Hosted by
UWE Bristol University of the West of England
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CarbonCredentials
LEARNING AND LEGACY THE ROLE OF EDUCATION IN CREATING HEALTHIER, HAPPIER CITIES
EAUC 20th Annual Conference 25th - 26th May 2016

Taking ESD from a Pocket of Good Practice to a Whole-Institution Strategy

Grace Philip, Education for Sustainability Co-ordinator, Anglia Ruskin University
Jess Willats, Education for Sustainable Development Officer, Nottingham Trent University
Maria Xypaki, Curriculum Development Assistant, Sustainability Hub, Kingston University London
Quinn Runkle, Senior Project Officer – Communities and Curriculum, NUS
Valeria Vargas, Education for Sustainable Development Co-ordinator, MMU

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Learning, Teaching and Research

Overview

Learning, Teaching and Research

- Introduction to whole institution approaches to ESD
- Pecha Kucha case studies:
  - Valeria from MMU
  - Jess from NTU
  - Grace from ARU
  - Maria from Kingston
- Wrap up
- Q & A

How do we define ESD?

Learning, Teaching and Research

Education for sustainable development is the process of equipping students with the **knowledge and understanding**, **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.

QAA ESD guidance 2014

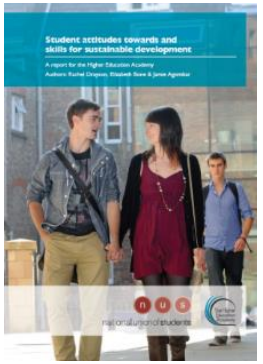
Student demand

Learning, Teaching and Research

85% of students consistently agree or strongly agree that **“sustainable development is something which universities and colleges should actively incorporate and promote”**

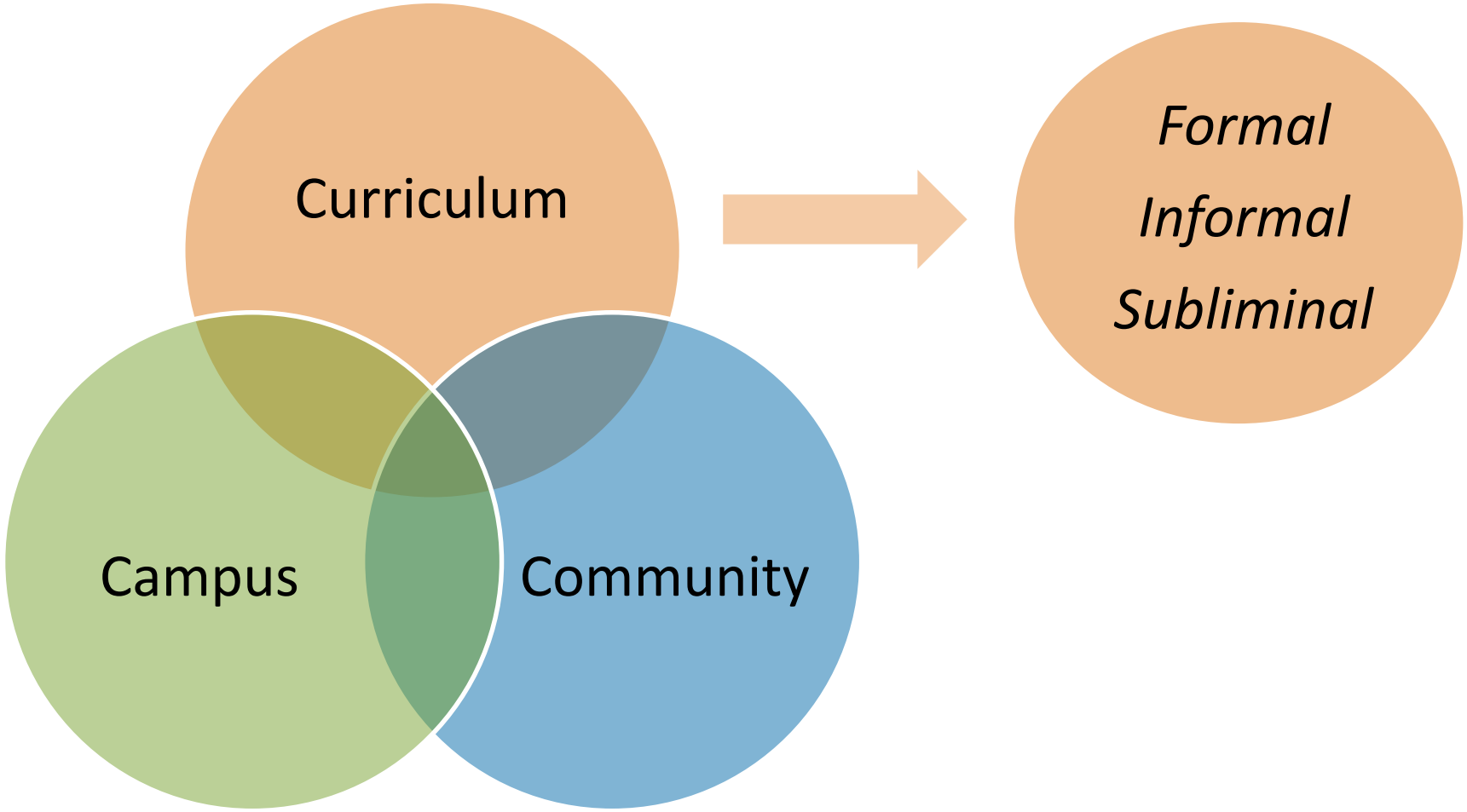
70% of students consistently agree or strongly agree that **“sustainable development is something which university and college courses should actively incorporate and promote”**

60% of students consistently agree or strongly agree that **“sustainable development is something which I would like to learn more about”**



Across the institution

Learning, Teaching and Research



Whole Institution Approaches

Learning, Teaching and Research

Connecting and spreading good practice through:

- Effective strategy
- Cohesive approaches
- Collecting and sharing information on existing action
- Engaging across *all* faculties and departments

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Taking ESD from a Pocket of Good Practice to a Whole-Institution Approach

A Case Study from

Manchester Metropolitan University

Valeria Vargas, ESD Coordinator

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Learning, Teaching and Research

Manchester Metropolitan University

Sustainable and Ethical Enterprise (SEEG)

