

# Education for Sustainable Development

UWE Bristol

2022-23

**PRME**

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



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With contributions from members of the Knowledge Exchange for Sustainability Education (KESE) and Sustainability Team



## Education for Sustainable Development Annual Report 2022-23

### Part 1 Introduction

This report contains highlights from UWE’s education for sustainable development (ESD) work from the academic year 2022-23. 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 2022-23, 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 to build 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. Guided by Strategy 2030, the university has committed to “promote the understanding of sustainability through teaching and learning to equip successive generations of students with the knowledge and commitment to address the ongoing challenges of sustainability and through research aimed at understanding and contributing to addressing (sustainability) challenges” (Climate Action and Sustainability Strategy). The UWE Knowledge Exchange for Sustainability Education (KESE) group is charged with progressing this agenda, which is central to the achievement of the university’s ambitions, through its education for sustainable development work. 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. Examples of external recognition include:

- Certified to the SOS-UK Responsible Futures accreditation against all criteria,
- 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 seven years running in the SOS-UK 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 ambitious 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 and partnerships are all within the scope of our ESD planning and actions.

The current report serves as our PRME Sharing Information on Practice (SIP) Report for the period to 2023. Further details can be found in Part 3 below.



## **Part 2. Meeting the Key Actions set out in the 2021/22 ESD Action Plan**

The 2021/22 ESD report set out 12 Key Actions for Academic Year 2022/23. A summary of activity relating to each action is presented in Table 1. Overall good progress has been made with implementing each action.

<b>Action</b>	<b>Success measure(s)</b>	<b>Achievement(s)</b>
1. Undertake actions and collect, collate and submit evidence of action which meets the expectations of the Responsible Futures criteria.  <i>PRME: Values and Method</i>	<b>Successful reaccreditation by SOS-UK against Responsible Futures criteria following our audit in Spring 2023</b>	 <b>Evidence submitted against all 50 criteria. Reaccreditation achieved.</b>
2. Deliver events and engage in activities required to fulfil our status as a Responsible Futures Host Partnership for 2022-23.  <i>PRME: Values and Dialogue</i>	<b>Contributed to sector support events led by SOS-UK and hosted our own event.</b>	 <b>Support events (December, May and June) Own event (July).</b>
3. Undertake actions and collect, collate and submit evidence of action which meets the expectations of the Time Higher Education Impact Rankings criteria.  <i>PRME: Research</i>	<b>Institutional submission against all teaching, learning and research criteria in the 2023 submission round of the THE Impact Rankings.</b>	 <b>Submission made. UWE ranked in the top 200 globally and particularly highly for SDGs 5, 10, 12 and 17)</b>
4. Continue phase 2 (2021-2025) of the mapping of academic programmes and disciplines and research against the Sustainable Development Goals.  <i>PRME: Purpose and Method</i>	<b>At least 20 new maps created (not in Phase 1 report) and updates undertaken of original maps which are no longer valid.</b>	 <b>See below</b>
5. Undertake survey(s) of students, including via promotion of national initiatives such as the SuLiTest and the SOS-UK Skills Survey.  <i>PRME: Research and Dialogue</i>	<b>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.</b>	 <b>419 students completed the survey in December 2022</b>

<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><b>Annual ESD report for 2022-23 includes multiple examples of action from across departments.</b></p>	<p style="text-align: center;">✓</p> <p><b>ESD continues to be practised across all UWE departments.</b></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><b>Report submitted</b></p>	<p style="text-align: center;">✓</p> <p><b>Encapsulated within ESD report for 2021-22 (accepted by PRME Global Office New York)</b></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 10<sup>th</sup> anniversary UK and Ireland Chapter programme.</p> <p><i>PRME: Purpose, Partnership and Dialogue</i></p>	<p><b>Local network met during the year and UWE hosted event in March 2023.</b></p>	<p style="text-align: center;">✓</p> <p><b>Event in May. Meeting in July.</b></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><b>Inclusion of ESD in PGC APP during 2022-23</b></p>	<p style="text-align: center;">✓</p> <p><b>ESD delivered within both runs of PGC APP 2022/23</b></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><b>At least two staff development events held during 2022-23</b></p>	<p style="text-align: center;">✓</p> <p><b>SDG Teach-In Seminar Series Responsible Futures collaboration event</b></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><b>Direct staff and/ or student engagement with key organisations will have occurred during 2022-23.</b></p>	<p style="text-align: center;">✓</p> <p style="text-align: center;"><b>Bristol City Council South Gloucestershire Council West of England Combined Authority Global Goals Centre Bristol Green Capital Partnership Bristol Natural History Consortium PRME SOS-UK + discipline-specific partnerships</b></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><b>UWE has engaged actively with any national ESD activities led by EAUC and/or Advance HE.</b></p>	<p style="text-align: center;">✓</p> <p style="text-align: center;"><b>Advance HE EAUC Professional bodies</b></p>



## **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 2022/23 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 fifth annual away day in July 2023. KESE held a series of online seminars for staff during March 2023 designed to support the Global Goals Teach In and to highlight a variety of disciplinary responses to UWE's ESD commitments and SDG engagement.

Other KESE-related activities included public webinars and seminars, engagement with Bristol schools and colleges and co-delivery of teaching across disciplines. 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.

### **Annual ESD meetings with Executive Teams**

The annual round of meetings with Heads of Department and Faculty Executive Teams was undertaken during the first half of 2023. These meetings were the first to take place within the new College and School structure of the institution. Discussions focused on leadership for sustainability within the new leadership teams and structures. Not all executive teams were in place at the time of meetings so a consistent approach to supporting these structures was not identifiable at the time. Teams and leaders were supportive of ongoing 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. Sustainability will continue to be a theme for discussion as new structure and processes bed in.

### **Global Goals Teach In**

UWE staff enthusiastically supported the Global Goals Teach In again in March 2023. The Associate Professor in Education for Sustainable Development (Dr Georgina Gough) and KESE reps Dr Verity Jones and Dr Jon Mulholland ran a webinar series to promote pledges for action by academics (see intranet listing below). Other KESE reps also promoted engagement within their discipline areas. As a result, UWE had was in the top ten of UK institutions in terms of number of staff pledging to incorporate the SDGs into their teaching.



## Event details

The SDG Teach In is a campaign by SOS-UK to put [the UN Sustainable Development Goals \(SDGs\)](#), and therefore sustainability, at the heart of all stages of education, and across all disciplines. This annual campaign calls upon educators to include the SDGs within their teaching, learning and assessment during the campaign (and beyond!).

[The 2023 campaign](#) will run from March 1st - March 31st 2023, and educators can pledge to take part now via the SDG Teach In Pledge Form. This year, the aim is to get to 800 pledges! UWE Bristol has supported this campaign for many years and our academic staff have so far participated in good numbers.

The Teach In spans the formal, informal, and subliminal curriculum at all stages of education and through all disciplines, so educators of all kinds can take part! You can incorporate the SDGs in any way you like, but we encourage solutions-focused and participatory learning that is relevant to your discipline.

