

Presentation by

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Sustainability, Curriculum and Academics in Higher Education

**UWE
Bristol**

University
of the
West of
England

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**Responsible
Futures**

Accredited institution

Sustainable Development and Planning

- “Planners, environmentalists, architects, engineers, policy makers and economists have to work together in order to ensure that planning and development can meet our present needs without comprising the ability of future generations”
- “...interaction between different regions ...developing new methodologies for monitoring ...planning and implementation of novel strategies ...mitigating environmental pollution ...sustainable use of available resources”
- “SD and P 2017 will bring together academics, policy makers, practitioners and other stakeholders from across the globe to discuss the latest advances in the field, ...new academic findings and their application in planning and development strategies, assessment tools and decision making processes”

These processes must form part of the education of practitioners of the future

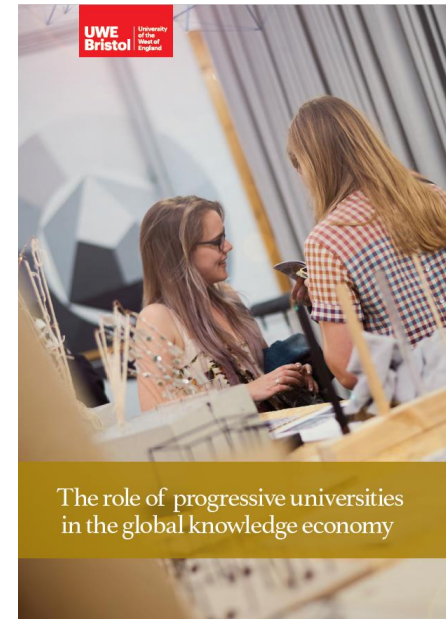
Session overview

- Why is sustainability in the HE curriculum important?
- What are we trying to do and how are we going about it?
- How can we support academics in this process?
- What has the impact been?

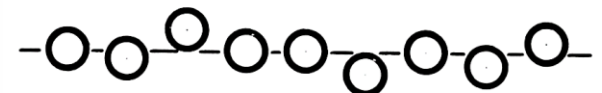
Key lessons: Flexibility, support and persistence

Why is sustainability in the HE curriculum important?

- Education for sustainable development
- Research and knowledge creation
- Influencing others
- Common purpose (internal and external)
- Institutional alignment?
- Purpose for being?



in ALIGNMENT



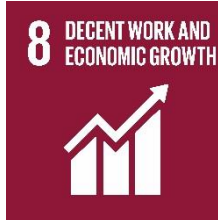
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SDGs and HE

Selected connections:

SDG8

- HEIs as places of work
- HEIs as producers of future employees
- HE as a generator of economic activity



SDG9

- Research is about innovation
- HEIs have access to intelligence, creativity, dedication and enthusiasm



SDG17

- HEIs work within their locations/regions
- HEIs bridge private and public sector
- HEIs and their Students' Unions



Session overview

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- What has the impact been?

Key lessons: Flexibility, support and persistence

Strategy 2020 ambition

To be a university recognised for the success and impact of our professionally-recognised and practice-oriented programmes; our strong industry networks and connections; our agile ways of working; and our inclusive and global outlook and approach.

ESD ambition

To ensure that a sustainability culture permeates our curriculum, research and the knowledge base and behaviour of our staff and students

Key actions to support progress

- Annual meetings
- Monthly meetings with internal KE group
- Ad hoc meetings
- Annual reporting
- Surveys
- Observation

Formal

and

Informal

Session overview

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- What has the impact been?

