



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

Summary

The University of Leicester is committed to embedding the SDGs through Education for sustainable development (ESD) as a vision for our Research-inspired Education to give students the knowledge, skills, attitudes and values to become socially responsible global citizens.

All undergraduate programmes have identified existing sustainability teaching, as part of the University's curriculum transformation project in 2017, this continues as an ongoing component of our programme approval process and each year a student intern is involved with updating the audit. Academics identify core and optional modules that have intended learning outcomes that align to one or more of the 17 UN SDGs. 100% of our undergraduate courses (2019/20 entry) have teaching aligned to the SDGs so all undergraduate students have the option to learn about sustainable development as part of their courses and we have teaching that aligns to every goal. Each undergraduate course webpage provides which SDGs are included in the course's teaching and we are piloting the inclusion of these on the module Blackboard sites too.

In the 2021 NUS skills survey, 87% of our students agreed that sustainable development should be activity incorporated and promoted at the University of Leicester. To greater enhance this communication of SDGs embedded within each course and specifically each core and optional module, we had a student intern develop visual documents for each school so that students could clearly see the SDG content within their course. These are listed on our ESD webpage: <https://le.ac.uk/social-impact/what-we-are-doing/education-for-sustainable-development>

Our recent focus has been to provide more guidance and training on the SDGs to enhance the representation of our data about course content so we have focused on training course reps and have piloted an ESD workshop in the Law School.

Outline the benefits of integrating this theme:

- 1.** We scored 99% in the ESD category of the People and Planet Green League in 2022 and received full marks for the ESD strategy, framework and reporting sections.
- 2.** Students are provided with a holistic and well-rounded education to prepare them as global citizens of change, students learn about real world issues with real life impacts. Using the university as a living lab within their courses opens exciting project ideas and opportunities to enhance knowledge skills and attributes of our students.
- 3.** Due to continued strong engagement and data with our Education for Sustainable Development initiatives, it was recently included as a key objective in the Research-Inspired Education strategy for the University.

SDG Accord Reporting 2022 CASE STUDY

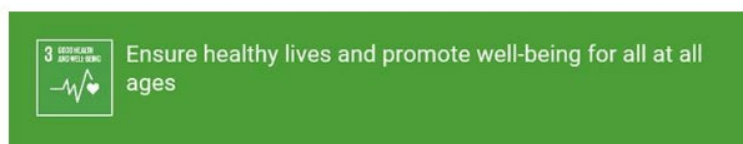
Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

- 1.** Collecting the data on a large scale was only possible as we added in a question about the SDGs as part of the curriculum transformation project, at the time we didn't have a chance to fully test the question that we included and there have been some lessons learnt since then. To overcome this we are now taking part in a Q&A project for collaborative enhancement of Academic Quality processes related to ESD to test these processes with other institutions and enhance the way that we continue to collect the data.
- 2.** It is a challenge to effectively communicate the work that is being done to embed SDG content successfully to students, this is why we made the SDG in your course documents and provide training to course reps in an effort to create an ongoing process for communication and guidance for students throughout their course to better understand their engagement with the SDGs.
- 3.** As staff identify the SDG related to their course, sometimes that data is not reliable and we acknowledge that programme teams will need guidance on understanding the SDGs so we are currently exploring ways to frame the SDGs in a programme friendly manner and working with the Education for Sustainable Development working group to devise content for focused staff training along with a toolkit.

Conclusions and recommendations

We encourage all universities to start by mapping their current contribution to the goals, in doing this we've been able to build a picture of our education through the lens of how we understand and address real world problems. In collecting this data we are now able to measure the top SDGs in our undergraduate teaching (currently goals 3, 5 and 10) and even report the number of students who will learn about each specific goal.

With a solid basis of quantitative data, we are now able to engage with effective development processes to deepen our engagement with ESD across the institution. A great deal of this work is also student led, we've found that engaging with course reps, the SU and students engaged in sustainability, has directed our initiatives towards areas with the most impact and effectiveness. While we are working on good practice now, we are not resting on our laurels, we know there is more to do, further student and staff engagement with the SDGs will certainly strengthen our continued SDG mapping and reporting for the institution and we are excited about new initiatives to enable this.



Teaching



41 modules with direct ILOs



5,438 students who could choose modules



569 publications in Scopus 2015-19



28,073 "cited by" in Scopus



Picture: [Health Matters Programme](#)