THE UNION

GLOBAL Citizens Futures

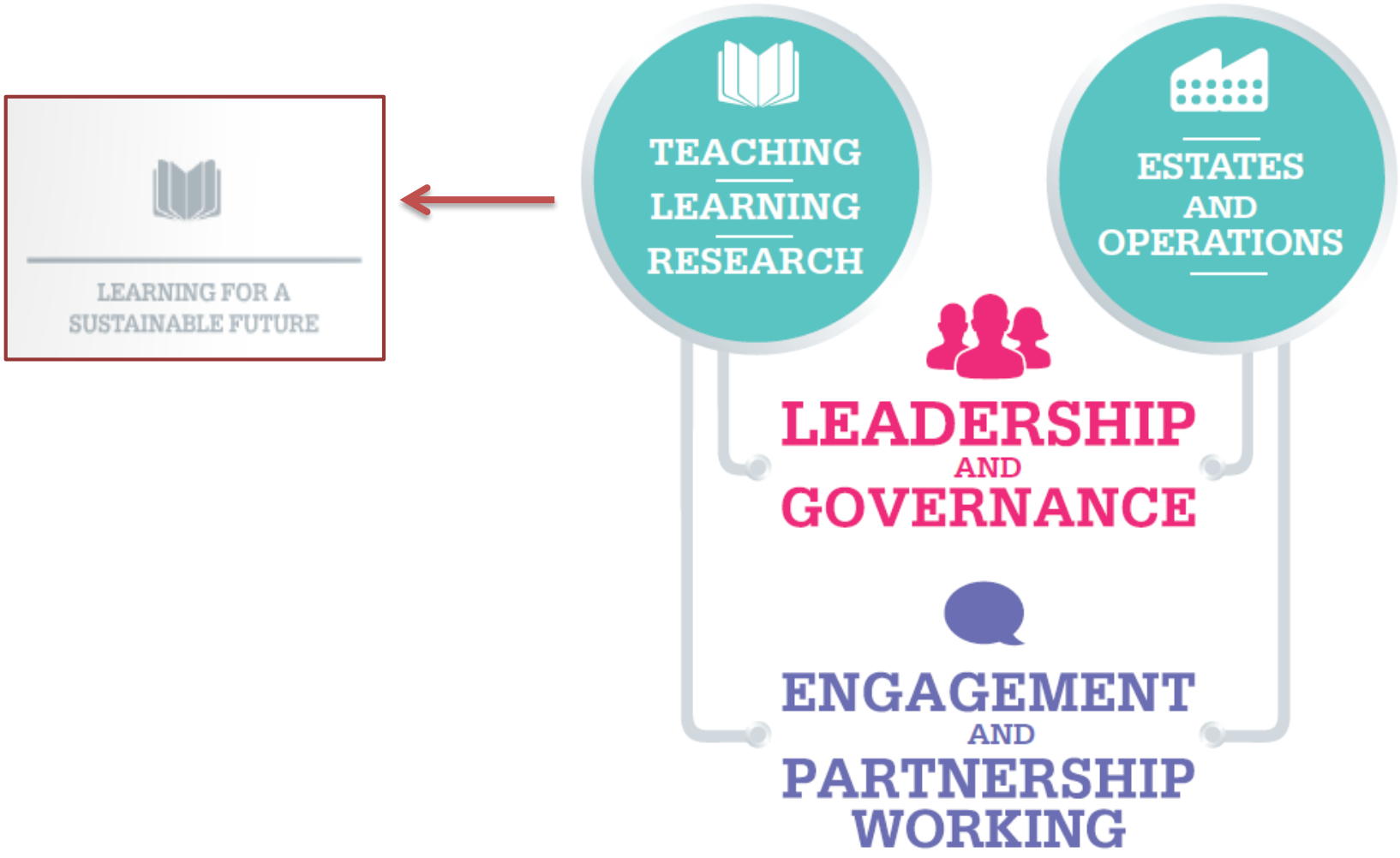
Sustainability Research Network

Manchester Metropolitan University

Environmental Sustainability Strategy

2014–2020

Our Approach



People and Planet, University League 2015

Result of **100% in Education for Sustainable Development Criteria** in the People and Planet Green League, which contributed to MMU's 3rd place in this league.

International Environmental Management System

1st UK university to achieve the new and more challenging standard ISO 14001 : 2015

March 2015

March 2016

Manchester Metropolitan University

nus

Responsible Futures

Accredited institution

Engagement of Key Stakeholder groups

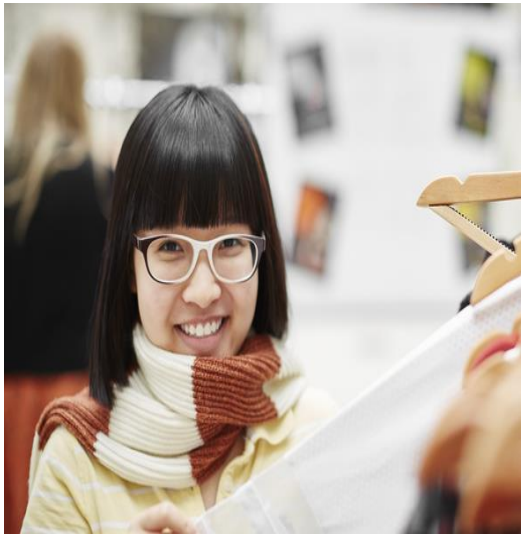
- **Students**
- **Course Reps**
- **Teaching staff from all faculties (ESD group)**
- **Institutional leadership teams:**

- Estates and Services Advisory Group (ESAG)
- Environmental Strategy Board (ESB)
- Faculty Executive Groups (FEG)

Sustainable actions

make a

{ big impact }



The University for
World-Class Professionals

Manchester
Metropolitan
University

Birley Campus
Sustainability Trail

Find out about the sustainability design aspects and technologies at Birley Campus

