

What is the point of ESD?

Jamie Agombar
Head of Sustainability
National Union of Students



Our programmes and campaigns

Divest-Invest



Moving money out of fossil fuels to invest in the renewable alternatives

Green Impact



Our framework for collaboration and behaviour change

Student Switch Off



Getting students into energy saving habits in halls

Student Eats



Engage students with sustainability by growing food on your campus

Snap It Off



Take action on energy waste by snapping a photo on your phone

Blackout



Team up to shut down your whole campus for the weekend

Responsible Futures



Putting sustainability at the heart of every curriculum

SAVES



Driving energy-efficiency across Europe

Dissertations For Good



Creating academic work which contributes to social, economic and environmental good.

Our Research



Our world leading sustainability research steers our work, as well as the sector around us

Students' Green Fund



Transformative sustainability projects in students' unions across England

Ethical Supply Chains



Making sure that our suppliers reflect our values





student
switch off

nus

national union of **students**



Student Switch Off is a not-for-profit international campaign encouraging student action on climate change.

We run energy-saving and recycling competitions within halls of residence at Universities in the UK, Sweden, Cyprus, Greece, and Lithuania.



[Find my University](#)



[Sign-up my campus](#)

Great scott! Look at who's been switching off this year

2015/16

- Average 6.6% reduction in electricity usage in halls at 44 universities
- Saving of over 1,800 tonnes of CO₂ and £320,000
- 26,000 students (19%) signed up as Eco-Power Rangers
- 2,000 photos uploaded, 1,100 attendees at training events, 7,000 students on our Facebook pages and over 21,000 entrants to our online climate quiz

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nus
greenimpact

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Green Impact

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Staff and students greening campuses, curriculums and communities



Achievement Report - 2018

Your Team

Total number of actions completed so far

90

Total points achieved so far

419

Award level this year

Bronze Silver Gold

*Pending Audit

Award level last year

Gold

Your Programme

Total number of actions completed so far

294

People signed up
174 people taking part
across 27 teams

League table

12 Health Sciences	400 points
Green Careers	400 points
Chemistry At York	100 points
WACU Waste Warriors	100 points
UWind glows	80 points
Library Commerce Societies	80 points
Your Chancellor's Support	80 points
RadioCh	40 points
YORK Green Team	20 points

International Picture

Total number of actions completed so far

50959

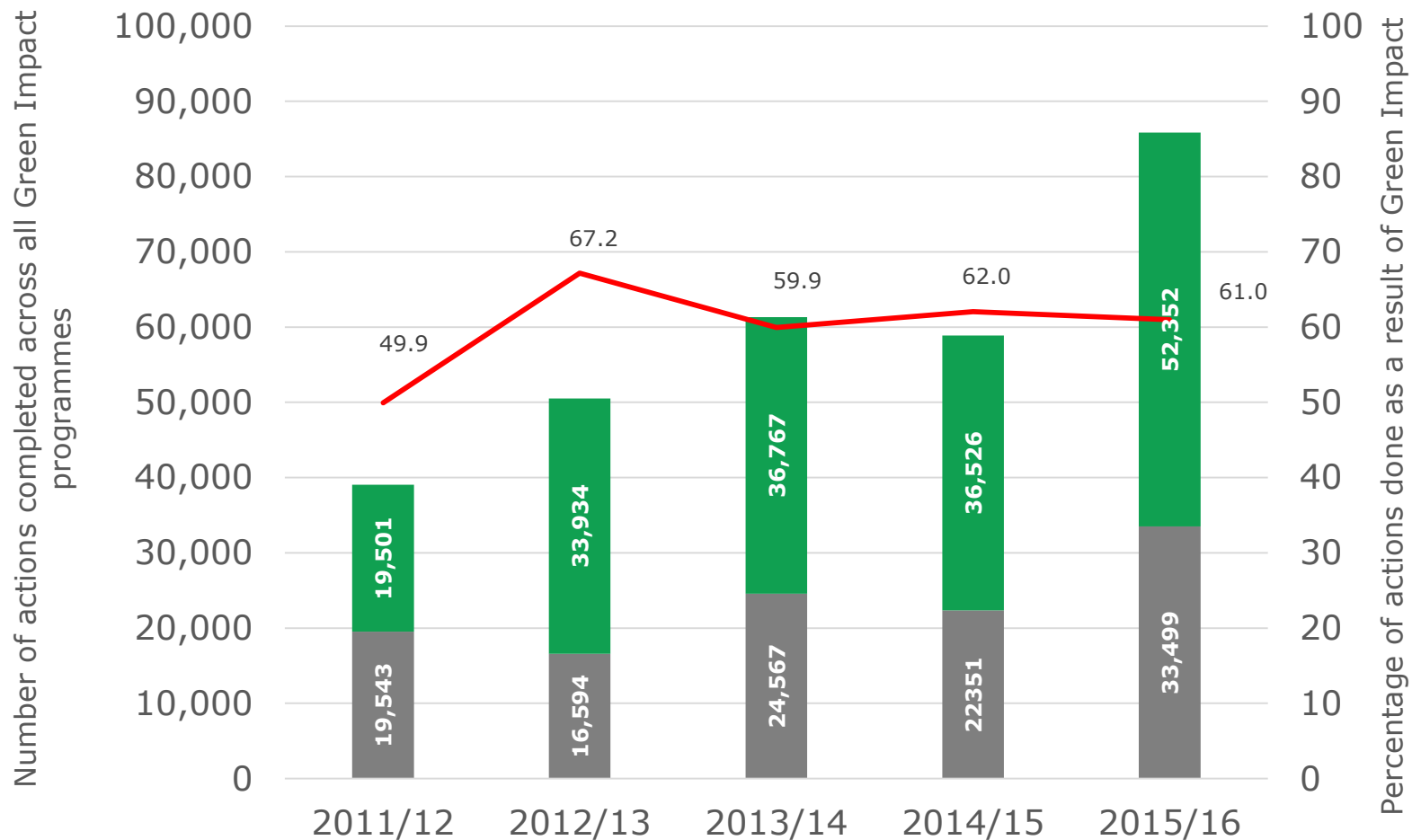
People taking part nationally
13538 people taking part
across all programmes

Organisations taking part

145 (not counting)



Total number of Green Impacts actions completed across all our Green Impact programmes each year, including the percentage done as a result of the scheme