Key lessons: Flexibility, support and persistence

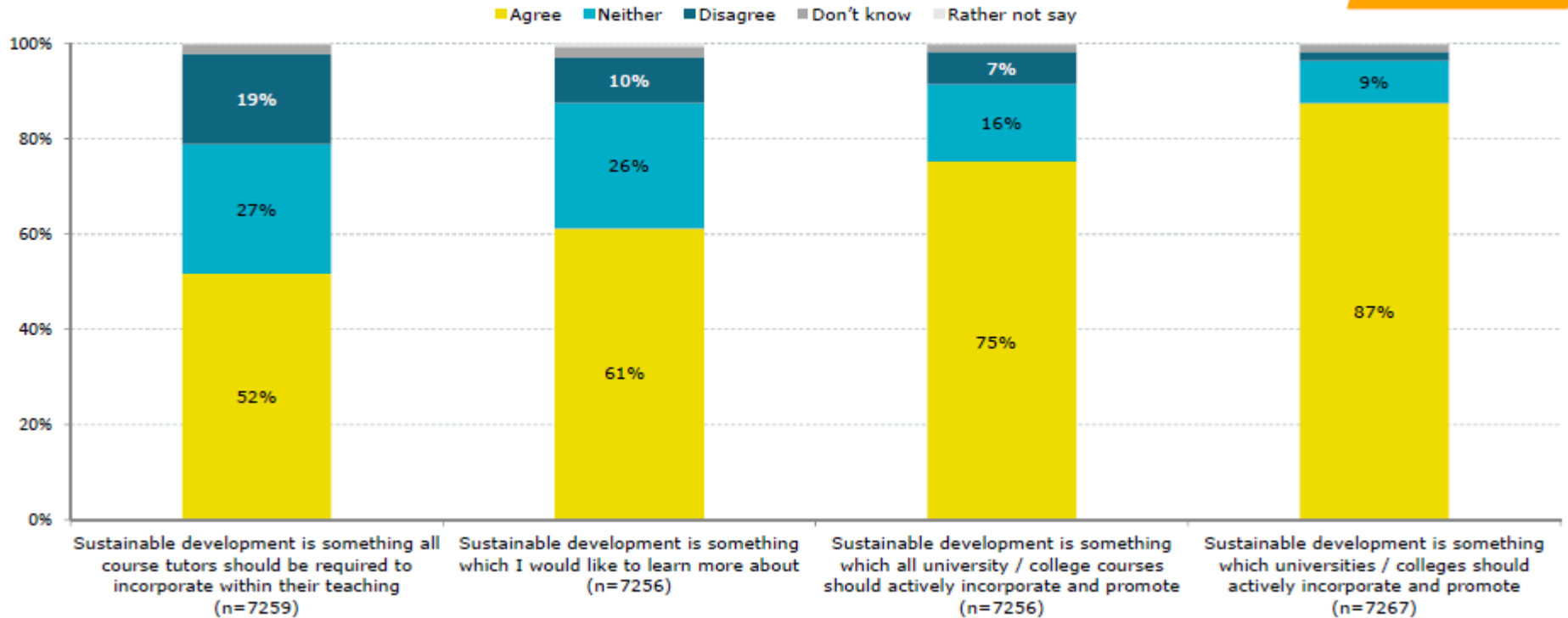
Academics, curriculum and sustainability

- Enthusiastic for principles
- Often already doing relevant work (knowingly or otherwise!)
- Psychological barriers include insecurity and academic anxiety
- Lack of time and perceived lack of demand are also relevant

Student demand

Do students expect universities / colleges to take action on sustainability?

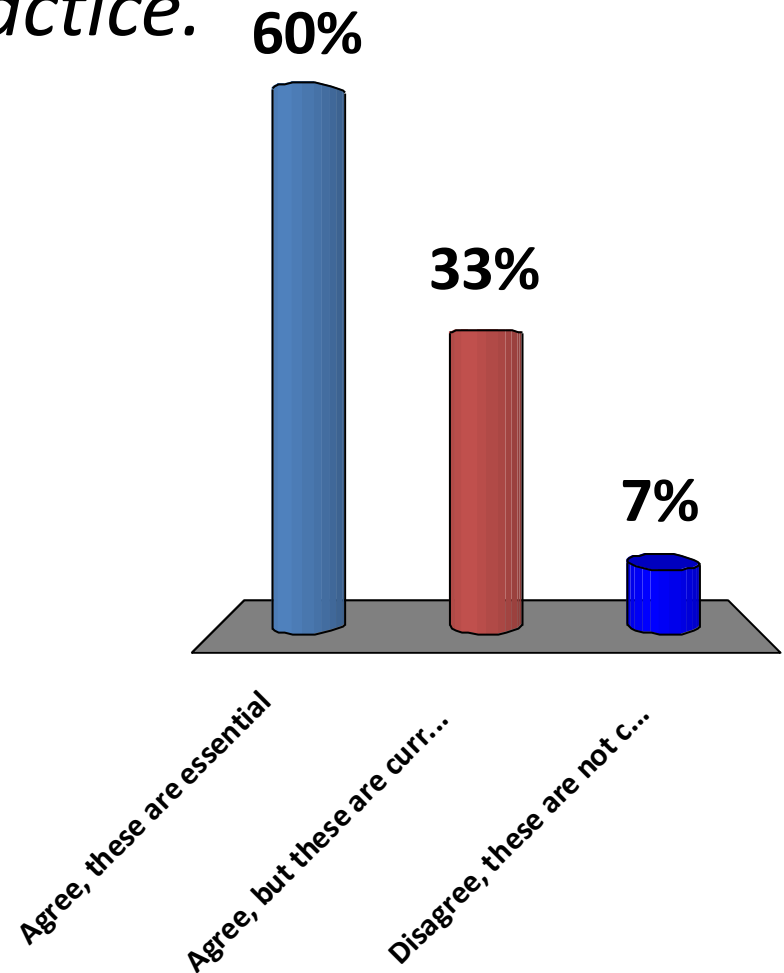
Higher education



Skills demand/ employability

New graduates in my sector need sustainability knowledge and awareness of sustainable professional practice.

