

Education for Sustainable Development

UWE Bristol

2021-22

PRME

This is our **Sharing Information on Progress (SIP)** Report on the Implementation of the **Principles for Responsible Management Education**



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Education for Sustainable Development Annual Report 2021-22

Part 1 Introduction

This report contains highlights from UWE's education for sustainable development (ESD) work from the academic year 2021-22. It reflects the range of activities which have been undertaken during this academic year in response to the commitments made in UWE's Strategy 2030 and Climate Action and Sustainability Strategy, priorities set in the UWE ESD Action Plan 2021-22, the expectations of the Advance HE/QAA 2021 ESD Guidance and Responsible Future criteria and the values of the Principles of Responsible Management Education (PRME) and the United Nations Sustainable Development Goals (SDGs).

UN Sustainable Development Goal 4 (Quality Education) includes a sub-target that:

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development” (UN, 2015)

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 2030. 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 near maximum scores,
- ISO 14001 Environmental Management System certification, covering both operations and educational activity,
- UK and Ireland Green Gown awards for Tomorrow's Employees, Student Engagement, Learning and Skills, Continuous Improvement-Institutional Change and Leadership;
- International Green Gowns for Student Engagement and Continuous Improvement; and,
- Principles of Responsible Management Education International Faculty Award 2022.

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 six 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. The report of Phase 1 can be found in UWE’s Research Repository here: <https://uwe-repository.worktribe.com/output/9912189/uwe-bristol-and-the-sustainable-development-goals-sdgs-programme-mapping-portfolio>.

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

The current report serves also as our PRME Sharing Information on Practice (SIP) Report for the period to 2022. Further details can be found in Part 3 below.



Part 2. Meeting the Key Actions set out in the 2020/21 ESD Action Plan

The 2020/21 ESD report set out 10 Key Actions for Academic Year 2021/22. 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)	2021-22 activity and status at end of the academic year
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	National student Skills Survey was utilised to survey students. Review of Responsible Futures criteria and relevant activity has identified that more than 60% of criteria can already be evidenced.
2. ESD Guidance and internal case study document(s), reflecting the Advance HE/QAA ESD Guidance	New staff resource(s) on ESD created	Case study material has begun to be collated. Examples have been shared via KESE reps, all staff ESD events and Festival of Learning contributions. Creation of the new staff resource has been pushed to 2022-23 to allow for publication of more revised benchmark statements to be undertaken. These will form part of the structure for the new internal ESD resource.
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.	New maps being prepared in disciplines including business and management, psychology, geography and environmental management, nursing, social work. This work will generate more than 10 new maps.
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	UWE and The SU at UWE promoted the SOS-UK Skills Survey which was completed by 273 UWE students. The SULiTest was utilised during the 2021-22 as an induction activity and as a staff engagement activity. The quiz version of the test was used for the first time.
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.	This report includes multiple examples of practice from across UWE disciplines. Examples from a small number of departments are limited due to challenges with representation within the KESE group (staff leaving, excess workload and/or no active engagement).

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	A student o the MSc Sustainable Development in Practice undertook work to explore partnerships elements of academic practice in UWE's Business School. This work is being included in UWE's next SIP report.
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	Education for Sustainable Development was delivered to all students in both the September and January cohorts of the PGC APP. This is included as part of module 3 in the context of enhancing teaching and learning. Staff from across UWE engaged with ESD in this context in 2021-22. The Academic Practice Directorate was disbanded in 2021-22 so new working relationships with professional and academic services to ensure ongoing representation of sustainability in UWE's quality enhancement processes.
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	KESE members held an open meeting for all UWE staff and delivered an SDG mapping workshop 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.	UWE students undertook numerous sustainability roles within Bristol City Council, the Bristol SDG Alliance, the Global Goals Centre and other organisations within the city.
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.	UWE was represented in Advance HE conferences on STEM and Sustainability in 2021-22. Jim Longhurst continued as chair of EAUC and numerous UWE staff attended their annual conference. UWE also submitted numerous Green Gown award applications, being successful in the Tomorrow's Employees category for the SDG Mapping work.



Part 3 Principles of Responsible Management Education (PRME)

The six principles of Responsible Management Education (as set out by the global PRME initiative, are:



Principle 1 | Purpose:

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



Principle 2 | Values:

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



Principle 3 | Method:

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



Principle 4 | Research:

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



Principle 5 | Partnership:

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



Principle 6 | Dialogue:

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

The level of activity, commitment and resource which underpin this report demonstrate UWE's commitment to Principles 1 and 2 (Purpose and Values). The details provided of activities delivered during the academic 2021-22 evidence the ways by which we deliver against the purpose and values of PRME through our teaching, research, partnerships, dialogue and dissemination.

Further details of our sustainability commitments and action (including our annual Sustainability Report), can be found on our website: <https://www.uwe.ac.uk/about/values-vision-strategy/sustainability> and <https://www.uwe.ac.uk/about/values-vision-strategy/sustainability/education-for-sustainable-development>

UWE's Commitment to PRME

UWE, Bristol is proud to be an active member of the international PRME community. Our Strategy 2030 commits the university to *shaping the health and sustainability of our communities and creating solutions to global challenges*. Our institutional strategy and our educational and sustainability commitments align perfectly with the Principles of Responsible Management Education. As a civic university which takes its responsibilities to the city- region and wider society very seriously we recognise our responsibility to deliver this strategy in a manner that is consistent with our commitment to PRME, that enhances the sustainability of the university and supports attainment of the UN Sustainable Development Goals. The university's Sustainability Board remains the high-level governance committee charged with integrating PRME considerations into policy, planning and implementation across the institution.

The university has identified PRME as an important component of our Education for Sustainable Development agenda and this agenda continues to gain momentum in its reach and depth within UWE. The university's Graduate Attributes (self-reliant and connected, ready and able, enterprising, globally responsible and future-facing) embed the principles of responsible management but also describe a sustainability literate professional.

We will continue to work hard over the course of the next reporting period (2022 - 2024) to ensure that PRME informs the decision-making processes of the university as we seek to ensure that the graduates and post graduates of the university are fully prepared for the challenges and opportunities that they will confront in their professional lives.

We have identified ambitious objectives for the implementation of the Principles in the next reporting period and look forward to sharing the experiences and outcomes with fellow PRME signatories in 2024.