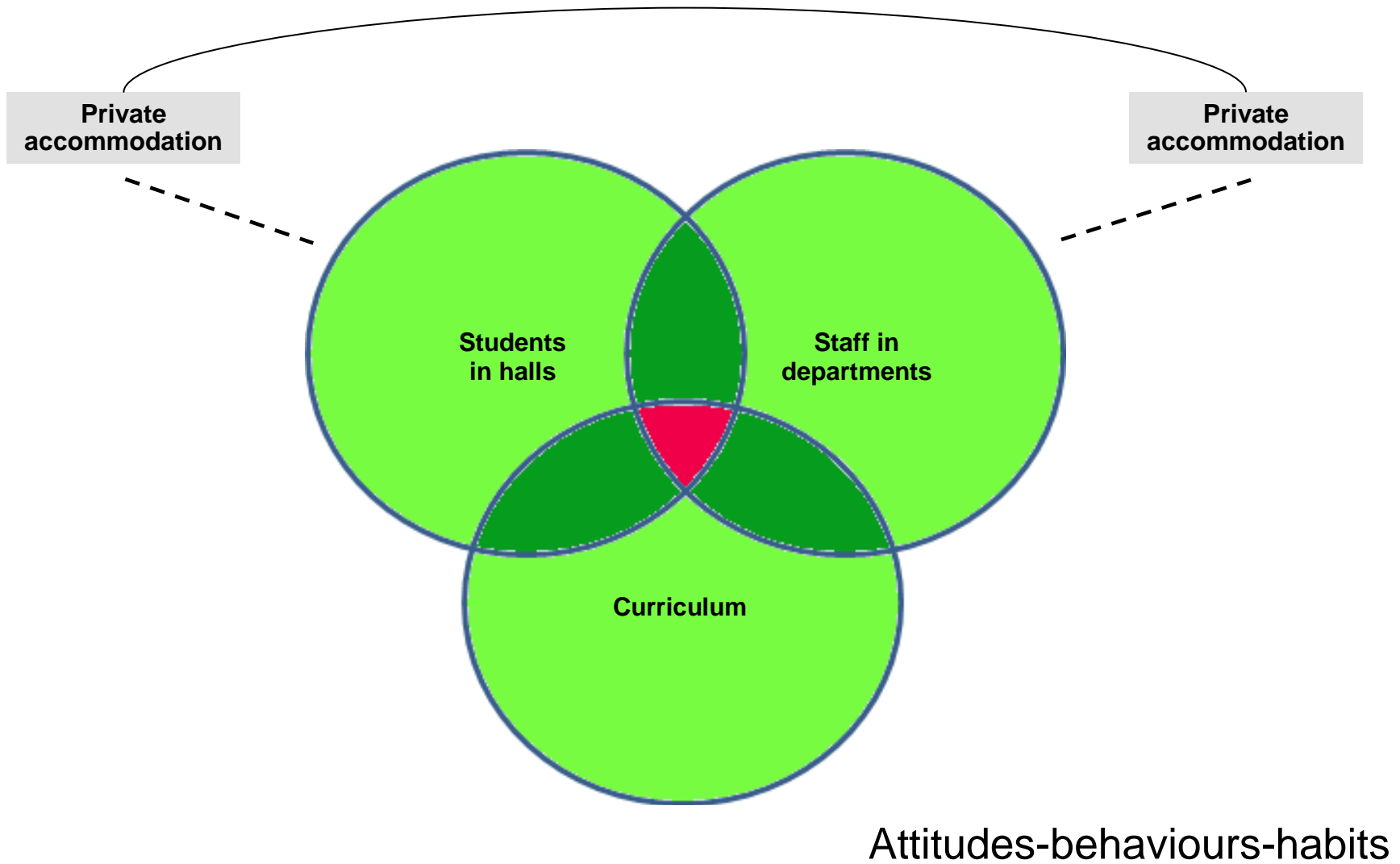
Done as a result of Green Impact

Doing already

The percentage of actions done as a result of Green Impact

nus

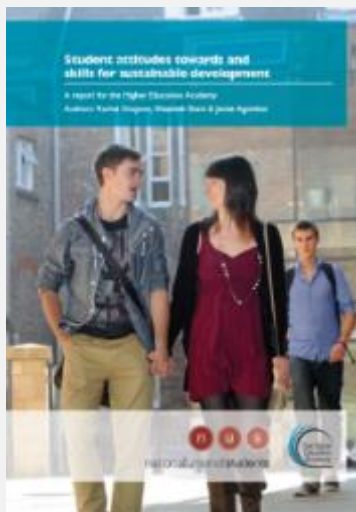
green impact





First year attitudes towards, and skills in, sustainable development

Elizabeth Rowe and Jane Agnew



Student attitudes towards and skills for sustainable development

A report for the Higher Education Academy

Authors: Rachel Dupont, Elizabeth Rowe, Jane Agnew and Simon Kemp

September 2013



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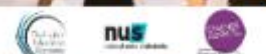


Student attitudes towards and skills for sustainable development

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November 2013



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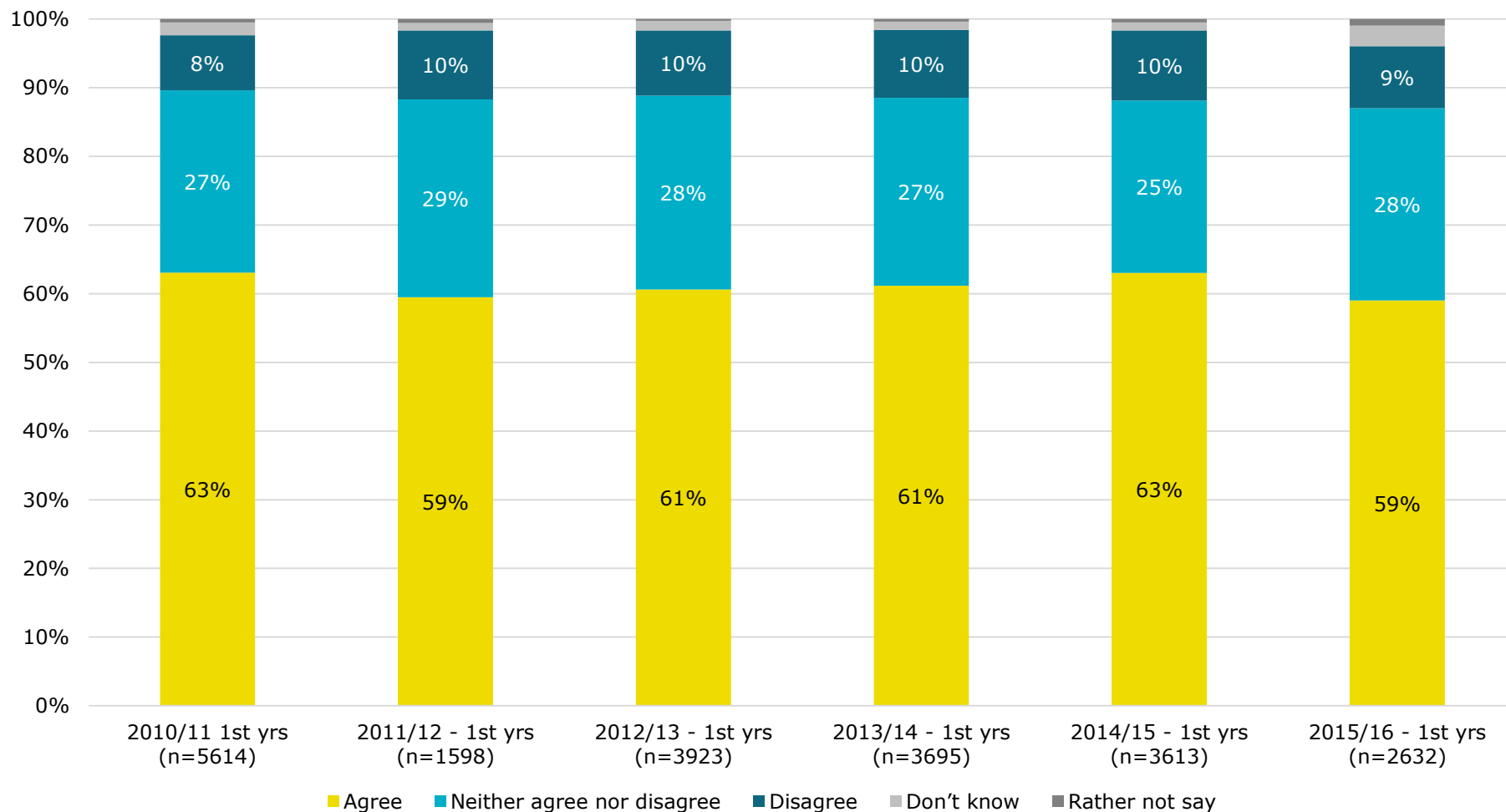
September 2013



Student demand for sustainability

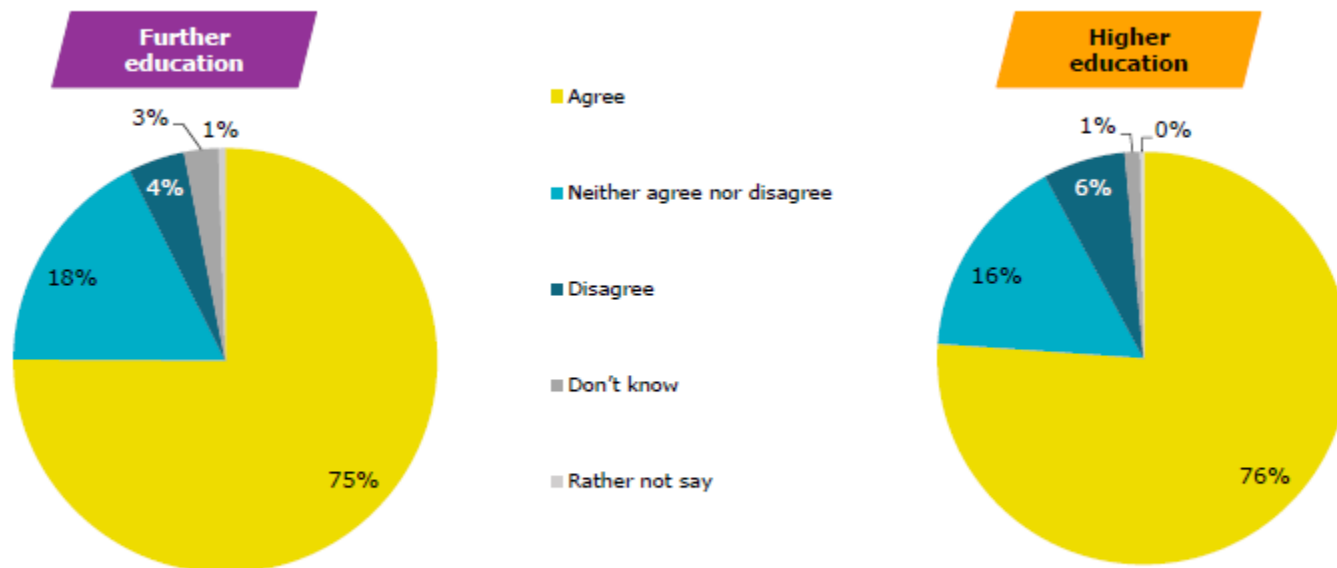
Higher
education

1st year
respondents



Q: To what extent, if at all, would you say that you personally agree with the following statements?
'I would like to learn more about sustainable development'

