

Summary of Project Survey Findings

This document is a summary of the anonymised data collected through the ESD and Academic Quality project survey. The survey was open from 25th January until 31st March 2023, receiving 84 responses from staff and 308 from students.

Further analysis and reporting will be undertaken in future – please contact Andrew Reeves on areeves@dmu.ac.uk if this is of interest.

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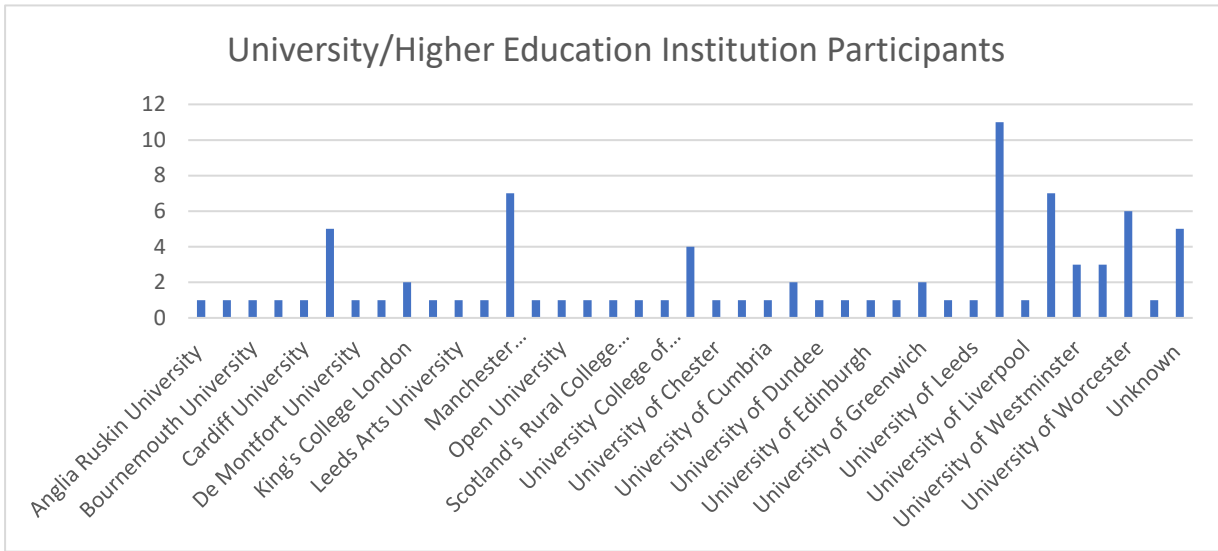
1 Summary of Who Responded

1.1 Staff Q10 University/Higher Education Institution Participants

What higher education institution do you work at? Note that institution details will be anonymised in project reports – this question enables us to collate findings related to the same institution. If you have roles at more than one institution, please name one here and answer the survey from the perspective of that role, completing the survey again if you wish for any other roles.

*Partner institutions listed in **bold**.*

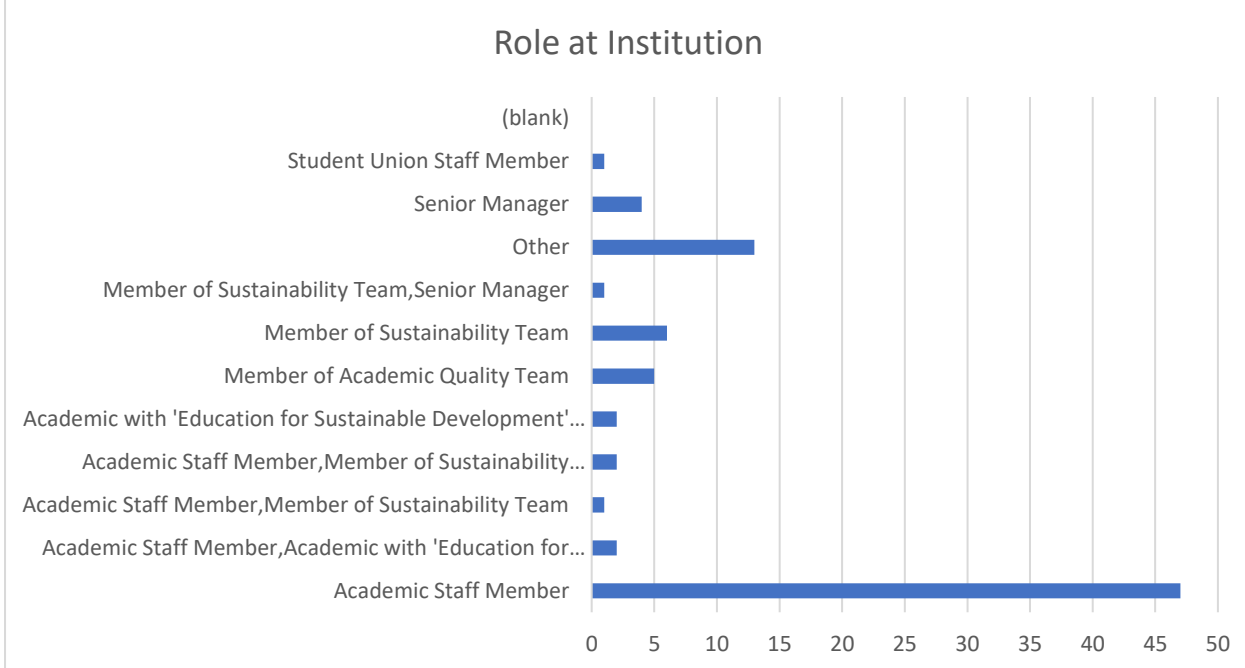
Anglia Ruskin University	1
Belfast Metropolitan College	1
Bournemouth University	1
Canterbury Christ Church University	1
Cardiff University	1
Coventry University	5
De Montfort University	1
International Study Centre	1
King's College London	2
Lancaster University	1
Leeds Arts University	1
Loughborough University	1
Manchester Metropolitan University	7
National Manufacturing Institute Scotland	1
Open University	1
Oxford Brookes University	1
Scotland's Rural College (SRUC)	1
University College London	1
University College of Estate Management	1
University of Bath	4
University of Chester	1
University of Chichester	1
University of Cumbria	1
University of Derby	2
University of Dundee	1
University of East Anglia	1
University of Edinburgh	1
University of Gloucestershire	1
University of Greenwich	2
University of Hull	1
University of Leeds	1
University of Leicester	11
University of Liverpool	1
University of Strathclyde	7
University of Westminster	3
University of Winchester	3
University of Worcester	6
University of York	1
Unknown	5
Total	84



1.2 Q11 Staff Role at Institution

What is your role in that institution? (Choose all that apply)

Academic Staff Member	47
Academic Staff Member, Academic with 'Education for Sustainable Development' role	2
Academic Staff Member, Member of Sustainability Team	1
Academic Staff Member, Member of Sustainability Team, Academic with 'Education for Sustainable Development' role	2
Academic with 'Education for Sustainable Development' role	2
Member of Academic Quality Team	5
Member of Sustainability Team	6
Member of Sustainability Team, Senior Manager	1
Other	13
Senior Manager	4
Student Union Staff Member	1
(blank)	



1.2.1 Staff who Responded 'Other'

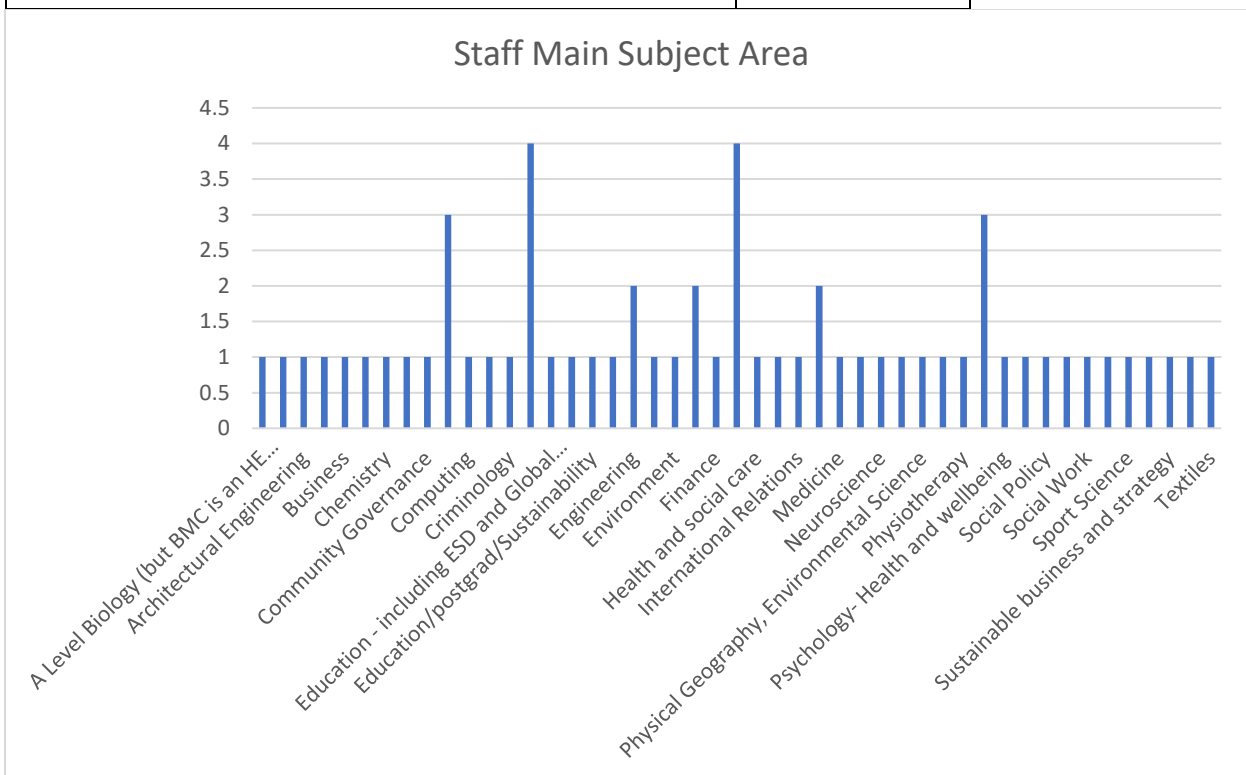
Academic Development	1
Administrative Staff Member	1
Educational developer with an ESD role	1
Library and Learning Services	1
Paralegal	1
Professional Services	1
Professional Services staff working specifically on sustainability in teaching	1
Researcher Associate (fixed term contract)	1
Service User + Allocator	1
Student Engagement Staff Member	1
Support Staff	1
Sustainability Champion	1
Technical Specialist (MRI Radiographer)	1

1.2.2 Q12 Staff Main Subject Area

For academic staff, what is your main subject area?