This series shares context and relevant experience and expertise to support staff to engage with the SDGs and education for sustainable development (ESD).

- Wednesday 1 March Welcome to the Global Goals Teach In (Georgina Gough)
- Friday 3 March SDGs at UWE (Georgina Gough)
- Tuesday 14 March Student co-organised seminars (Jon Mulholland)
- Wednesday 22 March Race and equality engagement case study (Verity Jones)
- Wednesday 29 March Hopeful pedagogy (Verity Jones)
- Friday 31 March Sharing activity: What did you do during the Global Goals Teach In (Georgina Gough)

[You can pledge to include the SDGs in your teaching here](#)



**SDG TEACH IN  
TOP 10 INSTITUTION 2023**

**PUTTING THE SDGS AT THE HEART OF EDUCATION**


**SOS** STUDENTS ORGANISING FOR SUSTAINABILITY UNITED KINGDOM


March 2023  
#SDGTeachIn  
@sosukcharity




## SDG Teach In Leaderboard - Educators Pledged\*











March 2023 - Week 4









STUDENTS ORGANISING FOR SUSTAINABILITY UNITED KINGDOM

#1		Chesterfield College
#2		Barnsley College
#3		De Montfort University
#4		Heart of Worcestershire College
#5		University of Exeter
#6		Ulster University
#7		University of Derby
#8		University of Worcester
#9		University of the West of England
#10		Oxford Brookes University





**SUSTAINABLE DEVELOPMENT GOALS**

### **Baselines and Benchmarks**

UWE and The Students' Union at UWE jointly promote the annual SOS-UK Skills Survey which investigates the prioritisation which students give to sustainability in various aspects of their university life. The figure on the following page presents the views of UWE students (2022-23) in relation their expectations of learning about sustainable development issues whilst they are studying at UWE. This survey keeps us updated on student interest in, and demand for, sustainability.

We regularly undertake reviews of our programmes in order to identify the extent to which sustainability issues are embedded in them. This is done in part through our SDG curriculum mapping work with programmes leaders and academic staff. This process enables us to support staff to develop their knowledge of and confidence with sustainability issues and to inform their practices with this knowledge.

In 2022/23 we have reviewed 18 individual programmes and modules as well as the portfolio of modules across the Bristol Business School undergraduate programmes and programmes across the Marketing, Events and Tourism and Human Resource Management disciplines (representing a further 15 programmes and hundreds of students)

Reviewed in 2022/23 were:

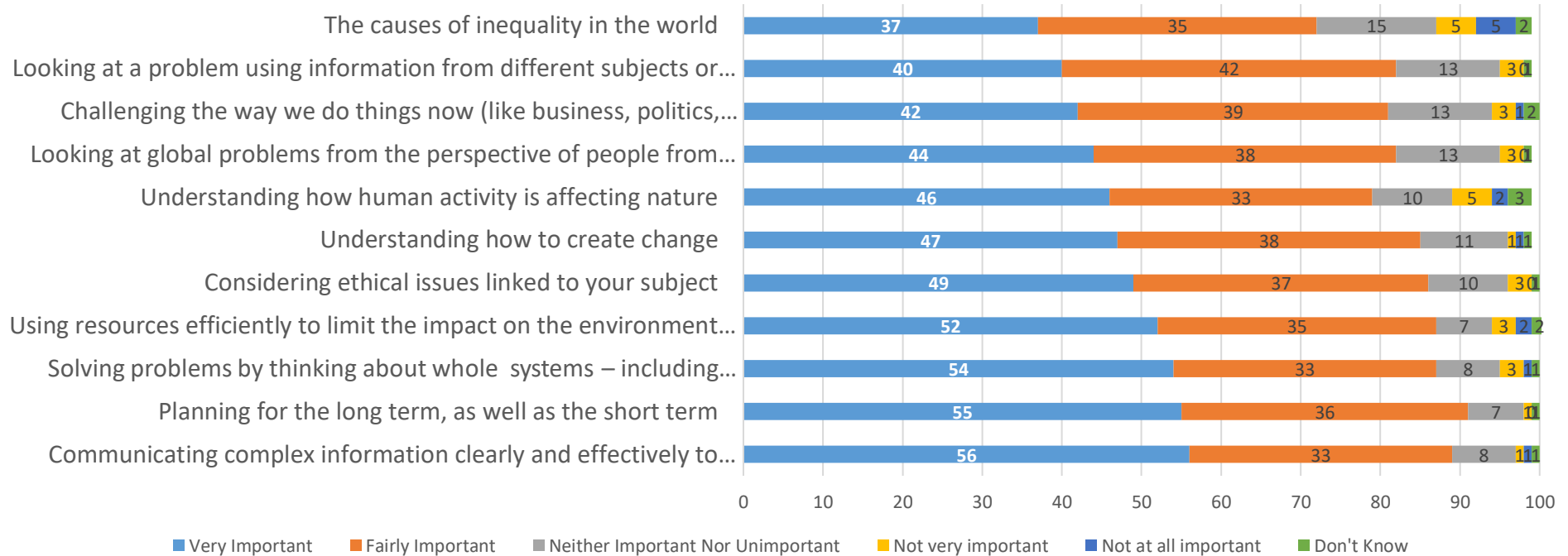
- BSc (Hons) Psychology
- BSc (Hons) Social Work
- PGC APP (Postgraduate Certificate in Academic Professional Practice)
- MA Education
- PG Cert Learning and Teaching in Higher Education
- BA Education in Professional Practice
- BA (Hons) Early Childhood
- Professional Doctorate in Education (EdD)
- BA Education
- PGCE Secondary
- International Education Doctorate (as above)
- MA Career Development
- BA (Hons) Accounting and Finance
- BSc (Hons) Accounting
- LLB
- LLM (including specific mapping of Globalisation and International Human Rights Law modules)
- Bristol Business School Level 1 module overview
- Bristol Business School Level 2 module overview
- PG Marketing, Events and Tourism programmes
- PG Human Resource Management programmes

In addition, UWE's Sustainable Economies Research Group mapped their work against the SDGs to inform their planning. Academics in Accounting also produced a map linking the accountancy profession to the ambitions of the SDGs.





### How important to you individually that you learn these skills, attributes and knowledge during your time at UWE?





## ***Partnerships and Planning***

Partnership is core to our ESD approach at UWE. We have a cross-institutional Knowledge Exchange for Sustainability Education (KESE) which leads on ESD, including efforts to retain Responsible Futures accreditation. Our Responsible Futures work is conducted in partnership with The SU at UWE. We also work closely with the institution's Sustainability Team to ensure a high level of activity across the formal and informal curriculum and university estates.

KESE reports directly into UWE's Sustainability Executive Committee, which includes the Directors of Estates and Facilities and Procurement and the Bristol Business School PRME lead as well as representation from:

- Vice Chancellor's Executive
- Climate Action and Sustainability Group
- The Students' Union at UWE
- Each of UWE's three College Executive teams
- UCU, Unite and Unison
- the Equality, Diversity and Inclusivity team
- the Careers and Enterprise Service
- Research, Business and Innovation

In 2022/23 KESE were focused on preparing our evidence for our Responsible Futures in summer 2023. This evidence represents work of academic and professional staff from across UWE.