The University for
World-Class Professionals

Manchester
Metropolitan
University

Schools Outreach

Widening access to higher education
with Manchester Metropolitan University

Birley
COMMUNITY
Orchard

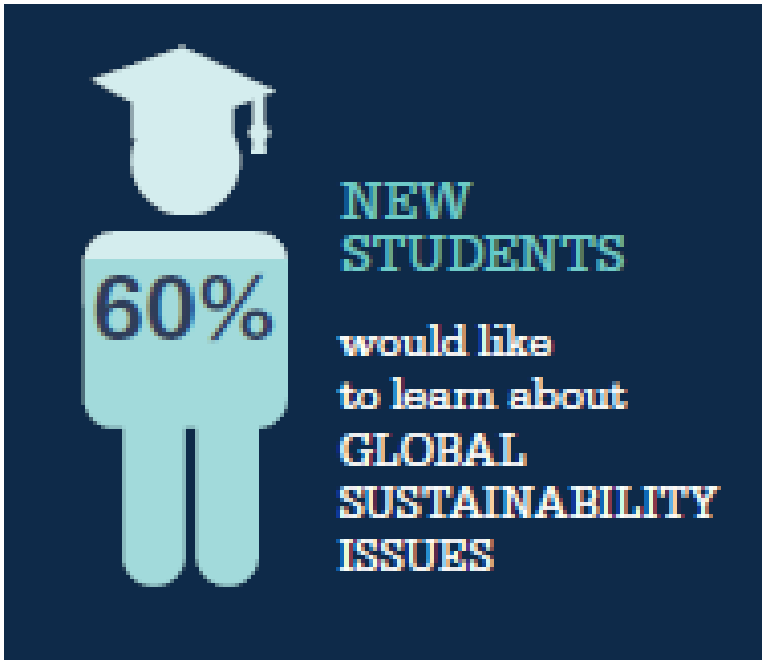
Birley
COMMUNITY
Woodland

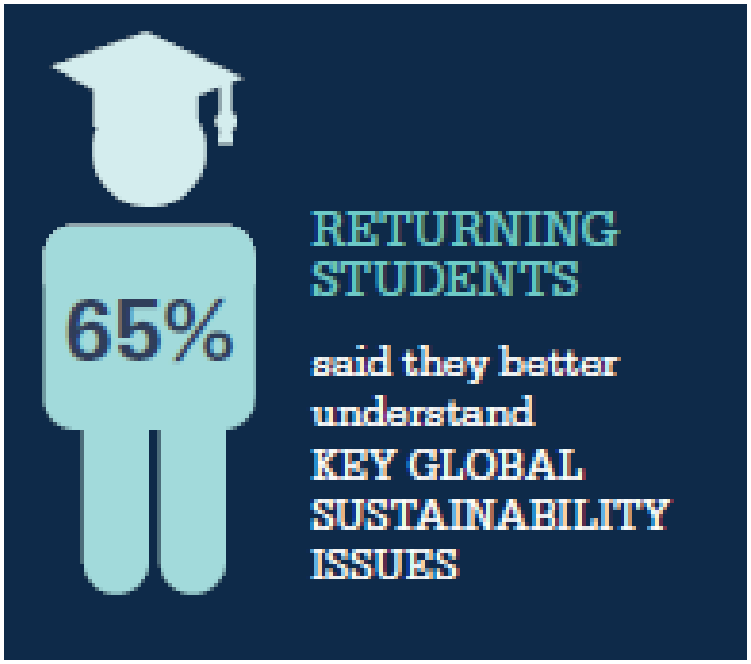
Carbon Literacy Project

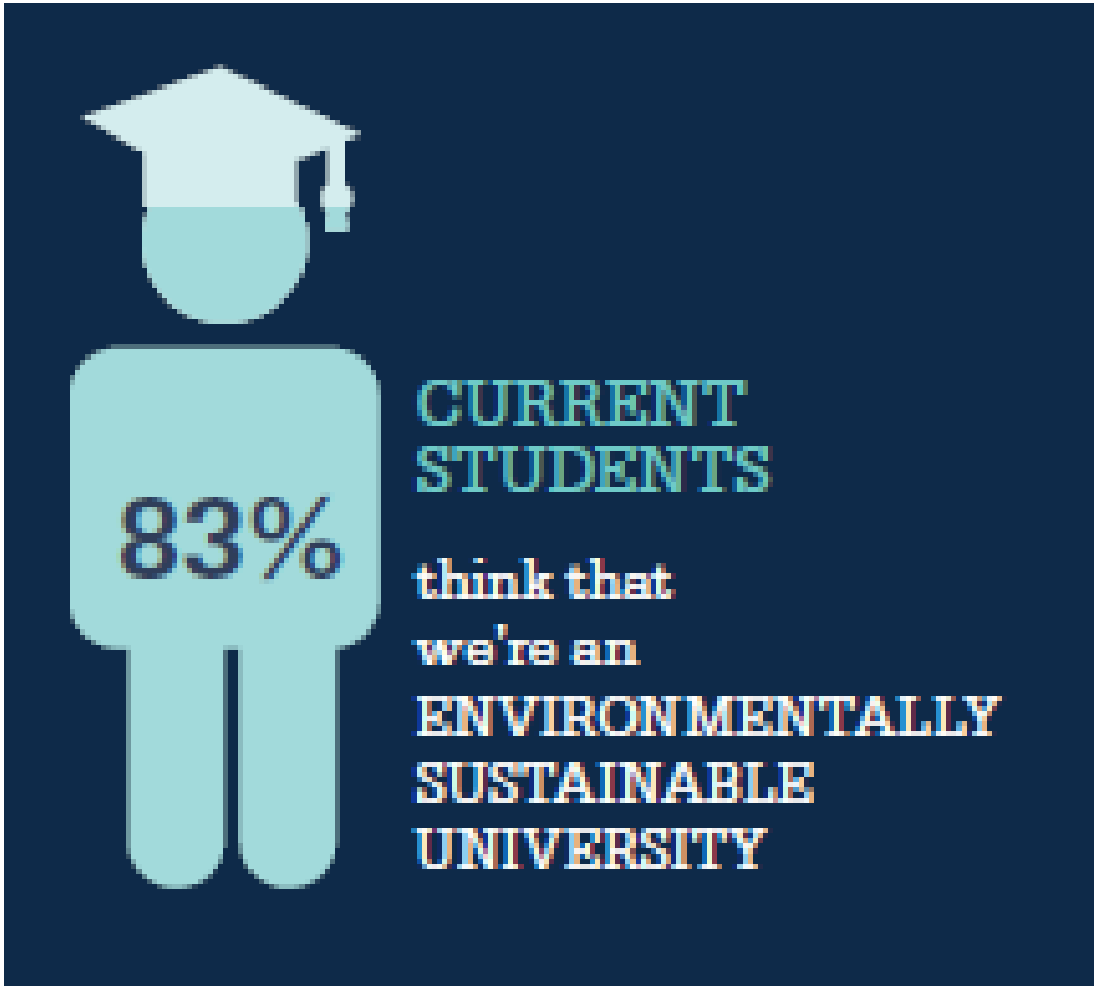
MetMUnch
Student Food Network ™

MetMUnch
NATIONAL AND INTERNATIONAL GREEN GOWN
AWARD WINNER 2014

What our students say…







QAA-HEA Education for Sustainable Development (ESD) Guidance

- Global citizenship
- Environmental stewardship
- Social Justice, ethics and well-being
- Future facing outlook

Quality Assurance Agency for Higher Education (QAA), Higher Education Academy (HEA) (2014), *Education for Sustainable Development : Guidance for UK Higher Education Providers*.

About CELT
CELT staff
MMU Strategy for Learning, Teaching and Assessment
Academic Staff Development
Developing Programmes
- Planning a new programme or periodic review
- Designing your programme
- Programme Enhancement
- Continuous Monitoring and Improvement
- Disabled Student Support
- Employability
- Education for Sustainable Development
- Inclusive Curriculum
- Induction and Transition
- Internationalising the Curriculum
- Programme/Unit Leadership
- Progression and Retention
- Students as Partners
- Targeted Programme Improvement

Developing Teaching
Developing Scholarship of Teaching and Learning
Resources
Good Practice Exchange

CELT blog
Newsletter

Site A-Z
Contact Us

CELT intranet

Education for Sustainable Development (ESD), Global Citizenship, and Curriculum Development

role play local people affected by your proposed engineering project

reflect on the value of working collaboratively on a problem scenario

design a process for community consultation in your discipline

give a presentation on the ethics of producing components in developing nations

Introduction

Programme teams should review their curricula for opportunities to include new elements, or foreground existing elements, that allow students to develop as critical global citizens – including their **ethical, social, and environmental awareness of global and collective wellbeing**. This may also involve finding ways of linking international partnerships, research and other international activity more explicitly back into the curriculum so that staff 'global capital' is shared with students.

Download the curriculum review tool »

You can see some examples from the curriculum review tool above. If you have any suggestions for adaptation or inclusion, please **contact us!**

There are various ways in which ESD and Global Citizenship are conceptualised, understood and communicated. Use the links on the right to explore these concepts and how they articulate with each other and ask what this means for curriculum development at MMU. An excellent summary of some of the recent thinking around these related concepts can be found here: ***The Elusive Concept of Internationalisation of the Curriculum*** by Valerie Clifford.

Introduction
Education for Sustainable Development
Global Citizenship
Internationalising the Curriculum
Human Capabilities Approach
So what does this mean for our curricula?
NUS Responsible Futures Project
ESD Video Resources

CPD Opportunities
Good Practice
MMU Strategy and Policy

Centre for Excellence in Learning and Teaching

ESD Resources

Manchester Metropolitan University

Theme: Curriculum
Category: ESD

Carbon Literacy Training

Dr Chris Stone
Hollings

Employability, Expertise and Ecology

Stuart Marsden &
Konstantinos Tzoulas
Science and Engineering

Postgraduate Engagement with Sustainability

Ajay Patel
Hollings

Talking Sustainability

Dr David Haley
School of Art

Site-based Projects

Eddy Fox
School of Art

Sustainability as Stand Alone Units

Liz Walley
Business and Law

Manchester Metropolitan University

2nd European **Award** for innovative educational proposals for the integration of

SHD

(Sustainable Human Development)

into **technology** and **engineering education**

GDEE | GLOBAL DIMENSION IN ENGINEERING EDUCATION

© DISEÑO GRÁFICO DE LA UPM IMPRIME REPROGRAFÍA RECTORADO

UNIVERSITAT POLITÈCNICA DE CATALUNYA BARCELONATECH

UNESCO Chair in Engineering for Human and Sustainable Development

UNIVERSITY OF TRENTO - Italy

UNIVERSITAT POLITÈCNICA DE VALÈNCIA

POLITÉCNICA "Engineering the future"

INTERNATIONAL CAMPUS OF EXCELLENCE

Loughborough University

ONGAWA INGENIERÍA PARA EL DESARROLLO HUMANO

Centro per la Formazione alla Solidarietà Internazionale Training Centre for International Cooperation

PRACTICAL ACTION Technology challenging poverty

engineers without borders uk

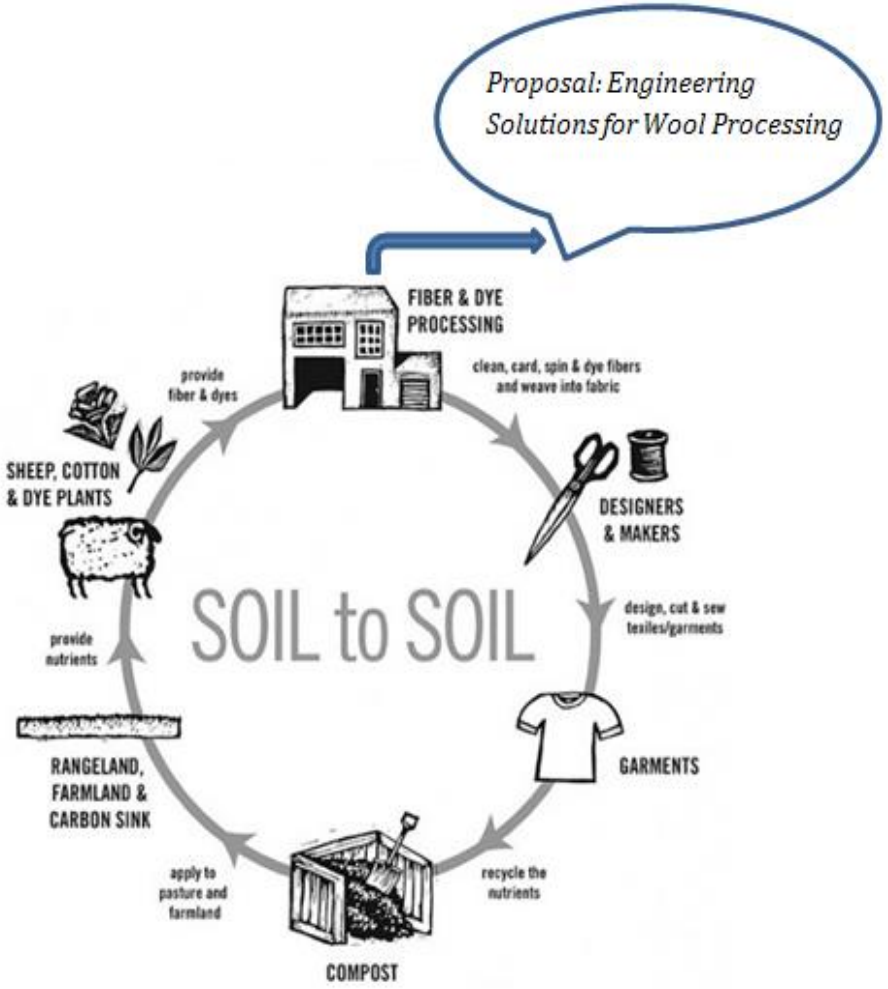
This project is funded by

MINISTERIO DE ASUNTOS EXTERIORES Y DE COOPERACIÓN

aecid

European Award- Global Dimension of Engineering Education

- School of Engineering
- School of Fashion
- Engineers without borders
- Student Projects
- Provided funding to student to go to conference and present their work
- Provided funding for Unit X project in the Art School



Adapted model from
http://www.fibershed.com/wool-mill-vision/

Scholarship of Teaching and Learning

The SOTL research grants support and encourage scholarly work that aims to improve the quality of students' learning.

