

Education for Sustainable Development

Annual Report 2020-21

Part 1 Introduction

This report contains highlights from UWE's education for sustainable development (ESD) work from the academic year 2020-21. It is the first such report to be produced in relation to UWE's Strategy 2030 and Climate Action and Sustainability Strategy commitments.

Education for Sustainable Development (ESD) "was born from the need for education to address growing sustainability challenges. ESD employs action-oriented, innovative pedagogy to enable learners to develop knowledge and awareness and take action to transform society into a more sustainable one" (UNESCO, 2020). As such, it aligns perfectly to UWE's self-stated values and purpose to produce "graduates not just ready for their chosen pathway, but also as responsible global citizens", to solve "future challenges through outstanding learning, research and a culture of enterprise", "to shape, challenge and tackle the big issues" and "to pioneer new and sustainable ways of doing things" (UWE, 2020).

UWE Bristol has worked for many years on building a sustainability culture which 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,
- 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 SU at UWE has been the highest ranking students' union in the UK for five years running in the NUS Green Impact accreditation scheme. This achievement represents the significant expectation which UWE students have for sustainability commitment and action and their willingness to take concerted and consistent action to pursue best practice sustainability. They expect the same of UWE, setting and then meeting 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. Phase 1 of this mapping initiative was completed in 2020-21.

Within Strategy 2030, UWE has committed through its purpose, people and place to be a “supportive and inspiring place to learn and work – somewhere where diversity of experience and perspective is encouraged, and learning and research is shared and accessible” and a catalyst for social change by working “in partnership across our region to address educational and social inequalities” (UWE, 2020). Social agendas are critical to the ambitions of both the SDGs and ESD. At UWE, work linked to staff and student health and wellbeing; equality, diversity and inclusivity; staff and student recruitment; outreach; partnerships



Part 2. Meeting the Key Actions set out in the 2019/20 Action Plan

The 2019/20 ESD report set out 7 Key Actions for Academic Year 2020/21. A summary of activity relating to each action is presented in Table 1. Overall good progress has been made with implementing each action.

Action	Success measure(s)	2020-21 activity and status at end of the academic year
1. Publish phase 1 (2015-2020) of the mapping of academic programmes against the Sustainable Development Goals and initiation of Phase 2, including the ongoing mapping of other areas of university activity.	Phase 1 publication completed and disseminated to staff and students.	Phase 1 report on SDG mapping complete. The report contains more than 60 maps representing more than 80 programmes or disciplines It has been noted by education staff that the current SDG maps are not designed with accessibility in mind. The colour combinations and fonts are difficult for some students and staff to read. Creation of alternative templates will be a focus in the coming year.
2. Undertake surveys of staff and students, including via promotion of national initiatives such as the SuLiTest and the SOS-UK Skills Survey.	Surveys undertaken and results communicated to staff and students	UWE conducted a survey of staff on the SDGs and curriculum activity which was completed by 287 members of staff. Results were circulated to staff via KESE reps and Heads of Department. Further surveys were conducted by the Climate Action and Sustainability group on travel and energy (for example). The Students' Union at UWE conducted a sustainability survey with students (566 completions) and promoted the SOS-UK skills survey (413 UWE respondents). Results of both of these were circulated via social media. The SuLiTest was used with students on the MSc Sustainable Development in Practice.
3. Continue to take action against all Responsible Futures criteria, including accumulation of evidence of activity, monitoring of impact and dissemination of results of monitoring in preparation for our reaccreditation in 2020-21	Responsible Futures reaccreditation achieved <u>and</u> evidence submitted against all criteria.	UWE successfully underwent its audit for Responsible Futures reaccreditation in June 2021. Evidence was submitted against all criteria. Reaccreditation was achieved but at the time of writing this report, the final score is not available. The full audit report has been received with UWE achieving a score of 300 out of a possible maximum of 330.
4. Ensure strong ESD engagement across all UWE academic departments, with plans for continuous improvement.	Annual ESD reporting includes multiple	This report and the SDG Mapping Phase 1 report evidence achievement of this objective. Departmental highlights from 2020-21 are outlined in a later section of this report.

	examples of action from all departments.	<p>Plans and actions for improvement have been noted both in this report and in the SDG mapping report. These include new modules, new reference points for curricula, new SDG maps and new curriculum development and review processes.</p> <p>Activity relating to this objective is led by the departmental KESE reps. Activity is further supported by ESD-focused delivery as part of the core Module 3 on Enhancing Teaching and Learning, part of the PG Certificate in Academic Professional Practice which UWE staff without teaching qualifications undertake. In 2020-21, this module was taken by over 100 staff from across all academic departments.</p>
5. 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	<p>A draft SIP report has been produced by a student who is undertaking this work as part of a work-based learning project. Further, work has been initiated to re-invigorate PRME activity within the Business School. This will lead to completion and submission of the current draft report and preparation of the next report, due in 2022.</p>
<p>6. Support achievement of sustainability commitments made in Strategy 2030 by creating draft of guidance for academic staff on how their teaching and learning activities and curriculum (module and programme level) can be designed to support UWE's commitments to:</p> <ul style="list-style-type: none"> • be carbon-neutral organisation with net zero emissions of greenhouse gases by 2030 • reduce water and energy use, cut waste generation including food waste, and support biodiversity • eliminate all but essential single-use plastic and meet the 2025 targets for recycling and reuse 	Guides created	<p>Much activity has taken place with regard to this objective. In particular:</p> <ul style="list-style-type: none"> • Carbon Action Cafes have been undertaken with academic teams in order to promote carbon awareness; • Carbon literacy training is being developed and has already been piloted; • Plastics audits have been taking place including of plastic use in labs and in simulation teaching; • Discussions about teaching and learning delivery (balance between on campus and online) have taken place. Carbon considerations have been part of these discussions. Aligned to this, the UWE travel and energy teams have undertaken surveys of staff in part to estimate carbon impact of reduced travel to campus and changes in travel mode; • The impact of COVID on travel has been enormous. Evaluation of the extent to which teaching-related travel should return is ongoing;



<ul style="list-style-type: none"> • achieve year-on-year improvement in travel sustainability for staff, students and visitors • work with our students to explicitly address climate change and environmental challenges 		<ul style="list-style-type: none"> • The free student printing pilot has been reviewed leading to refreshed conversations relating to use of paper in teaching, learning and assessment; • Annual Heads of Department and Faculty Executive meetings have resulted in greater appreciation of local resource use issues and encouraged a greater degree of local responsibility for sustainability action, including by academic staff. <p>Further details of many of these initiatives and activities can be found in the annual Climate Action and Sustainability Report.</p> <p>In relation to working with students to address climate change and environmental challenges, many SDG maps document curriculum activity linked to this objective.</p>
<p>7. Begin to identify structural changes which may be necessary to deliver best practice education for sustainable development/the SDGs/UWE Strategy 2030 commitments</p>	<p>Draft document created which reflects on barriers to best practice ESD within UWE.</p>	<p>This objective has been achieved although not through the creation of an explicit document. Heads of Department meetings surfaced issues relating to pressure from students and external parties for more ESD. Explicit discussion of ESD and continued building of staff capacity has been re-energised in many departments.</p>



Part 3. Selected further institutional highlights

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 2020/21 activity focused on closing Phase 1 of SDG mapping, encouraging and supporting relevant departmental activity and staff engagement, collecting evidence for Responsible Futures and reflecting on the implications of the new Advance HE/QAA ESD Guidance, published in 2021. The group met regularly although exclusively online until their third annual away day in July 2021 which was attended both in person and online. KESE held an all staff open meeting in early in 2021 designed to highlight a variety of disciplinary responses to UWE's ESD commitments and SDG engagement.