We submitted evidence against all 50 criteria and underwent a very thorough audit in May 2023. The outcome of this audit was successful reaccreditation for two years and achievement of maximum points across 21 categories. We highly value the feedback which we receive from these audits (UWE has now been accredited 4 times against this standard) and this informs our forward planning for our ESD work.

We received significant praise for our work which has been detailed above. Key recommendations from this year's audit include:

- A need to increase engagement with our evaluation processes
- More quantitative measurement of progress towards ESD objectives
- Regular and consistent evaluation of staff understanding, attitudes and actions
- Make our ESD activities, actions and engagement more visible
- More engagement with senior leaders to ensure their contribution to work related to Responsible Futures
- Greater use of various communications channels to engage students, staff, and other stakeholders alike with sustainability
- Development and/or evidencing of more tailored content/training opportunities for staff at the institution in a wider variety of roles, not just new academic staff, to support all staff to understand the relevance of issues related to Responsible Futures in their discipline or area of work.
- Greater evidence of reach and impact, including achieving much higher numbers of students engaging with ESD.
- Sustainability induction provided for all students.
- Sustainability questions in interviews covered across all University departments.
- Explicitly offer interdisciplinary experiences through the formal curriculum to more students and explore how to evidence the impact of these on students' sustainability learning.

- Complete SDG mapping for all courses across every study level, and consider how to engage more students on a deeper level with curriculum reviews
- Gather more recent examples of alumni experiences

# Responsible Futures

## accredited institution

Host partnership for 2022-23

UWE and The Su at UWE were one of two Host Partnerships for Responsible Futures UK in 2022/23; being the first institution to hold this status twice. [2022-23 Responsible Futures Host Partnerships - News | SOS-UK](#)

In our position as Host Partnership, we co-delivered two sector-wide webinars:

- One on Partnership working for ESD in December 2022 (see image below); and,
- One on Employability and ESD in April 2023. In our session we explored the employment skills gaps and ESD competencies for employability, considering processes for development and assessment of competencies.


In July 2023, UWE and The SU at UWE ran a 3 hour seminar for UK HEIs sharing our experiences of preparing for and undergoing Responsible Futures' audits. The webinar was well-received by new and established partnerships alike.



## Responsible Futures National Support Afternoon

### Exploring partnership working in progressing Education for Sustainable Development



**Tuesday 6th December**  
**2pm - 5 pm**  
**Online**



STUDENTS  
ORGANISING FOR  
SUSTAINABILITY  
UNITED KINGDOM

## Marketing and Communications

#OurPathTo2030

*Elsie Kinlock, Head of Media Relations*

As part of UWE's #OurPathTo2030 campaign, which is all about bringing together the amazing work/stories relating to sustainability and climate change and sharing it across our social media, marketing and web channels, a series of films was developed over 2022/23. These films complement a podcast series which has also been developed to raise awareness of sustainability and UWE's approach to continuous improvement in this area.

Student induction

*Vicki Harris, Sustainability Engagement Coordinator*

During Starting Block (induction fortnight) students receive an introduction into sustainability by Vicki Harris and The SU at UWE, in conjunction with programme leaders. The induction was well received in 2022/23 and based on student feedback a shorter film was prepared for this year [https://www.youtube.com/watch?v=atza8g\\_GW3A](https://www.youtube.com/watch?v=atza8g_GW3A).

An increased number of students and staff engaged with it; 851 views on YouTube and 956 students through face-to-face delivery. On the basis of student feedback the film is again being refined and an updated version for 2023/24 was prepared in May 2023.



## Policy and Commitment

## PRME PRINCIPLE ONE: Purpose

### Staff development

Core to our ESD work is continued support for staff development and capacity building. In 2022/23, ESD was delivered as a core component of our PG Cert in Academic Professional Practice. KESE reps ran a workshop series during March 2023 to support academic staff engagement with ESD practice and with the national SDG Teach-in campaign.

All new staff received a sustainability induction from Vicki Harris, UWE's Sustainability Engagement Coordinator. In addition to the Staff Welcome fair induction, we provide two optional online training courses: a general sustainability course and our 'Climate action series: carbon and you' course.

The university also facilitated attendance by a number of staff at the annual EAUC Conference held in Bath in June 2023 and at the PRME UK and Ireland Chapter annual conference in Birmingham, also held in June 2023.

### The role of UWE's quality enhancement processes in ensuring a comprehensive ESD provision

*Alison Rudd, Quality Account Manager*

*Sue Yilmaz, Head Quality Enhancement*

Reflecting the key principles of Strategy 2030, the enhancement framework (EF) has been created to enhance the University's programmes of study and its teaching and learning activities. The EF integrates quality assurance processes and curricular and pedagogic development activities to enable the creation of outstanding programmes and outstanding academic practice, both central to UWE Bristol's first strategic priority area: outstanding learning.

The EF was originally designed to encompass the following interconnected phases of quality assurance processes:

- The design of academic programmes and practice culminating in programme validation through University Validation Panels (UVPs)
- The continuous improvement of academic programmes and practice:
- Annual monitoring
- Approval of changes to the curriculum at programme or module level
- The periodic review of academic programmes and practice leading to re-validation.

The principles of the Enhancement Framework encapsulate principles of ESD, with a focus on ensuring that programmes are programmatic by design, inclusive and sustainable and enabling of development of graduates who make a positive contribution to society and their chosen field of work or further study, and primes them to play their part in developing a sustainable global society and knowledge economy. Guidance for staff on the Enhancement Framework includes a Design Note on Education for Sustainable Development

As the university settles into its new College and School structure, process, guidance and templates are being reviewed to ensure that ESD remains an explicit expectation of continuous improvement. This will be done, in part through review of programme design processes to include more emphasis on what needs to be achieved rather than what needs to be done (process), to ensure that the right expertise is involved from the earliest stages and to review supporting documentation to ensure that it is fit for purpose.



## Opportunities for 2023/24

- To review and update the current Education for Sustainable Development Design Note informed by new QAA guidance; the UWE-SDGs programme mapping portfolio
- To consider how the Quality Enhancement Team can work with the ESD (KESE) school reps to ensure a comprehensive ESD provision and to involve them in curriculum design and include them on University Validation Panels, including international partnership provision.

### **Interventions/ Curriculum Activity**

### **PRME PRINCIPLE THREE: Method**

UWE runs multiple events annually to bring staff and students together on sustainability issues and to provide informal curriculum opportunities. Select examples from 2022/23 are:

#### Green Fortnight

*Vicki Harris, Sustainability Engagement Coordinator*

In November 2022 UWE Bristol and The Student Union at UWE delivered a fortnight of events and activities. This was the first time the event had been expanded to run for a fortnight rather than a week, in order to give students and staff increased opportunity to attend events. 70 events were run over the fortnight, attended by over 900 students and approximately 70 staff. Events included seminars on critical issues, campus development of passivhaus student accommodation, planet friendly food, mending and up-cycling clothing, a charity shop trawl, climate action and sustainable gardening sessions.