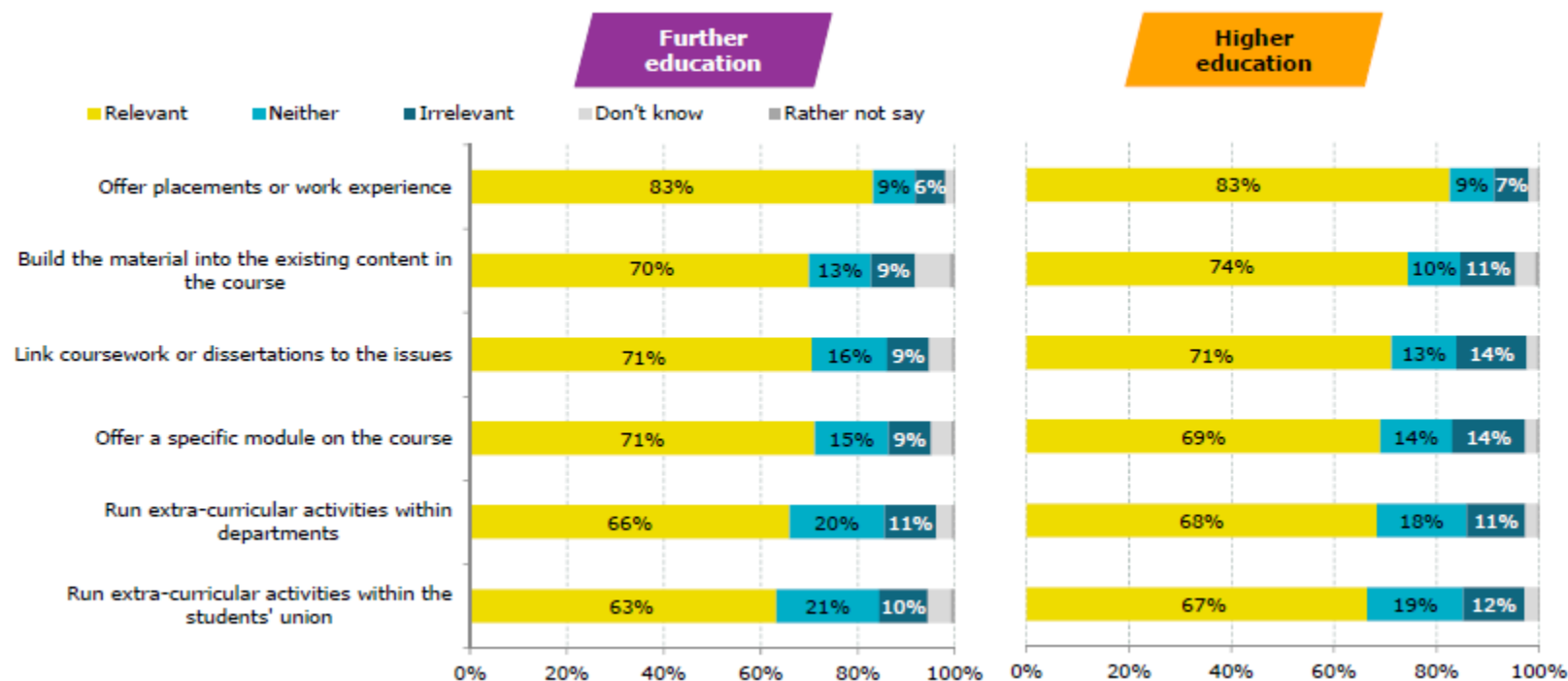
Do students expect universities / colleges to develop students' sustainability skills as part of courses?



Overall, respondents in FE and HE agree that universities and colleges should be obliged to develop students' social and environmental skills as part of the courses they offer. In both FE and HE, three quarters agree (e.g. 75% FE respondents (n=774) and 76% HE respondents (n=5521)).

Q. To what extent, if at all, do you agree that universities / colleges should be obliged to develop student's social and environmental skills as part of their courses?
Weighted Base: 7255 HE respondents, 1032 FE respondents. Balance: No response

How should sustainability be included in courses?





Preparing students for
the work of the world not
just the world of work.

Sir Jonathon Porritt, Environmentalist





The destruction of the planet is not the work of ignorant people. It is largely the results of work by people with BAs, BScs, LLBs, MBAs and PhDs... Education can equip people to be more effective vandals of the earth.

David Orr, Professor, academic, activist





3% of people attend university
but they take up **80%** of the
leadership positions.

Chuck Hopkins, UNESCO Chair







News

We just received our UNESCO award in Paris

Tuesday 11-10-2016 - 14:54

 Like  Share  0  Share

It recognises the amazing work of Green Impact over the last decade.



Our vice president Shakira and one of our LGBT+ officers Melantha have travelled to Paris to accept our UNESCO prize for education for sustainable development, and we're honoured to have received it this afternoon.

For ten years now, [Green Impact](#) has helped hundreds of students' unions improve their own sustainability practices, as well as taking this transformational behaviour change framework into organisations right across society.

To help Green Impact reach 500,000 people, we've launched a £5000 crowdfunding campaign.





Simon Alsbury
Bedfordshire, UK



Oluwatoyosi Bakare
Lagos, Nigeria



Belinda Bean
Sydney, Australia



Louisa Casson
London, UK



Kim Croasdale
Oxford, UK



Jason Farra
Vancouver, Canada



Elizabeth Farrell
London, UK



Irina Fedorenko
Oxford, UK



Knowledge and understanding, skills and attributes

Global citizenship
perspectives

Ability
to bring
about
change

Communication
skills &
relationship
building

Interdisciplinarity

Critical thinking

Understand
sustainability
context of
your discipline

Plan for the long
term as well as
the short term

Motivation

Connection
to nature

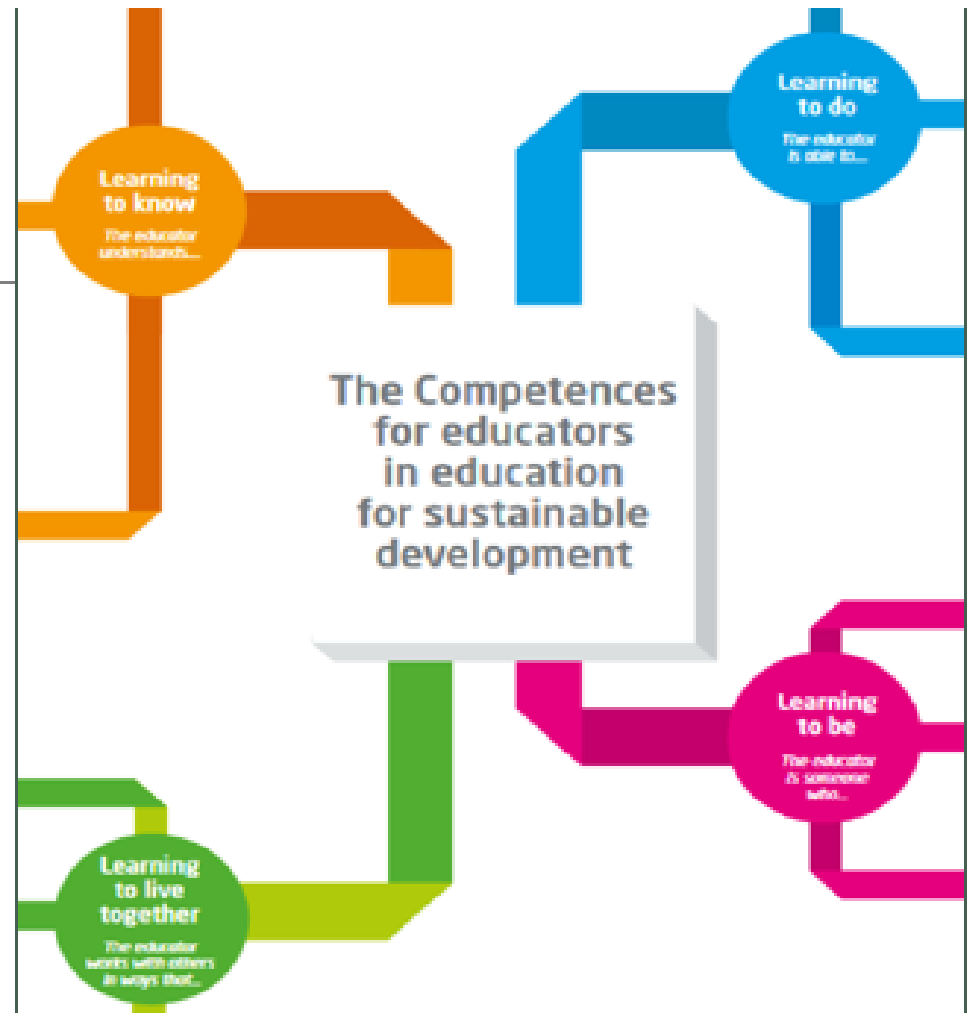
Systems
thinking

Sustainability
values,
attitudes and
behaviours

ESD Competencies

Learning to:

1. Know
2. Do
3. Be
4. Live Together



The Competences for educators in education for sustainable development

Learning to know

The educator understands...

HOLISTIC APPROACH

Integrative thinking and practice

- The basics of systems thinking ways in which natural, social and economic systems function and how they may be interrelated
- The interdependent nature of relationships within the present generation and between generations, as well as those between rich and poor and between humans and nature
- Their personal world view and cultural assumptions and seek to understand those of others
- The connection between sustainable futures and the way we think, live and work
- Their own thinking and action in relation to sustainable development

ENVISIONING CHANGE

Past, present and future

- The root causes of unsustainable development
- That sustainable development is an evolving concept
- The urgent need for change from unsustainable practices towards advancing quality of life, equity, solidarity, and environmental sustainability
- The importance of problem setting, critical reflection, visioning and creative thinking in planning the future and effecting change
- The importance of preparedness for the unforeseen and a precautionary approach
- The importance of scientific evidence in supporting sustainable development

ACHIEVE TRANSFORMATION

People, pedagogy and education system

- Why there is a need to transform the education systems that support learning
- Why there is a need to transform the way we educate/learn
- Why it is important to prepare learners to meet new challenges
- The importance of building on the experience of learners as a basis for transformation
- How engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice

Learning to live together

The educator works with others in ways that...

HOLISTIC APPROACH

Integrative thinking and practice

- Actively engage different groups across generations, cultures, places and disciplines

ENVISIONING CHANGE

Past, present and future

- Facilitate the emergence of new worldviews that address sustainable development
- Encourage negotiation of alternative futures

ACHIEVE TRANSFORMATION

People, pedagogy and education system

- Challenge unsustainable practices across educational systems, including at the institutional level
- Help learners clarify their own and others worldviews through dialogue, and recognize that alternative frameworks exist

Learning to do

The educator is able to...