Other KESE-related activities included the Sustainability and Health conference organised, coordinated and facilitated by Gerry Lucas (Nursing and Midwifery) and Steve Evans (Allied Health Professions) and the SU; public webinars co-organised by Jon Mulholland; Bristol schools engagement activities led and/or supported by Laura Fogg-Rogers and Verity Jones. Further details and activities examples can be found in the departmental highlights sections below.

KESE Departmental Reps fulfil an important role in translating central university commitments to local level action and reporting back on departmental ESD matters. These reps have helped to build capacity and interest within departments and there is now significant activity within many departments. 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.

KESE was awarded funding by the National Teaching Fellowship Association to run a workshop on our SDG Mapping work as part of a series of events for the HE community. Our SDG Mapping work has also been shortlisted for a Green Gown Award for the second time. The Awards will be announced in November 2021. The auditor of the university's compliance with ISO14001 praised our ESD work and encouraged UWE to explicitly share this work across the sector as he believes it to be sector-leading.



Annual ESD meetings with Heads of Department and Faculty Executive Teams

The annual round of meetings with Heads of Department was undertaken in autumn/winter 2020/21 and a number of opportunities for progressing staff engagement emerged from these. The fourth 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.

Global Goals Teach In

UWE staff enthusiastically supported the Global Goals Teach In again in 2021. Two UWE case studies feature in the SOS-UK Impact, Engagement and Reach Report of the 2021 Teach In.

Top 10 institutions with the highest number of educators pledging to take part

Position	Institution Name	# Educators pledged
1 st	University of Exeter	96
2 nd	Ulster University	69
3 rd	Glasgow Caledonian University	52
4 th	Oxford Brookes	44
5 th	UWE, Bristol	39

Top 10 institutions with the highest % of their students that were reached by the campaign

Position	Institution Name	% Students reached
1 st	University of Exeter	40.9%
2 nd	Glasgow Caledonian University	32.4%
3 rd	Oxford Brookes	24.3%
4 th	UWE, Bristol	17.2%
5 th	Ulster University	17.0%



Responsible Futures Reaccreditation audit July 2021

We were delighted to have been reaccredited to Responsible Futures following a two-day audit in July 2021 and the submission of over 100 pieces of evidence against all 33 criteria of the accreditation under categories of:

- Baselines and Benchmarks
- Partnership and Planning
- Leadership and Strategy
- Policy and Commitment
- Interventions
- Impact and Outcomes
- Outreach
- Self-Defined Criteria.

Student auditor feedback on UWE's Responsible Futures engagement and the audit process included the following statements:

- *It's really positive to see everyone's passion and dedication towards sustainability and it makes me proud to be a UWE student!*
- *Each interviewee came prepared and knew exactly what they were talking about, not only because it was their job but because they believed it was the right thing to do which definitely came across. I love how valued and collectively people work together.*
- *It is really great to see the Partnership being so engaged with sustainability and knowing that it comes from a genuine desire to help shape the planet and global community, rather than for greenwashing purposes. They are doing all this work for genuine reasons and the accreditation is an acknowledgment of what they are achieving.*
- *From what I have seen on the evidence and interviews there is a genuine interest thus an active participation on doing things right, they are accountable for their actions and that has been shown through everything that has been reviewed through this audit.*
- *It is impressive the amount of work that is done by the partnership, and still too many students do not know about this. It is clear the level of importance and passion that this partnership has and that is absolutely incredible; the only thing is that it could be better if it reached more people.*
- *The Partnership is dedicated and passionate about achieving sustainability which is really great to see. While it's not perfect (yet!) it's definitely heading in that direction and they're on the right path.*

In focus groups, UWE students responded to the question: How, if at all, have your attitudes about sustainable development changed since being at university / college? A selection of quotes below highlight the impact which learning about sustainability can have on students' experience.

- *"For me, I come from a different country and a different background – I grew up with the millennium development goals, and now we have SDGs. Having become a part of UWE, not just joining, but becoming a part of the community– I've seen how every aspect of my life can be changed to become more sustainable. In 50 years from now we can look back and say, that small change we've made can make such a difference. UWE has played a huge role in that. We can all do more – but there's no judgment if you can't do more. UWE and the SU have done a lot to change my perspective of Sustainable Development."*



- “My perspective has definitely changed since coming to UWE. Even though I’m studying Environmental Science and I’m interested in sustainability, I always believed it was in the hands of big organisations and corporations etc. to make sustainable changes. Since beginning my degree, I definitely think it’s a lot more complex than that and its interrelated. I definitely feel a lot more empowered and positive about sustainability.”
- “The SU and UWE have made me realise that every action one makes has an impact. Now I’m making sure I’m making choices and choosing sustainable options.”
- “Definitely has had an impact learning about sustainability at my course. At the beginning, I did not expect to focus my dissertation on sustainability, but now I’ve decided to do my dissertation on that. My supervisor completely focuses on sustainability – all aspects not just environmental. I was gladly surprised. I’ve learned something new.”
- “I’ve just been continuously learning. I knew a fair amount before starting university, I continued to learn and am still learning. I did a module on gender equality I wouldn’t have linked that to sustainability before but now I know it is a part of sustainability and social responsibility.”



Part 4 Departmental Highlights (by Faculty)

The following pages detail selected highlights from the significant volume of ESD activity undertaken over the academic year 2020/21. These examples have been gathered by the departmental KESE reps as identified.

Faculty of Business and Law

Accounting and Finance

KESE Rep: Nicola Horner

SDG mapping of Accounting and Accounting and Management programmes was undertaken to add to the BA (Hons) Accounting & Finance programme map which was completed in 2019/20. The process of mapping postgraduate programmes in the department will resume when the KESE rep returns in 2022.

The Advance HE/QAA ESD Guidance was circulated throughout the department in order to promote awareness and capacity building for ESD amongst the accounting and finance staff.

A new third year module "Accounting for Sustainability" (optional for students on BA (Hons) Accounting and Finance) was postponed to 21/22

Economics

KESE Rep: Peter Bradley

The key development this academic year has been the establishment of the Sustainable Economics Research Group, led by Peter Bradley. The group's research develops and applies inter-disciplinary approaches to the analysis of complex systems, via integrated economic, management and science approaches to develop systems solutions and tools that can better bring forth a sustainable economy. Solutions are ecologically, societally and economically embedded. Their research is agile and informs teaching and curriculum development to enable ready and able graduates to delivering a sustainable economy.

Research themes include:

- Governance and finance for sustainable Economy;
- Technology and business models for sustainable economy;
- Systems tools and policy for sustainable economy;
- Culture and behaviour for a sustainable economy;
- Social justice and education for sustainable development;

The Group was extremely active in 2020-21, hosting numerous internal and external events and building their portfolio of research bidding.

SDG Mapping of BSc(Hons) Economics will be built upon in 2021-22.



Overview SDG mapping of postgraduate (PG) and undergraduate (UG) modules with the Bristol Business School (BBS) was completed in 2020/21. Additional detailed maps for each programme are underway and interest in creating cluster-level documents which highlight existing good practice and consider opportunities for future developments is being assessed.

2020-21 saw the second delivery of Retail and Fashion Marketing within the Marketing and Events Cluster. Students have focused their group projects predominantly on fast fashion, including questioning the sustainability credentials of the major high street stores.

Work between BBS staff and UWE-wide work on microplastics is being undertaken with research bids being developed linked to environmental sampling and analysis, ecotoxicology and policy in relation to the release of fibres into water over time from different clothing. Further research work associated with the production, use, and end-of-life of a woollen garment is also underway.

There is a proposal for a dedicated 'Sustainable Marketing' PG module with significant focus on the SDGs. Discussions have also begun for a sustainable fashion show, run jointly between the departments of Business and Management and Art and Design and The Students' Union. Plans were disrupted by COVID but will be picked up again in 2021/22.