A Level Biology (but BMC is an HE institute too)	1
Academic practice	1
Architectural Engineering	1
Biochemistry	1
Business	1
Chemical engineering, chemistry, materials science	1
Chemistry	1
Climate Change	1
Community Governance	1
Computer Science	3
Computing	1
Conservation Biology	1
Criminology	1
Education	4
Education - including ESD and Global Learning	1
Education for Sustainability	1
Education/postgrad/Sustainability	1
EFS	1
Engineering	2
English	1
Environment	1
Environmental management	2
Finance	1
Geography	4
Health and social care	1
Higher Education practice	1
International Relations	1
Law	2
Medicine	1
Net Zero	1
Neuroscience	1

Organisational Behaviour and Human Resource Management	1
Physical Geography, Environmental Science	1
Physics	1
Physiotherapy	1
Psychology	3
Psychology- Health and wellbeing	1
Service User + Allocator	1
Social Policy	1
social sciences	1
Social Work	1
sociology	1
Sport Science	1
Sustainability and Innovation	1
Sustainable business and strategy	1
Teacher Training	1
Textiles	1

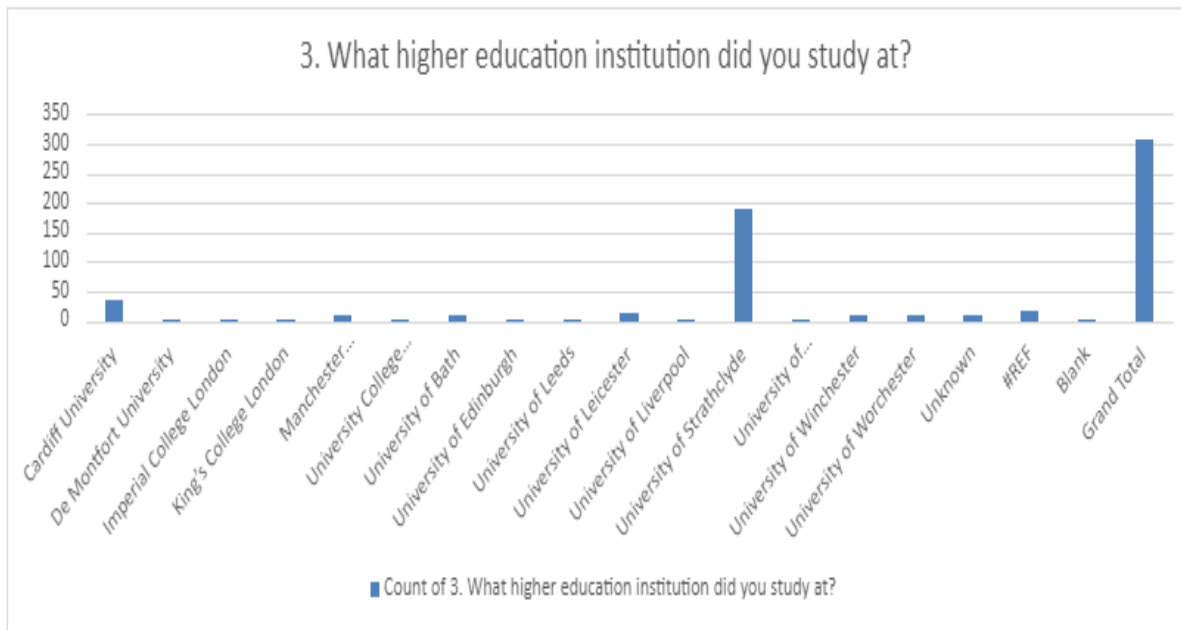


1.3 Q.3 Student Higher Education Student participation

What higher education institution did you study at?

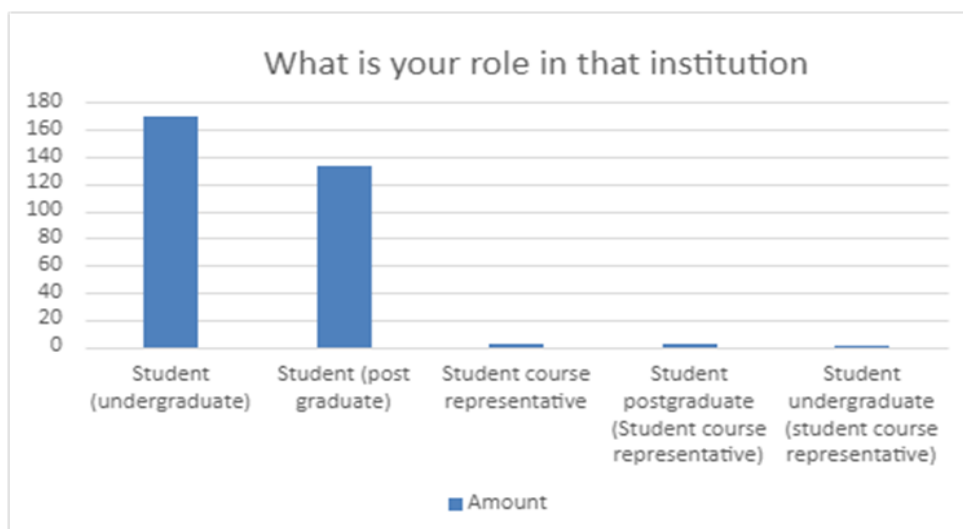
Cardiff University	36
De Montfort University	1
Imperial College London	1
King's College London	3
Manchester metropolitan University	9
University College London	2
University of Bath	9
University of Edinburgh	1
University of Leeds	1
University of Leicester	12

University of Liverpool	1
University of Strathclyde	191
University of Westminster	2
University of Winchester	8
University of Worcester	8
Unknown	8
#REF	16
Blank	1
Total	309



1.4 Q4 Student Role in Institution

Student (undergraduate)	170
Student (post graduate)	133
Student course representative	2
Student postgraduate (Student course representative)	2
Student undergraduate (student course representative)	1



1.5 Q5 Student Course Studied

What course are you studying?

ACT and BIM
Advance immunology
Advanced Chemical Engineering
Advanced Computer Science with Artificial Intelligence
Advanced construction technologies and BIM
Advanced drug delivery
Advanced Construction Technology and BIM
Advanced CS with AI
Aeromechanical
Archaeology and ancient history
Architecture PhD
Architecture x 10
Autism
BA&C
Biochemistry
Biological sciences x5
Biomedical engineering
Business administration x2
Business Analysis and Consulting
Business Enterprise
Business Management BA
Chemical Engineering (MEng)
Chemistry
Child and youth care
Childhood practice
Children in conflict with the law
Civil and Environmental Engineering
Civil engineering
Civil Engineering: Innovative structural material
Computer and Electronic Systems
Computer Science x2
Computing
Criminology x3
Criminology and Sociology x2
PhD
Digital Marketing
Diploma in Professional Legal Practice
Early childhood in society
Economics x2
Education x2
Education & Psychology
Education PhD
Education studies and early childhood
Education Studies and English Literature
Education Studies x4
Electrical and Electronic Engineering MEng
Electrical and Mechanical Engineering x2

Electronic & Electrical engineering x3
EME
Engineering
Engineering: design and manufacture GA
English and History
English literature and Education
Environment and Development
Environmental futures
Executive MBA
Exercise science
FdA in Early Years 0-8 FdL
French and translation
Genealogy
Geography x4
Geology
geology PhD
Global Environmental Law and Governance LLM
Graduate Apprenticeship - Business Management
Health and Exercise Science x9
History and Law
History and politics
History x2
Law and Social Policy
Biomedical Science
Humanities and Social Sciences (History and Education)
Interior Architecture
international business x2
international management
International Marketing
Investment and Finance x2
Journalism Media and Sociology
Journalism, Media & Communication and Politics & International Relations
journalism, media and communication & psychology
journalism, media and sociology
Law Politics and International Relations
LLB (Hons) Scots Law with French
LLB Law x9
LLB Scots Law with a Modern Language
LLB Scots Law x2
LLM Human Rights Law
LOM
MA Education x3
MA Social Justice and Education
MA Student Engagement
March Advanced Architectural Design
Marketing and Psychology x2
Marketing x2

Master of Law in environmental law and Governance
Masters in Chemistry
Mathematics
Maths and Physics x2
MBA
MChem Chemistry with Drug Discovery
Mechanical and Electrical Engineering - BEng
Mechanical Engineering
Medicine x5
MEng Civil and Environmental Engineering
MLitt Media and Communication x4
Modern Languages
Modern languages and translation
Modern Liberal Arts
MPhil
MSc
Msc advance construction technologies and BIM
MSc Advanced Computer Science with Big Data
MSc Advanced drug delivery
MSc Advanced Immunology
MSc Advanced Pharmacology
MSC Applied Statistics in Health
MSc Architectural Engineering: Environmental Design x2
MSc Autism
MSc Business Analysis and Consulting x2
MSc Business and Management
MSc counselling and psychotherapy
Msc Education Studies x3
MSc Electrical Power & Energy Systems
MSc Electronic and Electrical Engineering
MSc Genealogical, Palaeographic and Heraldic Studies
MSC HEALTH ANALYSIS POLICY AND MANAGEMENT
MSc in Business Analysis and Consulting
Msc in Marketing
Msc in Project Management and innovation
MSc Information & Library Studies x2
MSc International Social Welfare x3
Msc Marketing x3
Msc Mechatronics & Automation
MSc Product Design
MSc Project Management
MSc Project Management & Innovation
MSc Satellite Data for Sustainable Development
MSc Social Policy
MSc Social Policy (Research Methods)
MSc Supply Chain and Logistics Management
Msc. Modern building designs
Naval Architecture and Marine Engineering
Occupational therapy