#### Sustainability Team curriculum input

*Vicki Harris, Sustainability Engagement Coordinator*

In 2022/23, members of the Sustainability Team delivered specialist sessions within formal curriculum teaching. These included sessions to over 450 students across a range of disciplines including Accountancy, Film Studies, Sustainable Development, Engineering, Environmental Management, Nursing, Audio Engineering, Business and Sociology.

#### Sustainability Hub

*Joanna Dainton, Circular Economy*

Our new swap shop is open three days a week, Tuesday to Thursday 12:00–15:00. In the first couple of months of operation from 6 February to 24 April 2023:

- 1,554 people visited
- 1,191 items swapped
- £221.50 in donations
- 618 kilos of items saved from landfill.

Student feedback has been very positive:

- “great initiative, can’t wait to see this space evolve”
- “much needed, way to go!”
- “this place is what I was looking for”



**Outreach****PRME PRINCIPLE SIX: Dialogue**

Inspire Sustainability (DETI-funded schools' engagement project)

*Laura Fogg-Rogers, Project Lead*

*Sophie Laggan, Project Officer*

'Inspire Sustainability' builds on the success of several regional programmes bringing together industry, education, and the community to progress innovation and expertise in sustainable solutions. Developing awareness, knowledge, and aspirations for green skills and jobs is essential to ensure the West of England continues to progress as a leader in green technology and behaviour change for Net Zero. Furthermore, the project aimed to highlight our leading role models from a diverse workforce, in order to ensure equitable participation in a net zero future.

Funding from the Green Futures Fund enabled the project to work with three Cabot Learning Federation (CLF) Schools (Hans Price Academy, Bristol Brunel Academy, and Digitech Studio School) to trial an approach to whole-school Sustainability Summits. The project brought together the DETI Sustainability Solutions and WeCount lesson plans with role models from the STEM Ambassadors programme, recruited by Graphic Science. A linked grant from the Royal Academy of Engineering enabled the We Make Our Future planetarium show to visit Hans Price Academy, with Bristol Brunel Academy students visiting UWE Bristol to take part in the show.

The events took place from November 2022-January 2023, with over 1000 pupils from Hans Price Academy, over 1250 from Bristol Brunel Academy, and over 150 pupils from Digitech Studio School taking part. Our consortium will continue to deliver and disseminate outcomes wider to primary and secondary schools, through our links to Curiosity Connections Network, Future Quest, Children's University Bristol and South Gloucestershire, Wessex Inspiration Network, Bristol Education Partnership and the WECA Careers Hub. The CLF school communities will continue to be supported on their net zero journey through a new Enthuse Partnership and Teacher Encounters project with STEM Learning. Further opportunities will also be shared with the student-led organisation Avon Schools Eco-Network, which connects schools across the West to inspire climate action.



## **Part 5 Departmental Highlights (by Faculty)**

The following pages detail selected highlights from the significant volume of ESD activity undertaken over the academic year 2022-23. These examples have been gathered by the departmental KESE reps and others as identified.

### **College of Business and Law**

#### **Accounting, Economics and Finance**

**KESE Reps: Nicola Horner and Dianne Massoudi**

#### *Purpose, values and method*

New specialist module: A new optional level 6 module ‘Accounting for Sustainability’, offered on BA(Hons) Accounting & Finance and BSc(Hons) Accounting, ran for the first time in Semester 2, led by Nicola Horner. 13 students chose the module which had high engagement and attendance throughout, as well as excellent performance (average module mark of 68.6%).

Student feedback was very positive, including comments such as:

*“Two things 1) A breath of fresh air, this module allows you to open your mind out of the typical bounds of corporate or neoliberal theory 2) The material being taught is extremely useful as sustainability will be engrained in every industry”*

Final year undergraduate projects: In the Strategic Project (dissertation) module for BA(Hons) Accounting & Finance, at least 33 students (37.5%) chose a topic that was relevant to one or more sustainable development goals (SDGs), identified from a review of proposals by Christine Bennett (module co-leader). These were primarily in the areas of corporate governance, corporate social responsibility (CSR) and diversity.

Sustainable Development Goals (SDG) mapping: A review of the existing SDG maps within AEF was undertaken and two maps identified as no longer valid were re-mapped: BA(Hons) Accounting & Finance and BSc(Hons) Accounting. 10 colleagues from the Accounting & Finance field engaged with this re-mapping process which resulted in both programmes being mapped to all 17 SDGs, with multiple examples provided for many of the Goals.

Nicola Horner developed an overview of the Accounting profession through the lens of the SDGs based on information written by accounting professionals but also about the role of accounting in delivering sustainable development. Nicola’s overview states that:

*“Accountants will play a critical role in contributing to sustainable development, having a duty to provide complete and reliable information to the stakeholders of an organisation through responsible measurement, reporting and assurance. Accountants have the skills to analyse, interpret and communicate financial and non-financial information, to enable informed decision-making for long-term value creation. However, a transformation of decision making and reporting is needed, requiring integrated thinking to ensure environmental, social and economic factors are all accounted for.”*

AEF colleagues participated in the 2023 Global Goals Teach In campaign For example, third year UG Accounting and Finance students on a final year Governance and Accountability module, engaged in discussion on connections between the UN SDGs and risk management.



*Research, partnership, dialogue and dissemination*

Sustainability is particularly relevant to two of the research groups in the department, the Sustainable Economies Research Group (SERG) led by Professor Peter Bradley and the Governance and Accountability Research Group (GARG) led by Professor Ismail Adelofo. Both groups have held various directly relevant events throughout the year, for example, Green Jobs Research Development Workshop (SERG), Environmental, Social and Governance (ESG) Investing, Finance and the Transition to Net Zero Symposium (SERG and GARG collaboration) and an ESG summer conference (GARG), with good engagement from academics and industry.

Many members of the research groups are undertaking research activities relevant to sustainability, as can be demonstrated, for example, by the complete SDG mapping of SERG in July 2023.





*Method*

Remapping of the Marketing, Events and Tourism cluster of postgraduate programmes against the SDGs was completed in 2022/23, along with mapping of postgraduate modules across the Human Resource Management cluster. Mapping of modules across the undergraduate business and management programmes was also undertaken during 2022/23.

Sessions on the UN SDGs were delivered to a range of business and management students including Doctoral Business Administration students. Postgraduate modules on sustainable marketing and fashion and retail marketing (structured around the SDGs) were delivered for the first time in 2022/23.

Cross disciplinary teaching continued 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.

A third year undergraduate Sustainable Business module (taken by nearly 200 students as one of their options) 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.

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.