Current PG student projects include investigation of consumer investment in fast fashion; an analysis of sustainable fashion business owners and their techniques, successes and barriers in communicating sustainability to consumers; an exploration of the slow fashion movement and hand crafted products; and, an investigation of the relationship between greenwashing and consumer behaviour in the context of music festivals.

As in the previous two years, all students on the first year Enterprise and Entrepreneurship module were tasked with responding to the challenge of homelessness for an assessed group project. 900+ students submitted portfolios with a focus on this challenging social issue. Module leader Pam Seanor reported that students enjoyed the opportunity to work on a live project on an issues so relevant to Bristol.

Further proposals include hosting of an event for external stakeholders to demonstrate capabilities and showcase sustainability research from across the BBS clusters and to run a sustainability-themed mini-series of industry guest speaker talks.



SDG Mapping

LLM module mapping on ESD was completed in 2018. LLB module mapping on ESD was initiated in 2018. However, we have faced delays in completing this mapping exercise due to COVID related priorities. In 2021, we will resume our collaboration with module leaders to complete this task.

Teaching – examples of modules dealing with SDGs

The modules mentioned below include issues that are directly relevant to SDGs. There are several modules at the UG and PG level that indirectly integrate various SDGs, but these modules are not represented in the Table. UG law students particularly benefitted from guest speaker Markus Liedtke's presentation on 'Rights of nature' in April 2021.

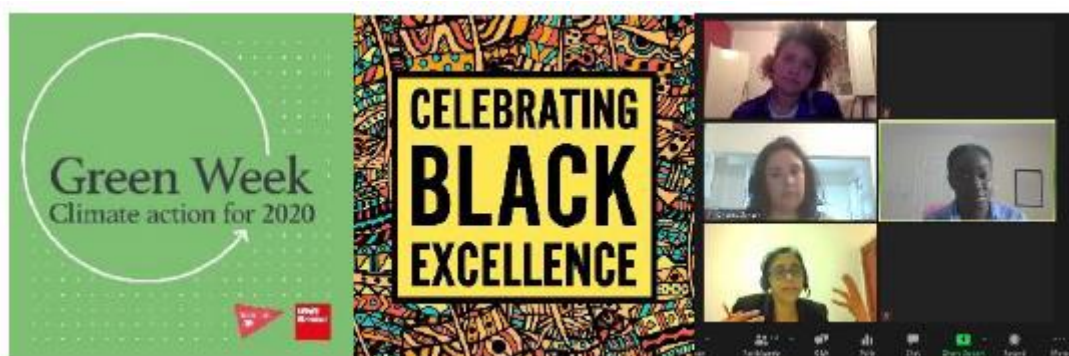
Modules directly relevant to SDGs	Number of students (2019-2020)	Number of students (2020-2021)
LLB Environmental Law (Level 2)	20	25
LLB Globalisation Trade and Natural resources Law (Level 3)	28	29
LLM International Environmental Law (Level M)	35	41
LLM Natural Resources Law (Level M)	23	48

Coursework in various modules relevant to SDGs

- LLB Globalisation Trade and Natural Resources Law module: Each student pursues a separate research project which can be linked to SDGs. Example projects include: renewable energy in Malaysia; illegal logging in Indonesia; legal implications of a dam project in India; groundwater management in India; access to water and water privatisation in Bolivia; forest certification in SE Asia; conflict diamonds in DRC; land versus energy debate on biofuel; role of energy related multinational corporations in Ecuador.
- LLB Environmental Law Module: Student Coursework this year dealt with climate change litigation.
- LLM dissertation: Example projects include protection of the environment through criminal law; renewable energy in Nigeria; ethanol trade in Thailand; regulating oil spills in the Niger delta region & SDG 13; combating plastic waste; carbon neutrality of fossil fuel companies; tele-coupling framework on EU FLEGT; human rights-based approaches to climate change litigation; Aviation industry and polluter pays principle; climate migration; climate litigation and the role of the European court of human rights.

During Green Week in November 2020, a 'Climate Justice' event was held with panellists including Jasmine Ketibuah-Foley (broadcast journalist at the BBC and Black and Green ambassador for Bristol), Gnisha Bevan (advocate for decolonising the curriculum) and Jona Razzaque (Professor of Environmental Law). The event was chaired by Jane Ojiako (VP Education and Sustainability lead, The Students' Union at UWE) and coordinated by UWE Sustainability team (Vicki Harris) and UWE Student Union Green team (Leah Bromley).





Green Week event on climate justice.

A student-led Wildlife Conservation Project Hackathon was held from 12-13 December 2020. This event was supported by Noelle Quenivet, Onita Das and Mary Young and sponsored by the Environmental Law and Sustainability Research Group (ELSRG) and the Global Crime, Justice and Security Research Group. The project targeted PG and UG students of Bristol Law School. This Hackathon was initiated by The Conservation Project International, a platform dedicated to supporting and mentoring young conservationists and future leaders, and this Hackathon aimed to save the Vaquita, the smallest cetacean. Apart from UWE students, the Hackathon involved students from around the world with a view to drafting a white paper exploring the legal gaps in national/international law around the issue of the Vaquita, the world's most critically endangered marine mammal. See the blog for more information: <https://blogs.uwe.ac.uk/bristol-law-school/uwe-students-participate-in-vaquita-conservation-hackathon/>

Notable activity undertaken within the department and by departmental staff this year includes:

- Transnational Corporations: Cartographies of Power and Destitution' (Cardiff University) – presentation by Elena Blanco.
- Expert seminar on biodiversity litigation I – presentation on the implementation of CBD commitments at the national level by Jona Razzaque. Organised by Max Plank Institute for Comparative Public Law and International Law, Heidelberg, Germany.
- Tom Smith was invited by the British Embassy in Beijing to present a paper at a one-day virtual conference on the Rule of Law in China. The conference was co-hosted by Renmin University Law School (with whom Tom has worked with various times) and attended by Chinese experts from the judiciary, legislature, legal community and academia, as well several international experts on criminal justice. Tom's paper – entitled "'Side effects may include...': Protection of suspect and defendants' rights in England & Wales during Covid-19' – examined some of the measures introduced in the criminal justice system of England and Wales in response to the Covid-19 pandemic, and the problematic implications they have for effective protection of suspect and defendant rights in both a court and policing contexts (including pre-trial detention).
- Sustainability Research and Teaching in FBL event, held on 17 November 2020, was part of FBL Environmental Law and Sustainability Research Group's (ELSRG) initiative to foster a closer link between FBL sustainability experts to the UG, PG and PGR students. The aim was to inform our students of ELSRG's internationally excellent 'sustainability' research with real-world impact, engage students and enhance the student experience. The event was chaired by Jona Razzaque (Head, ELSRG) and panellists included Evadne Grant (Bristol Law School), Elena Blanco (Bristol Law School) and Svetlana Cicmil (Bristol Business School). Evadne's work primarily focuses on the



relationship between human rights and the environment and she highlighted her recent research involving regional human rights courts. Elena explained her research on colonialism and resource governance that traces the roots of current environmental crisis and questions the models of development that have led to such crisis. Svetlana research offers an advanced understanding of sustainability, complexity and risks in organizations and global operations. The panellists discussed the integration of values within the context of their research and the challenges of research-data gathering.

- In March 2021 Jona Razzaque made a presentation to the FBL's Law Advisory Board on 'Sustainability research and Teaching' in Bristol Law School.

