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 online module on Sustainability & Climate is a fully co-created, open-access and interdisciplinary module covering the biggest topics in sustainability from climate change and food to sustainable finance and social justice.
Students and academics from all faculties and levels, alumni, and professional services staff co-created the module in 2021 and are still at the heart of its evolution – it is a live module designed by them, for them.

*"I contributed at least 12,000 words of content and gained experience in creating podcasts and organising different in-person/online events to complement the module. It was a pleasure to apply what I've learnt so far during my MSc and BSc, to diversify how sustainability is understood, as it is too often framed around a Western-anthropocentric worldview." – **Student volunteer in summer 2022.***

The key aim of the module is not just to equip participants with sustainability knowledge, but for them to develop the agency to take action on the issues which most concern them. The online module is as interactive as possible by embedding Padlets, pledges and discussion forums throughout the course. It has been complemented by a Sustainability Seminar Series and other events to build a sense of community and support participants in developing transferable skills.

SDG Accord Case Study

"This module has been fantastic in helping me explore new perspectives on sustainability and climate that I hadn't considered before. I think most importantly, it has led me to discover resources that have really pushed me to move out of the 'learning' space and into the 'active' space, i.e., doing something about the issues that concern me, rather than just being concerned about them" – ***2022/23 module participant.***

In the 2021-22 pilot year, almost 630 people enrolled and 122 completed the module, and in 2022-23 so far enrolment is 954 and completion is 171 and growing.

Outline the 3 key benefits of integrating this theme:

1. Empowering students to shape their curriculum through co-creation and helping them develop skills that will enable them to become leaders in sustainability regardless of their field of expertise: the 2022 Take Action Team had almost 50 members from across the university. 39% of 2022-23 module participants said sustainability was a gap in their current curriculum – 42% were not sure and only 19% felt like it was not a gap.

2. Building a community and developing the agency to tackle eco-anxiety by understanding how to tangibly create change personally and collectively, within and outside of King's. 83% of 2021-22 module participants said the module allowed them to engage with others on the topic of sustainability.

3. Environmental benefits: 92% of 2021-22 module participants said the module has helped them identify how to take personal action on sustainability, which can have significant environmental benefits including lower carbon footprints.

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

1. The fully online format of the module posed challenges to keeping engagement up. We addressed this by organising complementary in-person events, embedding interactive elements (e.g. Padlets), and carefully listening to participant feedback in terms of topics they would like to see covered.

2. The extracurricular nature of the module means that students and staff take it on top of existing heavy workloads. We incentivised enrolment by offering alternative types of recognition, i.e. an award including a certificate, a badge that can be shared via LinkedIn, and a mention on students' Higher Education Achievement Record depending on the deadline.

3. The co-creation method means we managed to get the module off the ground building on the sheer passion of the King's community and their willingness to contribute to the module in a volunteering capacity. However, volunteers can be less accountable, which we tried to address by giving them a sense of ownership and allowing them to align their contributions with their interests. We also believe in paying students for their time which is why we have now hired one of last year's key Take Action Team members to work part-time to get the module ready for the 2023-24 relaunch.

SDG Accord Case Study

Please outline your conclusions and recommendations to others:

The key learnings are 1) the power of co-creation with students, staff, and alumni for mutual learning; and 2) education is key to empowering people to move from concern to knowledge to action – filling a gap in students' current education.

The module aims to be as holistic as possible in the content covered. It sets the scene on sustainability, followed by a deeper analysis of social, environmental and economic topics including circular economy, sustainable banking, eco-anxiety, food, and climate justice. 98% said that the module has helped them acknowledge the interconnectivity between the SDGs.

Members of our Sustainability Team, who oversee this project, have learned a lot as they do not have backgrounds in designing teaching and learning programmes. Therefore, we tapped into the existing expertise across the university including King's Academy and the Centre for Technology Enhanced Learning.

It has been an incredibly rewarding experience – from seeing the richness of the module thanks to the diversity of perspectives contributed by Take Action Team members, to the positive feedback received by module participants and the impact it has made on their lives.

We plan to continue the model of co-creation each year and to launch credit-bearing and externally-facing versions of the module in the future.