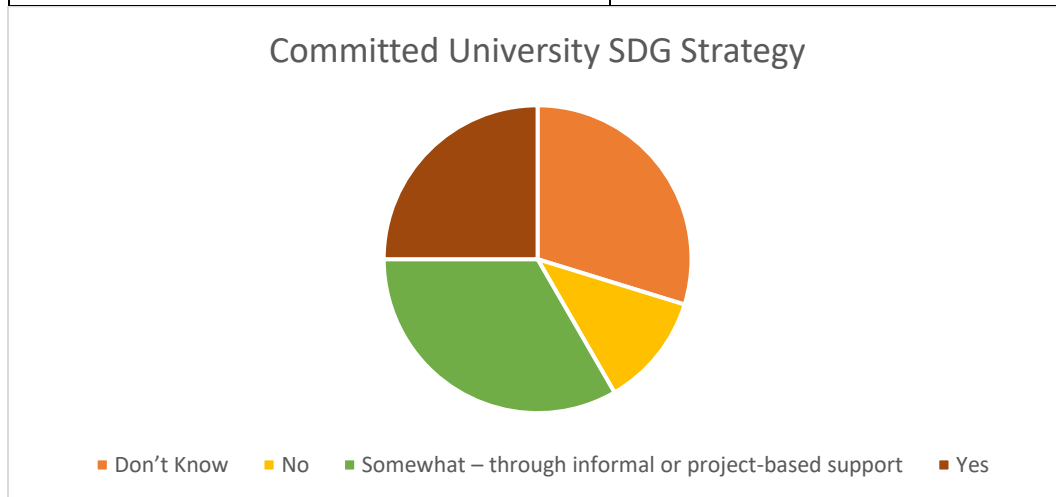
PGCE Biology
PGCE schools direct
PGCE Secondary Art and Design
PGCE x2
PGDE primary teacher x2
PGDE Secondary Education x2
Pharmacy x2
PhD x4
PhD Health in Social Science
PhD Human Geography
PhD in Architecture
PhD in Design
PhD in Design, Manufacturing and Engineering Management
PhD in Engineering management
PhD In Entrepreneurship
PhD in geography
PhD in Law
PhD Mechanical and Aerospace Engineering
PhD Pharmacy
Physics
Physics and Mathematics x2
Physics-PhD
Politics & International Relations x4
Politics and Social Policy
Postgraduate Diploma in Professional Legal Practice
Pre entry
Primary Education x4
Product Design Engineering x2
Psychology x6
Psychology and counselling x2
Psychology and social policy x2
Psychology x3
Renewable Energy Solutions for Engineers
Scots Law x2
Scots Law with French (LLB)
Social Policy & History
Social Science x2
Sociology x3
Software development
Speech and Language Pathology
Speech and Language Therapy
Sport and Physical Activity x2
Sustainability and Environmental Management
Sustainability and Environmental Studies
Sustainable Cities
Sustainable Engineering: Offshore Renewable Energy
Tesol and intercultural communications
writing and presenting research

2 Staff Results

2.1 Q13 Committed University SDG Strategy

Is there a stated commitment to sustainable development in the University's over-arching strategy?

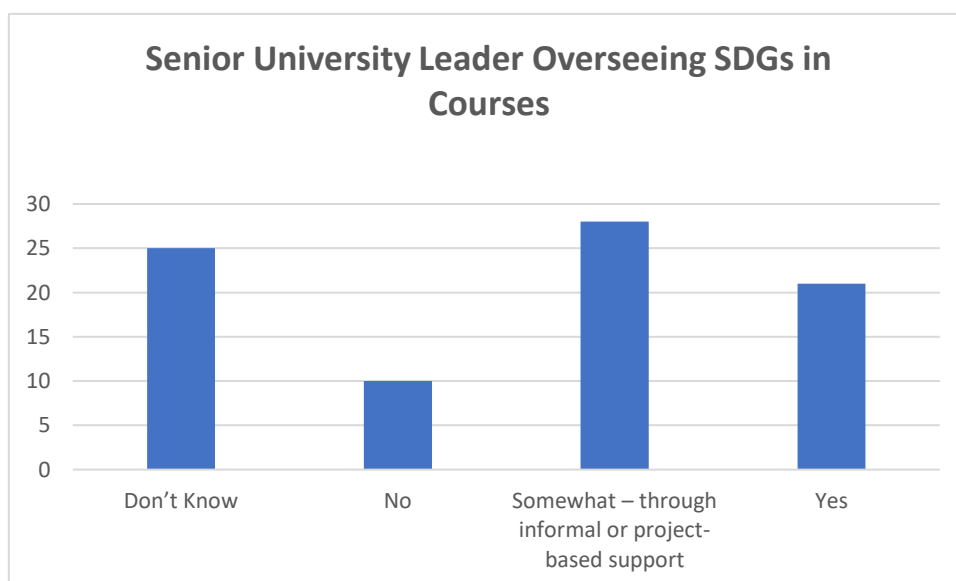
Don't Know	6
No	3
Yes	54
Somewhat	21
Total	84



2.2 Q14 Senior University Leader Overseeing SDGs in Courses

Is there a senior university leader with oversight of how sustainable development is addressed in taught courses?

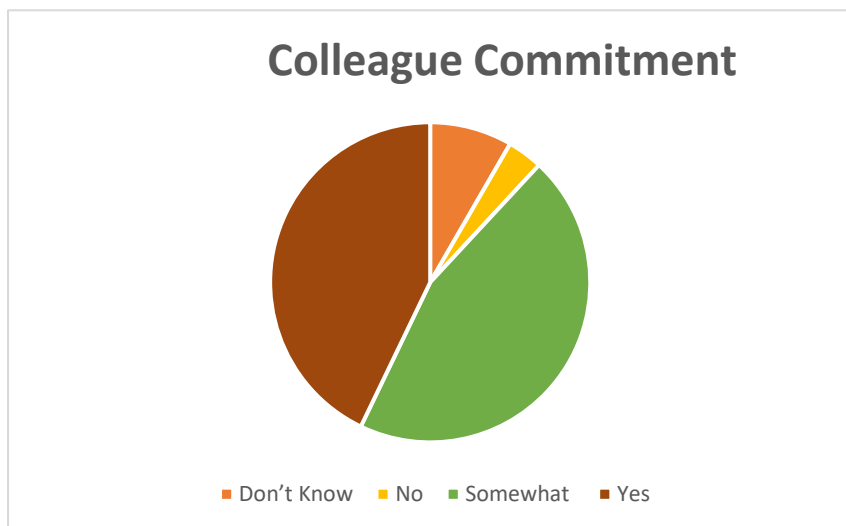
Don't Know	25
No	10
Somewhat – through informal or project-based support	28
Yes	21
Total	84



2.3 Q15 Colleague Commitment

Based upon your experiences and interactions over the past year, is there a commitment from colleagues to addressing sustainable development in taught courses at your university?

Don't Know	7
No	3
Somewhat	38
Yes	36
Total	84

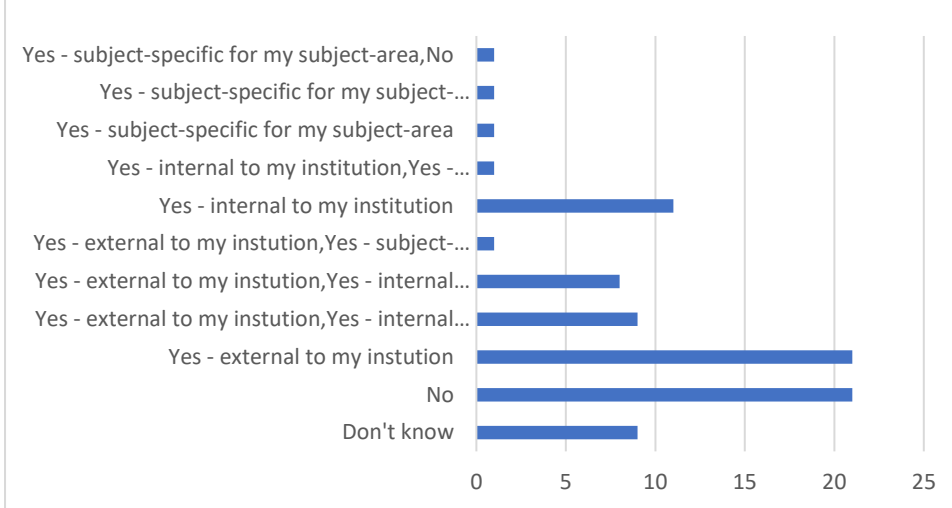


Don't know	9
No	21
Yes - external to my institution	21
Yes - external to my institution, Yes - internal to my institution	9
Yes - external to my institution, Yes - internal to my institution, Yes - subject-specific for my subject-area	8
Yes - external to my institution, Yes - subject-specific for my subject-area	1
Yes - internal to my institution	11
Yes - internal to my institution, Yes - subject-specific for my subject-area	1
Yes - subject-specific for my subject-area	1
Yes - subject-specific for my subject-area, Don't know	1
Yes - subject-specific for my subject-area, NO	1
Total	84

2.4 Q16 Toolkits/Resources & Guidance

In your role, are you aware of toolkits/resources that offer relevant guidance on how to address sustainable development in taught courses? (Tick all that apply.)