- Enhancing student experience through embedding Education for Sustainable Development in the curriculum

Dr. Hannah Matthews

- Teaching Ethics and Sustainability to Accounting Students – A Student View

Dr. Jack Christian

Manchester Metropolitan University

Massachusetts Institute of Technology

Manchester Metropolitan University

Hochschule für Angewandte Wissenschaften Hamburg
Hamburg University of Applied Sciences

REGIONAL CENTRE OF EXPERTISE ON EDUCATION FOR SUSTAINABLE DEVELOPMENT
ACKNOWLEDGED BY
UNITED NATIONS UNIVERSITY

14-16 September 2016: WSSD-U-2016 at the Massachusetts Institute of Technology (MIT)

LEARNING FOR A SUSTAINABLE FUTURE

RESEARCH, KNOWLEDGE EXCHANGE AND INNOVATION

SUSTAINABILITY ENGAGEMENT

EDUCATION FOR SUSTAINABLE DEVELOPMENT

STAFF DEVELOPMENT

SUSTAINABILITY OUTREACH

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Taking ESD from a Pocket of Good Practice to a Whole-Institution Approach

A Case Study from

NOTTINGHAM TRENT UNIVERSITY

Jess Willats, ESD Officer

Headline Sponsor
CarbonCredentials

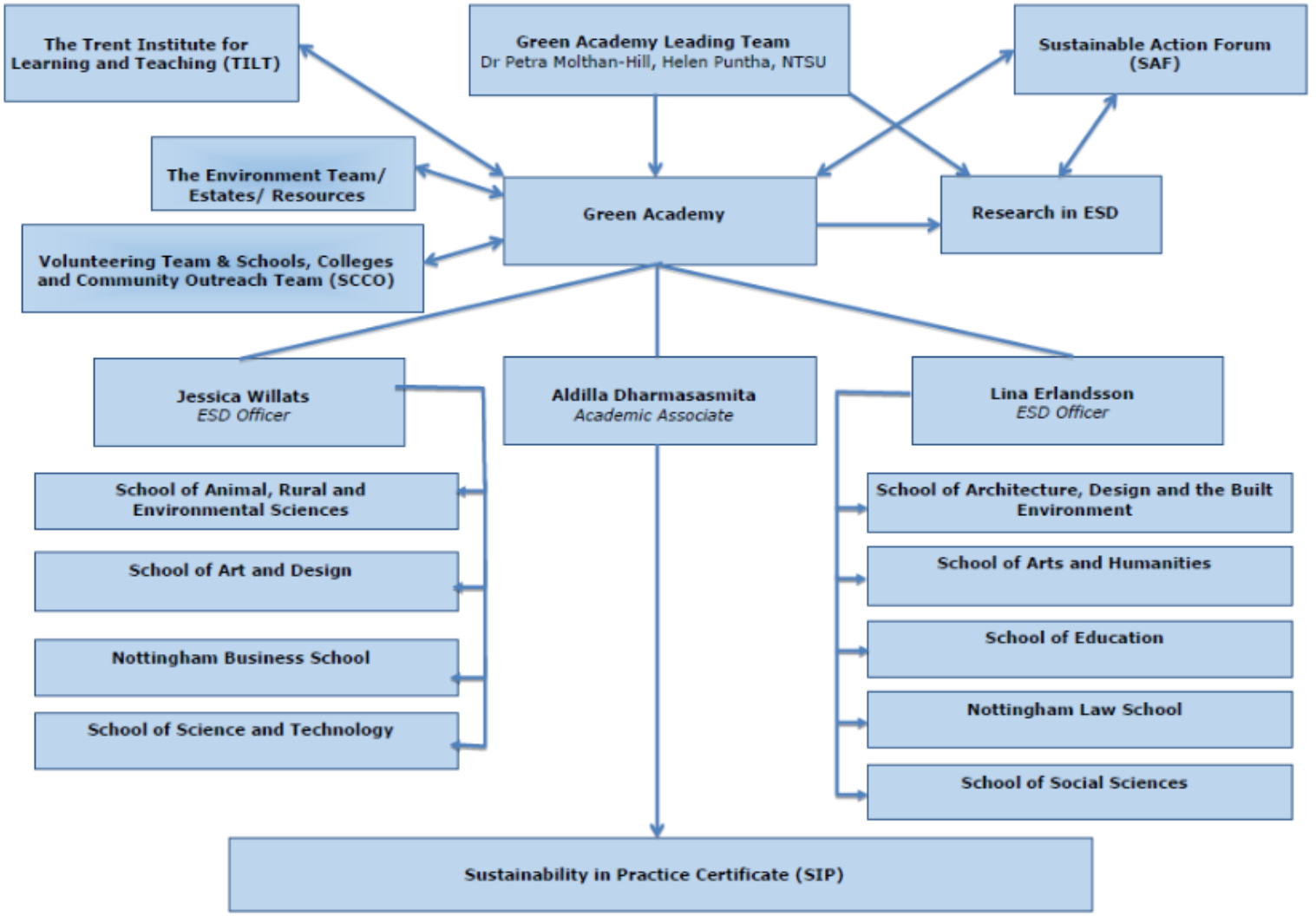
Learning, Teaching and Research

The Journey to Curriculum Refresh

Learning, Teaching and Research

The Green Academy

Learning, Teaching and Research



“They brainwashed us from day one. I'm sick of hearing about global warming, healthy eating, and multiculturalism”

The Sustainability in Practice (SiP) Certificate

Learning, Teaching and Research

How do we feed the world without destroying it?