*Research, dissemination and partnership*

Marketing, Events and Tourism academics were selected to discuss 'moving forward sustainability theory, research and practice' at the inaugural Association of Events Management Education panel at the 15<sup>th</sup> international Green Events and Innovations Conference in London in February 2023. The conference was predominantly attended by events professionals and the panel attracted a full room of delegates. Clare Mackay presented 'The Boomtown Fair Chapter 11 Alternate Reality Game: A micro-level response to the climate crisis'. This presentation was co-developed with three UWE students: Jacob Hirst, an MSc Events Management alumni who collected data for the project; Declan Ryan, a Digital Media UG who also collected data; and Holly Crossley, an MSc Marketing alumni who conducted research on Boomtown Fair for her dissertation to provide the festival with a review of literature on alternate reality gaming. Findings of the research highlight the potential and effectiveness of creative forms of communicating for educating festivalgoers on the need for climate action to encourage pro-environmental behaviours.

Ed Little presented further research conducted by himself and Clare Mackay on Boomtown Fair: The Gathering and pro-environmental behaviours. The findings revealed that there is a strong and significant relationship between festivalgoers' environmental self-identity and their pro-environmental



behaviours. Given the strong relationship that exists between environmental self-identity and pro-environmental behaviours, environmental self-identity was examined in relation to different pro-environmental behaviours. The analysis reveals that there is a strong relationship between Boomtown Fair: The Gathering festivalgoers' environmental self-identity and their purchasing behaviours. The relationship between their environmental self-identity and pro-environmental behaviours becomes weaker and increasingly so in relation to recycling, energy use, and their eating habit. Despite the relationship between festivalgoers' environmental self-identity and their pro-environmental behaviours, no relationship exists between festivalgoers' environmental self-identity and their transport choices. Instead, festivalgoers' choice of transport is influenced by their finances and the distance they need to travel. These findings are valuable for festivals seeking to influence festivalgoers' behaviour to contribute to environmental sustainability. Presentations were well received.

Clare Mackay, Ed Little and Janet Curruthers were awarded £4654.04 from the Association for Events Management Education (AEME) to conduct research on the experiences of outdoor events attendees with special dietary requirements. This research will address a gap in event studies, and the paucity of research on this topic within the body of knowledge on tourism, hospitality, and street food while contributing to the emerging body of event research on EDI, and wellbeing, and to research on events and sustainability.

Business school colleagues recorded a UWE Changemaker podcast about this which will be aired in September 2023. They have also written a new blog on their research and the embedding of sustainability within the events programmes.

Students' choice of dissertation topics indicates high interested in sustainability issues. In 2022/23, projects included:

- Investigating the impact of large-scale events on sustainable development: a case study of the 2012 London Olympic Games
- Sustainability and music festivals
- Gender/sexual harassment at festivals
- The impact of racism on football fan attendance/loyalty
- LGBTQ+ Pride Events: Representation and Societal Attitudes
- A study exploring the effectiveness of UK event organisations at supporting female event managers during the menopause
- Addressing the pollution caused by events: a new approach for sustainable event management
- Exploring Experiences and Perceptions of Sexual Harassment at Festivals in Ghana
- An Appraisal of Sustainable Management Practices in Wedding Events in Nigeria as a Low-Income Country
- Sexual harassment and safety at UK music festivals
- Vietnamese event professionals' experience in adopting work-life balance. A case study of Bamboo Edu – an educational event company in Vietnam



### Partnership and collaboration

Select examples of practice of local external partners collaborating with UWE in formal curriculum activities:

- Students were engaged in issues relating to food through expert guest speakers such as from Bristol's food system, Chrissie Story and Ped Asgarian.
- Students in marketing, events and tourism engaged with the Students on the Move campaign. In partnership with Bristol Waste. Students evaluated Bristol Waste's campaign on reducing food waste as part of their assessment.
- Sustrans and Triodos Bank provide case studies for the students to practice applying behaviour change theories.

### Programme Redevelopment Examples

Sustainability is now integral to events management and is therefore embedded within the MSc Events Management. One of the core aims of the programme is to cultivate students who will practice as globally conscious, strategic and critically reflective practitioners who engage in purposive lifelong learning and continuous professional development. In the module *Critical Issues in Events*, students are introduced to sustainability and event impacts and equality, diversity and inclusion in the context of events. *Strategic Event Creation* takes this learning further by focusing on what students can do in practice to maximise the positive and impacts and legacies of events while mitigating the negative impacts and legacies of events, as well as on monitoring and evaluating event impacts as part of a process of continuous improvement. The students also have the opportunity to put their learning in to practice in this module through strategically designing, planning, staging, and evaluating an inclusive and sustainable charity event. In our new *Event Marketing* module, the students will develop accessible marketing materials for their events and evaluate their success in achieving their marketing objectives.

A new module on Managing Risk (core module starting Sept 2023) will address environmental risk assessment as well as reflecting the social sphere of sustainability through the duty of care that events managers have through being liable for the public who attend their events. We know that virtual events help to reduce the environmental impact of events by reducing carbon emissions and that they increase the accessibility of events. We are introducing a new module on 21<sup>st</sup> Century Experiences (option Jan 2024) which will equip students with the skills to organise sustainable and accessible virtual events.

The new Enterprise Project module (Jan 2024) we are introducing as a capstone optional module requires the students to consider sustainability.

As social marketing is an emerging area in events management given the recent focus on encouraging attendees to adopt pro-environmental behaviours, we have added this as an optional module. We have also added a new optional module titled Marketing and Sustainability UMKDWQ starting in January 2024.



### *Principles of Responsible Management Education (PRME)*

2022/23 saw the appointment of a new PRME lead for the Bristol Business School. Laura McAllister began 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 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.

In 2022-23, there was good interest from students in these modules. For example, Natural Resources Law (15 credit/M level module) attracted 65 students. Intake for International Environmental Law was 78 students (15 credit/ M level module) and for The Environmental Law module (30 credit, level 2), 25 students.

A guest speaker series was run 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. During 2022-23, a large number of students focused on topics that, directly or indirectly, deal with environmental and sustainability related themes. Examples include:

- Bioprospecting of the seabed under the UN Law of the Sea Convention;
- Investment agreements in the energy sector in the UK;
- Legality of fracking in the UK; Illegal sand mining in India;
- Groundwater management in Pakistan;
- Sustainable water management in India.

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

February 2023: [Eviscerating the Right to Water in Riparian Communities: Stemming Mining Activities in Ghana | Bristol Law School blog \(uwe.ac.uk\)](#)

January 2023: [Will the creation of the crime of ecocide at the international and national level hold those who cause severe and irreversible harm to the environment liable? | Bristol Law School blog \(uwe.ac.uk\)](#)

### *Partnership and collaboration*

Several events took place this year 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.



## Further activity and events

- **Sustainability integrated L&T:** Jona Razzaque organised an event with two leading environmental lawyers – Christopher Badger and Brendon Moorhouse - from 6 Pump Court Chambers on **23 February 2023**. The focus was on the ‘Office for Environmental Protection’ (OEP) of the UK Environment Act 2021. The event targeted UG/PG /professional course students. The event was organised in collaboration with the Environmental and Sustainability Research Group of Bristol Law School and the UK Environmental Law Association.
- During March 2023 (SDG Teach In, several workshops were run for students:
  - **Natural Resources Law: Workshop on Large scale land acquisition (06 March):** This workshop examines the social, economic and environmental aspects of large-scale land acquisition. Relates to SDG 2, 3 and 15  
This workshop focused on
    - (i) What are the concerns associated to large-scale land acquisitions?
    - (ii) Can law play any role to promote sustainable investment in agriculture?