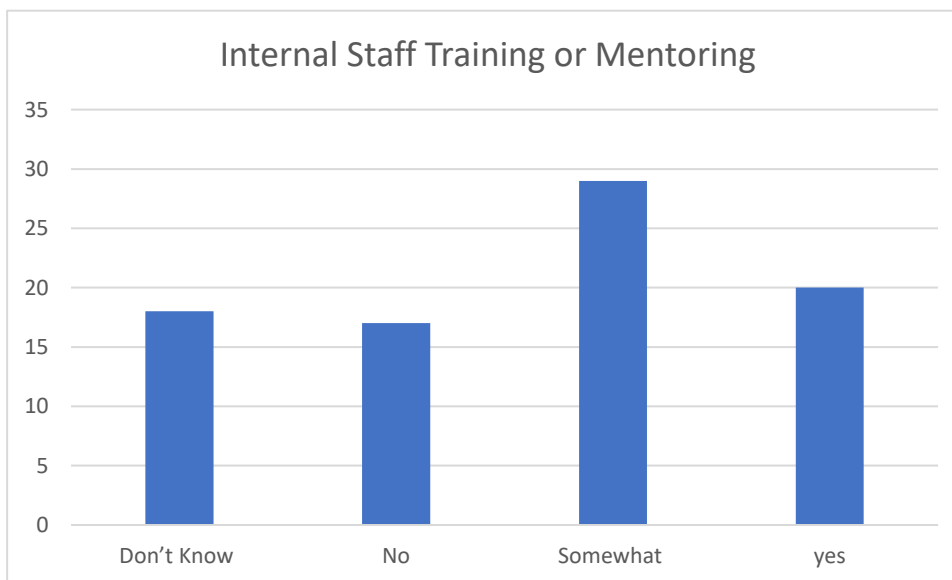
Toolkits/Resources & Guidance



2.5 Q17 Internal Staff Training or Mentoring

Is there an internal offer of staff training or mentoring on how to address sustainable development through taught courses?

Don't Know	18
No	17
Somewhat	29
yes	20
Total	84

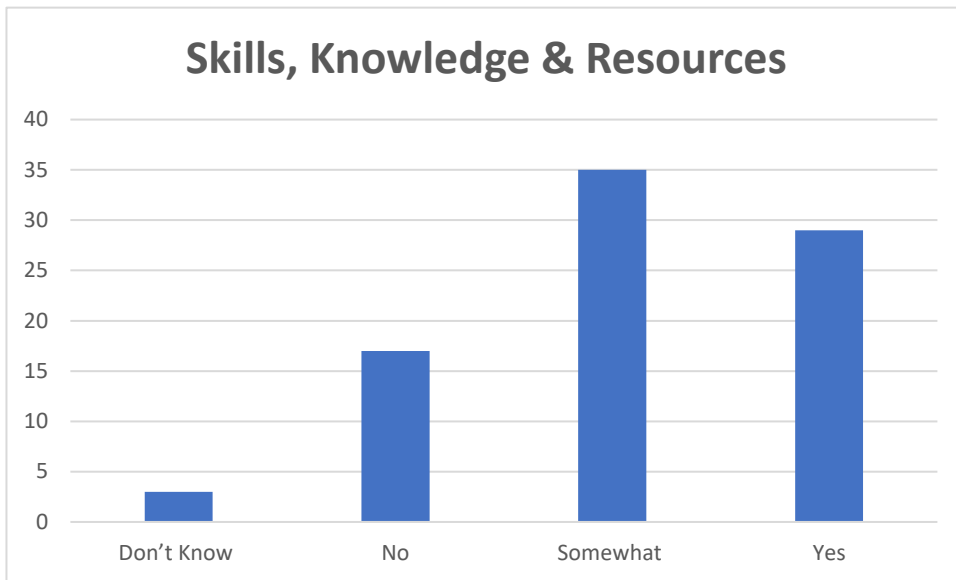


2.6 Q18 Skills, Knowledge & Resources

Thinking about your team or immediate colleagues, do you think you collectively have the skills, knowledge and resources to help sustainable development be meaningfully addressed through taught courses you

Don't Know	3
No	17

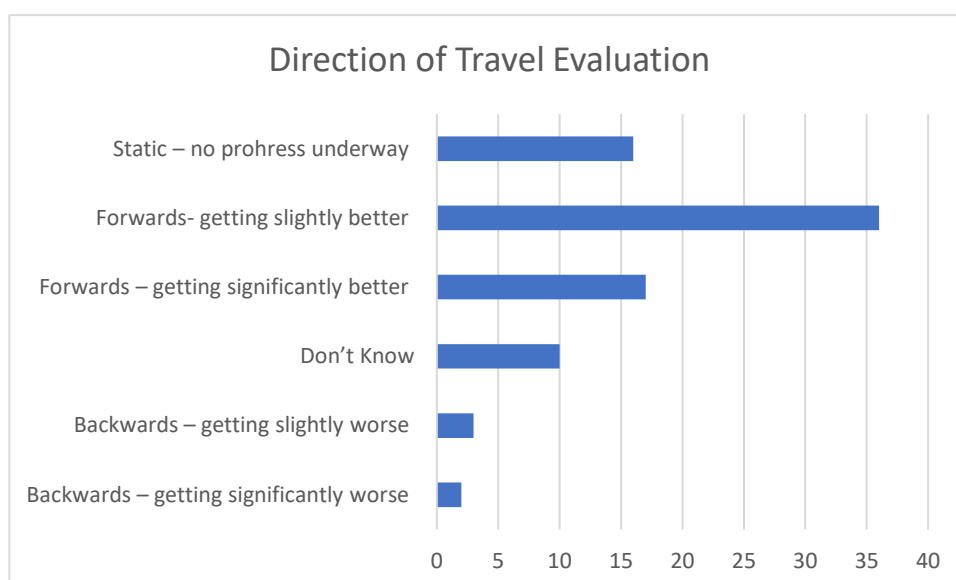
Somewhat	35
Yes	29
Total	84



2.7 Q19 Direction of Travel Evaluation

Overall, in your opinion, how would you evaluate the direction of travel over the past year with addressing sustainable development in taught courses at your institution?

Backwards – getting significantly worse	2
Backwards – getting slightly worse	3
Don't Know	10
Forwards – getting significantly better	17
Forwards- getting slightly better	36
Static – no progress underway	16
Total	84



2.8 Q20 Institutions Commitment & Capacity for SDGs in Taught Courses

Overall, in your opinion, how would you characterise your institution's commitment and capacity to address sustainable development in taught courses?

Participant Answers

0	1
-	1
A key element of the university's social mission	1
After being behind the game this is becoming significant but there is a need to bring together diverse initiatives into a coherent, effective and efficient structure.	1
Although I have only been at the institution for a month, I think MMU is committed to integrating sustainability and sustainable development into the curriculum at all levels.	1
Ambitious commitment, limited capacity due to competing priorities and lack of awareness of integral benefits of ESD	1
At present we have an education for sustainable development forum comprising staff and students but this is yet to see institutional practices fully introduced	1
Committed	1
Commitment and support provided. Resources required.	1
Commitment is lacking, since there is no driver from senior leadership to emphasise sustainable development within teaching. Capacity - likely to be relatively high in many subject areas. Challenge - initial investment of time by teaching staff, relevant subject-specific resources, and lack of leadership within the academic team.	1
Committed but no support	1
Committed to but without anyone designated as responsible so bottom-up approach working as hard as it can	1
Commitment is there, but most if not all staff lack understand of what this means and how to deliver this. University sustainability team is consistently underfunded to help deliver this and no SLT rep on this.	1
Desire is there in a lot of courses.	1
Don't know	2

drive there but not moved very far	1
ESD now embedded into institutional learning and teaching strategy as one of four curriculum design principles. Positive statement of commitment. There will be a rolling process of review and revalidation for a number of years. The capacity to engage with ESD will be shaped a lot by the time colleagues are given to conduct a thorough review of their programmes. That remains a point of uncertainty, I feel.	1
Fairly strong commitment not just in rhetoric but backed with actions	1
Forward looking and committed.	1
Gaining skills needed to develop effective policies for the future.	1
Genuine aspiration but lacking detail or guidance	1
Good but could improve, Validation panels now to ensure all programme specifications have a section addressing Sustainability	1
Hi commitment and increasing capacity and increasing ground roots interest	1
I am not aware of any initiative in this area.	1
I can't speak for the institution: there are several initiatives in other subjects	1
I don't think there has been much emphasis on this.	1
I think the commitment is there at a strategic level but how this translates to operational/curricula level is yet to be seen or very patchy.	1
I think the concept of 'sustainable development' is very problematic. I don't know how valid this survey is without a definition and critique of the concept. In Geography we tend to emphasise the often hollow nature of corporate approaches to sustainability, which includes universities.	1
I'm not really aware of whether it is or isn't doing this	1
Imbedded some sustainable concepts into the relevant taught modules. E.g., embedded 6 R's in manufacturing, circular economy etc.	1
Improving. A network of staff is developing for whom this is an important goal.	1
It is very much left to individual teams even though there are nice words in the mission / strategic planning docs	1
It seems to suggest there is a commitment - but provides no real support for this, nor does it really check - it all seems to be a paper exercise. Also, the institute doesn't seem to practise what it preaches.	1
Lack of leadership champions, diffuse and opaque, no digital transparency, no milestone, no one held to account for missing deadline	1
Minimal.	1
Mixed as strategies (e.g. increase international students, more conference travel for key researchers) appear to conflict with other strategies/commitment to reduce the institutions carbon footprint etc.	1
Patchy - we have offers etc but there is not strong commitment and in some departments and faculties sustainability is addressed and in others it is entirely absent. I am more than aware of what should be happening and it really isn't.	1
Patchy - where there is strong leadership or commitment at Departmental or course level it is good and connected. This is not uniform. There remains a lot of works to do in raising awareness and understanding.	1
Patchy commitment but gaining momentum and needing more resources & funding for training and development	1
Pockets of good practice however currently undergoing a curriculum transformation project of which sustainability is a core pillar so hopefully this will significantly increase commitment and capacity to address sustainability in teaching and learning. I would say it is still seen as a long-term goal to embed sustainable development in all courses as opposed to increasing options for sustainability themed courses and modules and extracurricular training as it's felt these can build	1