Professor James Longhurst

Assistant Vice Chancellor

Chair of the UWE, Bristol Sustainability Board



Meeting the objectives set in our previous SIP report

Discipline specific examples of action relating to each of the Principles are detailed in Section 5 of this report. However, it is worth commenting here on the overall achievement of our previous self-identified objectives.

Principles 1 and 2: Purpose and values

Objectives

- Represent the values of PRME in consultation relating to new institutional strategy.
- Include PRME as part of preparation of UWE's new Sustainability Plan and any associated discussion of the Terms of Reference and Membership of the Sustainability Board.
- Facilitate the acknowledgement of broader responsibility for sustainability and the embedding of PRME into the routine business of the university.
- Review process by which explicit referencing of PRME in strategic documents, in curriculum documentation (both in approval stages and in student-facing documentation) and in institution-wide activities (such as volunteering, internships, students' union) is considered.
- Explore deeper engagement with the UN Global Compact, internally and externally.

Action

- PRME is explicitly referenced in our Transforming Futures: Climate Action and Sustainability Strategy and the institutional Strategy 2030 declares our commitment to 'strive to fulfil our role in the achievement of the United Nations' Sustainable Development Goals'.
- PRME is represented explicitly in the Terms of Reference and membership of UWE's Sustainability Board.
- UWE has both a Business School lead and an institutional lead for PRME, recognising the broader responsibility for embedding PRME into university activity.
- UWE has engaged with the UK and Ireland PRME Chapter and taken the coordination role for the South Wales and South West Local Network.

Principle 3: Method

- Ensure representation of PRME in relevant institutional boards and committees.
- Ensure that PRME principles inform informal curriculum activity.
- Utilise our SDG mapping to assure ourselves that all students have the opportunity to develop skills and gain experience aligned to becoming a responsible manager.
- Support the implementation of the Sustainability Literacy Test (SuLiTest)

Action

- As noted above, PRME has formal representation on UWE's Sustainability Board.
- The Principles inform a wider range of curriculum activity as identified in Part 5 of this report.
- SDG Mapping is used effectively to review the quality and quantity of opportunities available to students to engage with the SDGs in their programme of study. See comprehensive report here: <https://uwe-repository.worktribe.com/output/9912189/uwe-bristol-and-the-sustainable-development-goals-sdgs-programme-mapping-portfolio>



Principle 4: Research

Objectives

- Profile PRME and the relationship between corporations and sustainability in business and law programmes and in opportunities offered to wider university community.
- Continue to research institutional activity relevant to PRME.

Action

- UWE has engaged with the UK and Ireland PRME Chapter through attendance at events and the annual conference. Events have been promoted internally and resources shared widely.
- The Student Writing Competition led by Jonathon Lowe is promoted to students in relevant disciplines.
- This report, particularly Part 5, evidences the monitoring of institutional activity. See also our institutional Sustainability Report and other evidence here:
<https://www.uwe.ac.uk/about/values-vision-strategy/sustainability>

Principle 5: Partnership

Objectives

- Support socially and environmental responsible organisations in Bristol and the development of responsible graduates via our strategic partnership with the Bristol Green Capital Partnership
- Continue to focus on relationship with The Students' Union at UWE as core to delivering widest range of opportunities for students to develop personal and professional responsibility.

Action

- Several UWE staff members are active within the Bristol Green Capital Partnership, the Bristol SDG Alliance, local councils and other relevant local and national organisations and charities to both support sustainability work and to facilitate ongoing opportunities for students. Examples of this work are detailed below.
- We continue to work in close partnership with own Students' Union and with the national student sustainability charity SOS-UK. We support student leadership and engagement roles and students are represented formally on UWE's Sustainability Board. Our successful joint accreditation to Green Impact and Responsible Futures demonstrate the success of this partnership working.

Principle 6: Dialogue

Objective

- Review our statement which outlines the relationship between our work with the PRME principles and our work with the Sustainable Development Goals (SDGs) and continue internal dialogue to promote awareness of both.

Action

- The Terms of Reference of the Sustainability Board formalise the relationship between our work with PRME and the SDGs. Both continue to inform our broader ESD work as detailed throughout this report.



Part 4. 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 2021/22 activity focused on delivery of activity to meet the criteria of the Responsible Futures accreditation, consideration of competences in our ESD practice, ongoing support of national initiatives such as the SOS-UK Global Goals Teach in and the UK and Ireland Green Gown Award, engagement with the UK PRME and broader ESD communities, and local interpretation and application of the Advance HE/QAA ESD HE Guidance.

The KESE group returned to face-to-face meetings and held their fourth annual away day in July 2022. KESE held an all staff open meeting early in 2022 designed to highlight a variety of disciplinary responses to UWE's ESD commitments and SDG engagement.

Other KESE-related activities included the public webinars co-organised by Jon Mulholland and 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 was the winner of the UK and Ireland Green Gown Award in the Tomorrow's Employees category. 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.



The KESE group were runners up for an international Principles of Responsible Management Education (PRME) Faculty Award for their SDG Mapping work.



Annual ESD meetings with Heads of Department and Faculty Executive Teams

The annual round of meetings with Heads of Department and Faculty Executive Teams was undertaken between November 2021 and May 2022. Discussions focused on localisation of action to support institutional strategic sustainability commitments and to explore progress in embedding sustainability and the SDGs in teaching, learning, research and operation of departments and faculties. Issues which emerged as areas of focus this year included management of materials, resources and waste, transport (for example linked to placements, international students, staff research and other academic purposes and field trips), plastics, LEAF (a sustainable labs initiative which UWE is signed up to) and the Times Higher Education Impact Rankings.



Global Goals Teach In

UWE staff enthusiastically supported the Global Goals Teach In again in March 2022. UWE features amongst the case studies featured in the SOS-UK Impact, Engagement and Reach Report 2022.



Part 5 Departmental Highlights (by Faculty)

The following pages detail selected highlights from the significant volume of ESD activity undertaken over the academic year 2021-22. These examples have been gathered by the departmental KESE reps and others as identified.

Faculty of Business and Law

Accounting, Economics and Finance

KESE Rep: Dianne Massoudi (and Nicola Horner)

with contribution from Ian Brooks

Purpose, values and method

During 2021-22, Dianne Massoudi joined Nicola Horner as co-lead for ESD in Accounting Economics and Finance. Dianne actively incorporates sustainability themes and issues into her teaching, especially in relation to corporate reporting and disclosure.