SiP Challenge Day

Learning, Teaching and Research

New Themes

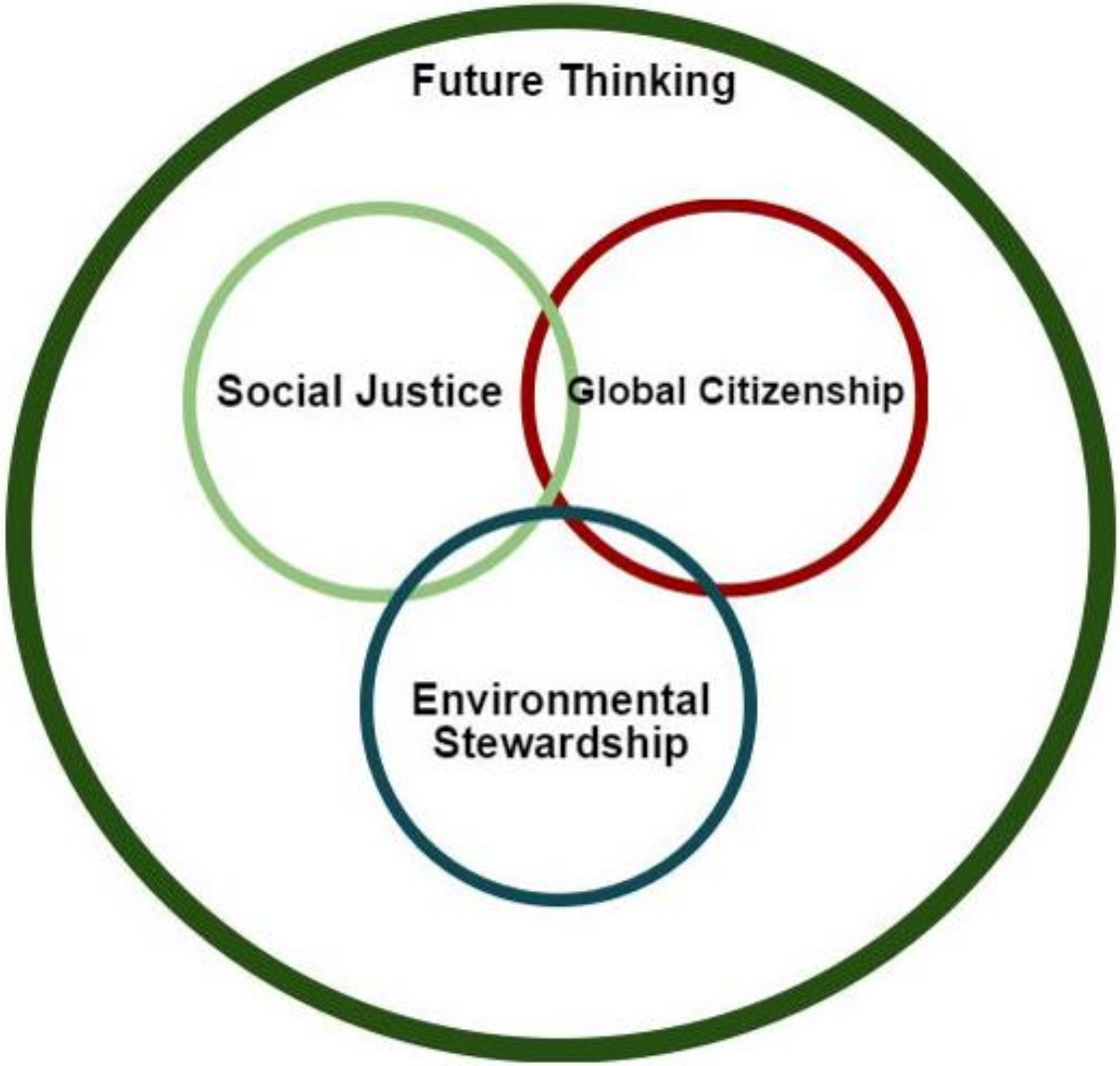
Learning, Teaching and Research

Energy

Fashion

The Future Thinking Model

Learning, Teaching and Research



Curriculum Refresh

Learning, Teaching and Research

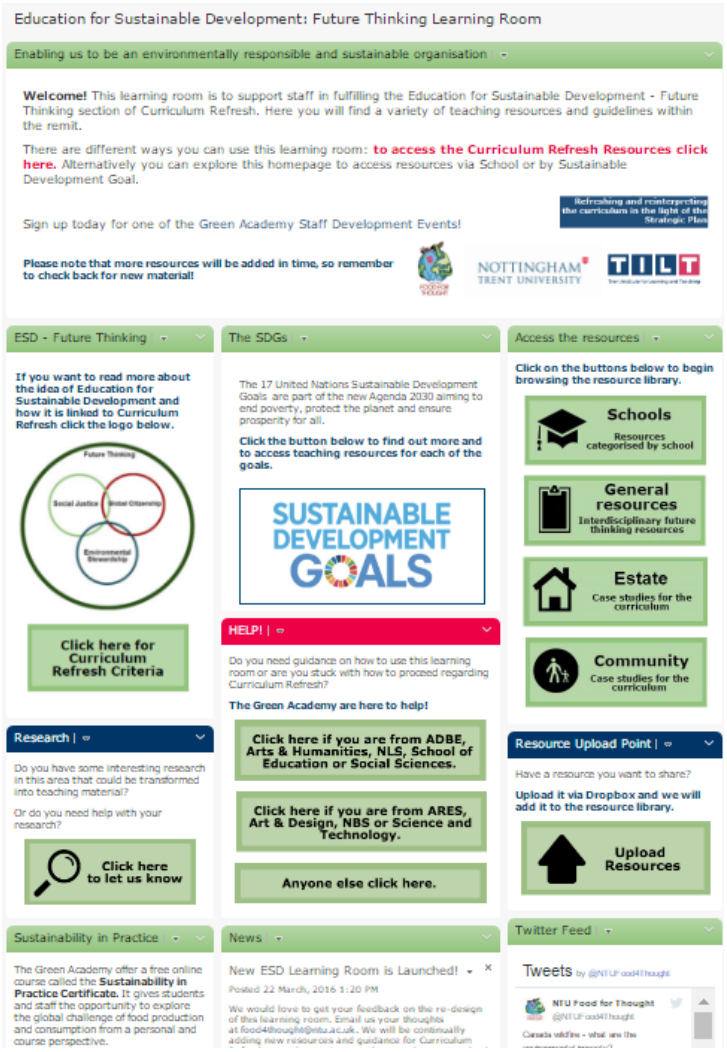
The ESD Framework

Learning, Teaching and Research

Refreshing and reinterpreting the curriculum in the light of the Strategic Plan

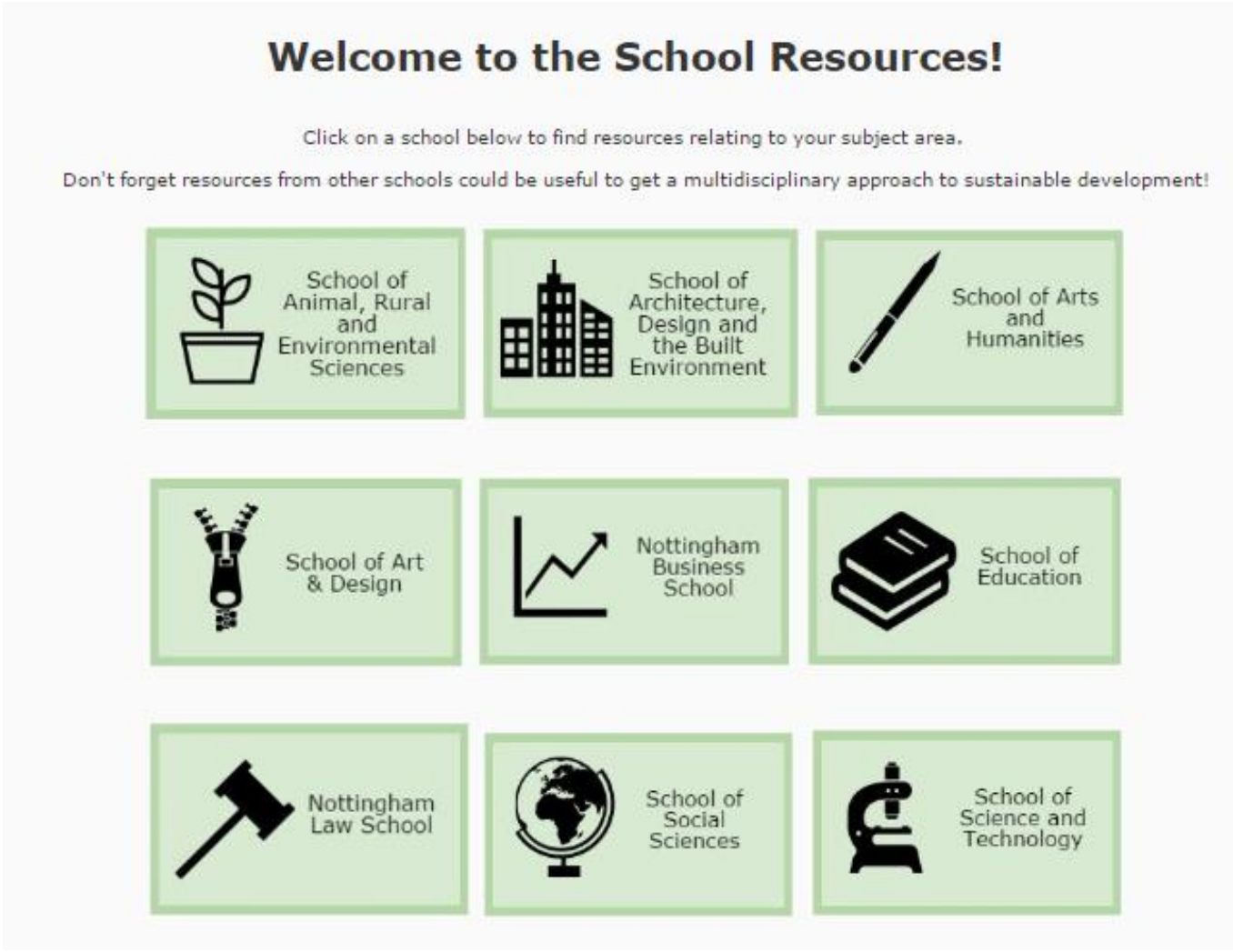
ESD: Future Thinking Learning Room

Learning, Teaching and Research



ESD: Future Thinking Learning Room

Learning, Teaching and Research



Linking to the SDGs

Learning, Teaching and Research

NTU Case Studies as Teaching Resources

Learning, Teaching and Research

Estate Case Studies as Learning Resources

Please complete form and email to Food4Thought@NTU.ac.uk. Any queries please contact the Green Academy on the same email address.

FOOD FOR THOUGHT

Which of the Sustainable Development Goals does this relate to?
(tick all that are relevant, or leave for Green Academy to complete if unsure)

Project Summary:

Project title: Sustainable Catering

Summary of activities:

Embed sustainability in the food and drink offering in all NTU owned cafes and refectories. NTU has held Fairtrade status since 2008, and the first Sustainable Food Policy was published in 2011, driven by the People and Planet Green League.Commitment in the Catering team was a driving force in pushing forward sustainable catering at NTU. Catering has wide reaching impacts and is able to address sustainability issues in a number of areas including energy use, transport, sustainable sourcing and community partnerships.

See page 2 for more details about the project and a list of data/drawings available.