attributes to support sustainable development more quickly to meet the urgency on an individual basis but in my opinion we should also prioritise quantity of students gaining attributes as well as speed.	
Policy level statements but under-resourcing of training in curriculum design specific to SD means lack of knowledge (and time and money and staffing) to translate policy aims into actionable teaching or curricular change towards SD	1
proactive	1
Progressively getting better as the University is now making commitments to embed SDGs into teaching	1
reactionary	1
Satisfactory	1
Significant commitment to addressing sustainability in teaching, primarily (although not exclusively) through offering electives.	1
Sometimes it seems it is a buzzword seen in different documents and emails but not clear how to apply it. It tends to focus more on environment rather than social sustainability (maybe they should change the name to environmental sustainability). In teaching and learning symposium we shared some ideas but it tends to focus more on specific modules. Maybe it should be clear in module proformas and module handbooks	1
Strategy is still being developed, support through the institution but even more so through individuals.	1
Strong - it is embedded as a fundamental purpose with a multiple year strategy.	1
Strong commitment, developing capacity	1
Strong university commitment to ESD. Included within our education strategy (component of our global citizen student attribute), central ESD working group that includes students, student union, senior university leadership staff (PVC for education), faculty academic staff, careers, sustainability team, and curriculum and educational staff development colleagues. New ambitious ESD plan that includes: programme mapping with students and staff in partnership, staff development opportunities, funded innovation projects and review of ESD within QA processes. Big issue is not staff and student interest in enhancing ESD within our curricular, but issues with staff workload, and limited supporting educational development staff.	1
Sustainable Development in Geography and Geology is taught, yet not in a targeted way. We cover the topic in classes on Sustainable mining or climate change.	1
Talk about clear actions, targets, with case studies as examples - and where they fall short.	1
The capacity is HUGE, however, the commitment is not there yet. Being in London, and amongst the top organisations', a LOT more should be done.	1
The commitment is quite weak. Our recent curriculum update mentioned it, but didn't strongly push nor mandate it.	1
The institutional commitment is there, but ESD has only been recently (Sept 22) given the human resources (my role as Sustainable Development Advisor) to focus on ESD.	1
the university is recruiting more and more students which leave academics over worked and no time to embed sustainability into their modules. There has been a huge increased in MITS being submitted which means that staff are constantly marking and have no time to focus on these important matters. Not to mention the pastoral care that is needed for a growing number of students.	1
There are some extremely committed individuals. Things are moving in the right direction.	1
There is a formal commitment and there are staff members with responsibility for this	1
There is an understanding that SD is important and that it underpins the strategic framework of the university but there is no guidance or directive as to how this is embedded at programme and module level.	1
There is commitment and a plan to map the sustainable development offer, so that gaps can be addressed	1

There is commitment to meet the needs of the Carbon Literacy trust - but other strategies (research and teaching) are against the main goal of reducing carbon footprint.	1
There is drive and determination.	1
There is strong commitment and good will and some dedicated resource but demand for support is increasing all the time	1
There's a new MSc in development with a clear sustainable development focus and that team is developing links with other MSc programmes (e.g. shared modules). So this is positive. Beyond that, we are all feeling under massive workload pressure and so it doesn't feel easy to make space for this, especially when (in terms of immediate colleagues) this isn't in our area of expertise. To make a substantial difference, we'd need new staff appointments to help with this,	1
They are ramping up, but I'm not involved.	1
They consider it needs to happen, but there is no plan or support to make it happen.	1
they need more students	1
Trying to build in	1
UCL has a clear commitment to this in policy and there are a number of specific individuals and groups that are very engaged. Uptake from teaching staff more generally has been challenging due to workload and curriculum pressures and a perception by many that they don't know enough about these issues to incorporate them into their teaching effectively.	1
underdeveloped and underestimated. If these were really addressed, some taught courses would be delivered themselves in a suitable way for staff without putting the quality at risk. Instead, we surely notice an increased workload, and a model that is not sustainable to be delivered for a distance learning course, for poor design and swift choices made in the past.	1
very committed	2
Very committed, not enough capacity to support it.	1

2.9 Q21 Taught Courses & University-wide Agendas

How does the approach taken to addressing sustainable development in taught courses align or compare with other university-wide agendas (e.g. employability, graduate attributes, equality, diversity and inclusion)?

Participant Answers

0	1
-	1
after-thought	1
All university-wide agendas complement sustainable development as part of the key institutional goals.	1
As above, it is high profile in terms of public statements, but challenging in terms of implementation.	1
can't say	1
Comparable	1
Comparable - we have linked to graduate attributes - but needs more dedicated resource to upskill those involved in curriculum design Drip, drip approach.	1
Concerted ongoing attempts to not portray ESD as 'just another thing' but closely integrated with the other curriculum design principles, including inclusivity and employability. On the whole though, I would suggest ESD is lower profile than more longstanding commitments to inclusivity and graduate employability.	1
Depending if course is online or face to face, beforehand!	1
don't know	1

EDI has Equality Act 'teeth' and a large team with reps in each area;	1
Employability and EDI have more resources, roles within our Schools, Sustainability does not.	1
Employability and satisfaction rate a lot higher	1
equally important	1
excellent	1
From an awareness of HE courses (I don't teach on any), ESD will rank lower than all those agendas.	1
I do not know....I think a lot of this is box-ticking for universities - I would like to see our University funding more posts or enabling staff to develop sustainability by decreasing their workload by giving them more resources.	1
I don't know, I don't really pay any attention to university wide agendas	1
I have seen other universities having more support in addressing sustainability. Some unis have a dedicated website about this with case studies about embedding sustainability in the curricula, some guidance from Advance HE and UNESCO.	1
I see these as part of the same things but in other language - some time ago language of sustainability was changed into graduate attributes.	1
It aligns, but it's practised in problematic ways (e.g. see Leicester Space Park) . Problems like systemic racism also cannot just be addressed through 'toolkits'.	1
It is an aligned priority	1
It is behind these - it feels as though Exec are just boarding the train	1
it is given priority	1
It is integrated to some extent but more work is needed in this area	1
it seems to get less attention though in practice it can align easily	1
It seems to pay it lip service only	1
It's all too wishy-washy. We need more actionable or measurable outputs.	1
It's more focused on developing new programmes and modules - whereas some of these other issues are offered centrally/built in more broadly	1
It's there but not very cohesive	1
Less central direction, but I don't think more would help.	1
More could be done to align it	1
Much weaker - other agenda items are often required.	1
Needs to have a more joined up approach to reflect SDGs in all these areas	1
no	1
Not	1
On a par	1
On par	1
On the radar but less developed compared to other agendas.	1
Our ESD approach sits within our education strategy and is aligned to employability through a focus on authentic assessments, research-connected teaching, and a global citizenship student attributes. The latter also includes EDI, decolonising the curriculum and internationalisation. However, because different staff focus on EDI, decolonisation etc are	1

not involved directly in ESD these are not fully integrated initiatives in terms of toolkits, processes, staff development opportunities - except for some references to specific SDGs.	
Over 100 modules now have some form of Sustainability in them, and every now and again, the intention is to go intersectional, however, the speed/commitment/funding is lacking.	1
Part of wider "SEEDABLE" approach to curricula - meaning integrated fully with enterprise, equality and diversity, and also linked to graduate attributes.	1
Piecemeal. Led by individuals who feel commitment to SD, ignored by those who don't.	1
Possibly more focused and specialised than the other areas, but I'm not an academic so may not be best placed to comment on this.	1
Probably some way behind the quoted examples.	1
Same	1
See above - it does not align. University insists on more international students to meet ED policies - that would mean more travel. Research strategy involves wider networking again adding travel (often international). Travel is one of the biggest contributors to individual footprints.	1
Similar at this institution. However, my experience at a previous institution is that strategies relating to 'bums on seats' would have much more drive, direction and importance than strategies like sustainable development.	1
Sustainability raised in my climate change module in Earth Sciences makes references to EDI in light of vulnerability of low-income nations to climate change and lower adaptive capacity.	1
Sustainability seems to be well-embedded in the above-mentioned areas	1
Sustainable development of staff working for taught courses is poorly addressed. The taught courses may address sustainable development of student.	1
Sustainable development receives as much attention as other agendas.	1
That I'm not clear on, but my impression is that it compares favourably and is aligned.	1
The graduate attributes align closely with values of sustainable development. Graduates have curiosity for learning that makes a positive difference, courage to expand and fulfil their potential, passion to engage locally and globally. Graduates are creative problem solvers and researchers, critical and reflective thinkers, effective and influential contributors, and skilled communicators. We try to leverage this agenda as well as the green skills gap on employability and our social justice' impact on our commitment to EDI, when asking for actions that will facilitate educators to embed sustainability in taught courses. However, we do not prescribe how educators choose to embed in their courses (which I anticipate could cause issue when we inevitably decide to monitor. However, the case studies produced are testament to the creativity of autonomy in the process of embedding).	1
Theoretically they are all the same (highest possible) priority, in practice it depends on whom you talk to what they want to see happen.	1
There are other aspects of the university agenda - such as EDI and Wellbeing that are more visible in programme structures	1
There is visible alignment	1
They are starting to embed SD into modules and programme.	1
This agenda is being driven at a high level. There's a lot of energy and investment going into it.	1
Uncertain	1
Unknown.	1
Unsure	1

UoYork seem to be doing a good job	1
Very aligned with EDI	1
We are trying to make it equivalent but don't always have the skills to advise academic staff	1
Well-aligned	1
Yes, with sustainability emerging as an issue in all of them.	1

2.10 Q22 Comments on AQ Processes

Do you wish to comment on Academic Quality processes you have experience of?