Students engaged with a video on ‘Ethiopia’s land rush’ that highlights the human and ecological impacts of agricultural investment:

<https://www.youtube.com/watch?v=6yGkJsR7-HY>

And read Sarah Hunt’s Large Scale Land Acquisitions (2015, Christian Aid), available at:

<https://mokoro.co.uk/wp-content/uploads/large-scale-land-acquisitions-nov2015-final.pdf>

- **Natural Resources Law: Workshop on Oil and Gas Resources (13 March):** This workshop examines transboundary oil pipeline projects on energy resources and how development of energy resources interacts with human rights and environmental issues.  
Relates to SDG 1, 9, 12 and 13  
The key question for discussion was: Noting the impacts of climate change, should we continue to invest in oil/gas extraction projects? What are the main criticisms?  
The students examined two case studies:
  - Chad-Cameron pipeline project: <https://www.columbia.edu/itc/sipa/martin/chad-cam/index.html#TableofContents>
  - The East African Crude Oil (EACOP) Pipeline Project [https://wwf-sight.org/wp-content/uploads/2017/07/Safeguarding-Nature-and-People-Oil-and-Gas-Pipeline\\_Factsheet.pdf](https://wwf-sight.org/wp-content/uploads/2017/07/Safeguarding-Nature-and-People-Oil-and-Gas-Pipeline_Factsheet.pdf)
- **Natural Resources Law: Workshop on Renewable Energy (27 March):** This workshop examined the role played by states, international institutions and non-state actors in the exploitation and conservation of renewable energy resources.  
Relates to SDG 1,2 3, 7 and 13.  
The students examined two case studies:
  - Sardar Sarovar Dam project in India
  - Palm oil-biodiesel production in Malaysia



- **Environmental Law: Workshop on Rights of Nature(15 March):** The students examined three cases. The aim of the workshop was to analyse the parties, legal issues, decision of the adjudicating body and explain the impacts on the Rights of Nature.  
Relates to SDG 3, 15
  - Defenders of Nature and Mother Earth Case [Defenders Of Nature And Mother Earth Case - Rights Of Nature Tribunal](#)
  - Almeria – Water Deprivation case [Almeria – Water Deprivation - Rights Of Nature Tribunal](#)
  - Tripnis Case: [Tipnis Case - Rights Of Nature Tribunal](#)
  
- On **26 April 2023**, the Environmental Law and Sustainability Research Group of Bristol Law School organised an event on biodiversity net gain (BNG) and nutrient neutrality in England. William Upton KC (6 Pump Court Chambers, London) and Daniel Whittle (Salmon Burges LLP, Bristol) made insightful presentations that led to a lively panel discussion chaired by Brendon Moorhouse (6 Pump Court Chambers, London). Participants from the Bristol-based laws firms, local city councils, Office for Environmental Protection, NGOs, ecologists, economists, law academics and PG/UG students offered their views. This event was supported by the UK Environmental Law Association (South-West).

Biodiversity net gain is a policy approach in England that requires developers to deliver measurable improvements to biodiversity on development sites. The event focused on the legal framework – such as the Environment Act 2021 and Town and Country Planning Act 1990, and explored the challenges to implement BNG in England.

There is a general consensus that monitoring and verification of BNG will be challenging, especially on larger sites when dealing with habitats or species protection. Other challenges include costs associated with delivering BNG, cumulative effects on surrounding habitats and landscapes, and trade-offs with other sustainability objectives such as affordable housing and renewable energy. Addressing these challenges will be essential to realise the full potential of BNG in England.





## Faculty of Arts, Creative Industries and Education

### Education and Childhood

KESE Rep: Verity Jones

#### Method, dialogue and

A highlight during 2022-23 was the excellent engagement across the programme teams with SDG mapping. This work drew interest from a school in Southampton who emulated UWE's approach in mapping their whole school against the SDGs.

Verity Jones has dedicated time to support development of the SPARKS centre (initiative of the Bristol-based Global Goals Centre). She was particularly involved in planning delivery of core education around transport, biodiversity, migration, food, fashion

## Education and Childhood Research Group (ECRG) Showcase and Social Event 19th May 3-5pm, Design West, BS1 4QA



You are cordially invited to this off-campus research event to find out about research and collaboration possibilities with the College of Health Science Society colleagues. This is an opportunity to:

- map research interests with Mural software
- meet with the leaders of the 4 research Strands (Sustainability, Equity, Pedagogy, Childhood, Children and Young People)
- find out about research support from RBI
- Network with colleagues over lunch/refreshments

All welcome!

Register at [gck.fm/dalce](https://gck.fm/dalce) or contact Ella Rees [ella.rees@uwe.ac.uk](mailto:ella.rees@uwe.ac.uk) for more info

**M OF EE**  
MINISTRY OF ECO EDUCATION

**Educator CPD**

**Regional Climate Teacher GATHERINGS**

**UWE Bristol** | University of the West of England

**ECRG**  
Education and Childhood Research Group

**Tue 30th May**      **10am-3pm**      **Bristol**

*Research, collaboration and dissemination*

- Three BA Education student teachers authored an article on their experiences of a sustainability placement in Primary Science journal.
- UWE staff contributed to a Public Engagement day in February 2023 at Birmingham ThinkTank Museum with a stall based on their book *If Racism Vanished for a Day*. 200 people engaged with the UWE team and received the book enabling reach to Yorkshire, Grimsby, Northampton, London, Birmingham and Chester among other places.
- Another public engagement event at the same museum took place in March 2023 centred on the *Fog Monsters* book. This book is now available on Barnardo's website to support mental health and well being.
- An article on fast fashion by Verity Jones (and colleagues from the other institutions) has been shortlisted by the GA for Excellence in Leadership.
- A further article was published in *Environmental Education Research* by Verity Jones and Tessa Podpadec about using arts-based practice to engage and enable planning for sustainable futures with young people.



### Method

Connections were made with the University of Essex following interest by their sustainability lead in UWE's SDG mapping work.

2022-23 saw a successful first run of our new third-year module in English Language and Linguistics: *Environment, Language and the Law*. This was positively received by students who were then more invested in writing up dissertations focusing on sustainable language and/or how language influences sustainability in various ways.

Grant Howie continued development of a generalised sustainability reading list for creative and cultural industries disciplines to be shared across the School of Arts for the following academic year.

There has been more inclusion/explanation of environmental issues and sustainability within modules in English language and literature, such that we have had opportunities for guest lectures between different programmes providing a better student experience and engagement.

### Research

Grant Howie successfully applied for Early Career Researcher funding to undertake research into the impact of sustainability language on decision-making.

**UWE Bristol** University of the West of England

**BCL** Bristol Centre for Linguistics

## DECISION-MAKING & SUSTAINABILITY STUDY

**TAKE PART IN OUR LINGUISTICS EXPERIMENT**

Help us investigate how our language impacts our decision-making processes regarding sustainability!