ESD was the focus of a session at an accounting and finance field meeting which prompted re-mapping of modules against SDGs. This work is to be supported by an intern over the summer of 2022. The process will start with the accounting and finance undergraduate programmes, building on sustainability mapping that was undertaken a number of years ago. The aim is to map sustainability teaching within the programmes and to establish a system for automatic reporting.

There is recognition amongst staff that the auditing of the climate change impact of business is a hot topic in practice and we should ensure that we prepare our students to be ready to contribute to such work. Similarly, there is increasing focus on narrative disclosure in financial statements and new auditing staff need to understand this. Sarah Watson will lead in her module.

New first year students received an introduction to sustainability as part of Block 0 in September 2021. However, take up of an optional modules on accounting for sustainability was very low. Sustainability does feature inherently in core modules. The mapping will help to reveal where strengthening of coverage may be required.

AEF colleagues participated in the 2022 Global Goals Teach In campaign in early 2022. For example, third year UG Accounting and Finance top up students engaged with the UN SDGs in their case study module.

Research, partnership, dialogue and dissemination

The Governance and Accounting Research Group (GARG) and Sustainable Economies Research Group (SERG), which includes non-economists, collaborated to organise a Sustainable Investment Workshop scheduled for September 2022. The aim is to involve industry partners and academics to explore the finance industry's role in driving sustainable investment and to share success stories. Organisers are particularly interested to see where Bristol is showing leadership with investors based in Bristol such as Brunel Pensions Partnership, Rathbone Greenbank and Triodos. One of the topics they are keen to explore is the EU Sustainable Finance Taxonomy for classification of what businesses are green and how institutions are likely to work with the UK sustainable taxonomy when it is developed.



Business and Management

KESE Rep: Janet Carruthers (with contributions from Pam Seanor, Laura Fogg-Rogers, Sam Bonnett and Georgina Gough)

Method

Remapping of the Marketing, Events and Tourism programmes against the SDGs has been completed. Mapping of the remaining subject clusters in business and management.

Sessions on the UN SDGs were delivered to a range of business and management students including Doctoral Business Administration students. A postgraduate module on sustainable marketing has been approved to begin in 2022-23 and the postgraduate module on fashion and retail marketing is structured around the SDGs. Slides on the SDGs to be used during induction for business and management students are being updated.

Cross disciplinary teaching has been extended with environmental science input (for example on contraction and convergence) into PG economics modules (and reciprocal delivery of economics into first and second year environmental science modules). Exposure to alternative disciplinary perspectives and vocabulary is valuable for students' development of interdisciplinary competence.

Students taking the Creating a Better Future module engaged in an innovative assessment to organise and reflect on a live engagement event on a sustainability topic. Students ran a food-themed event in the business school foyer during a lunchtime period to raise awareness of food waste and to survey fellow students.

PG students on the Conducting Evidence-based Research module took part in a walk to consider use of walking activities for data collection. This focus of the walk was the sustainability of the Frenchay campus.

Work Integrated Learning module students experienced a workshop on 'Raising awareness of SDGs using LEGO® SERIOUS PLAY®' with Pam Seanor.

Dialogue and dissemination

Work is underway to prepare a panel event for staff and students, with industry, focusing on design, environment and marketing in the fashion industry. The event will bring together expertise from business and management (Janet Carruthers), environmental science (Sam Bonnett) and art and design (Phil O'Shaughnessy) with student interests (represented by The Students' Union at UWE) and is planned for 2022-23.



Partnership and collaboration

Colleagues from across UWE, including business and management and engineering, have been working together to consider competences linked to the UK 'Entrecomp' and EU: 'GreenComps' initiatives and considering how to challenge the 'growth'-focused values and practice which are still dominant in business education and in the business community. A third year undergraduate Sustainable Business module (chosen by 180 students as one of their options in 2021-22) includes discussion on 'degrowth'. Students responded well following expert introduction of the concept. Ideas of redistribution, circular economy, limits to growth, life cycle analysis and social entrepreneurship are also explored in the module, and students are made aware of innovative initiatives like Impact Alpha and ChangeNOW.

Principles of Responsible Management Education (PRME)

The Business School said farewell to their longstanding Principles of Responsible Management Education (PRME) lead, Professor Svetlana Cicmil, who has taken retirement. Svetlana was a passionate advocate for PRME and led UWE's engagement nationally and internationally. A new PRME lead for the Business School will work with institutional PRME lead, Georgina Gough, to facilitate internal events and discussions on PRME, to represent PRME on UWE's Sustainability Board, to promote the HE and business networking opportunities which PRME membership brings, to contribute to UWE's bi-annual Sharing Information on Progress (SIP) Reports and to contribute to the Business School annual Societal Impact Report.



Purpose, Values and Method

Global sustainability issues and legal challenges are part of a range of Law modules including Environmental Law (second year, UG), Globalisation, Trade and Natural Resources Law (third year, UG), International Environmental Law (PG) and Natural Resources Law (PG). Modules such as World Trade Organisation Law (PG), Globalisation and Law (PG), International Human Rights Law (PG) and Corporate Governance and Corporate Social Responsibility (PG) also incorporate UN SDGs.

A guest speaker series was run in Autumn 2021 and Spring 2022 with topics including:

- ‘Climate change and renewable energy in Nigeria – the roadmap to achieve the commitments under Paris Agreement’ by Dr Noah Izoukumor, PhD researcher, UWE Bristol.
- ‘Delivering Net-Zero: Pathways to a Carbon-Neutral UK Economy’ By Paul Dawson, Head of Regulatory Affairs for RWE Supply & Trading (RWEST), UK
- ‘Right to Water, Privatisation, Challenges and Opportunities: The Cases of Ghana and Albania’ by Dr Felix Nana Kofi Ofori REACT Humanitarian Network, Oxford.
- ‘A citizen’s challenge to carbon offsetting - How can participatory action in the form of litigation challenge 'greenwashing' by energy companies’ by Ben Hall, PhD researcher in climate law, Durham University.
- ‘Forest rights of indigenous people: Case studies from India’ by Dr Purabi Bose from Swedish University of Agricultural Sciences, Sweden.
- ‘Will remediation ever be enough? Compliance and enforcement in environmental pollution regulation’ by Cleverline Brown, PhD Researcher, UWE Bristol.
- ‘Will the crime of ecocide stop the destruction of nature?’ by Sue Millar, Stop Ecocide International, UK.
- ‘Governing Nature-based Solutions for Urban Flood Management in Finland and Italy: A Legal Perspective on Sustainable Transitions’ by Francesco Venuti, PhD researcher, University of Eastern Finland.

