



University of  
**Strathclyde**  
Glasgow

# EAUC Autumn Forum

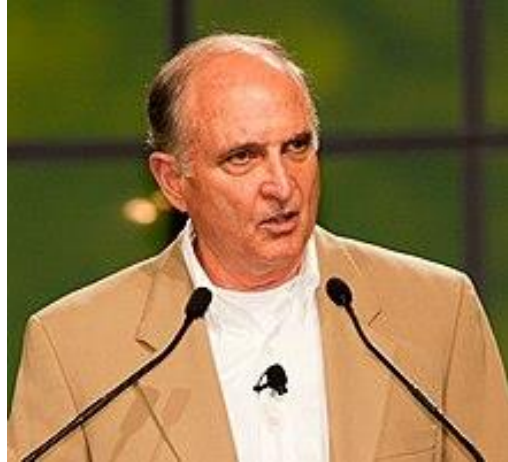
**15<sup>th</sup> November 2023**

[www.strath.ac.uk](http://www.strath.ac.uk)

# Aim of this presentation

- Introduce you to what we mean by Education for Sustainable Development
- Reflect on the Strathclyde experience of embedding/mainstreaming ESD and the levers and drivers for embedding this in curricula
- Reflections on how the sustainability professionals role in a college or university could support the mainstreaming of ESD – Strathclyde examples and other ideas
- Leave you to reflect on how you might align your institutions strategy for embedding sustainability in its campus operations with embedding its teaching and learning.

1994



“The truth is that without significant precautions, education can equip people merely to be more effective vandals of the earth.

If one listens carefully, it may even be possible to hear Nature groan every year in late May when another batch of smart, degree-holding, but ecologically illiterate Homo Sapiens who are eager to succeed are launched into the biosphere”

# What Students Want

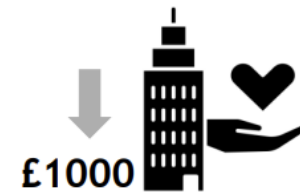
2022/23



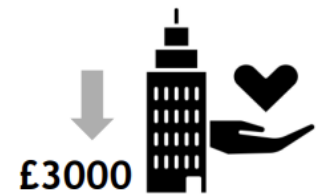
**89%** say they agree their place of study should actively incorporate and promote sustainable development



**82%** would like to see sustainable development actively incorporated and promoted through all courses



**75%** would accept a salary £1000 lower than average to work in a company with a good social and environmental record



**54%** would accept a salary £3000 lower than average to work in a company with a good social and environmental record



# What employers want

FUTURE  
GRADUATE SKILLS:  
A SCOPING STUDY

Change Agents UK

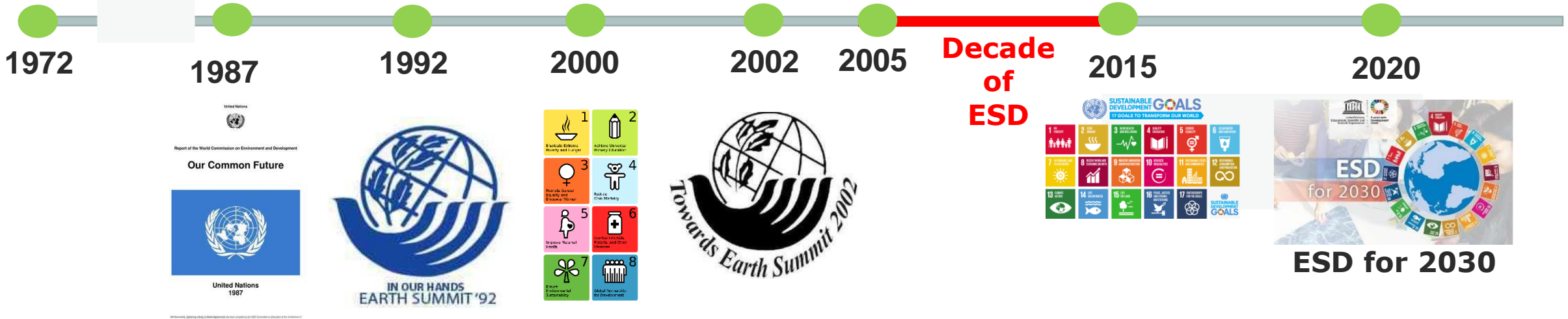
EAUC

Dr Isabel Cook

October 2020



- (DBIS 2012) indicated that there is a lack of business managers and leaders who are ‘sustainability literate’.
- Businesses difficulty finding candidates with the right sustainability skills to fit graduate positions
- Mismatch between the skills training available at university and the changing requirements of employers (e.g. Arum and Roksa 2014; Calonge and Shah 2016).
- Greater communication and collaboration between universities and businesses, in terms of module design, **teaching real-world problems**, and organising work placements and internships



*“**Education for Sustainable Development** is the process of equipping students with the **knowledge and understanding, competencies, skills and attributes** needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.” – UNESCO ESD definition*

# Other Drivers

Policy paper  
**Sustainability and climate change: a strategy for the education and children's services systems**  
Published 21 April 2022

*“The strategy's vision is for the United Kingdom to be the **world-leading education** sector in sustainability and climate change by 2030”*

*“Recognise the urgency of **embedding** climate considerations into all levels of education.”*

