

Education for Sustainable Development Annual Report 2018-19

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 2017/18 Action Plan

The 2017/18 ESD report set out 15 Key Actions for Academic Year 2018/19. A summary of activity relating to each action is presented in Table 1. Overall good progress has been made with implementing each action.

Action	Summary Progress Report
<p>1. Preparation for Responsible Futures re - accreditation.</p>	<p>During 2018-19, the Responsible Futures Management Group oversaw preparation for UWE's reaccreditation audit in May 2019. Georgina Gough from UWE and Rachel Colley from The Students' Union at UWE directed activity and reporting from their respective institutions. Over 100 pieces of evidences were submitted against the 43 criteria. The Partnership (UWE and The SU at UWE) were successful in retaining their Responsible Futures accreditation, significantly surpassing the minimum score required. The final report and score have yet to be received. More than 20 UWE students contributed to the audit process.</p>
<p>2. Completion of bi-annual Principles of Responsible Management Education (PRME) report.</p>	<p>UWE submitted its Sharing Information on Practice (SIP) report for the period 2016-18. In that report, we outlined our success in achieving all of the objectives we had set ourselves in the 2014-16 report. This was UWE's 4th biannual SIP report. UWE remains an Advanced Signatory of PRME. https://www.unprme.org/participation/search-participants.php?nameparent=UWE&from=&to=&utype=&search=Search</p>
<p>3. SDG Accord reporting/ engagement.</p>	<p>UWE completed its report on SDG action and engagement as part of its commitment as a signatory of the SDG Accord. Our report contributed to the results published in : Annual SDG Accord Report 2019: Progress towards the Global Goals in the University and College sector (https://www.sustainabilityexchange.ac.uk/files/2019_the_sdg_accord_un_high_political_forum_final_online_version.pdf) which was published by the Environmental Association of Universities and Colleges (EAUC) and the Carbon Alliance, in conjunction with the Higher Education Sustainability Initiative (HESI). The report was tabled at the UN High-level Political Forum in New York in July 2019. We are also working to inform measurement of SDG action, both in relation to this initiative and others. Specifically, we seek to encourage the consideration of all SDGs together, and not the isolation of any one or more goals from the others.</p>
<p>4. Working with Academic Student Societies to explore the potential for collaboration and running of extra curricular events/activities focused on sustainable professional practice.</p>	<p>Despite promising discussions with academic societies in the Faculties of Health and Applied Sciences and Environment and Technology, joint events on sustainable professional practice were not held during 2018-19. Our approach to working with Academic Student Societies for the next year will be to seek their support in promoting events relevant to their members and to enquire as to what they would find of use.</p>

<p>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.</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 was again 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).</p> <p>A sustainability portfolio was developed within the lead department rep system for the first time in 2018-19. The reps were contacted by the respective departmental KESE rep although challenges were encountered in actually getting these pairings together. This will be pursued again in 2019-20. Student engagement in SDG mapping was further facilitated by the delivery of sustainability sessions at the SU Rep conference.</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 awarded the highest score of any union in the UK for the third year running in August 2019.</p>
<p>6. Implementation of ESD recommendations arising from ISO 14001 2015 (re)certification in July 2018.</p>	<p>There were no ESD recommendations in the ISO 14001 recertification report from our July 2018 audit. However, we constantly seek continuous improvement and devolved responsibility for sustainability in line with the objectives of the ISO 14001: 2015 standard.</p>
<p>7. Ensure good coordination of ESD with the other 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 remain informal, as they were in 2017-18. Coordination of sustainability across all functions of the university is a core objective for the Sustainability Plan replacements document, currently under development.</p>
<p>8. Continued mapping of programmes against the Sustainable Development Goals.</p>	<p>Mapping of the SDGs has progressed during 2018/19 with all KESE reps actively pursuing completion of mapping within their department. KESE members and the Associate Professor in ESD have facilitated several staff and student events on the SDGs. This work was the focus of UWE's Collaborative Award for Teaching Excellence (see below) and was shortlisted for an EAUC Green Gown Award for 'Tomorrow's Employees'. Translation of SDG mapping content into finished maps remained a challenge in the absence of graphic design support. A short-term solution to this challenge has been identified which will hopefully allow the backlog of content to be cleared by December 2019.</p>