Research

Law colleagues submitted two successful Higher Education Innovation Fund (HEIF) bids for the following projects: ‘Biodiversity litigation: a comparative legal agenda’ led by Jona Razzaque and ‘Corporate responsibility’ led by Elena Blanco.

To disseminate the research findings, Elena Blanco organised a stakeholder event on ‘Challenging the corporate discourse on climate change action: greenwashing in the UK domestic energy market. Myths, realities and stakeholder participatory action’. The event was attended by a variety of stakeholders including local politicians, campaigners, communicators and representatives of renewable energy companies.

Postgraduate students completed several research outputs that evaluate the spectrum of sustainability issues and legal challenges faced by corporate actors. Examples include:



- Overconsumption of groundwater in India and the role of multinational companies.
- Conflict between private interest and public interest in managing natural resources.
- Renewable energy in the global South: Comparative study between India and Malaysia.
- Illegal Wildlife trade in the developing countries.
- Corporate responsibility and Paris Agreement on Climate Change.
- Bioprospecting genetic resources of the seabed: an analysis of the UN Convention on the Law of the Sea, Convention on Biological Diversity and Intellectual Property Rights.

The UG and PG students are encouraged to publish their research outputs through research blogs. Some examples are as follows:

- [Climate Change Litigation – A Vehicle for Changing Corporation and State Behaviour? | Bristol Law School blog \(uwe.ac.uk\)](#)
- [The role of judiciary in climate change litigation - the rise of a promising opportunity to combat climate change | Bristol Law School blog \(uwe.ac.uk\)](#)
- [Translating collective international climate goals into adequate individual state contributions | Bristol Law School blog \(uwe.ac.uk\)](#)
- [The UN Climate Change Conference 2021 in Glasgow - Success or Failure? | Bristol Law School blog \(uwe.ac.uk\)](#)

Partnership and collaboration

In 2021-22, several events focused on the UN SDG 3 (Health and well-being), 13 (Climate Action) and 15 (Life on Land).

Jona Razzaque organised three international workshops on ‘biodiversity litigation’ in collaboration with Law and Development Research Group (University of Antwerp, Belgium), the Institute of Development Policy (University of Antwerp, Belgium), Max Planck Institute for Comparative Public Law and International Law (Germany), Aix-Marseille University (France), and Environmental Law and Sustainability Research Group at Bristol Law School, UWE Bristol (UK). These workshops aimed to map biodiversity litigation at the national level and understand the legal and policy dynamics behind these cases. Experts and post-graduate students from China, India, Brazil, Australia, France, UK and Canada participated in these workshops.

Jona Razzaque also collaborated with United National Environment Programme and the University of Eastern Finland and presented a paper on ‘Is International Biodiversity Law Fit for Purpose?’. This paper focused on her work with the UN International Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services and reflected on post-2020 Global Biodiversity Framework. This event targeted subject experts as well as early career researchers in the field of international biodiversity law.



Faculty of Arts, Creative Industries and Education

Education and Childhood

KESE Rep: Verity Jones

Method

A highlight for the education and childhood department in 2011-22 was the resoundingly positive response received from the Ofsted auditors about the ESD work of colleagues at UWE. The Ofsted team were 'blown away' by the range, volume and quality of ESD activity including SDG mapping, embeddedness of principles in the curriculum and co-authoring of articles.

Students on education and childhood programmes engage with ideas of ESD in a range of modules. For example, as part of initial teacher education (ITE) in Primary Science, students receive knowledge and pedagogy relating to how to teach about freshwater ecosystems, including using onsite ponds as field sites. Free teaching resources on sustainability which have been developed in conjunction with education and childhood colleagues (see dialogue and dissemination below) are now embedded in the ITE programme at UWE.

The department funded Verity Jones and Sarah Whitehouse to undertake a climate education research project - using a school placement of 22 ITE students who 'took over' a school for three days to deliver climate education. This was received positively by the students who stated that more emphasis needs to be put on preparing them to teach these issues. As a result of the work many of the students went on to focus their assessment presentation on a climate change education theme. A co-authored article was prepared by the staff and students for publication in Primary Science (the Association for Science Education's flagship journal).

At the beginning of the academic year, a whole staff meeting was dedicated to SDG mapping with education and childhood. Colleagues reviewed the existing maps and considered related activity going on within Bristol schools which helped colleagues to understand the relevance of the SDGs to our students at UWE. It was agreed that ESD will be a standing article on all Programme Leader feedback to Extended Executive meetings. All module specifications are going to be reviewed for ESD to ensure that our graduates leave with the skills to support learners with their learning and associated emotional responses (eco-anxiety). Colleagues will work with editable versions of the SDG maps as tools for future planning. We are continuing to gather data from partnership schools on how they embed the SDGs to inform the update of our mapping.

Research

The Climate Change Primary Education Research Network (CCPERN) organised a series of events for staff, students and external stakeholders to keep up to date with knowledge, pedagogies and research about people and planet. These included a session in June 2022 on cross curricula learning from external guest speaker Matthew Knight. Attendees heard about Matthew's school which has constructed a 20ft biodome with solar powered aquaponic system. Children feed the fish and the fish feed the plants. Produce is either sold to the community to raise money for charity or donated to food banks – check out <https://youtu.be/7eDc3SzSw9s>.

The Education and Childhood Research Group (ECRG) (formerly BRIDGE) explicitly explores social justice throughout all of its work and includes a sub-group who research global and sustainable education. See: [Education and Childhood Research Group \(ECRG\) - Research centres and groups | UWE Bristol](#) for more details.



Dialogue and dissemination

UWE co-organised a Sustainability Careers Conference for sixth formers in Bristol and organised and hosted an annual education conference (July 2022) for 150-200 attendees from across SW. The latter event had a joint focus on sustainability and climate education.