Contact details for project:

Contact name: Ivan Hopkins

Email address: Ivan.hopkins@ntu.ac.uk

Especially suitable for: *(tick all that are relevant, or leave for Green Academy to complete if unsure)*

- ☑ School of Animal, Rural and Environmental Science
- ☐ School of Architecture Design and Built Environment
- ☐ School of Art and Design
- ☐ School of Art and Humanities
- ☐ School of Education
- ☑ Nottingham Business School
- ☐ Nottingham Law School
- ☑ School of Science and Technology
- ☑ School of Social Sciences

Teaching Ideas: (*to be completed by the Green Academy*):

NTU Case Studies as Teaching Resources

Learning, Teaching and Research

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- [ ] School of Architecture Design and Built Environment
- [ ] School of Art and Design
- [ ] School of Art and Humanities
- [ ] School of Education
- [x] Nottingham Business School
- [ ] Nottingham Law School
- [x] School of Science and Technology
- [x] School of Social Sciences

Teaching Ideas: (*to be completed by the Green Academy*):

NEXT STEPS

Staff Events

Learning, Teaching and Research

Education for Sustainable Development (ESD) Staff Development by TILT – Green Academy

12th May 2016	**SAF Reps, LTCs and School Quality Manager ESD Curriculum Refresh SCALE-UP Workshop** 15.00-17.00 *An opportunity to explore the ESD curriculum refresh framework and consider how to integrate ESD into the curriculum context in line with strategic aspirations and in ways most likely to benefit student learning.*
17th May 2016	**Course Leaders Conference** *The Green Academy are running a surgery session where delegates will have the opportunity to explore the newly refurbished 'ESD: Future Thinking Learning Room'. ESD Officers will be on hand to discuss the inclusion of relevant material in existing modules in line with ESD curriculum refresh framework. .*
24th May 2016	**SIP Award Night** *An evening to celebrate the achievements of those who have completed the Sustainability in Practice Certificate.*
8th June 2016	**Course Leader ESD Curriculum Refresh SCALE-UP Workshop*** 14.00-16.00 *Perfect for Course Leaders, or those looking to integrate ESD across a whole course. The session will explore aligning discipline-specific information that can be easily embedded into existing course content in line with the ESD curriculum refresh framework.*

Responsible Futures

Learning, Teaching and Research

Thank you for listening

Learning, Teaching and Research

Email: jessica.willats@ntu.ac.uk

@NTUfood4thought

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A Case Study from

Anglia Ruskin University

Grace Philips, Learning for Sustainability Coordinator

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Learning, Teaching and Research

Anglia Ruskin
University
Cambridge

A+
Great
Work

Anglia Ruskin University
Cambridge Chelmsford Peterborough
SO WHAT?
ISSUE 7, SPRING-SUMMER 2016

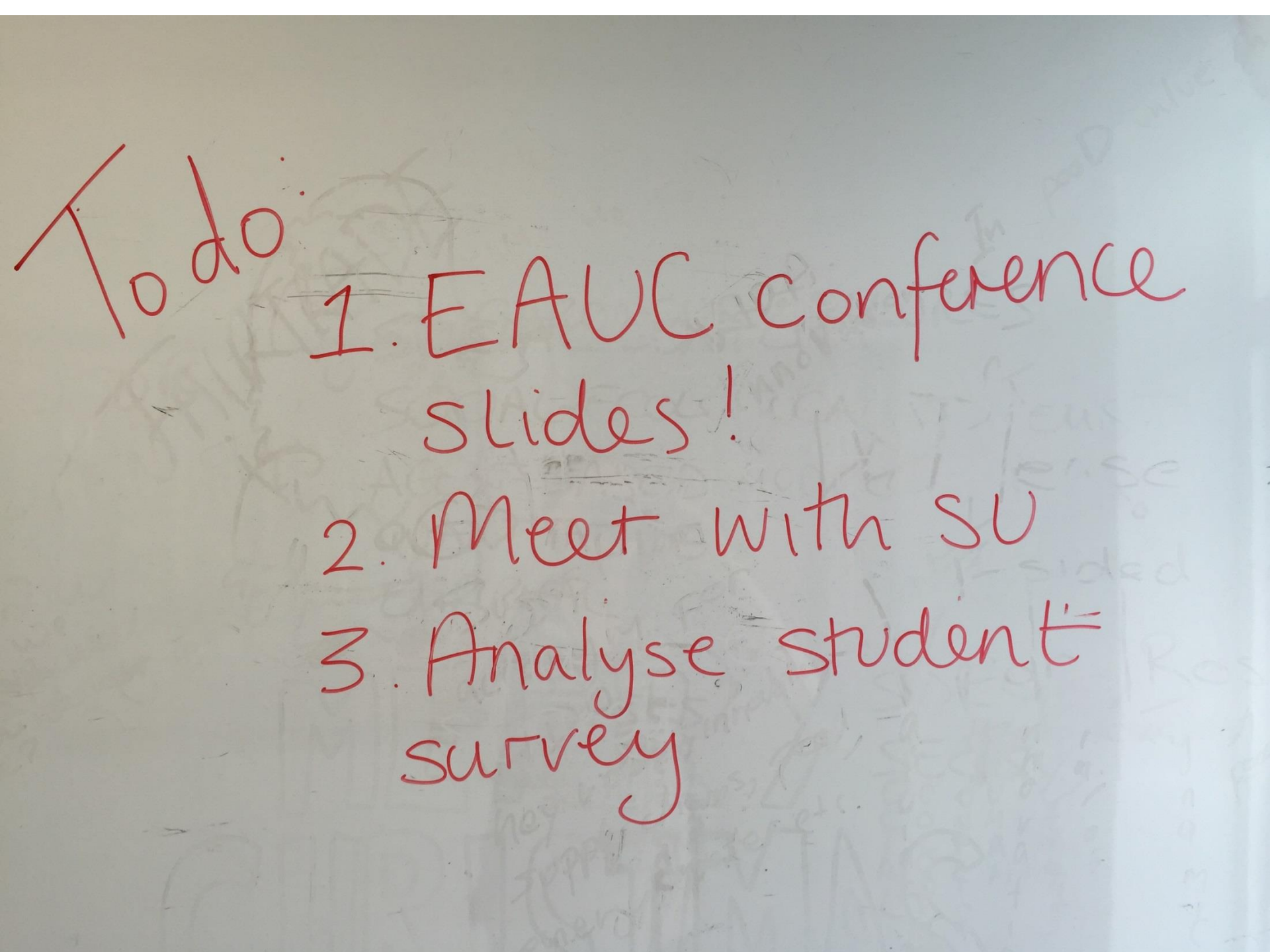
research excellence

Articles (include patents) Case law

Stand on the shoulders of giants

APPROVED

Entrepreneurial
University
of the year
2014
THE AWARDS
AWARD WINNER
ENTREPRENEURIAL UNIVERSITY
OF THE YEAR
Anglia Ruskin University