Recent staff research outputs include:

- Das, O. 'Sustainable Development and Environmental Peacebuilding' in *Research Handbook on International Law and Environmental Peacebuilding* (Edward Elgar, 2021, forthcoming)
- Díaz, S., Settele, J., Brondizio, E., Ngo, H. T., Pfaff, A., Polasky, S., Razzaque J. et al (2020). Investments' role in ecosystem degradation—Response. *Science*, 368(6489), 377. <https://doi.org/10.1126/science.abb6019>. Available from <https://uwe-repository.worktribe.com/output/6986453>
- Razzaque, J. (2020). Information, public participation and access to justice in environmental matters. In *Routledge Handbook of International Environmental Law* (58-72). (Second). Taylor & Francis (Routledge). Available from <https://uwe-repository.worktribe.com/output/6986616>
- Razzaque, J., & Lester, C. (2020) Why protect ancient woodland in the UK? Rethinking the ecosystem approach. *Transnational Environmental Law*, <https://doi.org/10.1017/S2047102520000333>. Available from <https://uwe-repository.worktribe.com/output/6845003>

Research activity from the Environmental Law and Sustainability Research Group (ELSRG) can be found in blog posts here: <https://www.uwe.ac.uk/research/centres-and-groups/environmental-law>

Two recent research blogs are as follows:

- [Combating environmental degradation in Nigeria through the recognition of the Rights of Nature | Bristol Law School blog \(uwe.ac.uk\)](#)
- [Towards sustainable cities: best practices and challenges of urban sustainable policies implementation | Bristol Law School blog \(uwe.ac.uk\)](#)

In the Department of Law, seven PhD students at present are conducting research on environmental issues that can be linked to SDGs. The themes of research are as follows:

- Okechukwe Aholu - Energy resources & polluter pays principle/Nigeria
- Cleverline Brown - Compliance & enforcement in environmental law/Nigeria
- Okor Efombrue - environmental sustainability in the Petroleum sector/Nigeria
- Noah Izoukumor - Climate Change Law & SDGs/Nigeria
- Ana Pereira de Araujo - Energy exploration & Right to Development/East Timor
- Udeme Eduok – Renewable energy development/Nigeria
- Ufuo Asanwana – Natural resources and corporate social responsibility/developing countries



Faculty of Arts, Creative Industries and Education

Education and Childhood

KESE Rep: Verity Jones

Progress was made in engagement of staff in mapping of programmes against the SDGs. The work was discussed at a departmental executive meeting and a dedicated discussion session was held within whole department staff meeting. This was very much in response to having sight of the maps to reinvigorate conversation, supported by examples of what's going on in Bristol schools to make the issues seem more relevant for colleagues. All staff were invited to a padlet where they were able to anonymously share ideas for short, medium and long term planning for SDGs. This went to the Extended Exec and actions and responsible individuals identified. It has been agreed that ESD will be a standing article on all Programme Leader meetings and this group will report back on progress to the October Extended Departmental Executive meeting. The SDG maps are to be used by programme teams as a tool for future planning.

All module specification documents are going to be reviewed before Christmas 2021 for ESD to ensure that our graduates leave with the skills to support learners with their learning and associated emotional responses (eco-anxiety). The new PGCE module 'Policies and Contemporary Issues in Education' ran for the first time and had ESD as a central theme with over 30 students choosing an essay title related to the SDGs – students were from primary and early year phase specialisms. One colleague from the department entered a case study to the Global Goals Teach In (see below).

GLOBAL GOALS TEACH IN: CASE STUDY

University of the West of England, Bristol, UK

Department of Education

PG Primary/Early Years ITE – Core Module

Course overview

As part of the English ITE programme, a short series of Book Club sessions is offered to increase student awareness of useful and enjoyable titles which they may wish to include in their future teaching.

Approach to the Teach In

The third session introduced students to the Global Goals initiative and focused on 3 books with the theme of poverty and 3 based on our plastic waste in the environment. Students were asked to read extracts and a variety of relevant classroom resources were included on the Padlet. They then discussed their views of the books in small groups and were asked to consider how they might include environmental education in their future teaching practice.

"I really enjoyed this story. It exposes children not only to issues of sustainability and plastic use but also issues of culture and heritage. A super story to begin a raft of interesting discussions and activities relevant across age groups."
(A student's response to "One Plastic Bag" by Isatou Ceesay and the Recycling Women of the Gambia).

Continued networking with external partners, perhaps most notably the Global Goals Centre, Climate Change Education Research Network and Bristol Education Partnership.



KESE rep for Education and Childhood, Verity Jones, wrote a blog post for UWE's Bristol Inter-disciplinary Group for Education Research Group (BRIDGE) (see: <https://blogs.uwe.ac.uk/education/>) responding to an article in The Guardian on demand from students for education on sustainability and climate change.

We deserve to be taught about it: climate crisis classes for all students – a word of caution

Bristol Inter-disciplinary Group for Education Research | 30 September 2020



Recently [The Guardian](#) reported on how some universities are 'bowing' to student pressure and including classes on climate throughout all courses – whether they be geography and environmental studies (where such issues have traditionally been included) or music and fashion (where issues of connected with climate may not seem so obvious).

Extract from blog post by Verity Jones on climate change education

A total of five programme/discipline maps were completed for the SDG Mapping Phase 1 report. There has been good interest from the programmes in Creative and Cultural Industries (CCI) who have already engaged with the SDG mapping progress. A great response was received to draft maps once they were available. Programmes did not expect them to be as nice as they were.

SDG mapping and engagement has begun to lead to changes in teaching. Feedback has been received from some colleagues that they have begun to incorporate the SDGs into various assessments, either as context or as the focus of the task.

- Creative and Professional Writing staff are working to enhance engagement with sustainability in their teaching/assessment. Students must prepare a portfolio in which they must write seven entries which must each be based loosely on a sustainability topic.
- Script-writing module tasks require students to base their work on one SDG.
- Research into Language as Social Impact is being conducted which will inform future student assessment tasks and develop links with sustainability activity of Bristol City Council. It is intended that students will tackle local sustainability issues through a linguistics lens and present their results back to a representative of the council.
- In the English Language and Linguistics cluster, a proposal to include a compulsory volunteering section as part of a Studying Speech Communities assessment is being explored. While this might not be specifically focused on the SDGs, students will be likely to engage with relevant issues in the community and will be able to draw on explicit SDG learning from another module which they take at the same time as Studying Speech Communities. The volunteering activity will support the development of competences for sustainable development and is line with principles of education for sustainable development.
- As a result of the pandemic, the department has used next to no paper for teaching and learning; surely one of the silver linings of the cloud of Covid-19.

Staff have received positive student feedback on the inclusion of sustainability where they have understood it. After working through some teething issues associated with module changes, students were really engaged and learning about new things.

A new sustainability feature has been added to the regular departmental newsletter and the department hosted a seminar on eco-linguistics with leading academic on the subject, Arran Stibbe.

Finally, the subject-specific sustainability reading list created by the departmental student sustainability rep in 2019-20 continues to develop. Greater engagement from staff will be sought to facilitate its wider use in teaching.



UWE Film partners with Albert <https://wearealbert.org/>

Albert is the authority on environmental sustainability for film + TV. This is the place to share, learn and act on our impact. Albert is funded by the industry, allowing us to make our tools, training and resources totally free to use.

Albert is embedded into the undergraduate Film programme (300+ students) and post graduate programmes, including MA Wildlife and the new suite of Screen Business programmes debuting in January 2021.

In July 2020, select Film staff and students participated in pilot training for sustainable film and television production. Key staff have become accredited trainers and Albert and have been embedding Albert-approved content and resources in the UG and PG taught provision (BA (Hons) Filmmaking; MA Wildlife Filmmaking; new PG Screen programmes). More Albert content/resources will be integrated into the UG/PG curricula moving forward – as part of the programmes' distinctive, innovative, industry-relevant and practice-engaged pedagogies.