No	50
Yes	34

2.11 Q23 Comments of Institution Processes

Which of the following processes at your institution do you wish to comment upon in this section? (Choose all that apply)

34/84 Participant Answers

(re)Validation or Approval of programmes	2
(re)Validation or Approval of programmes, External Examiner feedback	1
(re)Validation or Approval of programmes, Other	1
(re)Validation or Approval of programmes, Student Course Representative feedback	1
All academic quality processes in general	3
All academic quality processes in general, (re)Validation or Approval of programmes	1
All academic quality processes in general, (re)Validation or Approval of programmes, Other	1
All academic quality processes in general, Module annual/continuous review, Programme annual/continuous review, (re)Validation or Approval of programmes, (re)Approval of modules, Curriculum Transformation/Renewal, External Examiner feedback, Student Course Representative feedback	2
Curriculum Transformation/Renewal	1
Curriculum Transformation/Renewal, External Examiner feedback	1
Curriculum Transformation/Renewal, Student Course Representative feedback	1
Module annual/continuous review	1
Module annual/continuous review, (re)Validation or Approval of programmes, (re)Approval of modules, External Examiner feedback, Student Course Representative feedback	1
Module annual/continuous review, Programme annual/continuous review, (re)Validation or Approval of programmes	1
Module annual/continuous review, Programme annual/continuous review, (re)Validation or Approval of programmes, (re)Approval of modules, Curriculum Transformation/Renewal, Student Course Representative feedback	1
Module annual/continuous review, Programme annual/continuous review, Curriculum Transformation/Renewal, External Examiner feedback, Student Course Representative feedback	1

No	1
Programme annual/continuous review, (re)Validation or Approval of programmes, Curriculum Transformation/Renewal	1
Programme annual/continuous review, (re)Validation or Approval of programmes, External Examiner feedback	1
Somewhat - through informal or project-based support	2

2.11.1 Q23a Other

If you selected Other, please specify:

Academic integrity in distance learning course; revision of programmes in distance learning; Ethical approval with reference to cross-border data transfer for online dissertation; academic progression for staff involved in distance learning, and barriers due to usual processes and procedures oriented towards campus delivery.	1
annual curriculum updates	1
Somewhat	2
Yes	1

2.12 Q24: What processes address

Which of the following are addressed by your selected process(es)? Tick all that apply:

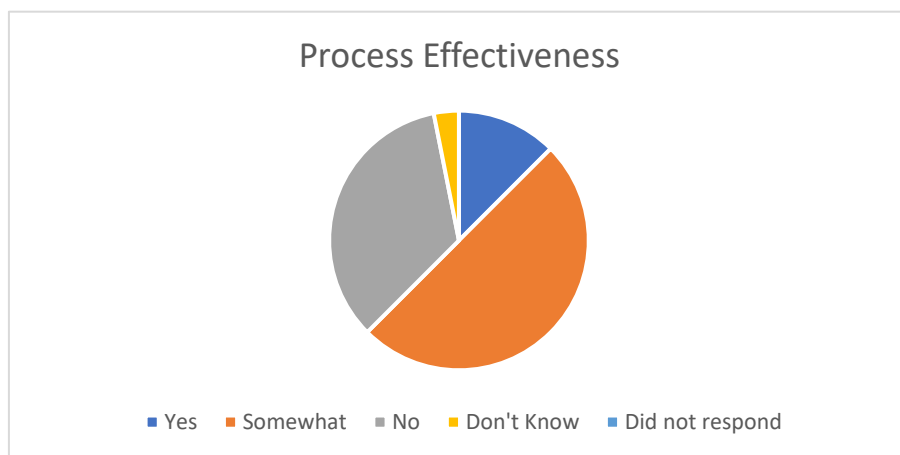
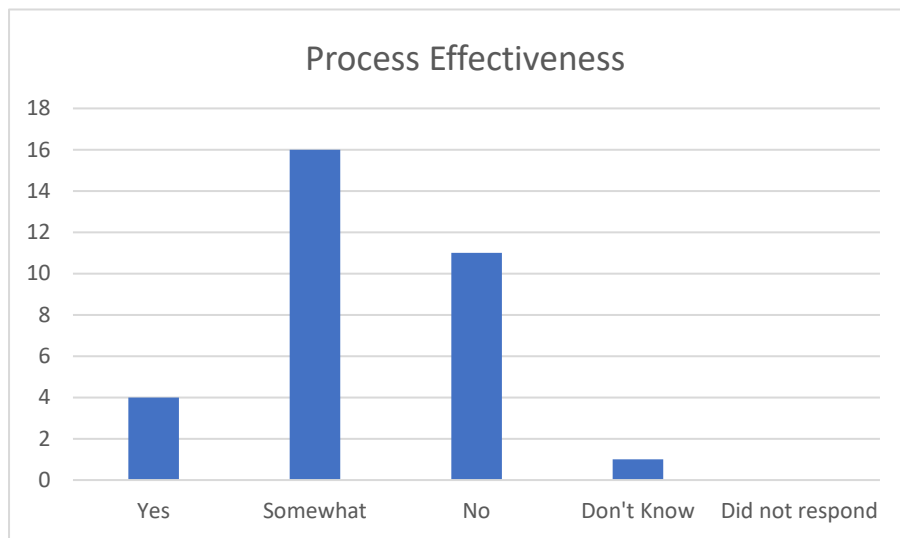
Participant Responses

A requirement to confirm that sustainable development issues have been considered	1
A requirement to confirm that sustainable development issues have been incorporated	2
Don't know	1
None of the above	8
Signposting to further information on how to address sustainable development	1
Specific mention of sustainable development as an issue to consider	5
Specific mention of sustainable development as an issue to consider, A requirement to confirm that sustainable development issues have been considered	2
Specific mention of sustainable development as an issue to consider, A requirement to confirm that sustainable development issues have been considered, A requirement to confirm that sustainable development issues have been incorporated	2
Specific mention of sustainable development as an issue to consider, Signposting to further information on how to address sustainable development	1
Specific mention of sustainable development as an issue to consider, Signposting to further information on how to address sustainable development, A requirement to confirm that sustainable development issues have been considered	4
Specific mention of sustainable development as an issue to consider, Signposting to further information on how to address sustainable development, A requirement to confirm that sustainable development issues have been considered, A requirement to confirm that sustainable development issues have been incorporated	3
Yes - external to my institution	1
Yes - external to my institution, Yes - internal to my institution, Yes - subject-specific for my subject-area	1
Yes - internal to my institution	1
Total	3
	3

2.13 Q25 Process Effectiveness

In your opinion, are your selected process(es) effective in enabling sustainable development to be meaningfully addressed in taught courses?

Yes	4
Somewhat	16
No	11
Don't Know	16
Did not Respond	0



2.14 Q26 Strengths & Weaknesses in SDG Processes

For your selected process(es), in your opinion, what are the strengths and weaknesses in supporting sustainable development issues to be adopted or enhanced? Given this, how might the process be improved?

26/84 Participant Responses

A lot depends on the individual motivation and interests of faculty members, but this is mitigated somewhat by a team-based approach to course development and learning design	1
Built into Graduate Attributes which are embedded in the taught curriculum	1

Ensures it is high on the agenda and staff are thinking about it. Easy to get the tick box rather than real response.	1
ESD requirements are constantly evolving which requires systematic embedding in QA and QE processes and a commitment to ongoing staff development	1
I don't believe this is overtly addressed in course design and therefore modules, validation etc. But my knowledge of this may be old.	1
Improvement would come from some requirement to incorporate.	1
In all processes can be an aspect requiring express attention, recognising that may not be hugely significant in all cases. Links to appropriate support and resources are important so that readily available at the point when people are thinking about this.	1
In our new programme and programme periodic review processes, staff are required to comment on their consideration of ESD through a 'self-evaluation questionnaire' that provides sections on all key aspects of our institutional education strategy objectives; research-connected teaching, authentic assessment, active learning hallmarks, and digital fluency, confidence and global citizenship student attributes. ESD sits within the global citizenship attribute but, ESD is not that well defined or specific in what it asks staff to report on. For periodic review for example, it majorly focuses on learning abroad opportunities for students, and not ESD student sustainability competency development. This is currently being reviewed and hopefully improved. In current approval processes staff can make minimal attempt to it outline where sustainability is already included within their programmes (often only in a single module, for example) and no inclusion of sustainability would not be significant for a programme not to be re-validated etc. As part of our institutional ESD working group we are piloting staff and student partnership approaches to mapping sustainability within subject areas outside of new programme and periodic review processes. We have pilot projects with staff and students from all 3 faculties currently in development. These so far tend to be for programme teams that are responding to PSRB requirements, other factors to review their curriculum (NSS, employability, course rationalisation issues etc.). Many staff are passionate about sustainability issues and see it as an important process to not wait five years for a bureaucratic whole department review process.	1
It doesn't seem to be taken seriously. It seems very much a paper-based exercise only.	1
It is difficult to encourage academic staff to fully engage	1
It is explicit expectation articulated in processes, and teams are expected to address. The extent to which teams really engage with this in creative and informed ways varies. In terms of improvement, encouraging course teams to devote some time to thinking about and discussing curriculum design in a facilitated way that supports these expectations. We should upskill School L+T and Quality Coordinators on this	1
lack of interest and support from Academic Quality but academics have always said that this is the place for it	1
more staff training is needed and sharing of good practice	1
Operations should not lead by individual heads of school; they should be dictated centrally like a hospital. Head of school trained to become a top researcher, then top funding winner and never were they trained to be facilities + HR managers	1
Provide the module with the clear learning objectives/outcome, such objectives or outcome is helpful to add the relevant sustainable concept.	1
SD is being introduced as a component of revalidation, but this is in fairly early stages. Within medicine, sustainability is now mentioned in the GMC outcomes for graduates, and this has been helpful in raising its profile.	1
Significant good will but not resourced as well as EDI and Employability. However, initiatives in place to support this such as funds for projects	1
Somewhat	3
Strengths Using the quality processes to embed ESD at programme/modular level very effective. Aligning Programme level descriptors with module descriptors, learning outcomes and assessment outlines and feedback sheets has been very effective. EE feedback useful too - The addition of a curriculum development toolkit (IDEAS) asking to report at annual review on examples of good practice/how ESD was embedded.	1

Weaknesses Need support for staff training & development - communities of practice and looking through present provision with a transformative lens.	
Strengths: considered for course approvals / re-approvals	1
Students often see no direct relevance of issues surrounding climate change or sustainability despite the major coverage in social media and public/private broadcasters. We need to go to great length to show links between sustainability and climate mitigation/adaptation. Sustainability is best incorporated into Tutorials where the staff member can have a conversation with students about the lecture materials and their relevance to sustainability. Students need to be made aware of the issue first.	1
The university has some measures and is in the process of enhanced support for ESD through quality assurance processes.	1
There is minimal direction at the moment within QA processes to incorporate ESD.	1
We can have a chat.	1

2.15 Q27 Existing Opportunities to Enhance AQ Processes

Overall, in your opinion, what opportunities exist to enhance Academic Quality processes to better enable sustainable development to be meaningfully addressed across all courses at your institution?