Todo:
1. EAUC conference slides!
2. Meet with SU
3. Analyse student survey

275
nus
national union of students

Executive Team
2015-16
Executive Team
2015-16

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A Case Study from

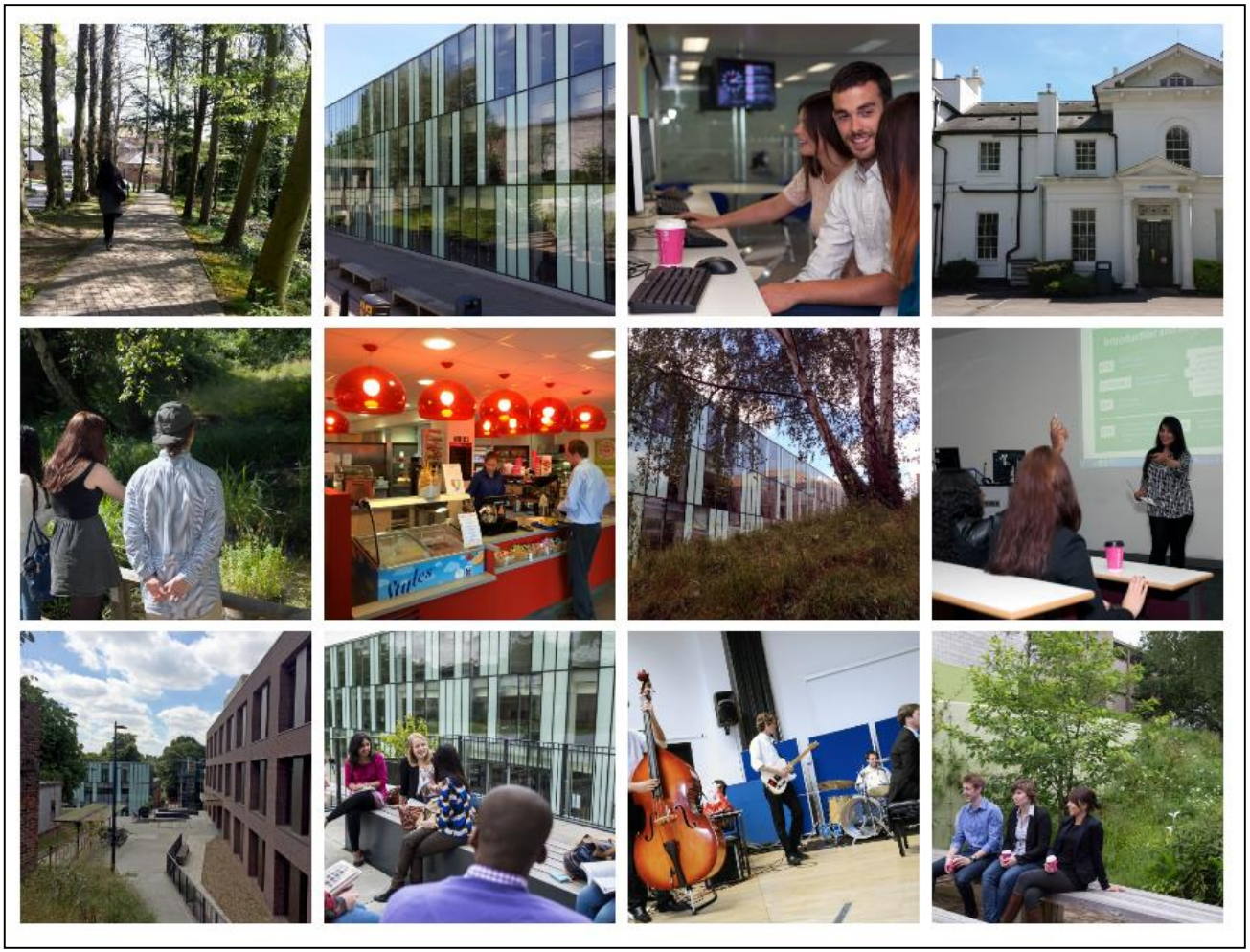
Kingston University London

Maria Xypaki, Curriculum Development Assistant
Sustainability Hub, VCASD

Case study:
Kingston University London
Maria Xypaki

Kingston University London

Learning, Teaching and Research

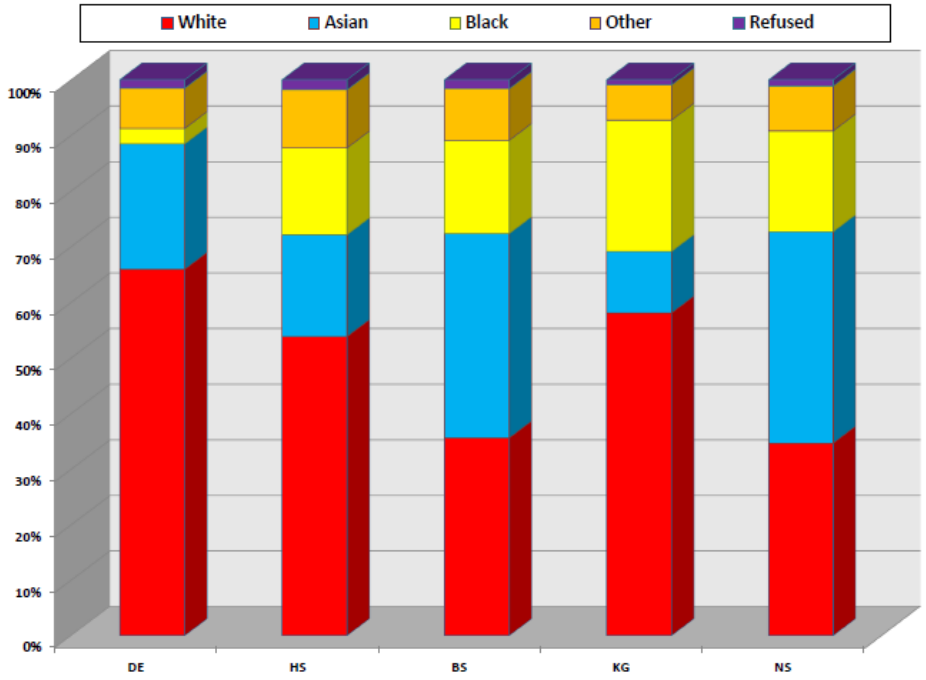


Green Gown Awards

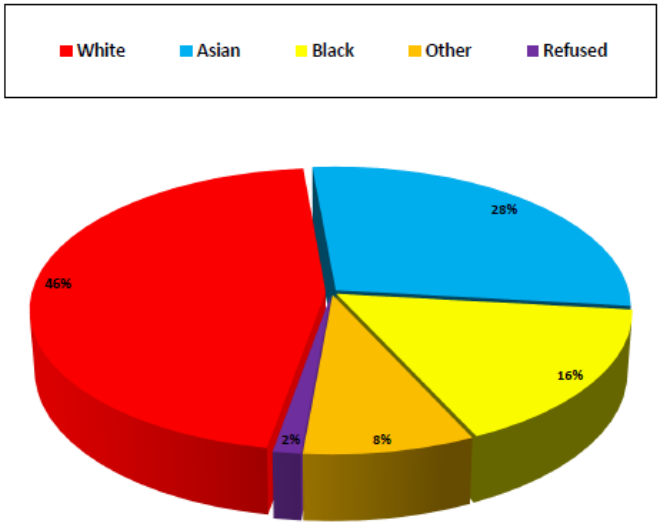
Case study:
Kingston University London
Maria Xypaki

Kingston University London

Learning, Teaching and Research



Student Numbers by Ethnicity and Faculty



Overall University Ethnicity Profile

Green Gown Awards

Case study:
Kingston University London
Maria Xypaki

Kingston University London

Learning, Teaching and Research

A mouse-click away: An international network of multidisciplinary knowledge and expertise, and practical help, is at students' fingertips
Getty Images

At Kingston University London (KUL), sustainability and ethics are at the core of our learning and teaching, our research and our enterprise activities, with the intention to create graduates who are "...professional, creative, proactive, thoughtful, resilient and globally aware…"

Green Gown Awards

Case study:
Kingston University London
Maria Xypaki

Kingston University London

Learning, Teaching and Research

LEARNING AND LEGACY eauc THE ROLE OF EDUCATION IN CREATING HEALTHIER, HAPPIER CITIES

Formal Curriculum Learning and Teaching

Led By Learning
Course Design / Validation/Review - RAF/AQSH
Kingston Graduate attributes
Academic and SMT Champions
Sustainability Hub, VCASD
Collaborations: Personal Tutors, EDI
Support learning and teaching across the university

Responsible Futures and University Education Committee

Co-curricular Learning

Kingston Award

Students' Union
Kingston Hub
"Living Laboratory "
Green Impact / SSO
Green Connectors
Volunteering

Case study:
Kingston University London
Maria Xypaki

Learning, Teaching and Research

KUL Strategic Plan

Green Gown Awards

Case study:
Kingston University London
Maria Xypaki

Learning, Teaching and Research

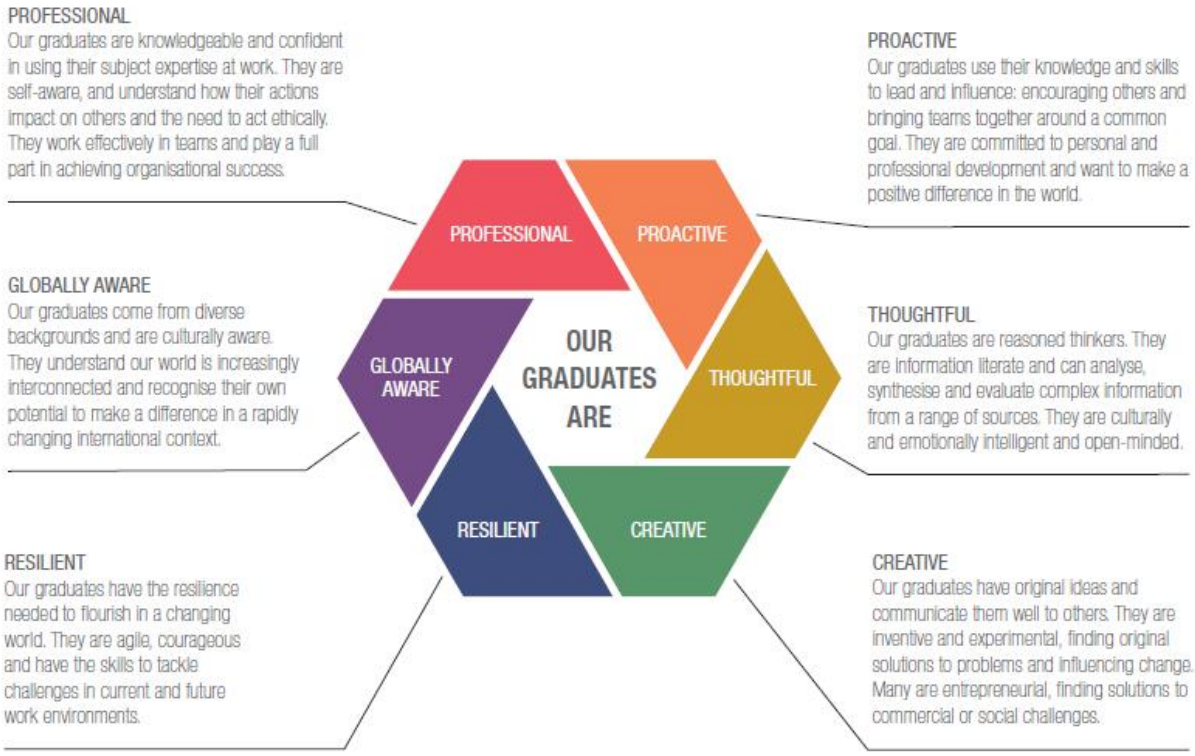
KUL Courses

Case study:
Kingston University London
Maria Xypaki

Kingston University London

Learning, Teaching and Research

LEARNING AND LEGACY eauc THE ROLE OF EDUCATION IN CREATING HEALTHIER, HAPPIER CITIES



KUL Graduate Attributes

Green Gown Awards

Case study:
Kingston University London
Maria Xypaki

Kingston University London

Learning, Teaching and Research

Academic & Senior Management Champions

Green Gown Awards

Case study:
Kingston University London
Maria Xypaki

Kingston University London

Learning, Teaching and Research

Sustainability Hub, Vice Chancellor's Advisory and Support Directorate

Green Gown Awards

Case study:
Kingston University London
Maria Xypaki

Kingston University London

Learning, Teaching and Research

LEARNING AND LEGACY
eauc
THE ROLE OF EDUCATION IN CREATING HEALTHIER, HAPPIER CITIES

More and more collaborations

Green Gown Awards

Case study:
Kingston University London
Maria Xypaki

Kingston University London

Learning, Teaching and Research

LEARNING AND LEGACY eauc THE ROLE OF EDUCATION IN CREATING HEALTHIER, HAPPIER CITIES

Support Teaching and Learning

Case study:
Kingston University London
Maria Xypaki

Learning, Teaching and Research

What is Responsible Futures (RF)