HOLISTIC APPROACH

Integrative thinking and practice

- Create opportunities for sharing ideas and experiences from different disciplines/places/cultures/generations without prejudice and preconceptions
- Work with different perspectives on dilemmas, issues, tensions and conflicts
- Connect the learner to their local and global spheres of influence

ENVISIONING CHANGE

Past, present and future

- Critically assess processes of change in society and envision sustainable futures
- Communicate a sense of urgency for change and inspire hope
- Facilitate the evaluation of potential consequences of different decisions and actions
- Use the natural, social and built environment, including their own institution, as a context and source of learning

ACHIEVE TRANSFORMATION

People, pedagogy and education system

- Why there is a need to transform the education systems that support learning
- Why there is a need to transform the way we educate/learn
- Why it is important to prepare learners to meet new challenges
- The importance of building on the experience of learners as a basis for transformation
- How engagement in real-world issues enhances learning outcomes and helps learners to make a difference in practice

Learning to be

The educator is someone who...

HOLISTIC APPROACH

Integrative thinking and practice

- Is inclusive of different disciplines, cultures and perspectives, including indigenous knowledge and worldviews

ENVISIONING CHANGE

Past, present and future

- Is motivated to make a positive contribution to other people and their social and natural environment, locally and globally
- Is willing to take considered action even in situations of uncertainty

ACHIEVE TRANSFORMATION

People, pedagogy and education system

- Is willing to challenge assumptions underlying unsustainable practice
- Is a facilitator and participant in the learning process
- Is a critically reflective practitioner
- Inspires creativity and innovation
- Engages with learners in ways that build positive relationships



8

/ 11



Values for Sustainability

The Earth Charter:

Principle 14: Integrate into formal education and life-long learning the **knowledge, values, and skills** needed for a sustainable way of life.

- a. Provide all, especially children and **youth**, with educational opportunities that empower them to **contribute actively** to sustainable development.



The University of Melbourne Graduate Attributes Statement

The Melbourne Experience enables our graduates to become:

- Academically excellent:
 - have a strong sense of intellectual integrity and the ethics of scholarship
 - have in-depth knowledge of their specialist discipline(s)
 - reach a high level of achievement in writing, generic research activities, problem-solving and communication
 - be critical and creative thinkers, with an aptitude for continued self-directed learning
 - be adept at learning in a range of ways, including through information and communication technologies
- Knowledgeable across disciplines:
 - examine critically, synthesise and evaluate knowledge across a broad range of disciplines
 - expand their analytical and cognitive skills through learning experiences in diverse subjects
 - have the capacity to participate fully in collaborative learning and to confront unfamiliar problems
 - have a set of flexible and transferable skills for different types of employment
- Leaders in communities:
 - initiate and implement constructive change in their communities, including professions and workplaces
 - have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations
 - mentor future generations of learners
 - engage in meaningful public discourse, with a profound awareness of community needs
- Attuned to cultural diversity:
 - value different cultures
 - be well-informed citizens able to contribute to their communities wherever they choose to live and work
 - have an understanding of the social and cultural diversity in our community
 - respect indigenous knowledge, cultures and values
- Active global citizens:
 - accept social and civic responsibilities
 - be advocates for improving the sustainability of the environment
 - have a broad global understanding, with a high regard for human rights, equity and ethics

PROFESSIONAL

Our graduates are knowledgeable and confident in using their subject expertise at work. They are self-aware, and understand how their actions impact on others and the need to act ethically. They work effectively in teams and play a full part in achieving organisational success.

PROACTIVE

Our graduates use their knowledge and skills to lead and influence: encouraging others and bringing teams together around a common goal. They are committed to personal and professional development and want to make a positive difference in the world.

GLOBALLY AWARE

Our graduates come from diverse backgrounds and are culturally aware. They understand our world is increasingly interconnected and recognise their own potential to make a difference in a rapidly changing international context.

THOUGHTFUL

Our graduates are reasoned thinkers. They are information literate and can analyse, synthesise and evaluate complex information from a range of sources. They are culturally and emotionally intelligent and open-minded.

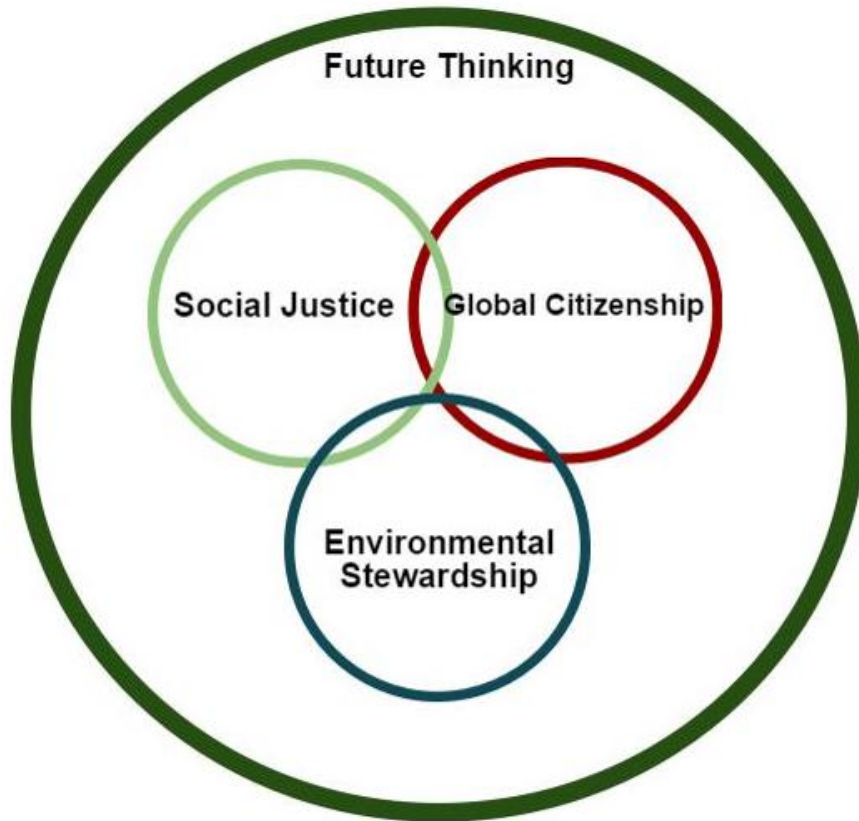
RESILIENT

Our graduates have the resilience needed to flourish in a changing world. They are agile, courageous and have the skills to tackle challenges in current and future work environments.

CREATIVE

Our graduates have original ideas and communicate them well to others. They are inventive and experimental, finding original solutions to problems and influencing change. Many are entrepreneurial, finding solutions to commercial or social challenges.





**CREATING
THE UNIVERSITY OF
THE FUTURE**



Scottish Funding Council

Promoting further and higher education

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Funding

Funding decisions

[Outcome agreements](#)

- ▶ [Funding for colleges](#)
- ▶ [Funding for universities](#)
- [Strategic investments](#)

Related Material

- [Our priorities](#)
- [Who we fund](#)
- [Letter of guidance](#)
- [Our strategic plan](#)
- [Student applications for funding](#)
- [Student Support Guidance](#)
- [Support for Gaelic education in FE and HE in Scotland](#)



Funding

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Outcome Agreements

Outcome Agreements set out what colleges and universities plan to deliver in return for their funding from us.

Go to a [full list of all Outcome Agreements](#). You can filter the list by institution, date, region and sector.

2017-18

- [Outcome agreement funding for colleges - indicative allocations for 2017-18](#)
- [Outcome agreement funding for universities - indicative allocations for 2017-18](#)

2016-17

List of [individual institutions' outcome agreements for 2016-17](#).

4. For ease of reporting, the University's Outcome Agreement for 2016-2017 is structured around the seven aims within the Funding Council's National Measures and also refers to the University's new Strategic Plan for 2015-2020. The SFC National Measures are:

Aim 1	Improve access to higher education for people from the widest possible range of backgrounds
Aim 2	High quality, efficient and effective learning – learner journeys are short, efficient and effective as possible and learners experience the highest quality of learning and teaching and achieve successful outcomes
Aim 3	Right learning in the right place – secure coherent provision of higher education in Scotland in line with SFC's statutory obligation
Aim 4	A developed workforce – learners who have the skills, knowledge and entrepreneurial spirit to get a job and progress their career; and institutions that respond to the skills needs of the economy locally and nationally
Aim 5	Research base that is internationally competitive and improving its reputation and standing in the world
Aim 6	University-industry collaboration – deliver a step-change in the engagement of business and industry with universities, removing any barriers to the exploitation of research for economic and wider societal benefit
Aim 7	Sustainable institutions – ensure high quality of governance and management for institutions delivering long-term and financial and environmentally sustainable interactions

Academic Excellence	Critical Thinking & Effective Communication
<ul style="list-style-type: none"> • In-depth and extensive knowledge, understanding and skills at internationally-recognised levels in their chosen discipline (s); • A breadth of knowledge, understanding and skills beyond their chosen discipline(s); • An ability to participate in the creation of new knowledge and understanding through research and inquiry; • A contextual understanding of past and present knowledge and ideas; • An intellectual curiosity and a willingness to question accepted wisdom and to be open to new ideas 	<ul style="list-style-type: none"> • A capacity for independent, conceptual and creative thinking; • A capacity for problem identification, the collection of evidence, synthesis and dispassionate analysis; • A capacity for attentive exchange, informed argument and reasoning; • An ability to communicate effectively for different purposes and in different contexts; • An ability to work independently and as part of a team; • A diverse set of transferable and generic skills
Learning & Personal Development	Active Citizenship
<ul style="list-style-type: none"> • An openness to, and an interest in, life-long learning through directed and self-directed study; • An awareness of personal strengths and weaknesses, • A capacity for self-reflection, self-discovery and personal development 	<ul style="list-style-type: none"> • An awareness and appreciation of ethical and moral issues; • An awareness and appreciation of social and cultural diversity; • An understanding of social and civic responsibilities, and of the rights of individuals and groups; • An appreciation of the concepts of enterprise and leadership in all aspects of life; • A readiness for citizenship in an inclusive society

OUTCOME AGREEMENT 2016-2017

(National measure 15) In our Strategic Planning period 2015-2020 we aim to reduce carbon emissions by 20%, and to achieve a 4% reduction in energy consumption per m² per annum. To support this ambition, the University will introduce a new Carbon Management Plan in 2015/16 spelling out institutional ambition for mitigation and adaption to climate change, alongside a detailed project portfolio, through to 2020.