23/84 Participant Responses

all of the above, in theory, are opportunities if we can get the support	1
Continued enhancement of subject level resources	1
Digital transparency and people being actually fired for missing deadlines	1
Encourage staff members to address how sustainability can be linked with course materials. Students need to see that all courses raise this as an important issue.	1
Forwards - getting slightly better	3
Inclusion in revalidation is a useful first step.	1
It's mentioned in paperwork - but it needs to be properly addressed and discussed at School-level - and be specifically addressed via module review perhaps and APR for certain.	1
Limit the unsustainable delivery of courses that do not have any guarantee for academic integrity.	1
Needs to be an effective part of QAA and a requirement of all module and programme review and student review processes	1
Needs to be an integral element at all stages - starting to become embedded, but early days.	1
New programme design - more detailed support for programme teams to build in ESD from early stages through programme specification design (programme learning outcomes aligned to sustainability/ SDGs etc.), to designing new explicitly sustainability focused programmes. This has already happened, for example our geology department has declining student recruitment for its traditional geology UG programmes (tend to be gas and oil exploration focused) and have developed new UG programme in climate science etc. Periodic reviews/ programme re-validation - detailed requirements for what staff are expected to evidence. Curriculum re-design processes (ESD mapping etc.) - this is the area that we think is most promising as it aims to engage staff and students in a co-creation process (with other stakeholders) and is quality enhancement focused and not explicitly quality assurance focused. The culture in our institution is that staff 'mindset' for any QA processes tends to be 'compliance driven' - what's the minimum I have to do to get approval and I'll worry about the detailed design issues latter.	1
Not much more at present	1
Opportunities exist, but individuals are time poor and other priorities get the way. Those who are the academic champions on this could focus efforts to support embedding in the curriculum in creative ways.	1

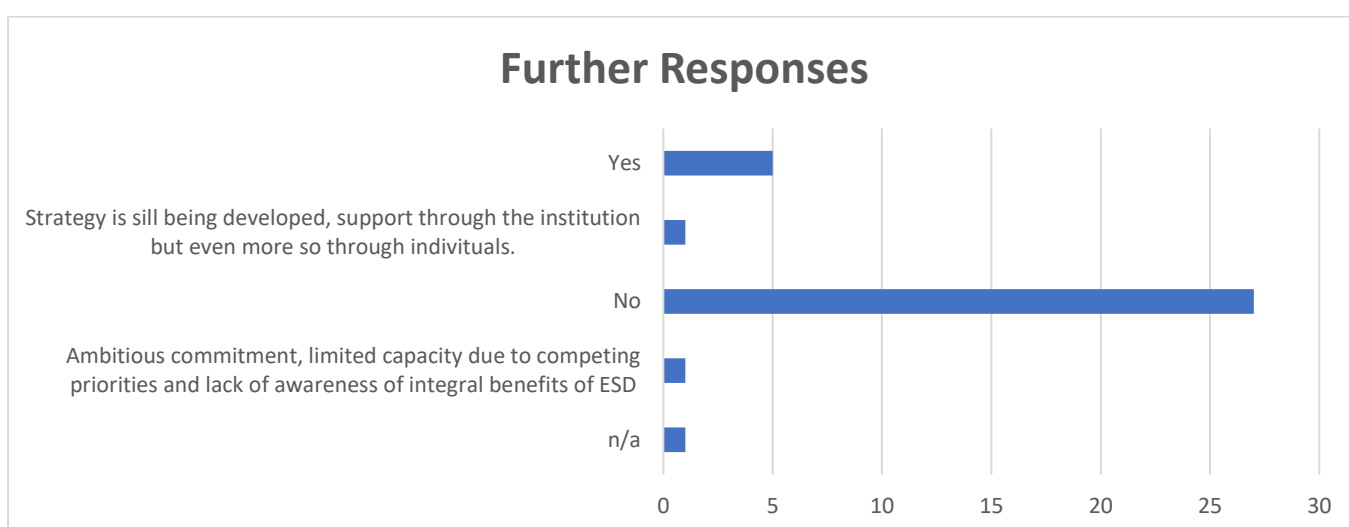
sustainability needs to be taken in as much serious consideration as EDI	1
Systematic embedding of requirements within processes to meet minimum thresholds which we are seeing in new QAA benchmark statements	1
There are a number of opportunities and these are being developed at present.	1
There are opportunities and we will see movement in this direction. Again, the new curriculum design principles will be the key factor precipitating change. Work has begun on reconfiguring validation/revalidation processes to put greater emphasis on the curriculum design principles, including ESD. At the moment, a strong emphasis on the OFS conditions of registration and the QAA quality code within annual monitoring processes, and their emphasis on metrics, seem to offer fewer opportunities for the overt embedding of ESD.	1
To put ESD back into the UKPSF core dimensions - its removal from the new draft denotes several strides backwards. Ed dev teams could be 'co-opted' to have university wide, silo sidestepping ESD impact. External organisations/businesses need to be knitted into assessment practice and processes	1
Toolkits we can signpost staff to	1
Ultimately it will be embedded in templates for Programme Specifications	1
We did it by engaging students in our curriculum review process and this worked well for staff and students.	1

2.16 Q28 Further Responses

Do you wish to respond about a further process (or group of processes) that you are involved with?

35/84 Participant Responses

n/a	1
Ambitious commitment, limited capacity due to competing priorities and lack of awareness of integral benefits of ESD	1
No	27
Strategy is still being developed, support through the institution but even more so through individuals.	1
Yes	5



2.17 Q29: Processes to focus on

Which of the following processes at your institution do you wish to comment upon in this section? (Choose all that apply)

n/a	1
All academic quality processes in general	2
All academic quality processes in general, Module annual/continuous review, Programme annual/continuous review, (re)Validation or Approval of programmes, (re)Approval of modules, Curriculum Transformation/Renewal, External Examiner feedback, Student Course Representative feedback	1
EDI has Equality Act 'teeth' and a large team with reps in each area;	1
Module annual/continuous review	1
On the radar but less developed compared to other agendas.	1

2.17.1 Q29a: Other responses

If you selected Other, please specify:

No	2
Yes	1

2.18 Q30: What processes address

Which of the following are addressed by your selected process(es)? Tick all that apply:

n/a	2
A requirement to confirm that sustainable development issues have been incorporated	1
All academic quality processes in general	1
Signposting to further information on how to address sustainable development	1
Specific mention of sustainable development as an issue to consider	1
Specific mention of sustainable development as an issue to consider, A requirement to confirm that sustainable development issues have been considered, A requirement to confirm that sustainable development issues have been incorporated	1

2.19 Q31 Effectivity of Processes

In your opinion, are your selected process(es) effective in enabling sustainable development to be addressed in taught courses?

n/a	3
No	1
Somewhat	1
Yes	2

2.20 Q32: Strengths and Weaknesses of processes

For your selected process(es), in your opinion, what are the strengths and weaknesses in supporting sustainable development issues to be adopted or enhanced? Given this, how might the process be improved?

n/a	2
Following on from previous comments, a key issue is staff development and the lack of time staff have for development. Staff get the basics of the 8 ESD competencies, but struggle to make time to explore new learning and teaching approaches to include more systems thinking or interdisciplinary learning etc. Many staff do not know much about the SDGs or core SD concepts such as circular economy etc. For some staff this is a core part of their research and teaching but don't have time to engage with colleagues and are not rewarded for doing so. I'm finding as an educational developer that I'm spending an increasing amount of time working directly with students to support staff to introduce the SDGs for example. This is an evolution of my role as educational developers as we primarily funded to be staff focused and pedagogy focused. I'm also getting drawn into staff and student development areas typically covered by our HR teams - staff workshops on climate literacy for example, again not our primary focus as educational developers because of the lack of expertise on SD issues. I've started to complete sustainability courses and accreditations to bridge this knowledge gap. I'm fine to do this as it's something I'm passionate about, but I don't have educational colleagues who are that interested in ESD and are interested in taking the same career path. Educational developer colleagues that don't have a science background sometimes shy away from the environmental aspects of this agenda. Most of my colleagues are from an arts, culture or media background and are more comfortable with social issues.	1
None of the above	1
The strengths are that this will remind academics to embed sustainability into their programs/modules. The downside is that not many staff know how to and may include once slide per module and think this is enough just to get the module/programme approved.	1

2.21 Q33: Further processes

Do you wish to respond about a further process (or group of processes) that you are involved with?

n/a	2
No	4
Yes	2

2.22 Q34 Institution Comments

Which of the following processes at your institution do you wish to comment upon in this section? (Choose all that apply)

n/a	3
All academic quality processes in general, Module annual/continuous review, Programme annual/continuous review, (re)Validation or Approval of programmes, (re) Approval of modules, Curriculum Transformation/Renewal, External Examiner feedback, Student Course Representative feedback	1
Module annual/continuous review	1

2.22.1 Q34a Other responses

If you selected Other, please specify:

0 comments

2.23 Q35 What processes address

Which of the following are addressed by your selected process(es)? Tick all that apply:

n/a	2
No	1
Specific mention of sustainable development as an issue to consider	1
Specific mention of sustainable development as an issue to consider, Signposting to further information on how to address sustainable development, A requirement to confirm that sustainable development issues have been considered, A requirement to confirm that sustainable development issues have been incorporated	1

2.24 Q36: Effectiveness of processes

In your opinion, are your selected process(es) effective in enabling sustainable development to be meaningfully addressed in taught courses?