Sustainable Production Training provides the knowledge and skills to create productions in a more sustainable way

- environmental basics
- industry's impact
- production case studies
- carbon calculation and certification



Faculty of Environment and Technology

Engineering Design and Mathematics KESE Reps: Laura Fogg-Rogers and Venkat Bakthavatchaalam

The Engineering Design and Mathematics department team is led by Dr Laura Fogg-Rogers and Dr Venkat Bakthavatchaalam as the KESE representatives, and is supported by Dr David Richardson, Nadia Algosaihi, Maryam Lamere, and Wendy Fowles-Sweet.

In order to achieve a sustainable, net zero society, everything we make and do will need to be reimagined and re-engineered; engineering therefore has a huge role to play in the transition away from fossil fuels (DETI, 2021). It is therefore vitally important that future engineers are educated about climate change impacts, global sustainability, and developing technologies which are not harmful to the world's biosphere. This aligns with the UK Standard for Professional Engineering Competence (UK SPEC) (Engineering Council, 2021), which requires engineers to gain an understanding of the ethical and environmental impacts of technology, in order to achieve professional certification.

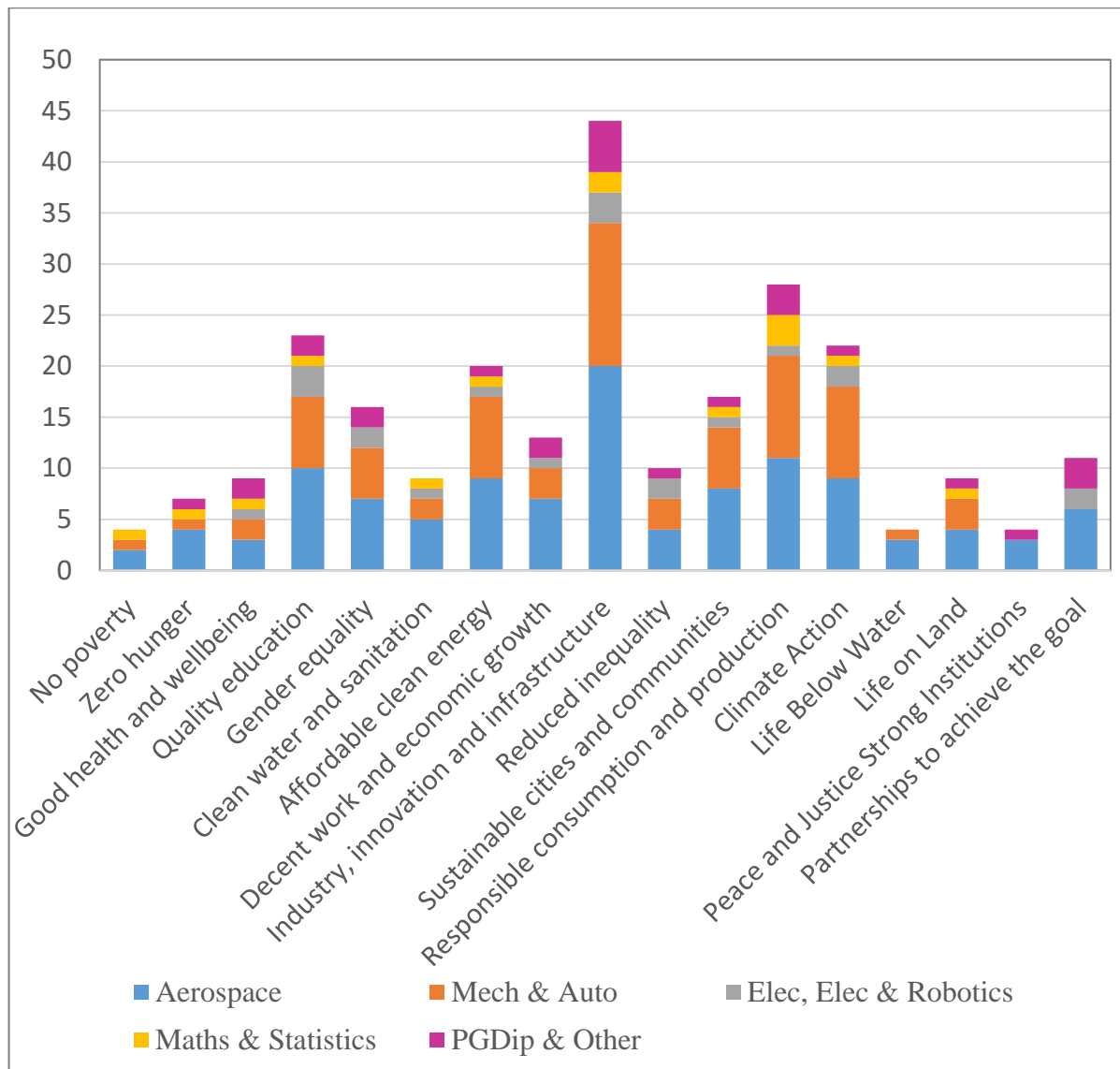
EDM has successfully embedded the SDGs in at least 60 modules across the Department this year, with our 2020 survey indicating that all the SDGs are covered over the spread of teaching. A student survey on one module, Engineering and Society, found that 70% of students indicated that teaching had helped them to understand more about sustainability and the SDGs.

Real-world contexts are important for understanding the engineering design process in society, and so a new module, Engineering Practice, has fully embedded the Engineering for People Design Challenge from Engineers without Borders (EWB). All 350 first year students now take part in this challenge as part of a Department-wide Project Week, which includes teaching and assessment on the SDGs. One of the teams from our degree apprenticeships at Gloucester College achieved second place in the EWB national competition with their entry resulting from Project Week.

The Department will also be hosting a new Climate Action Hub around COP26 in October/November 2021, to showcase student and staff climate action. This aims to contribute to the regional goal of Net Zero 2030. All this work was presented at an international conference in June 2021: Fogg-Rogers, L. 2021. Remote conference of the Ingenium network "Sustainable development in engineering training and activities. 28th June 2021

The full analysis of the spread of the SDGs and their incorporation within different degree programmes can be seen in the figure below.





Number of Engineering Modules in which SDGs are Embedded

References

- DETI. (2021). Initiative for Digital Engineering Technology and Innovation. Retrieved from <https://www.nccuk.com/deti/>
- Engineering Council. (2021). UK SPEC. Retrieved from <https://www.engc.org.uk/standards-guidance/standards/uk-spec/>

Sustainability is core to the purpose of all GEM disciplines and the SDGs are explicitly included in all programmes of study. Particular developments in 2020-21 include:

- New UG programme in Environmental Management which includes the SDGs across core modules and principles of ESD inform the programme design and delivery.
- New MSc Project Management includes a core module on sustainable development principles and practice with a framing based on the SDGs, as well as core modules linked to global communication and collaboration.
- New SDG mapping of PG programmes.
- Development of new modules including Urban Greening (hosted by the department of Architecture and the Built Environment but taken by students on GEM programmes).

Students within GEM are assessed on their understanding of sustainability across all years and within most assessments. In particular, students are assessed on understanding of physical environmental processes and the impact of climate change has grown in prominence within teaching, learning and assessment. Issues of equality, security and justice are embedded across all UG and PG programmes. Process of urbanisation, globalisation and migration form the rationale for many modules within the department.

Planning modules have sustainability embedded in them via learning outcomes, ensuring that students are assessed on their ability to, for example:

- Define the form and nature of green infrastructure and critically evaluate the processes by which green infrastructure is promoted through policy, plans and strategies;
- Critically examine the multi-functional benefits that green infrastructure can give rise to; and,
- Analyse the political and ethical nature of planning.