- A. Agree, these are essential
- B. Agree, but these are currently desirable rather than essential
- C. Disagree, these are not currently a significant feature of employment in my sector.



What are we doing to support academics to further progress?

Commitment

Resources

Staff resource

Staff development

Engagement

QMEF

Partnerships

Reporting

Students

Celebrating

Networks

Setting tasks...

Our SDG ambition

To undertake conscious and meaningful assessment of the alignment between the activities and actions of the institution and the UN Sustainable Development Goals

How have we begun to assess UWE's contribution to achieving the SDGs?

- Defining priorities***
 - **Strategy 2020**
 - **Sustainability Plan**
 - **ISO 14001**
- Setting goals***
 - **ISO 14001**
 - **Risk register**
 - **Sustainability Plan**
 - **Strategy 2020**
 - **Own goal setting**
- Integrating***
 - **Internal and external presentations**
 - **Roles and responsibilities**
 - **Terms of reference and reporting templates**
 - **Graduate attributes**
 - **Working with others**
- Reporting and communicating***
 - **Internal and external reporting**
 - **Standards**
 - **Sharing and listening**

SDGs mapping: Outcomes and outputs

1 NO POVERTY



2 NO HUNGER



3 GOOD HEALTH



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 RENEWABLE ENERGY



8 GOOD JOBS AND ECONOMIC GROWTH



9 INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION



13 CLIMATE ACTION



14 LIFE BELOW WATER



15 LIFE ON LAND



16 PEACE AND JUSTICE



17 PARTNERSHIPS FOR THE GOALS



THE GLOBAL GOALS
For Sustainable Development

Supporting staff

No quick wins!

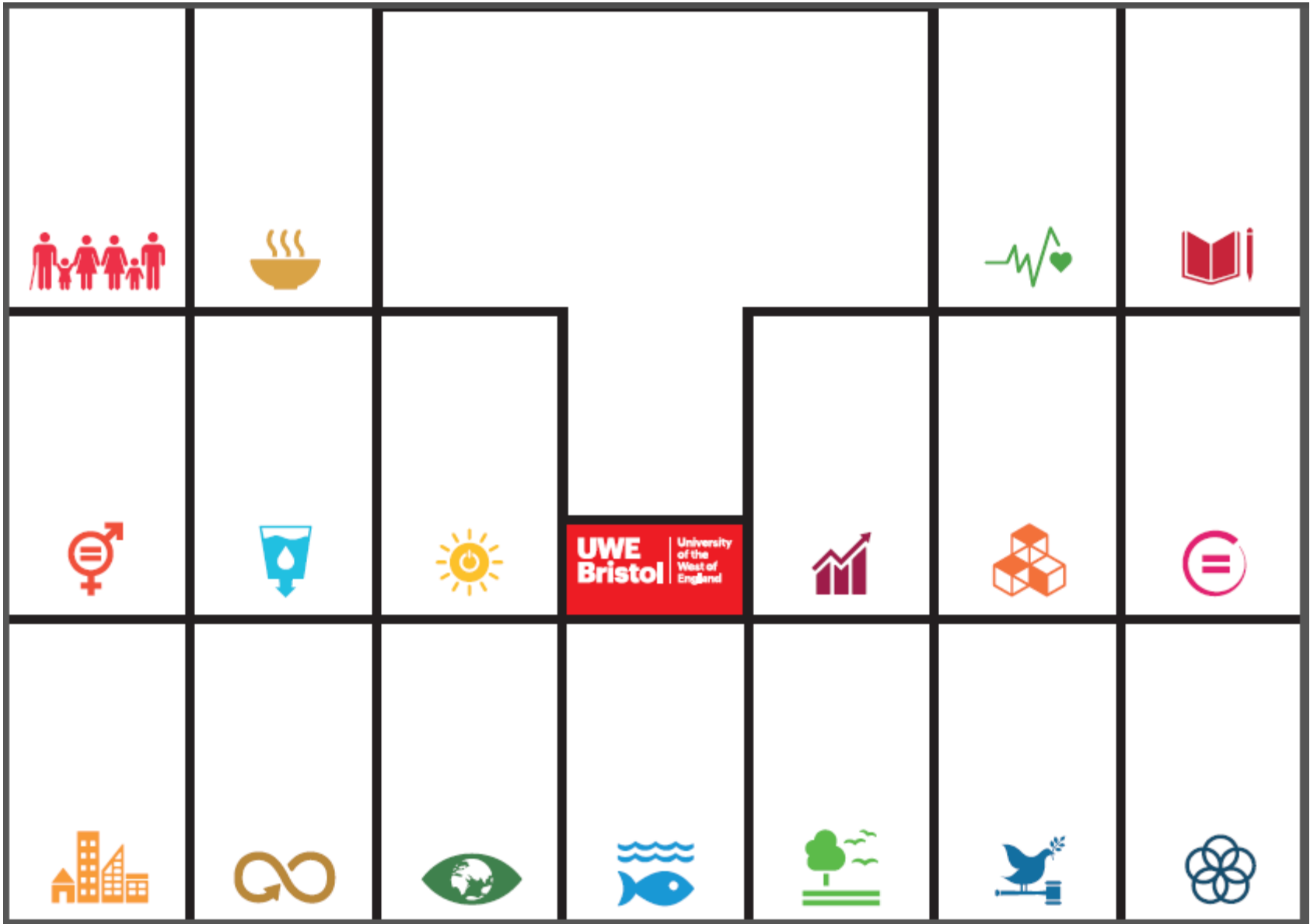
- Non-obligation and flexible deadlines
- Provision of templates, examples and guidance
- Allowing local interpretation of task
- Personal support from institutional lead and peers

