



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 Reporting 2021 CASE STUDY

SDGs in curriculum development

We have created the Sustainability Academic Network to lead on embedding sustainability in our curriculum and research. The group membership includes a representative from each academic Faculty and a co-chair from each Faculty. Since its creation in May 2020, the group has taken a tool to measure SDGs in all units to the Deputy Vice Chancellor who approved its roll out. We have also completed a survey for students to reflect on how their assessments have affected their knowledge and interest of the SDGs.

BENEFITS

1. Academic-led action on education for sustainable development
2. Natural focus group to pass ideas by with authority
3. Useful communication route for embedding sustainability across institution

BARRIERS

1. We still have a few departments without a representative though with a stronger network we are able to influence more
2. It is difficult to fit another meeting/responsibility with high academic workloads so we are being flexible with how we run the meetings

Level	Level 4				Level 5				Level 6				Level 7				Number of units aligned to SDG
Units	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
<i>Write your unit name in this row. Insert more columns as needed.</i>																	
Total SDGs each unit aligns to:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Climate and ecological crisis If ticked any of SDGs 7, 13, 14, 15 and/or:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SDG1: No Poverty End poverty in all its forms everywhere																	0
SDG2: Zero Hunger End hunger, achieve food security and improved nutrition and promote sustainable agriculture																	0
SDG3: Good Health & Well-being Ensure healthy lives and promote well-being for all at all ages																	0
SDG4: Quality Education Ensure inclusive & equitable quality education and promote lifelong learning opportunities for all																	0
<p>Important role of education and lifelong learning opportunities for all (formal, non-formal and informal learning) as main drivers of sustainable development, for improving achieving the SDGs.</p> <p>Education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights.</p> <p>Equity in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education opportunities.</p> <p>Important role of culture in achieving sustainability.</p> <p>Education can help create a more sustainable, equitable and peaceful world.</p> <p>The importance of quality education for all, a humanistic and holistic approach to education, ESD and related approaches.</p> <p>Methods motivate and empower others to demand and use educational opportunities.</p> <p>Recognize the value of education and to analyse and identify their own learning needs in their personal development.</p> <p>Encourage the acquisition of their own skills for improving their life, in particular for employment and entrepreneurship.</p>																	

CONCLUSIONS

Creating an academic-led group to lead action on embedding SDGs in education and research has transformed our approach and made our action more relevant, impactful and faster to implement.

Recommendations:

1. Get representation from as many academic departments as possible to account for structural differences and encourage wider participation
2. Consider providing specific roles to members (such as a research sub-group) and ensure there are clear actions between initial meetings to increase sense of ownership

SDG Accord Reporting 2021 CASE STUDY

Focus on SDG3 Good health and wellbeing



The Covid-19 pandemic has highlighted the vital role that healthcare professionals play in the health of society and how they can change the lives of people in their care.

Since the onset of Covid-19 in the UK, over 400 BU students have been working in practice to fight in the battle against the virus.

When BU students began working on the NHS frontline, a strong support network was vital. Our staff quickly adapted to the unprecedented situation so they could offer the best possible support to students, those in their care and to each other. In December 2020, BU's Department of Nursing Science was awarded a Sigma European Recognition for Excellence in Nursing Education.

From improving nurse retention and tackling financial scams, to managing the effects of multiple sclerosis and improving nutritional care for people with dementia, BU is undertaking life-changing health and social care research.

“Our placement students have been incredible throughout the Covid-19 pandemic. They have risen to the challenge and given care far beyond what would have been expected of them. They have each touched the lives of those they worked with and cared for and we couldn't have done it without them.”

Alice Girling, Professional Development Lead, Education and Training, University Hospitals Dorset NHS Foundation Trust

“I am thankful to Sigma for recognising the very hard work of my nursing colleagues. There has been a considerable team effort involved in adapting our education to the challenges of the pandemic, through developing our mixed method teaching approaches and in providing significant support to our students – the future nursing workforce. The nursing team have also made great efforts to support one another during a time of rapid change.”

BU's Professor Stephen Ersser, Head of Department of Nursing Science, on the Sigma European Recognition for Excellence in Nursing Education

BENEFITS

1. We were able to provide critical expertise and support to the NHS and the community during the Covid19 pandemic
2. Our students gain valuable real-world experience that prepares them for world beyond graduation