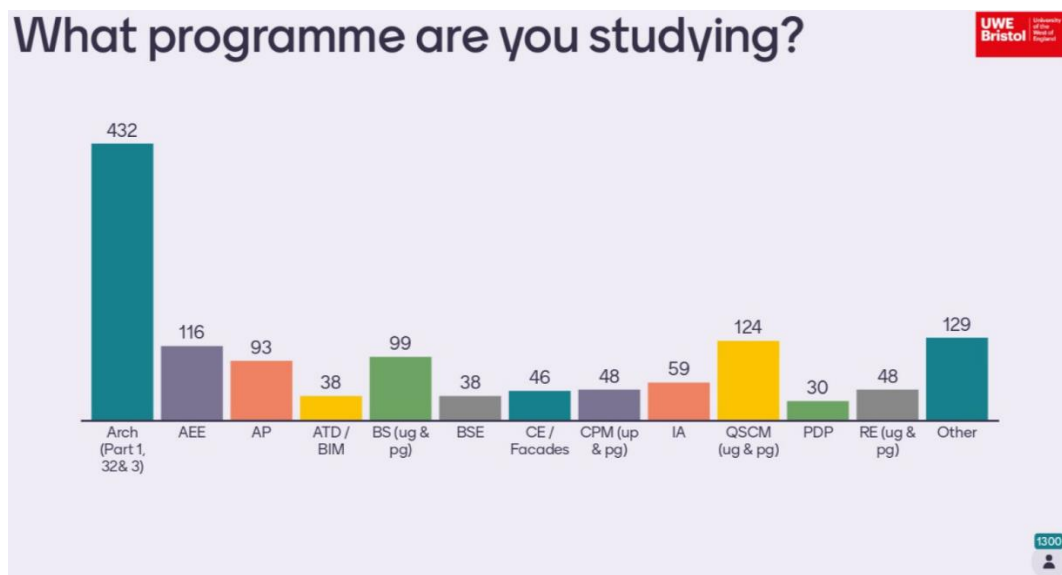
GEM students have been supporting numerous sustainability-related organisations, communities, projects and initiatives within Bristol and beyond during 2020-21. These include the SDG Alliance, Global Goals Centre, Sustainable Fashion Week, Festival of Nature, Communicate Festival, Future Leap, Sustrans, Bristol City Council and the Festival of Sustainable Business, to name just a few. Local field trips form important parts of the teaching on many geography, planning and civil engineering modules and these enable students to understand and contribute to the sustainability of their surrounding city and region.

GEM students continue to contribute to sustainability actions of The Students' Union at UWE, making up the majority of the Sustainability Committee. Many GEM student also undertake volunteer work and we continue to support Sims Hill Shared Harvest with regular volunteering of labour.



Head of Department, Elena Marco, again outlined her expectations for staff within the department to proactively engage with issues of sustainability and climate change during the academic year. Specifically, in an all staff email in August 2020, she asked staff to 'steer your thinking and mind set towards having a stronger sustainable content in all the modules we teach so we are able to lead the way on how a Department of Architecture and the Built Environment approaches climate change action'. She noted that relevant professional bodies have declared a climate emergency and others see climate change as an opportunity for innovation. She promoted consideration of social, environmental and economic sustainability in all assignment briefs. She empowered her Associate Heads of Department to help the steer towards ensuring everything we teach considers urgent action towards making climate change a priority. She is proud of the strong commitment coming from the department and intends for this to be demonstrated to the four professional bodies visiting (during the academic year).

During lockdown, Patrick O'Flynn ran a massive open online course (MOOC) on zero carbon buildings for professional in built environment disciplines. During Block 0 in October 2020, over 1,200 student completed the four 2-hour sessions online of the Zero Carbon Aware short course, representing 24 programmes across all years from Foundation to Masters.



Courses (all within Architecture and the Built Environment) being undertaken by students who completed the Zero Carbon Aware short course during October 2020.

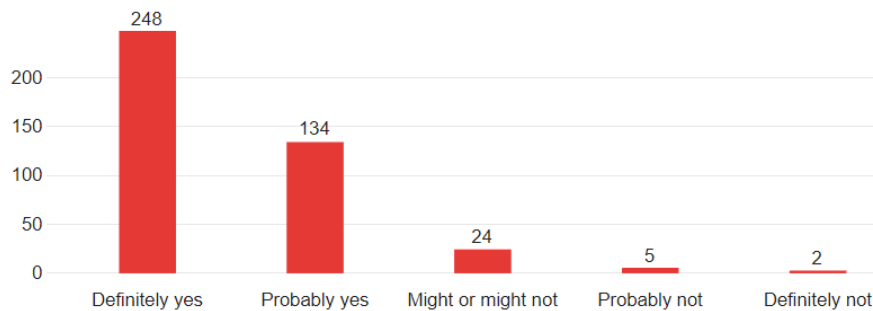
The objectives of the course were to:

1. Give students a taster of online learning, which will form an important part of the student experience in 2020/21 academic year. With digital barriers and poor study habits common with online learning, it is essential that students identify any issues that affect them as soon as possible and do what they can to limit the overall impact on their academic performance.
2. To raise awareness of the social, economic and technical challenges of achieving Zero Carbon building development, in a proactive and empowering manner. This will allow student to plan to acquire the Zero Carbon knowledge, skills and behaviours over the course of their studies, to put them at the forefront of the industry once they graduate.

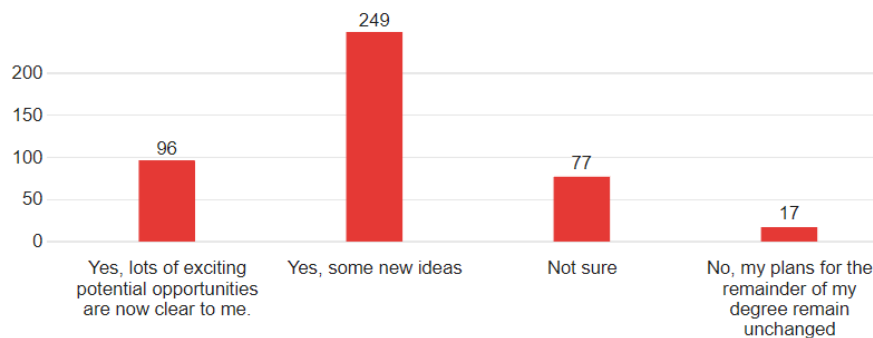
439 students completed the feedback survey. 93% satisfaction rate was achieved.



Did you enjoy the subject of the course?



Has the course given you new ideas on how to plan the remainder of your degree?



In 2021, the Radical Architecture Practice for Sustainability (RAPS) group met in Bristol. UWE is one of 12 architecture schools involved in this group. 12 UWE staff are involved in organisation of this first key event, as are UWE students. RAPS will also be submitting evidence to the Parliamentary Commission on Sustainability in the Built Environment.

Other relevant research includes the GLOW project on energy nested bio system flows-from the home to the hub: GLOW is a multidisciplinary project led by Associate Prof. Oliveira (architecture design innovation and sustainability) together with Dr Chatzimichali (technology and design), Dr Badarnah (biomimetics) and Dr Barakat (computational design) team at UWE Bristol in collaboration with Dr Atkins (energy justice and climate resilience) at the University of Bristol. Inspired by bees' social organisation and communication patterns, the project will provide a step change to energy management in the home. The project team will be working closely with Steering Group partners, including Energy Systems Catapult, Energy Super Hub Oxford, Kenza Engineering, Community Infrastructure Group, SNUG, Bristol Housing Festival, Stride Treglown as well as Stellenbosch Institute for Advanced Study, Purpose and Desire, Oxford Brookes University, Utah State University / Centre for Atmospheric and Space Sciences CASS and The University of Texas at Arlington. Findings will benefit residents by enabling a user-oriented and evidence-based approach to managing home energy. Housing developers and construction professionals will better understand how energy is used in homes and what socio-spatial configurations support targeted net-zero design and development. Energy policymakers will benefit from gaining novel insights and a rich evidence base that offers social and spatial knowledge, household behavioural patterns, and social responses to better inform a sustainable future regarding energy demand management. We will seek to push the boundaries of interrelated fields of practice and research, providing new pathways, resources and intelligence that will have a legacy in supporting meaningful and ethical sustainable home energy behaviour change.