Verity Jones delivered a presentation on ecoanxiety as part of a free festival in Pembrokeshire focused on the future of education in relation to wellbeing, creative skills, sustainability and collaboration. The event was organised by education enterprise Cymbrogi.

Verity also contributed to activities during Fashion Revolution week and Bristol Fashion Week, including a presentation at the Folk House in Bristol about fast fashion and research being undertaken at UWE on sustainability and fashion.

Academics in India who are part of Disappearing Dialogues in India network have been funded to share their practices with our students around creative ways of engaging with climate education in their context and to understand young people's climate anxiety

<https://www.disappearingdialogues.org/>

- Shared research on climate education and embedding sustainable food systems was presented in London for the Community of British International Schools.
- Jones, V. Jones, M & Ruge, D, (2021) Integrating Food into the Curriculum, Primary Science 168.
- Jones, V., Whitehouse, S., McEwen, L., Williams, S., Gorell-Barnes, L. (2021) Promoting Water Efficiency and Hydrocitizenship in Young People's Learning about Drought Risk in a Temperate Maritime Country, Water, 20:18 <https://www.mdpi.com/2073-4441/13/18/2599>
- Free children's book about drought in the UK https://issuu.com/uwebristol/docs/dry_the_diary_of_a_water_superhero
- Free teacher's resources <https://dryutility.info/wp-content/uploads/2020/01/DRY-book-Teachers-Notes-FINAL-E-VERSION.pdf>
- Research undertaken by Verity Jones with schools in Wales to evaluate a science education programme promoting freshwater and ocean ecosystems <https://darwincentre.com/schools/> was published here: <https://www.ase.org.uk/resources/primary-science/issue-148/after-pisa-real-approaches-science-in-wales>

Partnership and collaboration

The department continued its work with Bristol Partnership Schools, including delivery of a Fast Fashion workshop for secondary students hosted at UWE. It has also committed staff resource (Verity Jones) to support the work of the Global Goals Centre (<https://www.globalgoalscentre.org/> and <https://www.linkedin.com/company/global-goals-centre/>). In 2021-22, this work included the undertaking of Hear Our Voice survey for 7-18 year olds on climate change. Verity also leads the Climate Change Education Research Network <https://ed-climate.net/> and sits on the Global Education Working Group for Fashion Revolution <https://www.fashionrevolution.org/>.



Method and Partnership

Carbon literacy tool being developed in conjunction with colleagues from across UWE. Work has begun on a new eco-criticism project. Caleb Sivyer has been sharing this work at external conferences. Grant Howie is working with students and Bristol City Council on use of language for engagement by diverse cultural groups.

The Linguistics cluster have continued their work with the local Somali community. This involves working alongside local Somali women at the Somali centre in Barton Hill; assisting with their English language skills so that might better access local institutions, help their children with homework, among other things. Dr Charlotte Selleck is the key contact. Students also volunteer and work with the Somali community in their second year as a chance to experience different language use in different settings while helping the local community.



Method

Phil O'Shaughnessy leads a third year undergraduate module on sustainability of interior design materials. Postgraduate modules in interior design explore the real world impact of design research and look towards notions of restorative design (beyond sustainable design).

Emma Peddie from the BBC supports delivery of content on [Albert accreditation](#) which includes a focus on the CO₂ impact of web servers (and travel) linked to media production.

A committee has been formed to look at student-facing projects to improve sustainability outcomes of department/university. A need has been identified to try raise concern from students and more sustainable practice around materials, waste, toxicity and pollution linked to their work. This is relevant to disciplines including fabrication, photography, fashion, fine print, animation and 3D printing. Work is already underway to work with estates and facilities to ensure appropriate waste facilities and to try to encourage staff and students to be more responsible in terms of sorting their own waste. Similarly, discussions are taking place on how students might be able to better make use of waste materials from campus for design (e.g. wood from trees affected by ash die back). Further, Luisa Holder has initiated collaboration to shred waste from Frenchay campus for reuse into 3D printers.

Research

Wallscourt Fellow Laura Morgan is investigating the dying and fixing of colour. She explores ideas of sustainable processes, material innovation and the circular economy in the textiles industry.

Bids were prepared in conjunction with students to investigate use of glass as alternative to carbon resin and on transporting art work more sustainably.

George Lovesmith won funding to explore sustainable refurbishment of the Watershed in central Bristol. The project begins in September 2022. This project will inform teaching of interior design students and others.

Dialogue and dissemination

Concerns have been raised of the apparently low levels of awareness amongst staff and students of IT use, including internet browsing, attachment emailing and file storage, on phones, laptops and pcs. Joint action between academic departments, The Students' Union at UWE and Estates and Facilities is being explored.



Faculty of Environment and Technology

Engineering Design and Mathematics

KESE Reps: Laura Fogg-Rogers and Venkat Bakthavatchalam

Method

Sustainability is embedded in core modules of first year and second year engineering programmes. Engineering Practice 1 and Engineering Practice 2 are taken by all engineering students and both of these modules have sustainability as a central theme.

Professionalism for Engineers, core for third year engineering students also has a focus on sustainability and will run for the first time in September 2022 with two pathway options (business or society). In this module, the SDGs are linked explicitly to employability. A third year optional module, Engineering and Society, also enables students to explore issues of sustainable development

At postgraduate level, the Engineering and the Community module provide opportunity for students to explore issues linked to sustainable development, as does the Sustainable Engineering for Global Challenges module.

Finally, engineering students take part in an Engineers without Borders and Project Week led by Laura Fogg Rogers and Maryam Lamere.

Dialogue and dissemination

The Engineering Professors' Council (EPC) were hosted for their face-to-face annual congress in June 2022. The theme of the event was 'A Better World', with a focus on ethics, sustainability and recovery. Speakers included Dame Judith Hackitt, Chair of the Independent Review of Building Regulations and Fire Safety (following Grenfell), Dame Ottoline Leyser, CEO of UKRI; Hayaatun Sillem CBE Chief Exec of the Royal Academy of Engineering; and Prof Steve West, as President of Universities UK. Attendees experienced UWE's cutting-edge Bristol Robotics Lab and new curriculum-led Engineering building. A panel discussion on sustainability was followed by sessions on 'Designing a curriculum for sustainability', 'Engineering Ethics: a toolkit' and 'Emerging greener'. Discussion of how academia can work with industry for a better world was supported by consideration of professional accreditation for a better world. Displays at the conference included the Digital Engineering Technology and Innovation (DETI) programme outreach work in which UWE is a partner. DETI Inspire is an extensive outreach programme on sustainability education for young people and communities, focussing on young people from primary to secondary schools. Laura Fogg-Rogers is the primary UWE contact for this work. For more information see <https://blogs.uwe.ac.uk/engineering/>

Venkat Bakthavatchalam presented on behalf of himself, Laura Fogg-Rogers and Georgina Gough at Dresden Nexus Conference 2022. The presentation on development and evaluation of a successful method to embed Sustainable Development Goals in engineering curriculum was well received. Two students who undertook sustainability-driven dissertation projects were also selected to present at this conference. Their chosen topics were the recycling of face masks to produce composite panels and circular economy in European automotive sector.