**You are eligible if:**

- ✓ You are a native or near-native English speaker
- ✓ At least 18 years old
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Help our research by completing this 12 mins online study, and you can win one of ten £50 vouchers

Any questions or concerns?  
Contact Dr Grant Howie  
([Grant.Howie@uwe.ac.uk](mailto:Grant.Howie@uwe.ac.uk)) for any additional information  
UWE REC REF NO: ACE.22.08.004



### *Research*

Phil O'Shaughnessy was awarded £1,500 of funding to support UWE Bristol student interns gaining valuable experience on a research project innovating in the spaces between green transition technologies and creative social engagement. This was used to enable one film maker and one illustrator to support creative project documentation and, separately a student to support building surveying.

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

### *Method*

Several modules explicitly incorporate sustainability. Select examples are

- Professional Practice and Work Experience in Interior Design 3
- Extended Study in Interior Design
- Independent Research Project

In the Extended Study module, students can write their own brief. The brief writing exercise begins in a module titled Preparation for Extended Study in Interior Design and the final year is structured so that three core modules work in conjunction (PP3, Prep and Extended Study) to allow students the control to define their own practice.

Albert accreditation is core to student learning in several creative industries disciplines. Emma Peddie from the BBC supports delivery of content on [Albert accreditation](#) which includes a focus on the CO<sub>2</sub> impact of web servers (and travel) linked to media production.



## **Faculty of Environment and Technology**

### ***Engineering Design and Mathematics***

***KESE Reps: Laura Fogg-Rogers***

#### *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, with a focus on sustainability, ran for the first time in September 2022 with two pathway options (Engineering Public Engagement or Sustainable Engineering and 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.

#### *Partnership and collaboration*

Sophie Laggan and Laura Fogg-Rogers continued development of the 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.

#### *Research*

A key project for this year was 'MAKERS' (Making And Knowledge Exchange for Repair & Sustainability) led by Paura Fogg-Rogers, with an emphasis on student belonging. See: <https://www.uwe.ac.uk/research/centres-and-groups/scu/projects/makers> for details.

A new Engineering Sustainability Research Group was established in September 2022.



*Purpose, Values, Method and Partnership*

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

2022-23 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. 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 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. Internal projects included printing reduction, research into the environmental impact of drugs and development of resources to teach school children about microplastics.



### *Method*

A highlight of the year was the Sustainable Business and Computing module. This module drew great student engagement and high quality work.

Students in these disciplines work in interdisciplinary projects such as conducting research into the sustainability impacts of FinTech startups.

CAKE (community action and knowledge exchange) digital project teams delivered against live briefs from nine community clients during 2022-23.

### *Research, dialogue and dissemination*

Ian Brooks hosted an academic exchange with a colleague from Tampere University, Finland. Kirsikka Kaipainen's post-doctoral research focused on social robots and sustainability. She visited the Bristol Robotics Laboratory and met with sustainability academics.

Ian also presented a paper for the annual ICT For Sustainability (ICT4S) conference on #Tech4Bad.





## Faculty of Health and Applied Science

### *Nursing and Midwifery*

*KESE Rep: Martin Lewis*

#### *Method*

A key focus for this year was identifying, and making visible, coverage of the UN Sustainable Development Goals (SDGs) in the nursing programme. Examples of issues covered within two core Year 1 modules are:

#### **Fundamentals of Nursing Practice**

Target 1.4- equal access to services and ownership covered in unconscious bias education

Target 3.8 covered in access to services

Target 4.5 looking at increasing access to education for vulnerable adults

Target 5.1 covered in discussions relating to the equality act

Target 5.9 discussions about equality act

Target 10.2 inclusion is discussed in module and is a module learning outcome.



#### **Principles of Nursing Practice**

Target 3.2 looks at infant mortality and measures to reduce

Target 5.4 looking at shared care and how this can be supported by nursing professionals

Target 8.6 Covers access to employment and education for young people

Target 8.7 discussed in child/adult safeguarding

Target 16.1 inclusion of domestic violence education

Target 16.2 child safeguarding training

Target 16.3 looks at legislation surround justice and the rights of vulnerable groups





There have been a lot of examples of achievement across the department over the past 12 months which showcases the increased presence of sustainability within education and knowledge exchange.

Sustainability now has an established presence in the undergraduate nursing curriculum, where a 30-credit module looking at the links between Public Health and Climate change are explored and students navigate a range of responses to the challenges that are presented. Some of these solutions have been represented at external careers fairs by students and there is scope to build on this work by realising these projects in the academic year 23/24. Several students have presented their work from this module at international conferences, and this has highlighted the increasing importance of engaging with this topic from an ethical perspective within healthcare.

Colleagues from NAM have recently published a paper, **The role of mental health nurses in planetary health** in the International Journal of Mental Health Nursing which concludes that Mental Health Nurses are well situated to provide the advocacy the planet requires, through the active promotion of connecting communities to the natural world around them, both healing the other.

We are just concluding a study and writing for publication a review of the inclusion of climate and sustainability education in nursing at UK universities. We have mapped what happens and this shows a huge gap in inclusion in nursing programmes at undergraduate level across the country. UWE are in a strong position to enhance pedagogical research in this area.

Research Investment Time (RIT) has been secured to investigate the experience of Learning Disability (LD) service users in relation to climate change. This initial study will form an evidential basis for establishing climate compassionate care with this vulnerable group. RIT will also be used to formulate a bid for Arts and Humanities Research Council funding to create an immersive theatrical experience showcasing the lived experience of LD service users aimed at students and service providers.

There are currently provisional meetings between two colleagues in NAM looking at reviewing the experiences of Emergency Department (ED) Nurses when dealing with service users experiencing mental distress during heat waves. There is knowledge available to suggest frequency of presentation of people experiencing mental distress is higher during heat waves but there is scarcity of information relating to the challenges for nurses working with this client group during these periods. This information will be useful for all trainee nurses and postgraduates. It could lead to further work that has a service improvement leaning.

### *Dissemination*

Martin Lewis presented at the International Journal of Nursing Ethics conference to discuss the introduction of teaching around climate justice in to nursing curriculum in November 2022. He also presented at the Joint North and South Ireland Public Health Conference on educating for sustainable public health in nursing undergraduate courses in February 2023.



*Method, Partnership and Collaboration*

Supported by grant income from the UWE Community Fund, Sociology students taking the Level 3 module *Sustainable Futures: Environment and Society in and Age of Crisis* (UZSY6W-30-3) enjoyed a field trip to Bristol Wood Recycling Project as part of a broader collaboration with the Project that included a Student Co-organised Public Webinar (14<sup>th</sup> Feb 2022) - *Repair, Reuse, Re-Purpose, Up/Recycle: The Foundations of a Sustainable Future?*. The Webinar was organised in conjunction with *Social Science in the City* (<https://youtu.be/Wo4FGsF6AHw>). The Student Co-organised Webinar brought together academics, policy makers, activists, organisations and the interested general public. It serves 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.