- 7.4 While progress against carbon reduction targets was hampered in 2014/15 by a pause in our capital programme, we will in 2015/16 introduce a new Carbon Management Plan that covers the period to 2020. That plan will detail a series of projects and activities intended to deliver significant energy efficiencies and associated carbon savings, with a target of 4% reduction in energy use per annum likely to emerge.
- 7.5 We are also working to improve our understanding of our extended carbon footprint. In 2015 we have been able, for the first time, to detail our emissions derived from Business Travel. This allows us to produce a genuinely comprehensive institutional carbon footprint that covers all scopes of emissions.
- 7.6 We continue to be an active participant in sector and regional initiatives to support sustainability. Our membership of the EAUC sees us participate in function specific support networks in areas such as waste, travel and energy, and we take advantage of the sector-specific training and support they provide, for example on the emergent Scottish Government sustainability reporting regime.
- 7.7 We are also engaged in regional networks that support collaborative efforts to address the local impacts of climate change. These include the North East Scotland Climate Change Partnership (NESCCP) and the recently established Powering Aberdeen (the vehicle for the city's Sustainable Energy Action Plan).
- 7.8 We continue to investigate, with Robert Gordon University and a major Scottish landowner, the possibility of establishing substantial off-site renewable energy generation projects. This ambitious project is in part dependent on the outcome of the Westminster Government's review of feed-in-tariffs, with an outcome of that review to become clear in early 2016. A decision on how best to proceed with this project will be taken in 2016.
- 7.9 Our Strategic Plan commits to a continuation of our aim to achieve a 4% year-on-year reduction in energy consumption per m², reflecting both international and Scottish Government targets, while also contributing to an ambitious target of a 20% overall reduction in carbon emissions by 2020.
- 7.10 We will report on progress through the now mandatory sustainability reporting regime, piloted by the Scottish Government in autumn 2015.
- 7.11 Our target for annual capital and maintenance spend on estates and buildings will continue to be set at 4.5% of insured asset value.

or public transport. eCycle was officially launched by three members of the Scottish Parliament's Cross Party Group on Cycling and Russell Imrie, Chair of South East Scotland Transport Partnership (SEStran). SEStran and the national cycling charity Sustrans offered strategic support to the Group, and SEStran provided a £25,000 match funding grant for the procurement of 28 electric bikes for the group-wide eCycle scheme.

SRUC's All Campus Sustainability Programme, an extracurricular programme for students, entered its second year in 2014/15. The Programme challenges students to consider where the Campuses and grounds could be more environmental sustainable, and to develop projects to put the improvements into play. This year saw 18 student projects put forward with 80 students participating in the Programme across five Campuses. The Programme was Highly Commended in the Sustainability category of the College Development Network Awards 2015.

The Environment Officer presented on the All Campus Sustainability Programme at the EAUC-Scotland Conference 2015 (A Shared Responsibility) in the 'Engaging and Empowering Students' session. The success of the Programme in engaging students at different levels of study and abilities and offering practical experience to complement their studies was highlighted.

This year saw SRUC recognised amongst the first institutions in the UK to achieve National Union of Students (NUS) Responsible Futures accreditation with particular praise for leadership and strategy, partnership and planning. The criteria based accreditation system challenges SRUC to embed the principles of sustainability and social responsibility into curriculum, corporate documentation and practices. Students were trained by NUS as auditors and two days of interviews with key staff was conducted.

Our students were involved in many environmental initiatives in 2014/15 as follows:

- Oatridge Campus horticulture students assisted Our Lady's Primary School in Stoneyburn set up a community orchard using apples which are suitable for growing in Scottish conditions, including Scottish Heritage varieties. The trees were donated by the Stoneyburn and Bents Future Vision Group to allow the orchard to continue to be a focus and resource for the local community.
- Elmwood Campus students worked in partnership with Pittencrieff Park including preparation of the Park's glasshouses for conversion into a community learning space. The Countryside Management students gained valuable hands on experience at Sandwood Bay helping to undertake necessary repairs to the path, gaining skills such as constructing drainage features, digging ditches and landscaping trampled ground.
- The Riverside Countryside Squad were afforded a grant to sow native wildflower seeds in the disused Victorian flower beds, and plug plants were planted to

The University and public benefit

Introduction

The University of Manchester has exempt charity status derived from the Charities Act 1993 and is responsible to HEFCE, its principal regulator, which is charged with monitoring compliance with charity law obligations. The University, through its governing body, the Board of Governors, is aware of its responsibilities as a charity to act for the public benefit across all of its activities and has duly regarded to the latest version of the Charity Commission's public benefit guidance (issued September 2015, updated September 2014). The objects of the University, as set out in the Royal Charter awarded in 2004, are 'to advance education, knowledge and wisdom by research, scholarship, learning and teaching, for the benefit of individual and society at large'.

Strategic ambition

The University's Strategic Plan 2020 sets out our mission to be 'one of the world's leading universities by 2020, where all students enjoy a new range of educational and wider experience, a place where the highest academic values and educational innovation are cherished, where research prospers and makes a real difference, and where the fruits of scholarship permeate throughout society'.

Access to world-leading learning

We are committed to being an open, meritocratic institution that proactively seeks out people capable of benefiting from higher education, minimises barriers to their participation and contributes to the expansion of higher education opportunities, locally, nationally and internationally.

The University is committed to providing all of our students (38,838 in 2014/15) with an outstanding learning and student experience. We ensure that all of our graduates leave with advanced critical thinking, conceptual reasoning and analytical skills, mastery of a discipline, broad intellectual and cultural interests, advanced written and verbal

communication and a personal commitment to equality and diversity. The University is also committed to developing generations of students to become internationally mobile professionals who can serve as informed, thoughtful, globally responsible citizens, equipped to make a valuable social and economic contribution to society.

We continue to work hard to improve the student experience for all of our students, and the results of the annual National Student Survey (NSS), show that we have increased overall student satisfaction by 7% over the last several years to 86% in the 2015 survey. This is a major achievement and can be attributed to developments in teaching and learning in the classroom and the laboratory, and to some major University-wide initiatives, including the University College and Alan Gilbert Learning Commons.

We seek to ensure that financial issues do not present a obstacle for learners to access the full student experience. Approximately a third of all our students will receive bursaries of up to £2,500 per year – and many other Widening Participation students will receive the University's targeted Undergraduate Access Scholarship.

By supporting access, existing student success, progression and employability the University seeks to address the specific challenges which students from widening participation backgrounds face in making the transition to university study and subsequent employment. The University's Access Agreement with the Office for Fair Access (OFFA) provides detailed information on the University's commitment to all students, regardless of background or financial considerations.

The University of Manchester currently performs towards the top of the English Russell Group for the proportion of students entering the University from disadvantaged backgrounds, and has set targets to continue this year-on-year increase. In addition to targets relating to students entering the University the institution has

set targets to improve the continuation rate of students from low household incomes, and narrow any gap between Widening Participation and non-Widening Participation students achieving successful employability outcomes.

Our latest data indicates that 29.9% of students under the new fee regime came from low income households of less than £25,000 per annum, placing us 3rd in the English Russell Group. Only a handful of Russell Group institutions exceeded their institutional benchmark for low participation neighbourhoods and disability – and Manchester is one of them: we admit and support students on the basis of academic ability, not their ability to pay.

The University is committed to giving awareness of the benefits of higher education through outreach activities that engage primary and secondary pupils, and their teachers and parents, and assist further education students wishing to progress to university.

To provide an insight into higher education for primary school pupils, we take roadshows out to schools, run higher education awareness days on campus and run a primary placement scheme where undergraduate students are placed in local primary schools as classroom assistants.

Our flagship initiative, the Manchester Access Programme (MAP), supports outstanding Year 12 and 13 students from under-represented groups in Greater Manchester to progress successfully into The University of Manchester and other research-intensive universities. From 2015 to entry in 2014, 1,119 MAP students have been successful in gaining a place at The University of Manchester. In addition, many MAP students have also progressed to courses at other highly-selective, research-intensive universities.

The University is also committed to providing our students with volunteering opportunities to develop employability skills via the

Social responsibility, cultural impact and environmental sustainability

The University has embedded social responsibility within its research and learning activities. Our strategic vision commits the University to encompass sustainability, ethics and integrity; to find solutions to global challenges, engage with the public, support the community and to promote equality and diversity.