For COP26, the DETI Inspire team, in collaboration with planetarium experts [Explorer Dome](#), created a new experience to celebrate the ingenuity of human engineering, address current issues around climate change, and introduce engineering as a relevant and attainable aspiration for all young people. The new show, called 'We Make Our Future', was showcased in the Green Zone of COP26 Glasgow in November 2021. The show is presenter-led, interactive, educational and entertaining, to inspire the next generation of engineers. The experience highlights the urgent need for climate action along with the potential of green technology for economic and social progress.



Inspire and Explorer Dome teams at COP26 Green Zone

Partnership and collaboration

Sophie Laggan and Laura Fogg-Rogers have developed a Climate Action Hub, as part of their DETI outreach work on sustainable engineering education for young people from aged 5 – 18 years. The hub brings together teaching academics and researcher to deliver training. The first event ran in February 2022, looking at climate communications and video making (attached). This event was run in partnership with Avon Schools Eco Network and the CATAPULT project for young people aged 15-18. Verity Jones (Education) is also part of this team.

Over three days, in October 2021, DETI Inspire (see above) partnered with [I'm an Engineer](#) to host an online sustainability and engineering youth summit, ahead of the UN climate change summit [COP26](#) which took place in Glasgow November 2021. The Youth Engineering for Environmental Sustainability Summit ([YEES](#)) enabled young people (aged 16-18) from the West of England region to connect with local engineers and policymakers, to explore how engineering can help tackle the Climate Emergency and discuss the interconnected solutions needed for future sustainability. Together they discussed potential solutions, using the engineering design process to guide discussion.





Youth Engineering for Environmental Sustainability Summit

11-13 October 2021

Teachers Guide and Lesson Plans

Full programme of events can be found at <https://yeess.imanengineer.org.uk/>



In total, 12 engineers engaged with 51 students from seven schools across the West of England across the three days of the online summit. 27 students from one school actively took part across the three days of the summit. A further 20 students from Orchard School attended a physical one-day version of the summit, held at We The Curious science centre.

Schools and colleges that participated in YEESS, and regional representation.

Schools	Region
Bradley Stoke Community School	South Gloucestershire
Bristol Cathedral school	Bristol
Mendip Studio School	Somerset
Orchard School	Bristol
St Katherine's School	Somerset
Sheldon School, Chippenham	Wiltshire
Cotham School	Bristol
Richard Huish College	Somerset



Research

Discussions have begun on the formation of a sustainability research group which focused on pedagogy within the department. Colleagues keen to consider how effective modules are in enabling students to develop their knowledge, attitudes and practice of sustainable development. Venkat Bakthavatchalam already has plans to survey students on the Engineering Practice module with this purpose. Specifically, he wants to explore whether the module has changed the knowledge, understanding or attitudes and whether it has prompted them to pursue further information on the SDGs. He is also keen to understand the level of awareness of the SDGs which they achieve through the module. Venkat would like to develop a framework for measuring the effectiveness of sustainability pedagogy in a module/programme. This work was inspired by the SDG mapping of modules and programmes which Venkat led.

Plans have been discussed to conduct research based on the work of the Climate Action Hub (see above). Specifically, colleagues are interested to investigate what influence can young people have in their communities through SDG/climate action projects, how climate action projects (place-based collective action) affect young people's eco anxiety and whether sustainability education based around local projects helps to develop community action/empowerment.



Purpose, Values, Method and Partnership

Courses and colleagues from geography and environmental management engage with sustainable development their core purpose. Select updates from 2021-22 are identified here.

2021-22 saw an increase in international student numbers on our postgraduate programmes. This enabled the MSc Sustainable Development in Practice, MSc Environmental Management and MSc Environmental Consultancy to draw upon hugely diverse student experiences which enriched the classroom experience for staff and students alike.

Harry West worked with students to update UWE's Green Treasure Map as part of their geographic information systems module.

Chris Spencer supported the development of resources for geography teachers and students in collaboration with Time for Geography. Chris presented knowledge booster videos on coastal processes including the challenges of sea level rise and coastal management.

Katie McClymont took students into communities in Bristol to support engagement with planning issues and to enable students to take practical action to support positive local change. In 2021-22, students visited Tinkers Bubble <http://www.tinkersbubble.org/>, Lockleaze Neighbourhood Trust, Easton (inner city neighbourhood) and St Anne House/Bricks; <https://bricksbristol.org/projects/st-annes-house/>.

As part of the Sustainable Development: Principles and Practice module, Georgina Gough facilitated student engagement with the SDG Alliance and with SDG action in Bristol. Students hear from guest speakers who lead sustainability action within Bristol City Council, within charitable organisations and through engagement and awareness-raising initiatives. They produced reports which evaluate action for sustainable development within Bristol and the students who produced best of these reports presented their work to the SDG Alliance.

Significant numbers of students from geography and environmental management support organisations in and around Bristol as part of their programme study. Work-based learning projects coordinated by Sarah Hills in 2021-22 supported and were supported by a wide-range of organisations including, Bristol Water, Sustain Wales, Greenpeace International Research Lab, Friends of the Earth, Royal Agricultural College, Geneco, Sustainable Fashion Week and local Wildlife Trusts. These projects are also used to support internal sustainability work. In 2021-22, internal projects included printing reduction, research into the environmental impact of drugs and development of resources to teach school children about microplastics.



Method

The Information Networks and Society (an optional module for third year students across four computer science programmes) links the UN SDGs to nearly every week of the module.

