

SDG Accord Reporting 2021 CASE STUDY



The SDG Accord

The University and College Sector's Collective Response to the Global Goals

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

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Create Your Future

The University of Exeter has a unique personal and professional development programme that helps students plan and prepare for their future after University. Create Your Future helps all students reflect on their motivations, values and goals. It runs in their first year so they have time to explore options, make decisions, develop skills and gain relevant experiences during the rest of their time at University. The programme is tailored to students. It is customised to their discipline and the stage they are at in their career journey. Students take part in workshops and work through independent activities in between the group sessions. Create Your Future expands students' understanding of graduate level career options across more than 30 sectors and shows them what employers are looking for. Students learn about the future of work with its consideration of sustainability, equality, diversity and inclusivity. Important topics such as entrepreneurial thinking, commercial awareness and the fourth industrial revolution are engaged with.

The programme finishes with some practical next steps including bespoke signposting to the support that is most relevant to each participant. As a result, they develop their own personalised action plan. Students are encouraged to work through this personal plan throughout their time at the University and upon graduation.

Quote: *"It personally helped me focus on what I really want to do in the future and motivated me"* [student].

Find out more here: <https://www.exeter.ac.uk/careers/employability-schemes/createyourfuture/> **Create**

Your Future covers the following SDGs: 3, 4, 8, 9, 10

BENEFITS

All students engage with the sustainability agenda and take this learning with them whether they enter a career that is specific to sustainability or another sector.

All students are introduced to the SDGs and specifically, how the learning from this programme relates to them.

Students are signposted to specific sustainability activities that they can engage with to further develop their career thinking.



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CONCLUSIONS

CYF helps students develop their employability. It is about developing skills, gaining experiences, utilising social capital – leveraging opportunities to access for students who have limited social capital - and the deployment of these for the benefit of oneself (i.e. gaining a job or further study, and continuing to develop personally and professionally). It is about generating social, cultural or economic value for others and understanding the benefits to all that this may bring. CYF helps students realise what their values and motivations are by helping them explore their attitudes and ambitions.

CYF is a mandatory activity for all first years, which means that all are introduced to the sustainability agenda and are encouraged to see how they can engage with it. It is deeply embedded in the learning, rather than being a bolt-on. Additionally, tailoring the activities to meet the needs of the individual increases engagement and satisfaction with the programme. The level of demand for students to engage with sustainability specific opportunities suggests that they want to engage more, learn more and make a difference to society.