

Demonstrating Impact

The framework will do two things –

1. Communicate the breadth of embedded activities undertaken across the University
2. Present the impact and benefits of each initiative

This requires a structured approach to presentation that features key elements:

- a. Aligned UN Sustainable Development Goals
- b. Good practice examples
- c. Implications for programmes (changes to assessment/pedagogy/community engagement)
- d. Application of research (where appropriate)
- e.

What is ESD:

“Education for sustainable development (ESD) 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.” (The United Nations World Summit, 2005).”

This definition of ESD aligns with the UoR approach to employability, which aims to apply subject knowledge to real world issues. ESD adds a layer of social responsibility and means working with students to:

Consider what the concept of global citizenship means in the context of their own discipline and in their future professional and personal lives.

Consider what the concept of environmental stewardship means in the context of their own discipline and in their future professional and personal lives.

Think about issues of social justice, ethics, and wellbeing, and how these relate to ecological and economic factors.

Develop a future- facing outlook.

Learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures (UKPPL).

ESD for all:

ESD has implications for every subject at the University; both those traditionally associated with environmental practice and research, and those where the association is less explored. ESD principles are transferrable and can be applied across disciplines. Where students’ choices of university, and perception of course satisfaction is increasingly influenced by the approach to ESD, embedding it in to the curriculum and tying it to their understanding of their own subject enables students to apply subject specific knowledge in order to tackle key sustainability challenges and their implications. This embedded approach is aligned to the that of the UKPPL in that it is characterised by the proactive main-streaming of sustainability across the curriculum, in a way that meaningfully impacts the student experience.

Consider how subject knowledge, skills and abilities of your discipline be applied to better understand an issue in one of these categories. Can this be reflected in:

Learning Outcomes

Topics of study

Case studies

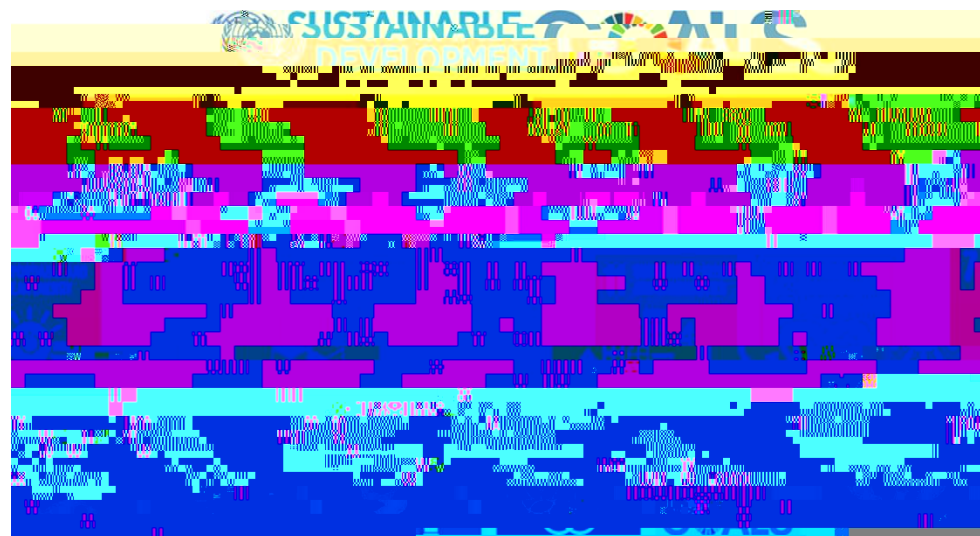
Projects

Pedagogical strategy

Assessment

Reflection

Structuring ESD: Sustainability is a challenge experienced at scale, presenting a wide selection of social and scientific implications, unevenly effecting cultures and individuals. Students themselves experience these challenges across the spectrum, and the curriculum needs to reflect this in order to enable to students to develop critical understanding. The language, knowledge, methods, and practices of the subject can be crucial in developing this understanding in a way which explicitly ties the subject to real world application. The 17 UN SDGs reflect the wide-ranging application of sustainability and can therefore be used as a foundation for developing a trans-disciplinary approach. They present a useful way of categorising sustainability issues and demonstrating the depth of the challenge to be tackled. They are interlinked and designed to help shape a better future for all. While each subject discipline may not align to every category, they present a breakdown of an issue otherwise too large to tackle and demonstrate where each subject can add value.



UN Sustainable Development Goals - <https://sdgs.un.org/goals>