SDGs mapping: Prompt questions

- Where/how do constituent modules offer students the opportunity to learn about issues aligned to sustainable development (SDGs and their associated targets)?
- Is consideration given to the ways in which these issues are relevant to the discipline and its associated professions?
- How might professional practice be influenced/affected by measures introduced to mitigate against issues such as inequality and climate change?

SDGs mapping: Prompt questions

- How are students prepared for becoming future-facing and globally responsible during the course of the programme?
- How are approaches to teaching and learning which align to ESD incorporated into the programme (QAA-HEA ESD Guidance)?
- Consider the formal and informal curriculum: **The whole student experience**



Human Geography

Which of the issues represented in the SDG targets are core to the Human Geography programme?

Which modules are most focused on issues of relevance?

1 NO POVERTY



Resilience of the poor
Mobilisation of resources from a variety of sources
Policy frameworks at national and international levels for poverty eradication
Pre-poor tourism and tourism for sustainable development

Modules:
Environmental Management in the Global South
Rural Change and Development
International Tourism Development and Environment

2 ZERO HUNGER



Food security
Sustainable food production systems
Resilient agricultural practices
Global trade agreements and world agricultural markets

Modules:
Geographies of Security
Rural Change and Development
Practising Sustainability

BA (Hons) Geography

Issues of relevance

Place in Undergraduate Programme



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3 GOOD HEALTH
AND WELL-BEING



Management of global health risks
Good quality and affordable universal health coverage
Youth health and development
Mapping of health indicators

Modules:
Geographies of Globalisation
Environmental Management in the Global South
Society, Youth and Ageing
GIS and Remote Sensing Applications

4 QUALITY
EDUCATION



Gender equality
Human rights
Sustainable lifestyles
Role of education in environmental protection

Modules:
Culture, Society and Place
Geographies of Globalisation
International Tourism Development and Environment

5 GENDER
EQUALITY



Equitable access to resources
Labour markets
Equal rights to economic resources

Modules:
Culture, Society and Place
Geographies of Globalisation
International Tourism Development and Environment

6 CLEAN WATER
AND SANITATION



Universal and equitable access to safe and affordable drinking water
Integrated water resources management
International cooperation and capacity building support to developing countries
Water use by tourism industry
Participation of local communities in improving water management

Modules:
Integrated Water Management
Environmental Management in the Global South
International Tourism Development and Environment

7 AFFORDABLE AND
CLEAN ENERGY



Increasing the share of renewable energy in the global energy mix
International cooperation to facilitate access to clean energy

Modules:
Managing Global Resources
Renewable Energy

8 DECENT WORK AND
ECONOMIC GROWTH



Sustainable economic development
Sustainable management of tourism
Global trade systems and agreements
Equitable employment markets for all
Entrepreneurship, creativity and innovation

Modules:
Transforming Cities
Geographies of Globalisation
International Tourism Development and Environment
Society, Youth and Ageing

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



Sustainable transport
Sustainable and resilient infrastructure development
Entrepreneurship, creativity and innovation

Modules:
Practising Sustainability
Environmental Management in the Global South
Integrated Water Management

10 REDUCED
INEQUALITIES



Global trade systems, including fair trade
Responsible migration and movement of people
Policy development for equal opportunities and reduced inequalities
Equal access to resources
Climate justice

Modules:
Geographies of Globalisation
Migration, Policy and Society
International Tourism Development and Environment
Environmental Challenges

11 SUSTAINABLE CITIES
AND COMMUNITIES



Inclusive and sustainable urbanisation
Positive economic, social and environmental links between urban and rural areas
Integrated policies and plans to mitigate climate change

Modules:
Environmental Challenges
Environmental Management in the Global South
Regenerating Cities
Transforming Cities

12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



Human rights abuses associated with production of consumer goods
Sustainable management and efficient use of resources
Impacts of rapid technological and economic development and globalisation