Responsible Futures is a whole-institution change programme and accreditation mark to embed social responsibility and sustainability across the formal and informal curriculum across both HE and FE run by the National Union of Students. This is the second year of the programme.

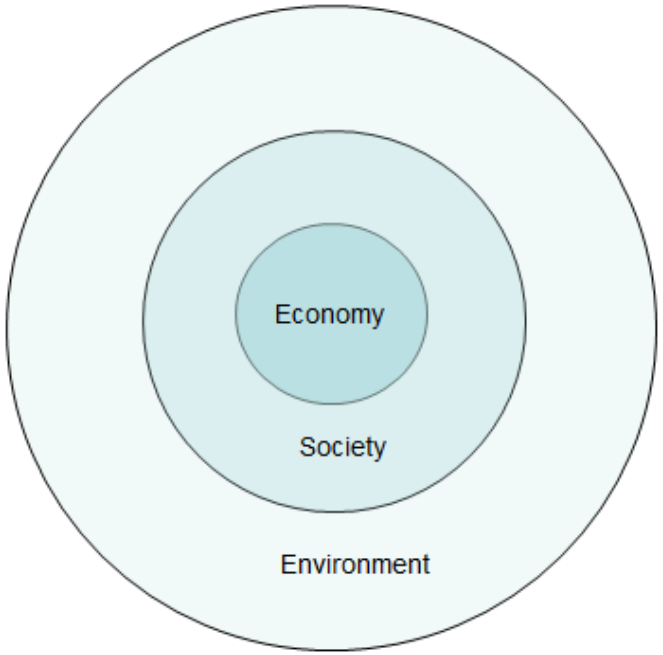
- The scheme facilitates close working partnerships between students' unions and their institutions through a structured framework of criteria drawn from good practice across the sector.
- Partnerships take part as a cohort which share and learn together as they proceed through the accreditation.
- Partnerships are audited by a team of trained students, coordinated by NUS, resulting in a feedback report. Accreditations are awarded annually and last for three years.

Case study:
Kingston University London
Maria Xypaki

Learning, Teaching and Research

The 'SU Sustainability' model

- Campaigning
- Fundraising
- Social Enterprise Projects, i.e. food growing projects
- Sustainable Events for Societies
- Environment and Ethics Officer
- Co-design the curriculum with students
- EWG
- Senior Management Committees



Green Gown Awards

Case study:
Kingston University London
Maria Xypaki

Learning, Teaching and Research

Kingston University London

kingston hub

Don't Bin It...Donate It!

Volunteering Week (22-29th of February)

All donated food will go to a charity in Wandsworth

"If the amount of food wasted around the world were reduced by just 25% there would be enough food to feed all the people who are malnourished, according to the UN. We throw away 7 million tonnes of food and drink from our homes every year in the UK, and more than half of this is food and drink we could have eaten according to Love Food Hate Waste. Last year, Kingston University produced over 1045 tonnes of waste - that is 44 kg per student which is the equivalent of a relatively large baby Hippo! We recycle 53%, the rest is incinerated and only 15 tonnes of food is recycled.
We know we could do much better with your help!

During Volunteering Week, there are specially allocated food boxes in all Kingston Halls. All you need to do is make your donation and give us your quote about how you are going to reduce your food waste! The halls with the largest food donation and the best quote, will be rewarded! What are you waiting for?
Tell your friends!"

For any questions, contact us on sustainability@kingston.ac.uk

The photo " Story of Stuff" is part of the Whole Earth? exhibition currently showcased in Kingston Hill

Green Gown Awards

Case study:
Kingston University London
Maria Xypaki

Kingston University London

Learning, Teaching and Research

LEARNING AND LEGACY
eauc
THE ROLE OF EDUCATION IN CREATING HEALTHIER, HAPPIER CITIES

"Living Laboratory"

Case study:
Kingston University London
Maria Xypaki

Learning, Teaching and Research

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Kingston University London
Maria Xypaki

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Use the "language" of your Institution

Understand priorities and dynamics

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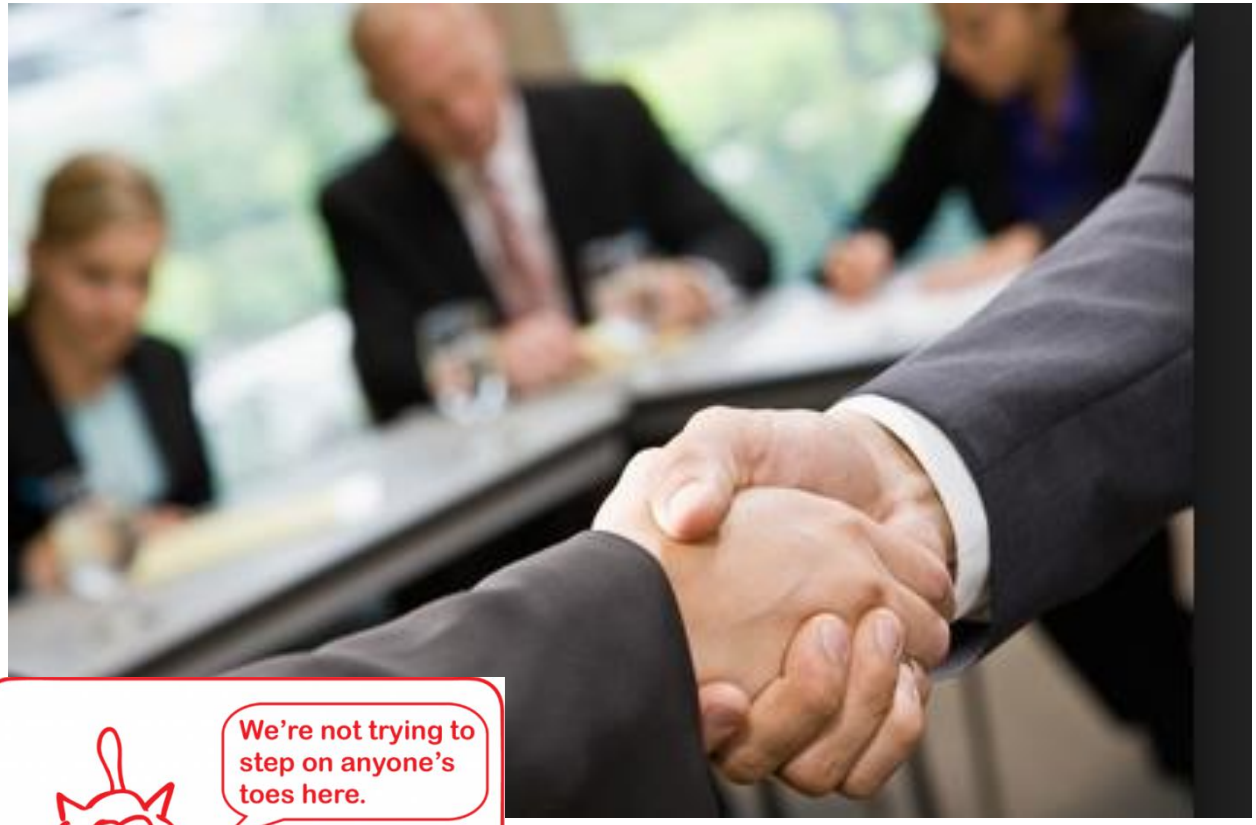

Build relationships

Don't step on others' toes

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Baby Steps

Perseverance

Offer support (to get support)!

Key learning outcomes

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Celebrate pockets of good practice and continue to encourage and support your champions

Use these examples to build the case for wider engagement

Engage across the campus

- Students' union
- Teaching and learning staff
- Sustainability / estates team
- Wider community

Use cohesive, embedded strategy to drive forward and strengthen your work

Link this strategy to institutional values, priorities, and desired graduate attributes

Thank you!

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Any questions?

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