Business computing undergraduate students benefitted from the Sustainable Business and Computing module. The business computing programme is being rolled into the IT Management for Business which has some sustainability content but no requirement for such.

Student projects linked to sustainability undertaken during 2021-22 included modelling of wind response in wind turbines and the extent to which Bristol's largest businesses rely on offsetting in their Net Zero plans and how consistent this practice is with Bristol's net zero ambition.

Lack of staff capacity and expertise is limiting engagement within these discipline areas. However, two new appointments bring sustainability interest and it is hoped that further appointments will continue to strengthen the opportunities for staff and students to engage with the SDGs and sustainability more broadly.

Research, dialogue and dissemination

Ian Brooks presented a paper on 'Transforming our World through Software: Mapping the Sustainability Awareness Framework to the UN Sustainable Development Goals' at the conference Evaluation of Novel Approaches to Software Engineering 2022. The nine authors of the paper are all part of the Karlskrona Alliance <https://www.sustainabilitydesign.org/> for sustainability design of software technology.

The British Computing Society journal published an article on 'Tech for Bad' by Ian Brooks and colleagues in December 2021 which received very positive feedback.

Transactions for Software Engineering article from Ian Brooks and European colleagues on 'What sustainability skills do IT leaders expect from their staff'. The work found that IT leaders expected sustainability skills to be held by sustainability professionals rather than staff more generally.

Alan Winfield (Bristol Robotics Lab) is on the panel to develop a new British Standard which is expected to help to generate more engagement by technology academics with issues of sustainability.



Faculty of Health and Applied Science

Nursing and Midwifery

KESE Rep: Martin Lewis

Method

Accreditation and professional bodies are pushing for more in professional standards and codes of practice, with nursing somewhat behind midwifery. A new module on sustainable healthcare in undergraduate nursing programmes is helping to meet expectations. Health and Social Wellbeing ran for first time in 2021/22. Most students in the module arrived with no previous exposure to sustainability issues. Work is to be undertaken to ensure more introduction to sustainability as part of student induction.

Placements activities and portfolios now include SDGs and sustainability elements. Students can take part in a sustainability package of learning, starting with audit of activity in year 1, quality improvement in year 2 and supervision and education of peers in year 3. These all map to core proficiencies in line with the regulatory body standards for registered nurses. This focus encourages students to act as infiltrators to encourage more sustainable practice.

All nursing students who have inhalers have gone to their GPs to have these reviewed and replaced with powdered inhalers which have less climate change impact.

Dialogue and dissemination

Nature-connectedness as a driver for health is being explored by Martin Lewis with external contacts and networks. Emergent themes from these discussions include family cohesion and nature-connectedness, engaging people in the greener practice agenda, links to music and art therapy and consideration of liveable communities. A knowledge exchange event and conference are being planned to disseminate this work. Martin is also producing a film based on this work.

Colleagues in nursing and midwifery supported the Global Goals Teach In 2022 and the aforementioned module was featured in the 2022 Impact Report (see below).



Case study: University of the West of England, Health and Social Wellbeing

This module focuses on the essential concepts of sustainable health care in the context of ensuring public health is maximised. Specifically, the module looks at the context of environmental damage and how this has a direct impact on humans across the globe. Students will be able to apply the principles of sustainable healthcare to the context of public health and recognise how the biggest public health crisis demands action by healthcare professionals to ensure the most vulnerable on the planet are protected and empowered.

Approach to the Teach In - the SDG focus began with a seminar exploring the UN SDGs. This provided context and underpinned knowledge for an Enquiry Based Learning session. Students were split in to 17 groups (in each seminar group) and were given a specific task to undertake in relation to their goal. Two example tasks included:

SDG 5 - Design a programme considering how could young women in Bristol be supported and mentored to start cooperatives and social enterprises that address regeneration issues? How might these improve health?

SDG 9 - Design a neighbourhood considering how could whole systems design solutions (built environment, green space, transport links, jobs and employment, energy production and use, water and sanitation and land use) benefit health of a community?

Goals
included



Method, Partnership and Collaboration

Third year Sociology students on the Sustainable Futures: Environment and society in an age of crisis module and third year Criminology students on the Green Criminology: Environment, crime and justice module co-organised public seminars linked to themes from their respective module. The Sociology students organised an event in February 2022 on recycling and upcycling which attracted over 160 registrations from around the world. The event was developed in collaboration with Bricks, a community creative group in St Annes, Bristol. Green Criminology students led an event on environmental justice in May 2022.

An annual Social Science Students Symposium had a focus on sustainability in 2021-22. Held in March, presentations were made with a sustainable communities focus and attendees heard from the Foundation for Environmental Stewardship on SDGs.

A new Philosophy programme has been created which features an environmental spine across all three years. The programme will begin in 2022-23. Discussions took place potential development of other new undergraduate offers focusing on sustainability. Jon Mulholland is supporting the social work and policing programmes to increase their engagement with sustainability. Politics and International Relations about to enter curriculum review and there is scope for significant enhancement of sustainability engagement. Existing optional modules may be offered in the first instance.

In relation to SDG mapping of programmes, reflection was undertaken of what, if any, impact the mapping had had on syllabus change or any other change. Some staff do not feel that it is appropriate to identify the SDGs/sustainable development as a defining characteristic of the sociology programme. Discussion took place on how this framing can be useful without presenting it as a values-oriented focus

Anecdotal evidence suggests that students do not see the environment as a topic for sociological study. This may be due to limited coverage of issues in levels 1 and 2.

Staff and student actions are considered within the faculty-wide sustainability group chaired by Antony Hill. There will be consideration of responsibility and action for sustainability within the new Schools and Colleges structure during 2022-23. There may be positive new collaborations which arise from education and childhood colleagues joining the new College in which social sciences sit.

Research

Colleagues were awarded a grant from the Higher Education Innovation Fund (HEIF) to work with Bristol Green and Black Ambassadors to evaluate the impact of their work.

Collaborative projects on the impact of migration and settlements on migrants' environmental knowledges, attitude and behaviours and the benefits to host communities of migrants' values and on decolonising were developed during 2021-22.



Method

Teaching on the SDGs has continued across the department, led by Sam Bonnett. Examples include:

- First year Environment and Society
- Second year Environmental Impacts and Mitigation
- Third year Resource Security and Sustainability
- Third year Energy Technologies
- Biomedical science at undergraduate and postgraduate level

Discussions have taken place on how to bring the SDGs, and possibly SDG maps, into module and programme handbooks.