**Climate Emergency Skills Action Plan 2020-2025**  
Key Issues And Priority Actions

**It's Our Future:**  
Report of the Independent Review of Qualifications and Assessment

**Fit for the Future: developing a post-school learning system to fuel economic transformation**

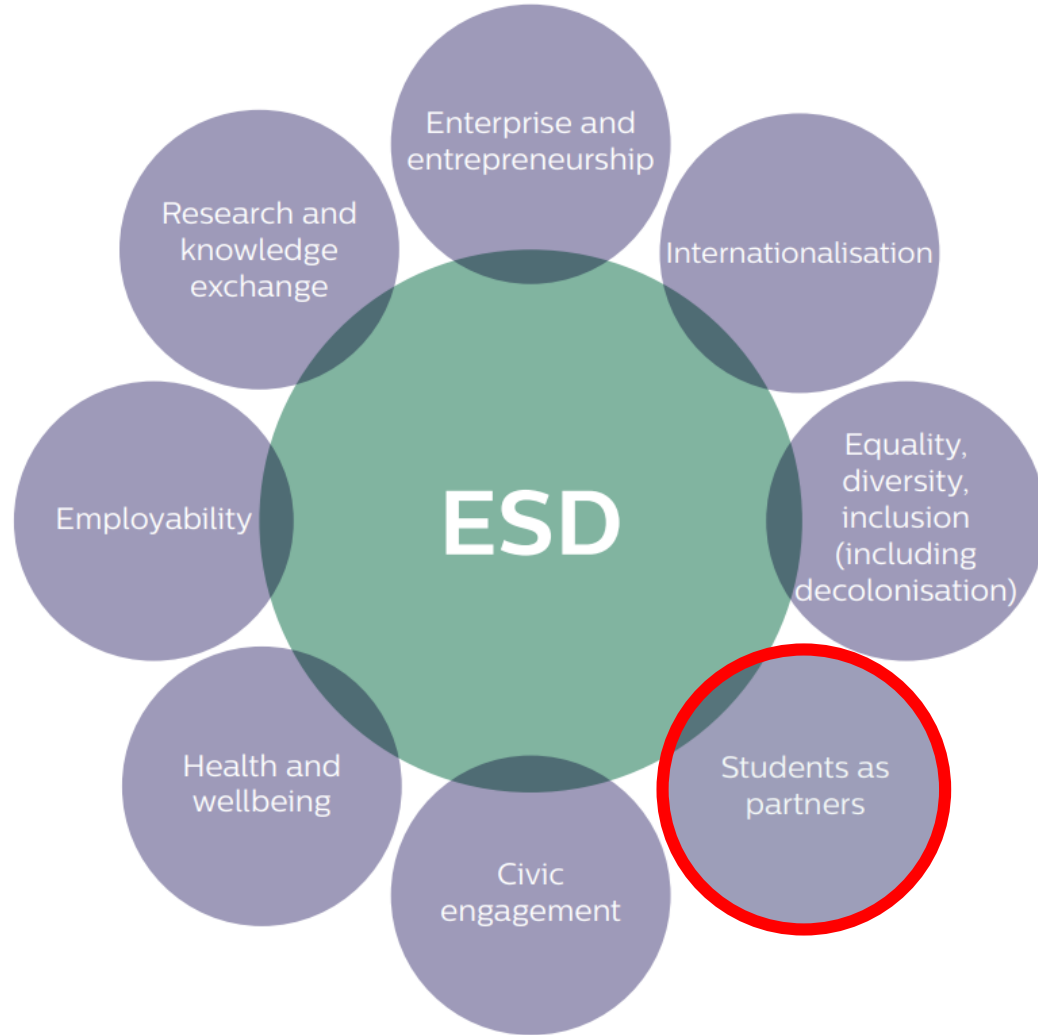
**Skills Delivery Landscape Review - Final Report**

Submitted to Scottish Ministers, May 2023

Engineering Council  
**The Accreditation of Higher Education Programmes (AHEP)**  
Fourth edition  
Published August 2020

AdvanceHE QAA  
**Education for Sustainable Development Guidance**  
March 2021

**Subject Benchmark Statements**



Beyond academic staff there will be a number of professional service teams that can interact with, promote and/or lead the facilitation of ESD within curricula. Business engagement, careers, employability and enterprise services, and placement staff can all play their part. **Technicians, estates staff,** educational developers, academic support services and quality managers can also positively contribute to discussions about ESD and help curriculum design teams in achieving their goals

Figure 2: ESD intersections across strategic priorities for student success



# Who Do We Work With?



## Undergraduate

- Management Development Programme (Business School)
- Civil and Environmental Engineering (Engineering)
- Dissertations and Group Projects (All faculties)

## Post-graduate

- MSc Environmental Entrepreneurship (Engineering)
- MSc Renewable Energy Systems and the Environment (Engineering)
- MSc Electronic and Electrical Engineering (Engineering)
- MSc/PgDip Business Analysis & Consulting (Business School)
- MSc Economics and Policy of Energy and Climate Change (Business School)
- MSc Theses and group projects (Engineering and Business School)

## Doctorate

- PhD Credit Course in Sustainable Labs (Science and Engineering)
- CMAC PhD (Science)

# Case Studies: Past Student Projects & Placements

## 01

### Travel Survey Development

Undergraduate placement & Psychology dissertation.



## 02

### Ross Priory Intermobility Hub Feasibility

Electronic & Electrical Engineering MSc Dissertation.



## 03

### Review of Student Engagement with Sustainability

Undergraduate MDP Placement.



# Embedding Education for Sustainable Development Strathclyde

Develop a portal to connect students with professional services staff and external organisations.

Engage through existing networks to gauge demand for student projects and timescales.

Aim to engage evenly across all faculties.





University of  
**Strathclyde**  
**Glasgow**