<p>9. Continue representation of ESD (and broader sustainability interests) in planning for Strategy 2030 and within the ongoing Strategic Programmes of UWE.</p>	<p>This has been achieved primarily through the submission of formal responses to draft Strategy 2030 by the Assistant Vice Chancellor for Environment and Sustainability, by the KESE group and other interested individuals and through discussions had with the Chief of Staff at Sustainability Board meetings.</p>
<p>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.</p>	<p>UWE has been monitoring national discussions on use of the Living Laboratory concept for sustainability education. The Sustainability Coordinator contributed to the development of a publication on Living Lab approaches through the creation of a UWE case study. We do not at present have a formal Living Laboratory programme. However, the Sustainability Team continue to expand their engagement 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>11. Provision of staff development and activities for students to raise awareness of the SDGs including (potentially) use of the Sustainability Literacy Test V2.</p>	<p>Activities which have been run this year include:</p> <ul style="list-style-type: none"> • Four SDG themed seminar events • Sustainability induction at staff welcome fair • Staff support associated with NUS SDG Teach-in week (February) • ESD/SDG resources workshop at UWE Teaching and Learning Conference • Discipline-specific workshops/presentations for staff in Education and Allied Health Professions <p>UWE has been active in discussions amongst the UK PRME community and as part of the SuLiTest steering group 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 and its accessibility have been undertaken and we have committed to trial staff and student use and to report back on the usefulness of the test.</p>
<p>12. Engagement with UWE employer networks to explore demand for graduate sustainability skills and sustainability focused CPD opportunities.</p>	<p>This was not actively pursued during 2018-19 due to a reprioritisation towards Responsible Futures audit preparation and SDG mapping. Demand for graduate sustainability skills is researched by the National Union of Students. Perhaps of greater interest at this stage is the experience of our alumni in relation to sustainability in their professional careers. We will continue to explore ways to engage with employers and alumni on these issues.</p>

<p>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.</p>	<p>UWE continued to support the work of 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.</p>
<p>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.</p>	<p>UWE staff have continued to be proactive members of both the guide the Bristol Green Capital Partnership and the Bristol SDG Alliance. We informed the preparation of the Bristol Voluntary Local Review of SDG Action and were represented in the report that was taken to the High-level Political Forum in New York in July 2019. UWE is always well-represented at the monthly Green Mingles in Bristol and we continue to grow the number of opportunities by which students can develop skills and gain experience through our connections in Bristol and the wider region.</p>
<p>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.</p>	<p>This objective is pursued through the annual meetings held between the Assistance Vice Chancellor for Environment and Sustainability, the Associated Professor in Education for Sustainable Development, the Sustainability Manager and the Environment Officer with Heads of Departments and with Faculty Executive Teams. The KESE group and the Sustainability Operations Group work to common objectives in order to pursue coordination and shared ownership and continued enhancements of our ESD activity.</p>

Further to the activity outlined above, a few other ESD highlights from 2018/19 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. 60 programmes have undertaken or are currently undertaking mapping activity and others are lined up to begin their mapping. This work remains highly significant in terms of impact, institutional reach and for the level of interest and respect it has gained across the UK HE sector. A particular highlight this academic year was the awarding by Advance HE of UWE's first ever Collaborative Award for Teaching Excellence to the Knowledge Exchange for Sustainability Education (KESE) for their teamwork in relation to the SDG mapping work (see: <https://www.heacademy.ac.uk/cate-2018?page=1>). Reviewers noted that "the team fully demonstrate the difference they have made to teaching and learning in higher education". The work was also commended in comments made by judges of the Environmental Association for Universities and Colleges' Green Gown Awards. The work was shortlisted in the 'Tomorrow's Employees' category where judges assessed it to be 'an impressive project showing systems-wide impact'. Although not a winner, judges requested that the project be resubmitted for the award in 2020 when it has concluded (in its current focus on curriculum). We will actively pursue the goal of mapping all UWE programmes of study (at discipline level) by 2020.

2. Knowledge Exchange for Sustainability Education (KESE)

The Knowledge Exchange for Sustainability Education (KESE) group continues to be an important vehicle for leadership of ESD across UWE. In 2018-19 activity focused on Responsible Futures reaccreditation, a seminar series structured around SDG themes, SDG mapping and staff engagement. The group held their first ever away day which was used to plan team publications. 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. In addition, work with technical staff has grown, helping to bridge the gap between sustainable operations and teaching and learning. 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.



Members of the Knowledge Exchange for Sustainability Education at their away day, June 2019.

3. Annual ESD meetings with Heads of Department and Associate/Deputy Deans and engagement with other senior managers

The annual round of meetings with Heads of Department was undertaken in autumn/winter 2018/19 and a number of opportunities for progressing staff engagement emerged from these. The second 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 were also held this Academic Year. These discussions centred on ways by which responsibility for sustainability can be more effectively devolved across the institution, as well as on the identification and planning for resolution of, issues at Faculty level. Opportunities for more effective collaborative working towards sustainability objectives were identified in all meetings. These meetings will take place again in 2018/19.

4. Presentations and national engagement

During 2018/19, UWE's ESD work was showcased at the Sustainability in Higher Education Conference in Swansea and at the annual Environmental Association of Universities and Colleges conference in Manchester. We have also engaged with national ESD discussions UWE's work with the SDGs has continued to be of interest to other institutions and we will be visiting the Universities of Worcester and Bath, Glasgow Caledonian University and Bath Spa University to share our approach during 2019-20.

