keele University, the University of Southampton, the Open University and the National Union of Students among others. UWE's work with the SDGs has been shared numerous times with the Bristol SDG Alliance. A staff development session on running interdisciplinary sustainability education events was run at UWE's annual Teaching and Learning Conference in June.

As a result of external presentations, a number of other UK HEIs have sought further information about UWE's ESD work in order to learn and hopefully progress ESD within their own institutions. London South Bank University sent a team of 5 to UWE to meet with staff from the institution and the SU at UWE. Bath Spa University and the University of Plymouth both sent representatives to UWE to further understand our approach. The University of Cambridge and Nottingham Trent University both requested and received details of aspects of our ESD and SDG work.

5. Education for Sustainable Development (ESD) in the Enhancement Framework

As part of the preparation for the new Enhancement Framework a series Critical Reflection Questions relating to ESD have been prepared as part of the Programme Enhancement Review process. ESD is embedded in the continuous improvement cycle of the new Enhancement Framework. New curriculum development proposals and Programme Enhancement Reviews will consider ESD in the context of the discipline. Guidance for curriculum developers makes explicit the university's expectations and supports developers in interpreting and considering the place of ESD in the curriculum. The outcomes of the ESD specific reporting in the Enhancement Framework will feed into compliance reporting for certification to ISO 14001 and accreditation to the NUS Responsible Futures mark. This will continue to be monitored by the Sustainability Board.

The following is now included in the process for Programme Enhancement Review.

1. Review teams should be encouraged to think about their existing content and approaches to teaching and learning which align to education for sustainable development (ESD). The key reference points are the [QAA-HEA ESD Guidance](#), UWE Bristol Sustainability Plan 2013-2020 and Annual Education for Sustainable Development (ESD) report and action plan (both of which can be accessed [here](#) and the ESD pages which can be found [here](#)).
2. A Review Team should consider the following questions.
 - Where and how does the programme offer students the opportunity to learn about issues aligned to sustainable development (see [UN Sustainable Development Goals](#) (SDGs) and their associated targets)? Is consideration given to the ways in which these issues are relevant to the specific discipline and its associated professions?
 - How are students prepared for becoming future-facing and globally responsible during the programme?
 - How are students enabled to consider what the concept of environmental stewardship and issues of social justice, ethics and wellbeing mean in the context of their own discipline and in their future professional and personal lives?
 - How are approaches to teaching and learning which align to ESD incorporated into the programme (see [QAA-HEA ESD Guidance](#)):
3. A Review Team also may wish to map the contribution of the new curriculum against the 17 UN SDGs. A mapping grid will be provided for this task.

The Associate Professor in ESD will continue to work with the Academic Practice Directorate in 2018/19 to ensure that sustainability remains central to teaching and learning policy and support activity within UWE.

Part 3 Key ESD Actions for 2018/19

In light of the commitments made within the Sustainability Plan, the progress made to date, requirements of Responsible Futures and feedback from staff and students, the following actions have been identified as priorities for the academic year 2018/19:

1. Preparation for Responsible Futures reaccreditation.
2. Completion of bi-annual Principles of Responsible Management Education (PRME) report.
3. SDG Accord reporting/engagement.
4. Working with Academic Student Societies to explore the potential for collaboration and running of extra curricular events/activities focused on sustainable professional practice.
5. Continued development of the working relationship with the Students' Union, specifically ensuring ESD engagement with new officers, building relationship with the members of the SU Sustainability Committee (particularly the ESD officer) and supporting implementation of Green Impact recommendations.
6. Implementation of ESD recommendations arising from ISO 14001 2015 (re)certification in July 2018.
7. Ensure good coordination of ESD with the other 12 themes of the refreshed Sustainability Plan.
8. Continued mapping of programmes against the Sustainable Development Goals.
9. Continue representation of ESD (and broader sustainability interests) in planning for Strategy 2030 and within the ongoing Strategic Programmes of UWE.
10. Enhancing visibility of opportunities for students to develop skills and gain experience of ESD in practice, including continued engagement with national developments and debates regarding the Living Laboratory concept.
11. Provision of staff development and activities for students to raise awareness of the SDGs including (potentially) use of the Sustainability Literacy Test V2.
12. Engagement with UWE employer networks to explore demand for graduate sustainability skills and sustainability focused CPD opportunities.
13. Engage with EAUC, professional bodies, OfS/Advance HE and other agencies to raise national profile and promote renewed policy commitments to ESD in HE.
14. Continued engagement with Bristol Green Capital Partnership, the Bristol SDG Alliance and other local and regional organisations and partners as relevant to progressing opportunities for students to develop knowledge and skills for sustainable development and sustainable professional practice.
15. Working with Heads of Department, Faculty Executive Teams, Programme Leaders, UWE professional services and other internal colleagues to ensure continued enhancement of our ESD activity.

Recommendation

LTSEC and the Sustainability Board are asked to note the contents of the report and approve the ongoing work.

Appendix Sustainability Plan ESD Targets

Aim

To ensure that a sustainability culture permeates our curriculum, research and the knowledge base and behaviour of our staff and students, evidenced by the ability of staff and students to articulate links between sustainable development and their discipline and by accreditation of our ESD provision within the university's ISO14001 EMS accreditation and by the NUS Responsible Futures accreditation scheme.

Vision

By 2020, all staff and students will be familiar with the UN SDGs and have an awareness of their relevance to the individual's own discipline.

Metrics

- % of students who agree that UWE has provided them with the opportunity to learn about the United Nations Sustainable Development Goals (SDGs), which include climate action.
- % of staff who are aware of the contribution that their teaching makes to the SDGs and/or the university's ESD commitments.
- % of programmes, which offer opportunities for the development of skills and acquiring of experience aligned to SDGs (using QAA-HEA ESD guidance list).
- % of students completing UWE e-learning on sustainability.
- % of students who take up an optional experience opportunity aligned to the ambitions of the UN SDGs.
- Institution-wide engagement with the UN Principles of Responsible Management Education (PRME), where appropriate.
- Integration of sustainability-related research into teaching on relevant programmes.
- Ongoing accreditation by NUS Responsible Futures.
- Ongoing incorporation of ESD into ISO 14001 Accreditation.

Targets

- By 2020, 80% of students, when surveyed, agree that UWE has provided them with the opportunity to learn about SDGs.
- By 2020 all departments have engaged in mapping of UN SDGs against programme content, relevant disciplines, professional practice and/or departmental activity.
- By 2020, all programme handbooks explicitly reference ESD.
- By 2020 all programmes include opportunities for the development of skills aligned to the SDGs, as articulated in the QAA-HEA ESD guidance.
- By 2020, 50% of programmes will provide opportunities for practice-oriented experience for students.
- By 2020, 50% of enrolled students have completed UWE e-learning on sustainability.
- By 2020, 25% of students will take up optional experience opportunities aligned to the ambitions of the UN SDGs (delivered by UWE and/or the SU at UWE or external partners).
- UWE's Sharing Information on Progress (SIP) reports to the UN contains examples of PRME engagement from an increasing number of disciplines within the university.
- By 2020, all designated centres of research excellence will contribute to UG and/or PG teaching.
- The university will maintain its accreditation under the NUS responsible Futures scheme.
- The university will maintain its accreditation of ESD under ISO 14001.