Modules:
Environmental Challenges
Practising Sustainability
Managing Global Resources
Renewable Energy

13 CLIMATE
ACTION



Climate change science
International measures for mitigating climate change
National and international strategies and policy relating to climate change

Modules:
Environmental Challenges
Renewable Energy
International Tourism Development and Environment

14 LIFE BELOW
WATER



Management of common global resources: marine environments
Management of fisheries and development of marine protected areas
Environmental systems and processes
Ecosystem and biodiversity values

Modules:
Geographies of Globalisation
Geographies of Security
Managing Global Resources

15 LIFE
ON LAND



Management of common global resources: biodiversity and ecosystems
Environmental systems and processes
Ecosystem and biodiversity values
Sustainable forest management

Modules:
Geographies of Globalisation
Geographies of Security
Environmental Challenges
Managing Global Resources

16 PEACE AND JUSTICE
STRONG INSTITUTIONS



Debates on youth unemployment and crime
Planning for issues such as border security, exploitation, trafficking and abuse
Participatory and representative development
Global governance

Modules:
Society, Youth and Ageing
Geographies of Globalisation
Migration, Policy and Society

17 PARTNERSHIPS
FOR THE GOALS



Contemporary challenges posed by globalisation
Supranational agencies and sustainable development
Stakeholder partnerships and capacity building
Public-private and civil society partnerships
Global governance

Modules:
Geographies of Globalisation
International Tourism Development and Environment
Transforming Cities

Architecture

Which modules of the architecture programmes deliver learning relevant to the SDGs?

1 NO POVERTY



Modules:
Healthy Sustainable Communities (Level 1)
Planning Global Cities (Level 3)

2 ZERO HUNGER



Modules:
Studio 2 (Level 2)

BA (Hons) Architecture & Planning



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3 GOOD HEALTH AND WELL-BEING



Modules:
Healthy Sustainable Communities (Level 1)
Future Places (Level 2)
Integrated Practice Studio (Level 3.2)

4 QUALITY EDUCATION



Modules:
Healthy Sustainable Communities (Level 1)
Collaborative Practice (Level 3.1)
Agency Project (Level 3.2)

5 GENDER EQUALITY



Modules:
Theories of Planning (Level 3.1)
Collaborative Practice (Level 3.1)
Theories of Architecture (Level 3.2)

6 CLEAN WATER AND SANITATION



Connections still under consideration

7 AFFORDABLE AND CLEAN ENERGY



Modules:
Healthy Sustainable Communities (Level 1)
Technical Studio 1 (Level 1)
Studio 2 (Level 2)

8 DECENT WORK AND ECONOMIC GROWTH



Modules:
Collaborative Practice (Level 3.1)
Planning Global Cities (Level 3.1)
Agency project (Level 3.2)

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Modules:
Healthy Sustainable Communities (Level 1)
Studio 2 (Level 2)

10 REDUCED INEQUALITIES



Modules:
Planning Global Cities (Level 3.1)
Theories of Planning (Level 3.1)

11 SUSTAINABLE CITIES AND COMMUNITIES



Modules:
Healthy Sustainable Communities (Level 1)
Planning Global Cities (Level 3.1)
Studio 3 (Level 3.1)
Integrated Practice Studio (Level 3.2)
Studio 4 (Level 3.2)

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Modules:
Healthy Sustainable Communities (Level 1)

13 CLIMATE ACTION



Modules:
Healthy Sustainable Communities (Level 1)
Technical Studio 1 (Level 1)
Studio 2 (Level 2)
Studio 3 (Level 3.1)

14 LIFE BELOW WATER



Connections still under consideration

15 LIFE ON LAND



Connections still under consideration

16 PEACE AND JUSTICE STRONG INSTITUTIONS



Modules:
Planning Global Cities (Level 3.1)

17 PARTNERSHIPS FOR THE GOALS



Modules:
Agency Project (Level 3.2)
Live Project s (extra curricular)

1 NO POVERTY



Connections still under consideration

2 ZERO HUNGER



Connections still under consideration

BEng (Hons) Architecture & Environmental Engineering



3 GOOD HEALTH AND WELL-BEING



Modules:
Building Physics & Services (Level 1)
Engineering Buildings for Use (Level 3.1)

4 QUALITY EDUCATION



Modules:
Building Physics & Services (Level 1)
Engineering Buildings for Use (Level 3.1)
Collaborative Practice (Level 3.1)
Energy Management & Performance Evaluation (Level 3.2)

5 GENDER EQUALITY



Modules:
Collaborative Practice (Level 3.1)
Theories of Architecture (Level 3.2)

6 CLEAN WATER AND SANITATION



Modules:
Building Physics & Services (Level 1)