2020-21 saw the first successful first run of Sustainable Business and Computing module. This module is mandatory for students on the BSc Business Computing degree and includes an external speaker contribution every week. The module gives students an introduction to how businesses can be sustainable – economically, environmentally and socially; how computing can have damaging impacts on sustainability; and, some of the ways in which Information and Communications Technology (ICT) can deliver significant sustainability benefits. The module makes significant use of the United Nations Sustainable Development Goals (sometimes called the Global Goals) as a way to structure thinking about Business, Computing and the ways in which we can address the needs of the world and our local communities.

CAKE (Community Action and Knowledge Exchange) teams worked on digital projects for 8 organisations across the city region, including the Global Goals Centre.

Undergraduate dissertations included a number of sustainability related topics including the impact of online shopping on sustainability, the role of the tech sector in lobbying related to climate change and the sustainability impact of camera doorbells (Internet of Things context).

Explicit engagement with the SDGs continues in modules such as UFCFA5-15-3 Information, Networks and Society, UFCFVJ-15-3 Professional Development and UFCFNJ-15-M Strategy and Governance in IT.

Ian Brooks continued to raise awareness of links between the IT sector and sustainability through presentations to PG students and roles across UWE and in external networks. Social media is also being used to promote relevant ideas and developments, particularly in relation to #techforbad.



Faculty of Health and Applied Science

Nursing and Midwifery

KESE Rep: Gerry Lucas

and

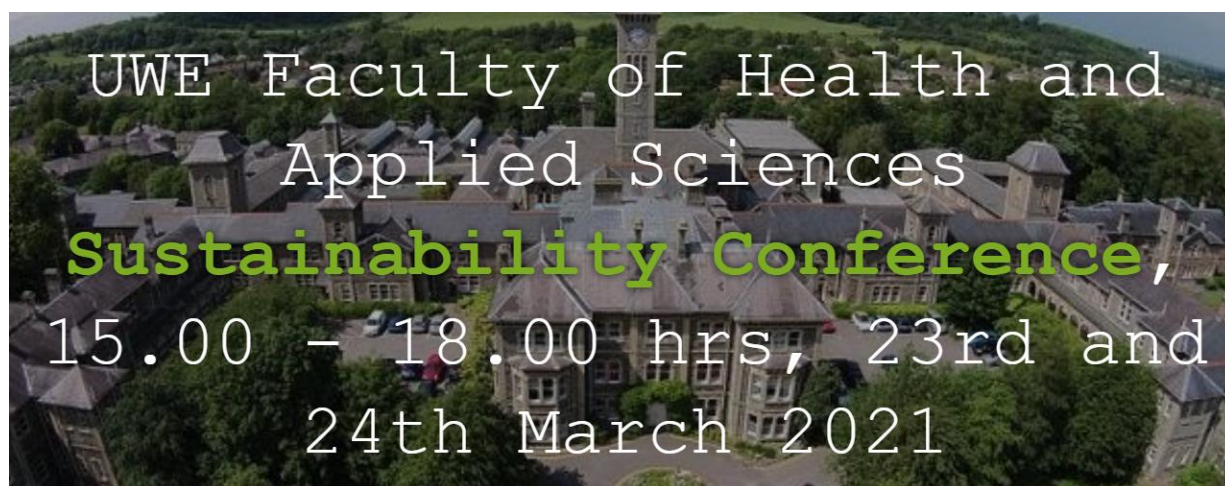
Allied Health Professions

KESE Rep: Steve Evans

Much ESD work from 2019-20 was ongoing this year. Specifically, work on plastic use and waste in simulation teaching; engagement between the lead departmental KESE Rep (Gerry Lucas) and sustainability student reps for the department this year; preparation for the health care-based conference (see below); curriculum review and ecoanxiety discussions have all continued in 2020-21.

Lockdown continued to have a significant impact on student placements during 2020-21. However, innovative solutions for distance-based learning enabled students to complete programmes more remotely.

The primary focus for 2020-21 was the Sustainability Conference led by Steve Evans (Allied Health Professions) and Gerry Lucas (Nursing and Midwifery). The keynote speaker for the event was Dr. Natalia Kurek, MRCS, MBBS, currently a Senior Strategy Advisor at NHS England, where she works on the NHS Greener Programme.



Promotional Sway presentation for Sustainability and Health Conference.

Other speakers at the event included Joaquim Duarte, Waste Manager at Universities Hospitals Bristol NHS Trust who has helped to arrange for UWE to take on expired equipment from the Trust for use in clinical simulation teaching at UWE. This supports circular economy principles and saves money for both the Trust and UWE. Gerry Lucas and Marcus Olivant have been leading this initiative at UWE.

Esther Coffin-Smith, Sustainability Lead at North Bristol NHS Trust also spoke at the conference and continues to work with UWE colleagues to progress inclusion of sustainability in the training of healthcare students.



Social Sciences Jon Mulholland

2020-21 saw the publication of SDG mapping for BA (Hons) Sociology, BA (Hons) Criminology, BA (Hons) Politics and IR and the Social Science Foundation Programme. BSc (Hons) Psychology also returned their mapping content in August 2021. Relevant teaching and learning activities include:

- Inaugural delivery of 3rd year optional module within BA Criminology awards: *Green Criminology: Environment, Crime and Justice (UZSKFV-15-3)* – 100% overall satisfaction in module evaluation
- Christine Ramsey-Wade taught a seminar on the themes of social justice and sustainability on the Professional Doctorate in Counselling Psychology programme, where she focus on the mental health implications of the climate and ecological emergency. Students are encouraged to take up climate change for their doctoral research as part of this session. This has led to one project that Christine is now supervising as DoS, entitled 'Navigating emotional engagement with climate change through social relationships: A thematic analysis', with another in the pipeline.
- L3 Protest, Policing & Public Order, within the BA Sociology and Criminology programmes: Andrew Mathers focuses on two social movement organisations that address sustainability issues; XR and Earth First.
- BA (Hons) Philosophy have incorporated a Live Brief at Level 3 with ZeroWest related to sustainability.

The department has facilitated two public webinars this year, co-organised by students. The Student Co-organised Public Webinars are designed to connect, in one place at one time, embedded modular student learning with key stakeholders (academics, policy makers, community and activist groups and the interested public), in addressing a pressing sustainability-related problem of the day. In turn, the platform also serves both to forge productive relationships for future research, knowledge exchange and collaboration across the city-region and beyond, and to provide students with demonstrable experience and skills in event organisation and leadership for change. The events this year were:

- *Tackling Urban Pollution: Harms, Crimes and Environmental Justice*, 17th June 2021, 15.00-17.00 GMT. In conjunction with *Green Criminology: Environment, Crime and Justice (UZSKFV-15-3)*, *Social Science in the City*, and the *Social Science Research Group*.
- *Sustainable Transport: In and Beyond the Pandemic*, 9th Feb. 2021, 9.00-11.00 GMT. In conjunction with *Sustainable Futures: Environment and Society in an Age of Crisis (UZSY6W-30-3)*, *Social Science in the City*, and *Social Science Research Group*. This event was recorded, and can be viewed on the Social Science in the City web-page - <https://www.uwe.ac.uk/research/centres-and-groups/social-science-in-the-city/videos>. Special thanks to Jude McClellan (BSc Psychology with Sociology) and Mila King (BA Sociology) for their efforts and their creativity in co-organising and co-leading this highly successful event.

