



# Nottingham Trent University

## **Integration of SDGs in**

- Institutional governance/strategic level
- SDGs in research
- SDGs in campus operations
- SDGs in curriculum development
- SDGs in student engagement activities
- SDGs into community activities
- SDGs at a whole-institution level

## **Focus on**

- Goal 1 - No poverty
- Goal 2 - Zero hunger
- Goal 3 - Good health and wellbeing
- Goal 4 - Quality education
- Goal 5 - Gender equality
- Goal 6 - Clean water and sanitation
- Goal 7 - Affordable and clean energy
- Goal 8 - Decent work and economic growth
- Goal 9 - Industry, innovation and infrastructure
- Goal 10 - Reduced inequalities
- Goal 11 - Sustainable cities and communities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action
- Goal 14 - Life below water
- Goal 15 - Life on land
- Goal 16 - Peace, justice and strong institutions
- Goal 17 - Partnerships for the goals

## *SDG Accord Case Study*

### ***Summary:***

NTU were one of the first universities globally to integrate the SDGs into curriculum which we first did through our cross-institution Curriculum Refresh process from 2016. The Curriculum Refresh framework continues to inform our newer University, reimagined strategy which has incorporated 'Embracing Sustainability as a key strategic strand and weaves sustainability throughout other strands such as 'Connecting Globally' and 'Enriching Society', reflecting our holistic understanding of sustainability as incorporating a broad-ranging set of priorities from ending poverty, moving beyond a colonial mindset, creating peaceful institutions and sustainable communities, to halting and, if possible, reversing climate change. Through the initial Curriculum Refresh all courses had to devise and report on plans to integrate one or more of the SDGs. NTU has a dedicated Sustainability Education Team 'Green Academy' who continue to support course teams and individual academics to address the SDGs through their educational offer. The Green Academy support offer includes: 1) A 'Future Thinking' framework and dedicated 'ESD Future Thinking' Learning Room within our VLE containing several thousand resources categorised by academic discipline and SDG; 2) Workshops for course teams to explore the SDGs within their disciplinary context and 3) A 'Future Thinking and the SDGs' online module available to all NTU staff and mandatory for all new colleagues with teaching responsibilities. The online module which takes up to one hour to complete, introduces colleagues to the SDGs, targets and indicators and features interviews with academics on how they have integrated the SDGs into courses as well as two case studies on each SDG from a range of academic disciplines across NTU.

### ***Outline the 3 key benefits of integrating this theme:***

- 1.*** Cross-institutional messaging around the SDGs.
- 2.*** Practical support for staff.
- 3.*** Contextualising of The SDGs and related targets and indicators to academic discipline.