7 AFFORDABLE AND CLEAN ENERGY



Modules:
Building Physics & Services (Level 1)
Technical Studio 1 (Level 1)
Energy Transformations (Level 2)
Studio 2 (Level 2)
Strategic Design & Energy Simulations (Level 3.1)
Energy Management & Performance Evaluation (Level 3.2)

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8 DECENT WORK AND ECONOMIC GROWTH



Modules:
Collaborative Practice (Level 3.1)

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Modules:
Strategic Design & Energy Simulations (Level 3.1)
Energy Management & Performance Evaluation (Level 3.2)
Studio 2 (Level 2)

10 REDUCED INEQUALITIES



Modules:
Building Physics & Services (Level 1)
Engineering Buildings for Use (Level 3.1)

11 SUSTAINABLE CITIES AND COMMUNITIES



Modules:
Building Physics & Services (Level 1)
Strategic Design & Energy Simulations (Level 3.1)
Design & Engineering Studio 3 (Level 3.1)
Design & Engineering Studio 4 (Level 3.2)

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Modules:
Building Physics & Services (Level 1)
Strategic Design & Energy Simulations (Level 3.1)

13 CLIMATE ACTION



Modules:
Building Physics & Services (Level 1)
Technical Studio 1 (Level 1)
Studio 2 (Level 2)
Design & Engineering Studio 3 (Level 3.1)

14 LIFE BELOW WATER



Connections still under consideration

15 LIFE ON LAND



Connections still under consideration

16 PEACE AND JUSTICE STRONG INSTITUTIONS



Connections still under consideration

17 PARTNERSHIPS FOR THE GOALS



Modules:
Live Project's (extra curricula)

Construction

Which issues represented in the SDG targets are included in Quantity Surveying and Construction Property Management programmes?

Which modules are most focused on issues of relevance?

1 NO POVERTY



Sustainable development linked to environmental and economic issues including sustainable construction and development and related government policies

Modules:
Level 1 Law, Economics and Management; Level 3 Advanced Quantity Surveying.

2 ZERO HUNGER



Connections still under consideration

BSc (Hons) Quantity Surveying & Commercial Management / BSc (Hons) Construction Project Management

Issues of relevance

Place in Undergraduate Programmes

3 GOOD HEALTH AND WELL-BEING



Human health and built environment related to construction design and use of appropriate technologies and site health and safety.

Modules:
Level 1 Building Science, Construction technology and services;
Level 2 Construction Technology and Building Services, Project Management Health and Safety Risk Management; Level 3 International Cost Management, Commercial Development.

4 QUALITY EDUCATION



Development and practice of generic academic and professional skills including writing, research and presentation skills.

Modules:
Level 1 Law Economics and Management, Level 2 Q3 Project, Procurement and Contract Practice, Professional Practice for Built Environment Professionals;
Level 3 Commercial Management, Collaborative Practice.

5 GENDER EQUALITY



Gender and other equality issues in context of HR management, recruitment and employment law.

Modules:
Level 3 HR and Financial Management.

6 CLEAN WATER AND SANITATION



Connections still under consideration

7 AFFORDABLE AND CLEAN ENERGY



Development and efficient use of renewable energy in construction and use of buildings including life cycle analysis.

Modules:
Level 1 Building Science, Construction Technology and Services;
Level 2 Construction Technology and Building services, Design and Development Economics;
Level 3 Advanced Quantity Surveying.



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8 DECENT WORK AND ECONOMIC GROWTH



Construction as a measure and generator of economic growth and support for professional development of students on placement or in the workplace.

Modules:
Level 1 Law, Economics and Management; Level 2 Professional Practice for Built Environment Professionals.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Economics of infrastructure development and technological innovation in the construction industry e.g. MMC and BIM.

Modules:
Law, Economics and Management; Level 3 Advanced Quantity Surveying.

10 REDUCED INEQUALITIES



Sustainable development linked to climate change, globalisation and management of finite resources.

Modules:
Modules Level 1 Law, Economics and Management; Level 3 Advanced Quantity Surveying.

11 SUSTAINABLE CITIES AND COMMUNITIES



Government policy and interventions on waste management, environmental impact, planning and social impact, energy and environmental assessment of buildings and development.

Modules:
Level 1 Law, Economics and Management; Level 2 Construction Technology and Building Services;
Level 3 Advanced Quantity Surveying.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Waste management energy efficiency and whole life management and assessment of assets.

Modules:
Level 1 Building Science, Construction Technology and Services;
Level 2 Construction Technology and Building services;
Level 3 Advanced Quantity Surveying.

13 CLIMATE ACTION



Connections still under consideration

14 LIFE BELOW WATER



Connections still under consideration

15 LIFE ON LAND



Connections still under consideration

16 PEACE AND JUSTICE STRONG INSTITUTIONS



Operation of UK legal system in general and in context of commerce and professional ethics.