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

The 'programmatically by design' principle of the 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. The Associate Professor in ESD has been working with the Academic Practice Directorate in their review of the Enhancement Framework during 2018-19 to ensure that sustainability is more explicitly referenced in Enhancement Framework documents and to ensure that support for staff in delivering against the Enhancement Framework are well signposted.

New curriculum development proposals and Programme Enhancement Reviews will continue to 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 included in the process for Programme Enhancement Review (and is being refreshed for 2019-20):

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.
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 to ensure that sustainability remains central to teaching and learning policy and support activity within UWE. Preparation of Strategy 2030 and its supporting strategies will include consideration of how best to integrate sustainability objectives with teaching and learning objectives and practice.

KESE reporting to Sustainability Board 2018-19

ESD reporting to Sustainability Board show that we are on track to achieve all relevant ESD goals by the end of the current Sustainability Plan. Reporting also outlined barriers identified by KESE reps to the achievement of our aim for staff and students to be able to articulate links between sustainable development and their discipline, including a limited sense of imperative to be involved in discussions about sustainability amongst some staff and variable degrees of labelling of sustainability content in teaching, learning and assessment. The KESE group will continue to work with staff to help them to understand the value to themselves, their students, the institution and wider society of their explicit consideration and articulation of sustainability in their work at UWE.

Concerns from staff generally with regard to UWE's sustainability also reported to the Board include lack of visibility of coherent direction (at institutional level) on paper use, lack of availability of food composting bins and lack of guidance on how to consider impact vs benefit of staff travel (for university business and research). Further, the challenge of communicating clearly, regularly, consistently and comprehensively to staff, students and outside stakeholders remains a risk to maximising opportunity presented by significant latent demand from staff and students to take action and be involved in ESD/whole institution sustainability. Recent work with UWE's Strategic Communications and Marketing team should lead to resolution of this issue.

One issue was escalated to the Sustainability Board for resolution this Academic Year. KESE reps reported an insufficient workload allocation available to the majority of them to undertake the work needed to meet demand from staff and to reach potential impact of the work. Reps also observed this to be at odds with the level of institutional commitment to sustainability, the resource allocated to sustainability work on the operations/estates side and the time allocation given to reps at departmental level for other institutional priorities such as equality and diversity and widening participation. It was proposed that allocation of workload be consistent across all academic departments and in line with that given to other similar agendas such as inclusivity and enterprise. for a pilot of one year (2019-20). The Board endorsed the proposal at the level of being recommended to Heads of Department.

Part 3 Key ESD Actions for 2019/20

UWE's education for sustainable development work in 2019-20 will be informed largely by the need to align our work to the new institutional Strategy 2030, commitments made within the Sustainability Plan (both the outgoing Plan and its replacement), criteria within the Responsible Futures accreditation scheme which we will seek to retain in 2020-21, commitments made as part of our status as Responsible Futures host partnership for 2019-20, feedback from staff and students, and guidance resulting from our institutional ISO 14001 certification audit in July 2019. Thus, the following actions have been identified as priorities for the academic year 2019/20:

1. Active engagement with the development of the new institutional Sustainability Plan/Strategy to ensure that educational activity is core to UWE's sustainability commitments and actions, particularly noting commitments made in Strategy 2030 for pursuing sustainability by design, a sustainable university, sustainable communities, sustainable ways of doing things, and creating solutions to global challenges.
2. Ongoing action against Responsible Futures criteria, including planning towards reaccreditation in 2020-21 and conducting surveys of the knowledge and attitudes of staff and students.
3. Active working relationship with UWE's Academic Practice Directorate in revision/reframing and implementation of the Enhancement Framework Design Principles, UWE's Quality Enhancement processes and the Postgraduate Certificate in Academic Professional Practice.
4. 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.
5. Partnership with the NUS and The Students' Union at UWE to conduct a five year review of the Responsible Futures accreditation scheme, as part of our role as Responsible Futures Host Partnership status in 2019-20.
6. Implementation of ESD recommendations arising from ISO 14001 2015 (re)certification in July 2019.
7. Completion of mapping of academic programmes against the Sustainable Development Goals and ongoing mapping of other areas of university activity.
8. Provision of staff development and activities for students to raise awareness of the SDGs including hosting of events themed around the SDGs.
9. Working with Academic Student Societies to explore the potential for collaboration and running of extra curricular events/activities focused on sustainable professional practice.
10. Engage with EAUC, professional bodies, OfS/Advance HE and other agencies to raise national profile and promote renewed policy commitments to ESD in HE.
11. Continued engagement with Bristol Green Capital Partnership, the Bristol SDG Alliance, PRME UK and Ireland Chapter 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. This includes an ongoing commitment to Sustainability Literacy Test (SuLiTest) Steering Group and promotion, where appropriate, of use of the Test.
12. 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.