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UBC Sustainability

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Courses & Teaching

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SUSTAINABILITY LEARNING PATHWAYS



Our long-term vision is to embed Sustainability Learning Pathways across all teaching programs.

Our long-term vision is to embed Sustainability Learning Pathways across all teaching programs. This ambitious goal – that every UBC student will have access to an education in sustainability – mirrors UBC's view that sustainability applies to all students and any discipline. Our view is that every student should have access to equipping themselves with the competencies and capacities that enable them to contribute to the co-creation of a sustainable future.

To help guide academic units to develop Sustainability Learning Pathways, UBC has described four Student Sustainability Attributes: Holistic Systems Thinking, Sustainability Knowledge, Awareness and Integration, and Acting for Positive Change. A Sustainability Learning Pathway is a collection of sustainability-oriented courses and experiences that students pursue alongside their disciplinary major that provides them with a firm grounding in the four attributes. For a full description of the Student Sustainability Attributes, [click here](#).

Sustainability pathways are currently under development in the [Faculty of Science](#), the [Faculty of Arts](#) and the [Faculty of Applied Science](#).

STUDENT ATTRIBUTES

Holism

Everything is connected

Sustainability Knowledge

Understand the context, know the challenges

Awareness & Integration

Connect what I know with what you know

Acting for Positive Change

Contribute to co-creating a better future



probability of continuation of project objectives from within a community.

Teaching and learning from a change agent perspective requires students to be competent in active listening, conflict resolution and mediation. They should also have the ability to effectively communicate, involve and inspire others, and adapt to the changing needs of both individuals and society as a whole.

LEARNING OUTCOMES

- Articulate a testable question or a solvable problem, identifying goals.
- Engage in self-assessment, self-reflection, and analysis and have a strong awareness of one's own values and how they inform one's ways of seeing (i.e. paradigmatic awareness)
- Use relevant theories of societal and institutional change to identify when, and where to direct energy and actions towards a targeted outcome.
- Summarize complex ideas using simple concepts.
- Communicate effectively orally, in writing, and in dialogue.
- Adjust to changing needs of both individuals and society as a whole
- Appreciate the importance of community-engaged scholarship and experiential knowledge and be able to participate in community-based action research collaborative initiatives

TEACHING AND LEARNING EXAMPLES

In Teams:

- Work collaborative with others to creatively solve a community focused problem
- Demonstrate competency in active listening, conflict resolution and mediation during group activities with diverse participants.
- Identify experiences and learning moments that demonstrate the value of diversity (cognitive styles, values and backgrounds) as an enhancer of working efficiency and a condition to resolve (or constructively manage) conflict.
- Advocate for positive changes through collaboration, mediation and consensus building strategies
- Involve and inspire others during group activities
- Appreciate that collaboration and engagement with communities leads to enriched creative problem solving, and contributes to the ongoing development of leadership skills.

EXAMPLE 1:

An effective agent of positive change demonstrates the ability to transfer technical knowledge from experts to stakeholders, the general public and decision makers. An example learning exercise could be the writing of a newspaper op-ed (opposite-editorial) piece where the student conveys his/her opinion on a matter, marshaling evidence in support. The key components here are (1) seizing and holding the attention of your audience, and (2) conveying complex concepts effectively, and in simple terms.



About the University

[Current students](#)[Current staff](#)[Alumni](#)
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About the University

[Our research](#)[The student experience](#)[↳ Bristol Futures](#)[Tours and visits](#)[History of the University](#)[Governance and senior staff](#)[Nobel Prizes and Fellowships](#)[Dates](#)[Facts and figures](#)[Publications and reports](#)[Vision and strategy](#)

Bristol Futures

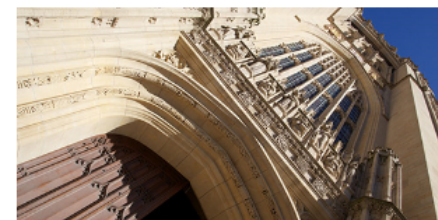
While studying at Bristol, our students gain a wide range of knowledge and skills that are not only vital to getting the most out of their time at university, but also in preparing them for whatever comes next.

What is Bristol Futures?

Bristol Futures is being designed with input from academic schools, prospective applicants, current students, and employers to clearly define what makes the 'Bristol Graduate' unique.

The development of these transferable skills and attributes will be built around three pathways:

1. Innovation & Enterprise
2. Global Citizenship
3. Sustainable Futures



Why choose Bristol?

[More reasons to study](#) at the University of Bristol.

Information for staff

[Further information for staff on Bristol Futures](#), including how and when it will be implemented.

New Ecological Paradigm

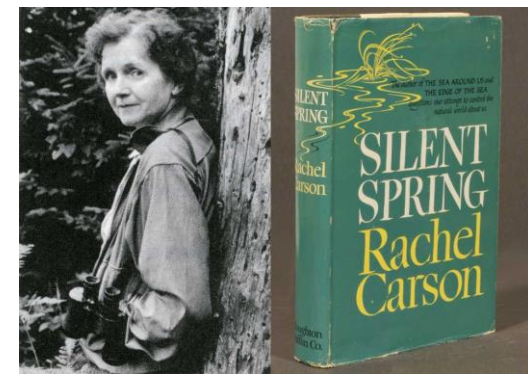
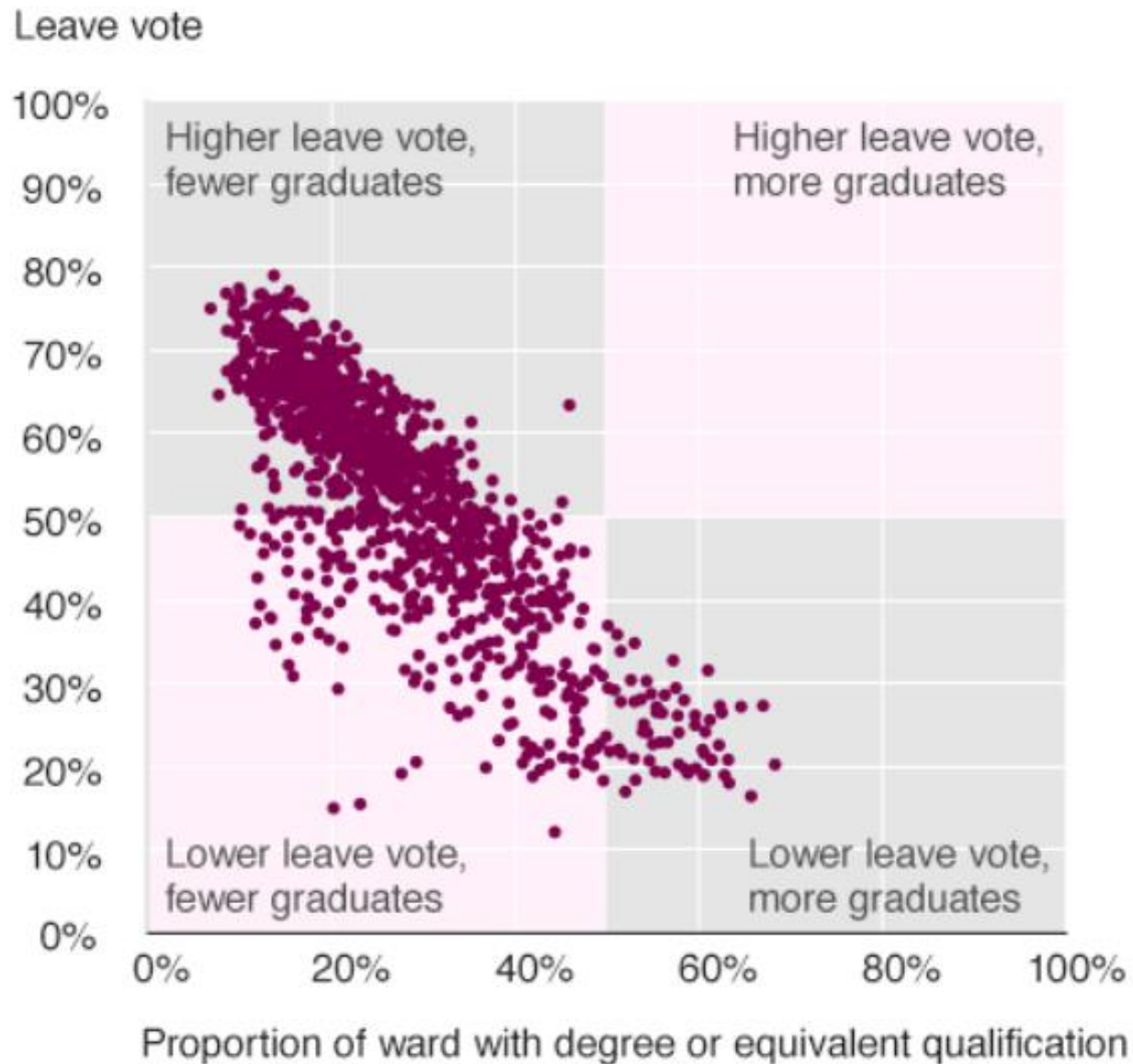


TABLE I. Revised NEP Statements

1. We are approaching the limit of the number of people the Earth can support.
2. Humans have the right to modify the natural environment to suit their needs.
3. When humans interfere with nature it often produces disastrous consequences.
4. Human ingenuity will insure that we do not make the Earth unlivable.
5. Humans are seriously abusing the environment.
6. The Earth has plenty of natural resources if we just learn how to develop them.
7. Plants and animals have as much right as humans to exist.
8. The balance of nature is strong enough to cope with the impacts of modern industrial nations.
9. Despite our special abilities, humans are still subject to the laws of nature.
10. The so-called “ecological crisis” facing humankind has been greatly exaggerated.
11. The Earth is like a spaceship with very limited room and resources.
12. Humans were meant to rule over the rest of nature.
13. The balance of nature is very delicate and easily upset.
14. Humans will eventually learn enough about how nature works to be able to control it.
15. If things continue on their present course, we will soon experience a major ecological catastrophe.