Plans are underway to trial a carbon footprint calculator with students across the whole year of delivery of a module to create a benchmark carbon footprint for a module.

A new MSc in Sustainable Food Systems has been developed, led by Angelina Bellamy. The course is due to begin in 2022-23.

As part of Subject Readiness Review, discussions have taken place to review overlaps in provision between geography and environmental science and to consider ways by which duplication can be minimised but also to better embed interdisciplinary sustainability elements to the programmes. Project-led/ Challenge-led projects are a useful way forward.

Discussions have taken place on how second-hand lab equipment can be procured and how existing equipment might be repaired rather than replace. Collaboration between environmental science and electrical engineering is developing on this, in conjunction with the UWE procurement team.

Research and Collaboration

A collaborative research project with Russia (Siberia) into peatland research delivered three online workshops during 2021-22. The project brings together three Siberian universities and three British universities (UWE, University of the Highlands and Islands and Bangor University).

Funding is being sought to research into the measurement of soil by monitoring sounds ('Bio-acoustics for soil health'). This work brings together colleagues from environmental science, science communication and acoustics.

A new partnership PhD on Rewilding and carbon will begin in October 2022, led by Sam Bonnett.

UWE is working with two local sites to support conservation and undertake research. Monks Wood (Centre for Hydrology and Ecology site) has seen its woodland restored (natural regeneration/restoration and research with students is developing on the research site. Research is being developed at Honeygar Farm in Somerset into tensions between ecology and the economics of farming.



Part 6 Key ESD Actions for 2022/23

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, the Principles of Responsible Management Education (PRME), 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 meet the expectations of the Principles of Responsible Management Education (PRME)
- 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;
 - Leaders of Teaching and Learning, Quality Management, Academic and Professional Services and Student Experience to ensure alignment between ESD and our Learning and Teaching Strategy, the Enhancement Framework Design Principles, UWE's Quality Enhancement processes, the PG Certificate in Academic Professional Practice, the Subject Readiness Review and other relevant programmes and initiatives;
 - Heads of Department, Faculty Executive Teams, Programme and Module Leaders;
 - 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 2022-23

Action	Success measure(s)
<p>1. Undertake actions and collect, collate and submit evidence of action which meets the expectations of the Responsible Futures criteria.</p> <p><i>PRME: Values and Method</i></p>	<p>Successful reaccreditation by SOS-UK against Responsible Futures criteria following our audit in Spring 2023</p>
<p>2. Deliver events and engage in activities required to fulfil our status as a Responsible Futures Host Partnership for 2022-23.</p> <p><i>PRME: Values and Dialogue</i></p>	<p>Contributed to sector support events led by SOS-UK and hosted our own event.</p>
<p>3. Undertake actions and collect, collate and submit evidence of action which meets the expectations of the Time Higher Education Impact Rankings criteria.</p> <p><i>PRME: Research</i></p>	<p>Institutional submission against all teaching, learning and research criteria in the 2023 submission round of the THE Impact Rankings.</p>
<p>4. Continue phase 2 (2021-2025) of the mapping of academic programmes and disciplines and research against the Sustainable Development Goals.</p> <p><i>PRME: Purpose</i></p>	<p>At least 20 new maps created (not in Phase 1 report) and updates undertaken of original maps which are no longer valid.</p>
<p>5. Undertake survey(s) of students, including via promotion of national initiatives such as the SuLiTest and the SOS-UK Skills Survey.</p> <p><i>PRME: Research and Dialogue</i></p>	<p>UWE specific report of student views and expectations generated by SOS-UK due to threshold number of UWE students completing SOS-UK Skills Survey in autumn 2022. Results communicated to students and staff.</p>
<p>6. Ensure strong ESD engagement across all UWE academic departments, with plans for continuous improvement.</p> <p><i>PRME: Purpose, Method and Dialogue</i></p>	<p>Annual ESD report for 2022-23 includes multiple examples of action from all departments.</p>
<p>7. Prepare and submit our biannual Sharing Information and Practice Report (SIP) as part of our commitments to the Principles of Responsible Management Education (PRME).</p> <p><i>PRME: Values, Research and Dialogue</i></p>	<p>Report submitted</p>



<p>8. Deliver activities to meet the expectations of our role at PRME Local Network hosts (SW and South Wales) including event in March 2023 as part of the 10th anniversary UK and Ireland Chapter programme.</p> <p><i>PRME: Purpose, Partnership and Dialogue</i></p>	<p>Local network met twice during the year and UWE hosted event in March 2023.</p>
<p>9. Active working relationship with UWE's Academic and Professional Services in ensuring that UWE's Quality Enhancement processes and the Postgraduate Certificate in Academic Professional Practice (PGC APP) fully embed ESD as per the expectations of the Advance HE ESD Guidance.</p> <p><i>PRME: Values and Method</i></p>	<p>Inclusion of ESD in PGC APP during 2022-23</p>
<p>10. Provision of staff development and activities for students to raise awareness of the SDGs and the issues represented within them. Focus on expectations of the Advance HE/QAA ESD Guidance making use of internal case studies. Focus to be on disciplines which are subject to revised benchmark statements with enhanced ESD expectations.</p> <p><i>PRME: Purpose, Values and Method</i></p>	<p>At least two staff development events held during 2022-23</p>
<p>11. Continued engagement with Bristol Green Capital Partnership, the Bristol SDG Alliance, the Global Goals Centre, PRME UK and Ireland Chapter, SOS-UK and other organisations and partners as relevant to progressing opportunities for students and staff to develop knowledge and skills for sustainable development and sustainable professional practice.</p> <p><i>PRME: Partnership and Dialogue</i></p>	<p>Direct staff and/ or student engagement with key organisations will have occurred during 2022-23.</p>
<p>12. Continued engagement with EAUC, professional bodies, OfS/Advance HE and other agencies to raise national profile and promote renewed policy commitments to ESD in HE.</p> <p><i>PRME: Partnership and Dialogue</i></p>	<p>UWE has engaged actively with any national ESD activities led by EAUC and/or Advance HE.</p>

Approval status

The UWE Sustainability Executive Committee has approved this report (May 2023) and the ongoing work.