A Social-Enterprise Internship has been developed within the Social Science Programmes in collaboration with Enactus. Suitable for a student at any level of their undergraduate studies with the appropriate drive and ambition to realise this opportunity for their peers, the internship was eight weeks in duration, from June-September 2021. Enactus is an international movement involving thousands of students every year in social enterprise activities, building skills and enterprise experience, whilst achieving important outcomes and impact for local, regional, national and global



communities. The Enactus team at UWE has recently launched an ambitious 5-year plan and initiated a Steering group to assist successive groups of students to engage with, and develop a body of expertise around social enterprise, while maintaining year-on-year momentum.

Establishment of HAS Faculty Sustainability Group has been supported by staff with the department. The Group has been formed to establish short, medium and long-term goals for enhancing the sustainability performance of the faculty, meeting regularly per academic year.

Social Science staff have contributed to a number of internal research bids with a sustainability focus. If progressed, this work will enable strengthening of a narrative on research-informed teaching in ESD.

The Centre for Appearance Research (CAR) have made a number of changes to their activities in the last 12 months to reduce the environmental impact of their work. This includes some fundamental changes to the way they work and their plans for the future:

- The internal CAR QR competition application now requires a statement from applicants regarding how issues around sustainability are considered and will be addressed in the proposed activities;
- The CAR Strategic Plan 2020-2024 now includes sustainability as part of the research centre's objectives, including a specific objective to: "Encourage all members to incorporate sustainability into the planning stages of all new research projects and other activities they are engaged in";
- They have also made a commitment to reducing the environmental impact of our travel as a centre, with the CAR Strategic Plan stating: "Unless there is no other option and the journey is essential, CAR members will not fly for work purposes within England, Scotland and Wales"; and,
- The 'Appearance Matters' biennial international conference organised by the Centre for Appearance Research was due to take place in Bath in 2020 and conference organisers had incorporated sustainability into many elements of the event: *no single use serve-ware at the venue; water provided from jugs or water dispensers rather than bottles; encourage shared transport where possible and ground transport wherever possible; provide practical information about flight offsetting and strategies to reduce carbon emissions when travelling; electronic conference programmes; when single-use conference materials cannot be eliminated, make them generic and reusable, and ask for people to return them at the end of the conference; all food provided at conference dinner to be vegetarian; delegate feedback form to include questions regarding sustainability.* Sadly, this conference was postponed due to the Covid-19 pandemic, however, the conference was held online in July 2021 (incidentally representing a 'nearly carbon neutral' conference model).

Public and Environmental Health

Sian Buckley

UWE's MSc Environmental Health was revalidated as a hybrid programme in 2020-21 with sustainability prominent in content and delivery. Re-validation of the Public Health programme also reflects strong commitment to ESD and the principles of sustainable development. The professional bodies value sustainability engagement and the SDGs are core to both programmes and to several modules (e.g. focusing on sustainable development in practice (professions or communities). Work has begun to make this framing more coherent in both programmes.

More students are choosing projects of relevance to the SDGs, such as fuels, food issues, inequalities. Environmental Health students have been involved with West of England Chartered Institute of Environmental Health seminars, including summer seminar groups.



All UG programmes within the department are now mapped against the SDGs. PG programmes and updating of UG maps where necessary will be the focus. 2020-21 has seen more development of new teaching on SDGs particularly across non-environmental modules and programmes. Sam Bonnett delivered a session on the SDGs as part of Block 0 programme for biomedical science. Students were really excited and interested and felt that they 'got it' – what SDGs/sustainability is all about and 'how can I affect sustainability'. Discussion has taken place across the department regarding sustainability of online teaching approaches. The impact of COVID-19 lockdown on the future direction of teaching, particularly on international field trips, continues to be a focus for discussion within Applied Sciences. Some international travel is planned for 2021-22 for research and field trips.

The Department continues its work relation to use of plastic in labs. UWE is now formally part of the LEAF programme, with leadership from Marcus Olivant. The initiative, led by UCL, involves the use of a framework, calculators, toolkits and other resources to improve the sustainability of laboratory environments.

Sam Bonnett engaged colleagues in discussions about how UWE processes could better facilitate the purchasing refurbished analytical equipment instead of new models. This proposal supports UWE's commitment to principles of a circular economy as well as offering potential financial savings as refurbished models can be a third of the cost of new. The specific purchases being proposed would enable a significant step up in analytical abilities for research and add to UWE laboratory sustainability practice. A student from the MRes Applied Science, Molly Lines, has been undertaking her research project on "Exploring Sustainability in the Laboratory Setting". With support from Lynne Lawrence, Molly presented to the HAS Faculty Sustainability Group on her work. Applied Sciences staff are members of the Faculty Sustainability Group, chaired by Associate Dean Antony Hill.

Staff in Applied Sciences have continued to support numerous SDG and ESD related projects and initiatives this year. In particular, the department is heavily involved in activities at Honeygar Farm, in partnership with Somerset Wildlife Trust. Work is already underway on rewilding, biodiversity, renewable energy and development of outreach activities, including on the 'sounds of soil', to engage and provide a live experience for the public of climate change and environmental impacts. This will become an important site for UWE research for years to come.



Part 5 Key ESD Actions for 2021/22

UWE's education for sustainable development work in 2021/22 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 work is facing;
- To utilise UWE's research community, activity and outputs relating to the SDGs, sustainability, climate change, environmental challenges and biodiversity 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, including:
 - Departmental staff KESE (Knowledge Exchange for Sustainability Education) reps;
 - Academic Practice Directorate and others with responsibility for Teaching and Learning leadership (particularly to ensure alignment between ESD and our Learning and Teaching Strategy, the Enhancement Framework Design Principles, UWE's Quality Enhancement processes and the PG Certificate in Academic Professional Practice);
 - Heads of Department, Faculty Executive Teams, Programme and Module Leaders and UWE professional services;
 - The Students' Union at UWE (including Academic Student Societies, lead departmental student sustainability reps, SU officers, the Sustainability Committee and the ESD officer);
 - Bristol Green Capital Partnership, the Bristol SDG Alliance, Bristol City and South Gloucestershire County Councils, PRME UK and Ireland Chapter and other local, regional and national organisations and partners as relevant to progressing opportunities for students to develop knowledge and skills for sustainable development and sustainable professional practice.
- 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 2021-22

Action	Success measure(s)
1. Ongoing action against Responsible Futures criteria, including planning towards reaccreditation in 2022-23 and conducting surveys of the knowledge and attitudes of staff and students.	Responsible Futures strategic group self-assessment of 50% of RF criteria achieved by end of 2021-22
2. ESD Guidance and internal case study document(s), reflecting the Advance HE/QAA ESD Guidance	New staff resource(s) on ESD created
3. Initiate phase 2 (2021-2025) of the mapping of academic programmes and disciplines and research against the Sustainable Development Goals.	At least 10 new maps created and updates undertaken of original maps which are no longer valid.
4. Undertake survey(s) of students, including via promotion of national initiatives such as the SuLiTest and the SOS-UK Skills Survey.	Surveys undertaken during 2021-22 and results communicated to staff and students
5. Ensure strong ESD engagement across all UWE academic departments, with plans for continuous improvement.	Annual ESD report for 2021-22 includes multiple examples of action from all departments.
6. 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 in 2021-22
7. Active working relationship with UWE's Academic Practice Directorate (APD) in revision/reframing and implementation of the Enhancement Framework Design Principles, UWE's Quality Enhancement processes and the Postgraduate Certificate in Academic Professional Practice (PGC APP).	Inclusion of ESD in PGC APP during 2021-22
8. Provision of staff development and activities for students to raise awareness of the SDGs including hosting of events themed around the SDGs.	At least two staff development events held during 2021-22
9. 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.	Direct staff and/or student engagement with key organisations will have occurred during 2021-22.
10. 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.	UWE has engaged actively with any national ESD activities led by EAUC and/or Advance HE.

Approval status

The UWE Sustainability Board and Learning and Teaching and Student Experience Committee are asked to approve this report and the ongoing work.