Wards with more graduates had lower Leave vote





→ COMPLETE THE SURVEY ←

WHY TAKE THE NSS?

ABOUT THE NSS

Q&A: STUDENTS

Q&A: INSTITUTIONS

CONTACT US

About the NSS

Aimed at mainly final-year undergraduates, it gathers opinions from students about their experience of their courses, asking them to provide honest feedback on what it has been like to study on their course at their institution. It is an influential source of public information about higher education and gives students a powerful collective voice to help shape the future of their course and their university or college.

The NSS asks 27 questions, relating to eight aspects of the learning experience. Students are also given the opportunity to make positive and negative comments in an open answer question. For more information about what is asked in the NSS, please see [The National Student Survey Questionnaire](#).

The NSS is a widely recognised authoritative survey. The results are made available to

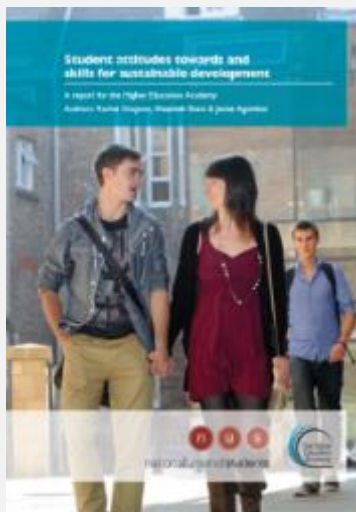
Environmental sustainability

1. My studies have encouraged me to think about environmental sustainability in the context of my subject
2. I took part in environmental sustainability activities
3. I intend to use what I have learned to support environmental sustainability
-
4. My institution encourages good environmental practice



First year attitudes towards, and skills in, sustainable development

Elizabeth Rowe and Jane Agnew



Student attitudes towards and skills for sustainable development

A report for the Higher Education Academy

Authors: Rachel Dupont, Elizabeth Rowe, Jane Agnew and Simon Kemp

September 2013



Student attitudes towards and skills for sustainable development

Authors: Rachel Dupont, Elizabeth Rowe, Jane Agnew and Simon Kemp

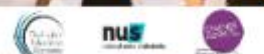
September 2013



Student attitudes towards and skills for sustainable development

Authors: Rachel Dupont, Elizabeth Rowe, Jane Agnew and Simon Kemp

November 2013



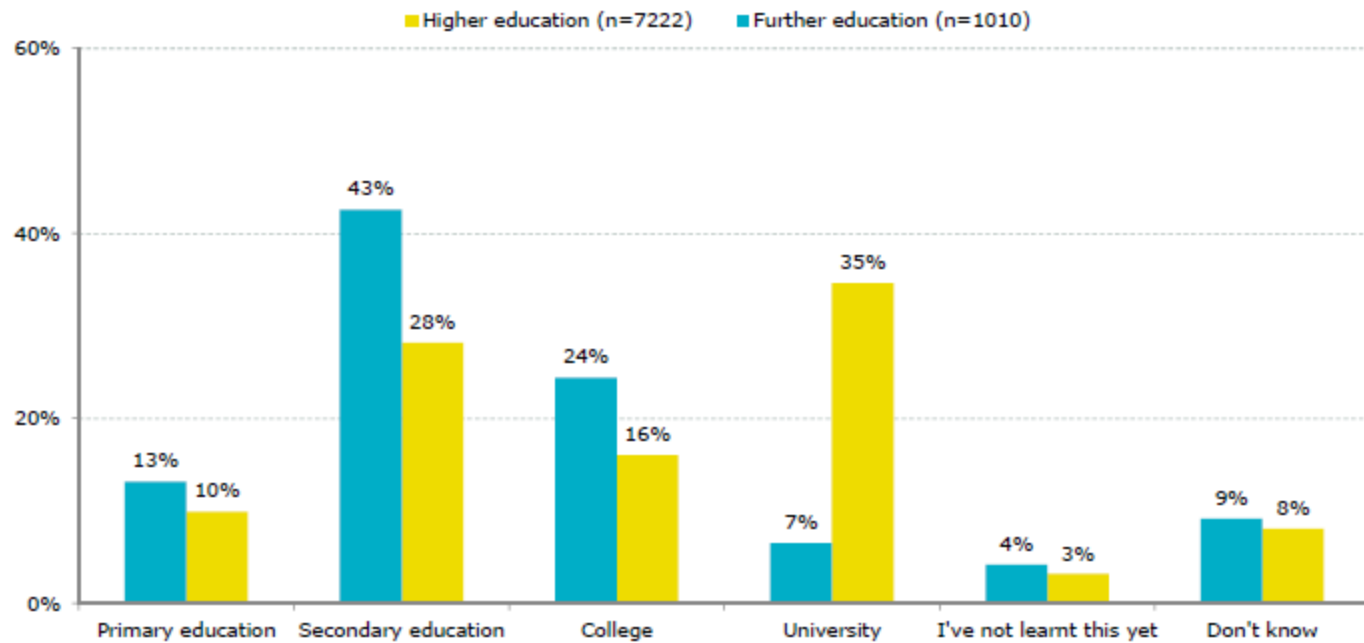
Student attitudes towards, and skills for, sustainable development

Authors: Rachel Dupont, Elizabeth Rowe, Jane Agnew and Simon Kemp

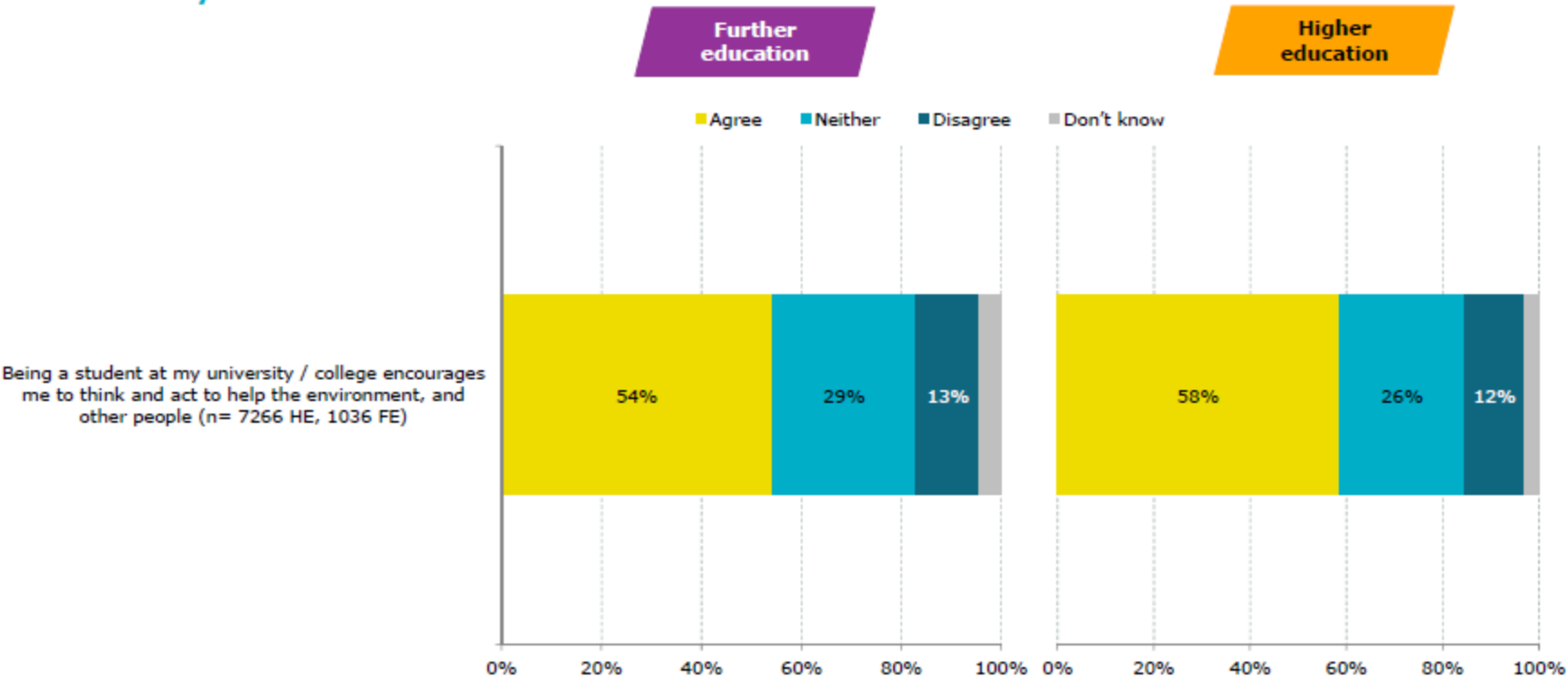
September 2013



Which place of study is perceived as taking the greatest action on sustainability?



What impact is students' current place of study having on their attitudes and behaviours for sustainability?



Just over half of respondents in FE (54%, n=560) and HE (58%, n=4248) agree that being a student at their university or college encourages them to think and act to help the environment and other people.