Modules:
Level 1 Law, Economics and Management; Level 2 Procurement and Contracts Practice, Professional Practice for Built Environment Professionals;
Level 3 Commercial Management.

17 PARTNERSHIPS FOR THE GOALS



Development of interdisciplinary approach based on collaborative professional understanding and partnerships.

Modules:
Level 3 Collaborative Practice.

Public health

In what ways does the Public Health programme at UWE

Bristol connect to the ambitions of the UN SDGs?

1 NO POVERTY



Course considers the global burden of disease with research being used to highlight inequalities in health outcomes. Distribution of causes of death and relationship to diet are also explored.

2 ZERO HUNGER



Epidemiology module includes focus on food and nutrition.

Sustainable Development Goals and Public Health (MSc)

The Public Health programme is designed from an ecological/health promotion approach. Many issues related to the Sustainable Development Goals (SDGs) are introduced and explored at multiple points in this programme as described below.

3 GOOD HEALTH AND WELL-BEING



Health and well-being are the raison d'être of the whole public health programme. Further, there is a focus on social justice, capacity building and working with communities, all components of this SDG.

- HIV & Hepatitis in mothers

4 QUALITY EDUCATION



The importance of including health awareness in early education is discussed in the programme. There is also discussion of how hard to reach groups might be targeted through education. The Marmot Review 'Fair Society, Healthy Lives' on effective evidence-based strategies for reducing health inequalities is discussed during the course. The Review identifies education as both a social determinant of health and a component of solutions to improving health equality.

5 GENDER EQUALITY



Inequalities of all kinds are explored in the programme, including in relation to gender. This topic is also frequently chosen by students as a focus for their dissertations.

6 CLEAN WATER AND SANITATION



A module on health protection includes specific reference to the importance of clean water in relation to communicable disease. Water is also implicitly relevant to determinants of health discussed in other modules.

7 AFFORDABLE AND CLEAN ENERGY



Energy is not currently explicitly considered in this programme.



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8 DECENT WORK AND ECONOMIC GROWTH



Issues related to socio-economic health inequalities are discussed in this programme, including links between levels of economic development and health. In particular, the relationship between previous models of economic development, with rapid increases in industrialisation, and public health issues such as air pollution are investigated. Consideration is made of ways in which currently underdeveloped regions and nations might develop in ways which are less environmentally and therefore health damaging.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Issues of industry are not explicitly considered in this programme. Health related innovation and infrastructure are discussed implicitly. Further, impacts of motorisation on health and safety are explored.

10 REDUCED INEQUALITIES



The theme of inequality is explored in modules including Introduction to Public Health, Health Promotion, Epidemiology and Public Health Policy and Politics, among others.

11 SUSTAINABLE CITIES AND COMMUNITIES



Consideration is made of differences in health outcomes between urban and rural areas. Interdisciplinary teaching activities are facilitated between the health discipline based academics and academics from the Faculty of Environment and Technology. Impacts of urbanisation are part of these discussions.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Components of this goal are covered explicitly in the public health programme. Food, including consideration of food waste, is referenced at many points in the programme. Further, the impact of chemicals and waste on air, soil and water, and ultimately public health are explored in detail. Provision of information related to the promotion of good public health is core to this programme.

13 CLIMATE ACTION



Changing climate is referenced in this programme in the context of potential implications for the spread of communicable disease. Further, measures which may be required to protect public health in the event of increased frequency and severity of flooding events is also mentioned.

14 LIFE BELOW WATER



Issues related to life below water are not currently included in this programme.

15 LIFE ON LAND



The importance of green space on mental health and for physical exercise is recognised and discussed within the public health programme. Discussion of

16 PEACE AND JUSTICE STRONG INSTITUTIONS



Issues of migration are referred to in this programme in the context of the importance of government policy on public health (direct and indirect). The UK Public Health Outcomes Framework 2013-2016 is analysed and the role of the World Health Organisation is explored. As such, components of SDG 16 are considered in this programme.

17 PARTNERSHIPS FOR THE GOALS



The role of the World Health Organisation in promoting and facilitating improvements in public health is explored implicitly throughout this programme. The need for trained public health professionals in achieving these objectives is also discussed and such professionals are produced by the programme. The necessary competencies of such professionals are considered, and these inform the programme structure.

Information Technology

Which of the issues represented in the
SDG targets are included in the IT
Management for Business
programme?

Which modules are most focused on
issues of relevance?

1 NO POVERTY



IT enabling access to resources e.g. financial services, land registries and supporting resilience.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
and 6 other modules

2 ZERO HUNGER



Role of logistics systems in food distribution. Productivity improvement through smart agriculture.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
and 6 other modules

BSc(Hons) Information Technology Management for Business (ITMB)

Issues of relevance

Place in the ITMB Programme



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3 GOOD HEALTH AND WELL-BEING



Use of telehealth to widen healthcare coverage and App-supported healthy behaviour change

Modules:
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
UMSD71-15-3 Strategic Management
And 7 other modules

4 QUALITY EDUCATION



ITMB students have extensive learning in Entrepreneurship. Importance of lifelong learning in information systems. Changing nature of skills. Broadening access to education through online learning.