### ***Barriers or challenges encountered in integrating this theme and how you overcame these:***

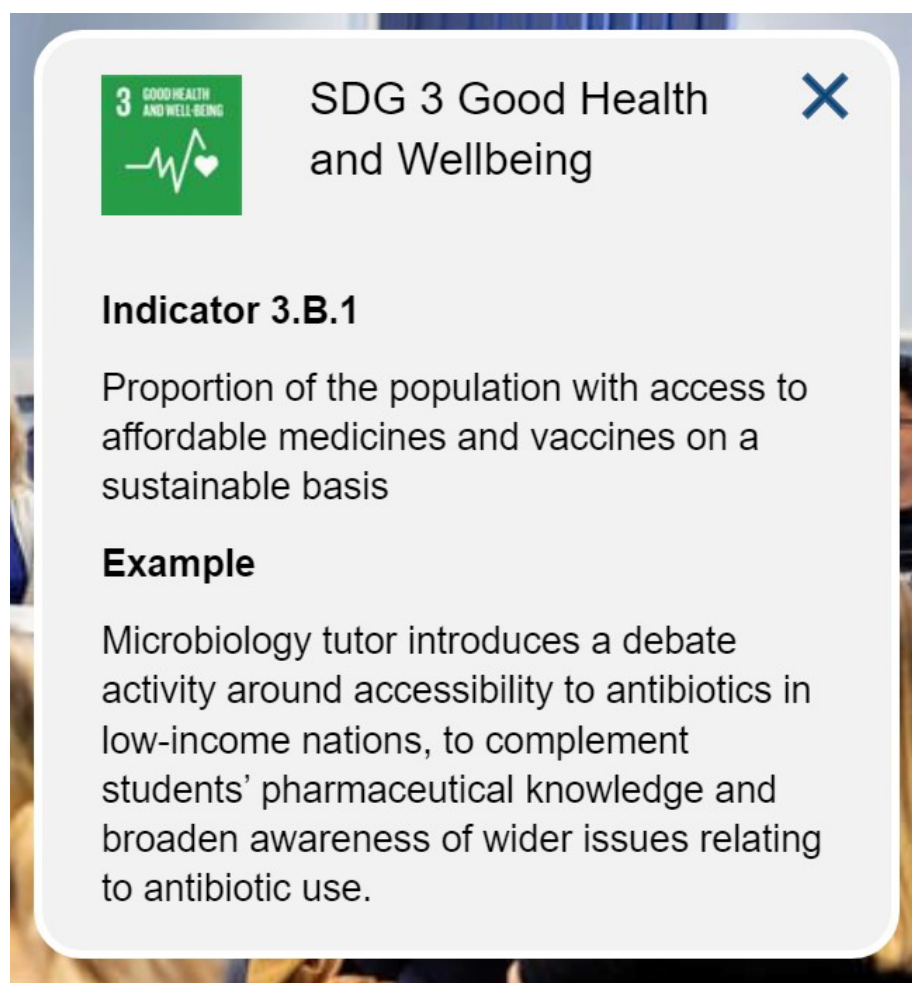
- 1.*** Communicating a shared message – this was improved through the learning room and self-study SDGs course.
- 2.*** Resource for practical support – NTU has invested in Green Academy to make it a permanent department to continue support for integrating the SDGs in the curriculum on an ongoing basis.
- 3.*** Exemplars from a range of disciplines have been important to support contextualising of the SDGs; colleagues from the NTU Sustainable Development Academic Forum (SDAF) have supported integration within their academic schools and subject areas.

## *SDG Accord Case Study*

### ***Conclusions and recommendations to others:***

The SDGs provide a valuable shared language for staff and students to understand and address global and local sustainability challenges. Three main recommendations: 1) Colleagues who are new to the SDGs may need support to fully comprehend the relevance and potential application of the SDGs to their academic discipline e.g. through resources, workshops, self-study courses etc. 2) The breadth and depth of the SDGs should be emphasised; it is important that colleagues do not feel that they have to address all SDGs but instead can explore those most relevant to their own courses, also colleagues should be encouraged to familiarise with the SDG targets and indicators to understand the tangible detail of the various challenges and potential solutions and 3) Integrating the SDGs is not a one-off activity it is an ongoing process; the nature of sustainability challenges and our understanding of them continues to evolve and our curriculum must reflect this for the benefit of our students and wider society, also due to turnover of staff it is necessary to support colleagues who are new to the university or new to certain courses to ensure that the SDGs continue to be addressed in meaningful and useful ways.

**Image:** Screenshot from the 'Future Thinking and the SDGs' online course for NTU staff



The image is a screenshot of a slide from an online course. The slide has a white background with rounded corners and a blue 'X' icon in the top right corner. At the top left, there is a green square icon with the number '3' and the text 'GOOD HEALTH AND WELL-BEING' above a white heartbeat line with a heart symbol. To the right of the icon, the text 'SDG 3 Good Health and Wellbeing' is displayed. Below this, the text 'Indicator 3.B.1' is shown in bold. The main body of the slide contains the text: 'Proportion of the population with access to affordable medicines and vaccines on a sustainable basis'. Below this, the word 'Example' is written in bold, followed by a paragraph: 'Microbiology tutor introduces a debate activity around accessibility to antibiotics in low-income nations, to complement students' pharmaceutical knowledge and broaden awareness of wider issues relating to antibiotic use.'