Further education

Higher education

Response	Number of responses	
Think about things / do things differently now	118	117
Helped develop my career / improve my knowledge / understanding	116	71
Improved me / life skills generally	104	108
None / No impact	94	112
Not sure / Don't know	32	41

"It has caused me to be more aware when hearing the news and it has made me want to help improve things in the future and make things as fair as possible."
Woman FE respondent, UK

"I have joined the eco committee in school which helped me learn new things and make new friends."
Man FE respondent, UK

"Forces me to think before I do anything. It also had me change a few things I was doing that had negative effects."
Woman HE respondent, non-EU, Postgraduate

"Awareness of climate change and the level to which humans contribute to pollution levels has caused me to be more environmentally friendly, I recycle more and turn off things that use energy when they are not in use."
Man FE respondent, UK

"I began to understand that I as an individual can make a difference locally and globally."
Man HE respondent, EU, Postgraduate

"Changed how I view the world and its people and what direction I want to take my career in although money will still be a main deciding factor."
Man HE respondent, UK, Undergraduate 2nd year

"It has made me more open minded, also given me more information about topics I didn't already know."
Woman FE respondent, UK

"I actually learnt more by doing my own research and experiences about a lot of the issues listed previously, that's why I think schools and universities need to improve on the way they are teaching these issues. They were not very embedded in everyday learning but rather as one-offs. Otherwise this learning helped me thinking about these issues and wanting to know more about it and why should I care for them. I think as a result what was a value for me might become my career."
Defines in another way HE respondent, EU, 1st year undergraduate

"No real effect. The issues are not covered well. It is seen as a 'free class' where you can switch off and not engage. It is like the issues themselves are unimportant."
Man HE respondent, UK, Undergraduate 1st year

Q: What impact, if any, has learning about any of the issues in the previous question had on you personally?

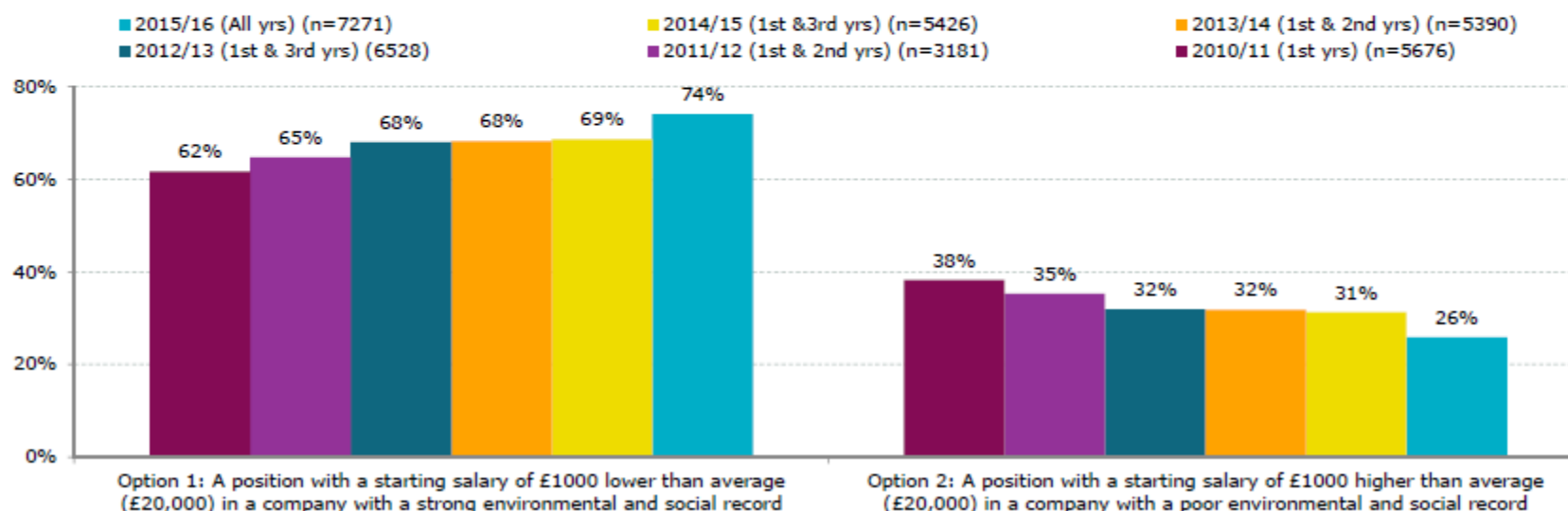
Please write your answer in the box below, thinking about how learning affected your day to day lifestyle as well as bigger changes such as your values and your aims for your future career.

What desire do students have to work for employers with positive social and environmental credentials?

Higher
education

Respondents were presented with two options for future employment – accepting a salary sacrifice of £1000 from an average starting salary to work in a company with a strong environmental and social record, or receiving a salary £1000 higher than average for a company with a poor record in this area. Three quarters of HE respondents completing the survey in 2015/16 say they would opt for a reduction in starting salary of £1000 in order to work for a company with a strong social and environmental record (74%, n=5388).

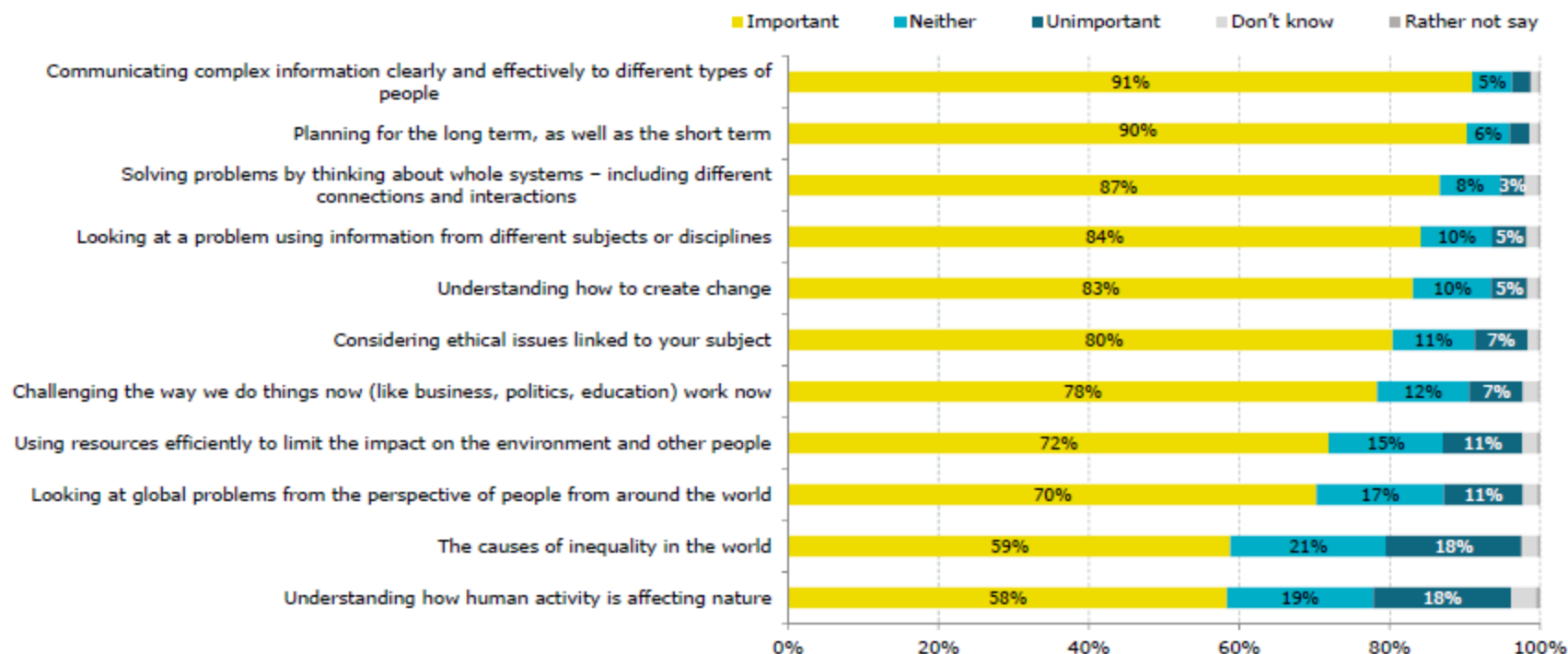
Strong sustainability performance plus £1000 salary sacrifice vs. Poor sustainability performance plus £1000 salary gain



How important are sustainability skills to future employers?

Higher education

HE respondents were also asked to consider how important sustainability related skills and knowledge are to their future employers. The most important skills are perceived as being the ability to communicate complex information clearly and effectively to different types of people (91% HE respondents (n=6603) and the ability to plan for the long term, as well as the short term (90% HE respondents (n=6550)). As with FE respondents, those in HE are also least likely to rate having an understanding of how human activity is affecting nature as being important for future employers (58% HE respondents (n=4169)).



About

- The Pilot
- The Criteria

About



Changing education is the first step towards changing the whole of society.

That's why Responsible Futures is **putting sustainability at the heart of education** across our universities and colleges.

We've developed this **externally-assessed accreditation mark** to assist all institutions in helping students to gain the skills and experience they need to thrive as global citizens.

We actively support partnerships between students' unions and institutions through a structured framework of criteria to encourage action on embedding social responsibility and sustainability into formal and informal learning.

Sustainability isn't just doing the recycling properly. We need an education system which creates



www.nus.org.uk/sustainability
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