Modules:
UMSD87-15-3 Business Innovation and Growth
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
And 10 other modules

5 GENDER EQUALITY



Learning about leadership, gender and diversity. Role of IT in enabling work opportunities which improve gender equality e.g. working from home

Modules:
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
UMSD71-15-3 Strategic Management
UMOD6F-15-3 Organisational Leadership
And 7 other modules

6 CLEAN WATER AND SANITATION



Role of IT in Integrated Water Resource Management. IT systems for running Water companies.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
and 6 other modules

7 AFFORDABLE AND CLEAN ENERGY



Carbon footprint arising from IT use of electricity (about 3% of global GHG emissions). Imperative to decarbonise IT. Smart Grids.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
and 6 other modules

8 DECENT WORK AND ECONOMIC GROWTH



Impact of technology on work. Role of entrepreneurship in creating work and growth.

Modules:
UMSD87-15-3 Business Innovation and Growth
UFCFAS-15-3 Information Networks and Society
UFCF6E-15-3 Professional Experience
And 15 other modules

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Guru lectures on areas of IT driven Innovation. Role of IT in disrupting old business models and creating new value. Importance of IT infrastructure in enabling innovation.

Modules:
UFCF6X-30-1 Business Applications
UMSD71-15-3 Strategic Management
UFCF6X-30-2 eBusiness
And 13 other modules

10 REDUCED INEQUALITIES



Key issues raised by ICTs that give rise to ethical concerns. Impact of disruptive technologies on wealth distribution. Precarious work. Use of IT to widen equality of opportunity.

Modules:
UFCF6X-30-3 The Information Practitioner 3
UMSD71-15-3 Strategic Management
UFCF6X-30-2 eBusiness
And 7 other modules

11 SUSTAINABLE CITIES AND COMMUNITIES



Smart City systems. IT in management of city traffic. Role of IT in supporting citizen engagement in urban planning.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UMODDP-15-1 Understanding Organisations and people
and 8 other modules

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Role of IT in supply chain. Guru lectures on areas of IT driven Innovation. Food waste reduction. IT in business sustainability reporting.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCF6X-30-1 Business Applications
UFCF6X-30-3 The Information Practitioner 3
and 9 other modules

13 CLIMATE ACTION



Key role of IT in carbon reduction (required for 20% of GHG reductions by 2030). Reducing the carbon footprint arising from IT use of electricity (about 3% of global GHG emissions).

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
and 7 other modules

14 LIFE BELOW WATER



Responsible management of eWaste to reduce water pollution. Use of remote sensing for fisheries management / protection.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
and 6 other modules

15 LIFE ON LAND



IT in sharing benefits of genetic resources. Remote sensing for conservation.

Modules:
Induction Sustainable Technology team project
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
and 6 other modules

16 PEACE AND JUSTICE STRONG INSTITUTIONS



Social consequences of technological innovation. Issues of surveillance and cybercrime. Socio-technical hybrid nature of information practice.

Modules:
UFCFAS-15-3 Information Networks and Society
UFCF6X-15-3 Ethical and Professional Issues in Computing and Digital Media
UMODDP-15-1 Understanding Organisations and people
And 12 other modules

17 PARTNERSHIPS FOR THE GOALS



Ability to adapt to different academic and cultural settings. Technology sharing and cooperation. Role of the Technology Bank.

Modules:
UFCF6X-15-3 International Experience
UFCF6X-30-2 eBusiness
UFCF6X-30-3 The Information Practitioner 3
and 9 other modules

Session overview

- Why is sustainability in the HE curriculum important?
- What are we trying to do and how are we going about it?
- How can we support academics in this process?
- **What has the impact been?**

Key lessons: Flexibility, support and persistence

Evidence of progress

- What are we asking?
- What are we measuring?
- What are we looking for?
- **What are others looking for?**

**Explicit engagement with/
awareness of SDGs**

Outcomes of SDGs mapping

21 programmes/discipline areas
already engaged

120 staff contributing information

10 discipline maps produced to date

Too many new ideas and projects to
count!

Outcomes (esp. of SDGs mapping)

- Exciting times!
- Enthusiastic staff
- Curriculum development
- Distributed responsibility
- New ambitions related to outcomes

New ambitions

- Skills, experiences and PBL
- Graduate attributes
- Explicit in documentation
- Student knowledge and attitudes
- Alignment across institution
- Measuring impact?

ANY QUESTIONS?

Please see also our SDG map display

Thank you!