Ian Coles (Co-director of the Bristol Wood Recycling Project) provided the students with a detailed account of the Project's mission and practices, in addition to an interactive tour of facilities and a comprehensive Q and A session. Students were able to understand the nature, opportunities and challenges of social entrepreneurship in the context of sustainable economies, allied to the scope that such initiatives might offer in supporting critical social inclusion agendas. Specifically, students were enabled to understand the business models upon which such enterprises work, and consider how the social enterprise sector might be upscaled for greater reach, impact, and progressive change-agency.



The Bristol Wood Recycling Project (BWRP) was established 16 years ago, drawing on a self-financing model established by the National Community Wood Recycling Project. As a not-for-profit Social Enterprise, the BWRP Project works to create an inclusive, resourceful community in which well-being is primary. From 2011, the BWRP has worked as a Cooperative, working in solidarity with the global Cooperatives movement. Specifically, the Project pursues four objectives:

- Saving Resources from Waste – The Project has saved 380 tonnes of wood for reuse in 2020, allowing each useful piece a new lease of life through the timber yard or workshop. Marginal resources are recirculated and irregular needs are met.
- Social Inclusion – BWRP works to create an inclusive, sociable space in which all can learn and share. In the last 12 months the BWRP has facilitated over 1000 volunteer work-days, and the project actively supports individuals with a range of challenges, from mental health issues, to drug and alcohol difficulties, to marginalisation.
- Provide Affordable Wood to the Community
- Remain Self-Funding

The field trip provided a grounded and experiential case study for the real-world application of learning established within the Student Co-organised Public Webinar, and the *Sustainable Futures*. It will also serve as a resource for students' Bristol-facing Case Study Report assessment within the *Sustainable Futures*.

Across the collaboration with Bristol Wood Recycling Project students were enabled to acquire a range of event organisation skills and a substantive knowledge or real-world applications for their sociological studies. The reciprocal benefits to the Project and the module will serve as a basis for further partnership, both in terms of knowledge exchange and research.



A special thank-you to **Ian Coles of the Bristol Wood Recycling Centre, to the student co-organisers of the highly successful Public Webinar** (Travis Carrigan, Eleanor Poole, Molly Richardson, Amy Townsend), and to the UWE Community Fund for its support.



### *Dialogue*

Staff and student actions are considered within the faculty-wide sustainability group chaired by Antony Hill. This group includes stakeholders from across the College and is action focused and driven by staff interests and institutional prompts.

Jon Mulholland and Georgina Gough ran an engagement workshop at the Social Sciences away day. The event enable colleagues to understand the sustainability expectations of their subject area and to consider how to collectively and individually develop coherent plans of action for more deeply embedding sustainability into the student experience.



## Example connections from relevant Subject Benchmark Statements

- Philosophy graduate attribute: "The ability to cross traditional subject boundaries, examining the limitations and virtues of other disciplines and practices, and recognising philosophical doctrines in unfamiliar places"
- Sociology: "As a theoretical discipline, its concerns relate directly to the other social science disciplines. Its concerns also relate to those of philosophy and political theory, as well as to practical ethics and to social, public and civic policy"
- Psychology: "Psychology is a broad subject area, and can operate as a 'hub' subject, contributing to many of the big questions and challenges facing society."





*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, with contributions from colleagues across UWE.

*Research, Collaboration and Dissemination*

Research into the measurement of soil by monitoring sounds ('Bio-acoustics for soil health') continues and has been shared widely, including at the Bristol Festival of Nature. This work brings together colleagues from environmental science, science communication and acoustics. development of new techniques (geophony and anthropony) is emerging from this work.

UWE works in partnership with several 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 2023/24**

UWE's education for sustainable development work in 2023/24 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 and action, taking guidance from UNESCO, Advance HE, the QAA and SOS-UK in particular but also responding to the requirements of the OfS in relation to Conditions of Registration and the TEF, student satisfaction surveys and UKRI (particularly the KEF and forthcoming Concordat for Environmental Sustainability of Research and Innovation Practice)

### **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 enhance our ESD work through partnership with key stakeholders, including:
  - School 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, staff development opportunities and other relevant programmes and initiatives;
  - Heads of College, Deans of School, College and School 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);
  - 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, the OfS, UKRI, EAUC, SOS-UK and professional bodies.



The following actions have been identified as priorities for the academic year 2023-24

Action	Success measure(s)
1. Ongoing action against Responsible Futures criteria, including planning towards reaccreditation in 2024-25 and conducting surveys of the knowledge and attitudes of staff and students. <i>PRME: Values</i>	<b>Responsible Futures strategic group self-assessment of 50% of RF criteria achieved by end of 2023-24</b>
2. New ESD Guidance and internal case study document(s), reflecting the Advance HE/QAA ESD Guidance <i>PRME: Method, Dialogue</i>	<b>New staff resource(s) on ESD created</b>
3. Continue phase 2 (2021-2025) of the mapping of academic programmes, disciplines and research against the Sustainable Development Goals. <i>PRME: Values, Method, Research</i>	<b>At least 10 new maps created and updates undertaken of original maps which are no longer valid.</b>
4. Undertake survey(s) of students, including via promotion of national initiatives such as the SOS-UK Skills Survey. <i>PRME: Values, Dialogue</i>	<b>Surveys undertaken during 2023-24 and results communicated to staff and students</b>
5. Ensure strong ESD engagement across all UWE academic schools, with plans for continuous improvement. <i>PRME: Values, Method</i>	<b>Annual ESD report for 2023-24 includes multiple examples of action from all departments.</b>
6. Prepare and submit our Sharing Information and Practice Report (SIP) for Principles of Responsible Management Education (PRME) using new reporting template and process. <i>PRME: Values, Dialogue</i>	<b>Report submitted in 2023-24.</b>
7. Active working relationship with UWE's Academic Services to ensure appropriate representation of ESD in new Schools and Colleges structures and refreshed Quality Enhancement processes. <i>PRME: Purpose, Method, Partnership</i>	<b>ESD is explicit in Quality Management process templates and guidance.</b>
8. Provision of staff development and activities for students to raise awareness of the SDGs including hosting of events themed around the SDGs. <i>PRME: Values, Method,</i>	<b>At least two staff development events held during 2023-24 Inclusion of ESD in staff induction and training</b>
9. Identify ways by which the institution frame policies, guidelines, procedures or criteria for inclusion of sustainability and/or Sustainable Development Goal (SDG) topics in research activities <i>PRME: Research</i>	<b>Sustainability/SDGs in UWE research statement will have been produced.</b>
10. Continued engagement with 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. <i>PRME: Method, Partnership</i>	<b>Multiple examples of direct staff and/or student engagement linked to sustainability/the SDGs with organisations will have occurred during 2023-24.</b>
11. 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. <i>PRME: Purpose, Partnership</i>	<b>UWE has engaged actively with any national ESD activities led by EAUC and/or Advance HE.</b>





**Approval status**

The UWE Sustainability Executive Committee has approved this ongoing work (January 2024).