n/a	3
No	1
Yes	1

2.25 Q37 Strengths and Weaknesses in SDG Support

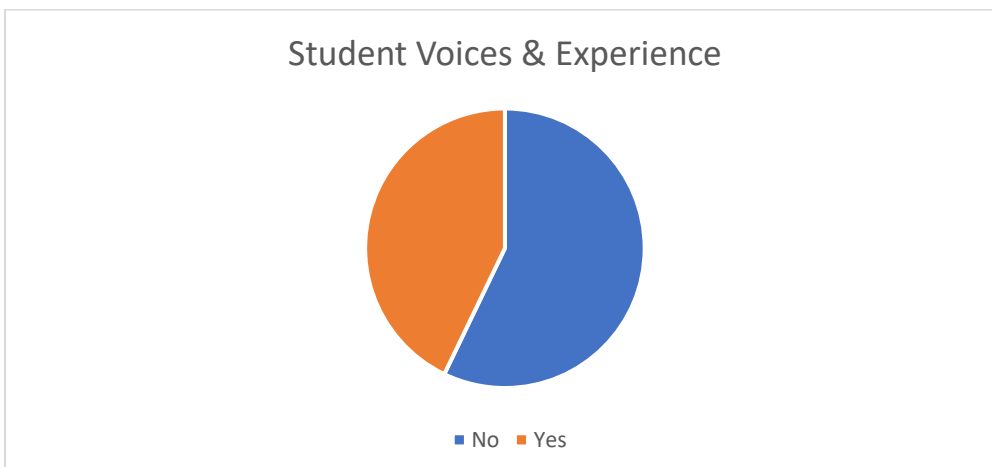
For your selected process(es), in your opinion, what are the strengths and weaknesses in supporting sustainable development issues to be adopted or enhanced? Given this, how might the process be improved?

n/a	3
staff training is needed. Some staff have no idea how to create an authentic assessments or link sustainability to their topics. we are required to think flexibly and in my view some academics are not good at being flexible... they have taught the same topics for years and do not know how to link their research to sustainability	1

2.26 Q38 Student Voices & Experience

Do you wish to comment on student voice processes, such as how students' experiences are taken into account and input sought to enhance or develop taught courses?

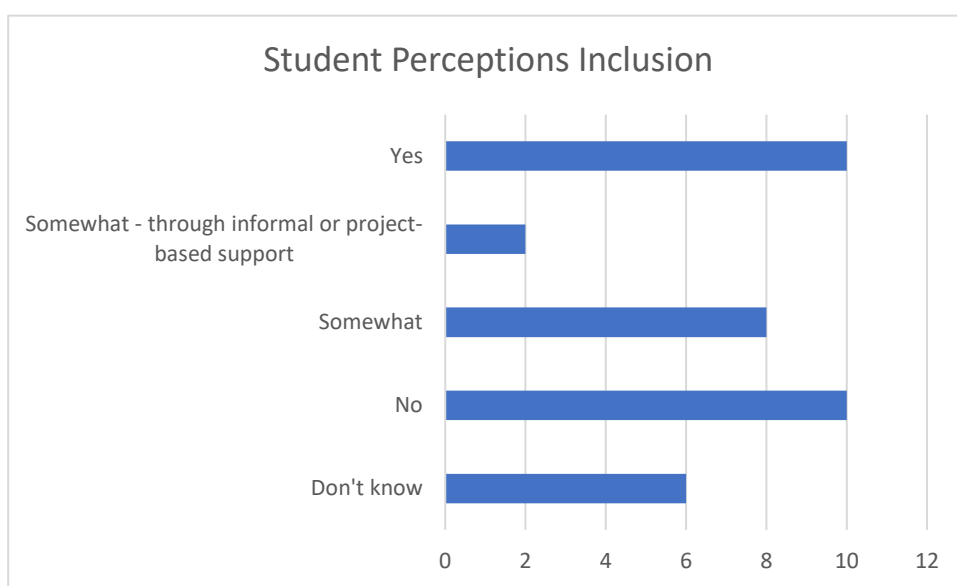
No	48
Yes	36



2.27 Q39 Student Perceptions Inclusion

Does your institution gather students' perceptions on the extent to which sustainable development issues are addressed in their taught courses?

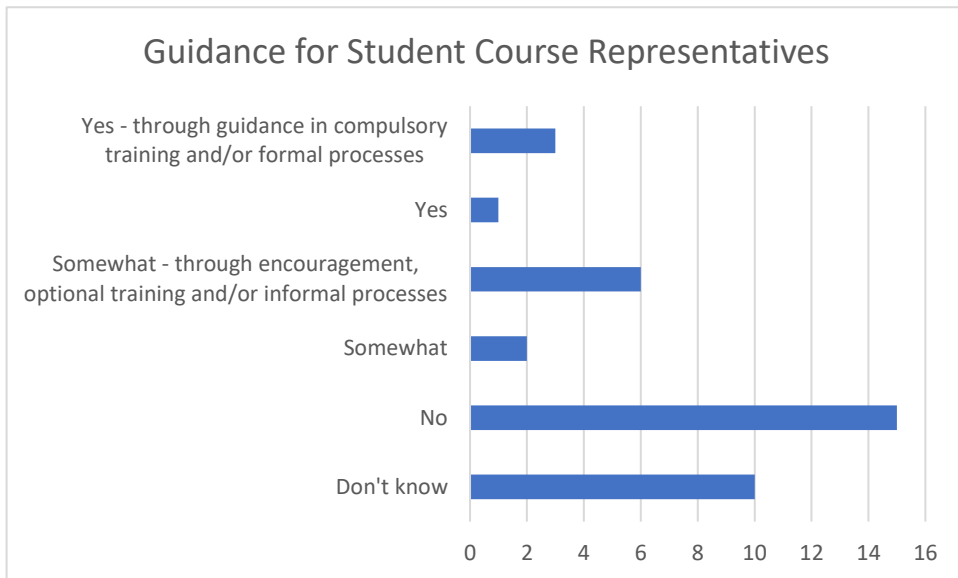
Don't know	6
No	10
Somewhat	8
Somewhat - through informal or project-based support	2
Yes	10



2.28 Q40 Guidance for Student Course Representatives

Are student course representatives guided on how to evaluate the inclusion of sustainable development in current taught courses as part of their role?

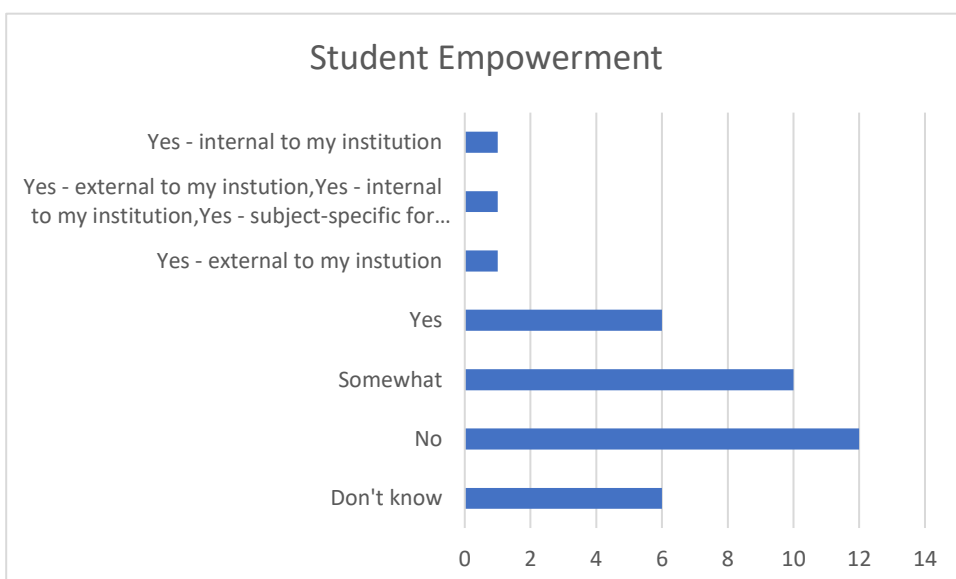
Don't know	10
No	15
Somewhat	2
Somewhat - through encouragement, optional training and/or informal processes	6
Yes	1
Yes - through guidance in compulsory training and/or formal processes	3



2.29 Q41 Student Empowerment

Are students empowered to offer input on how sustainable development can be addressed in new or re-accredited taught courses?

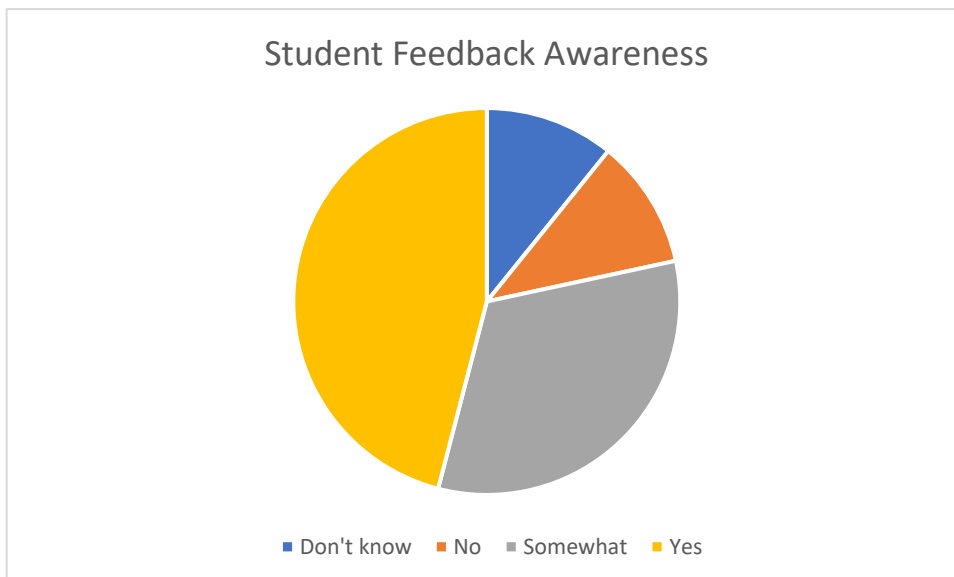
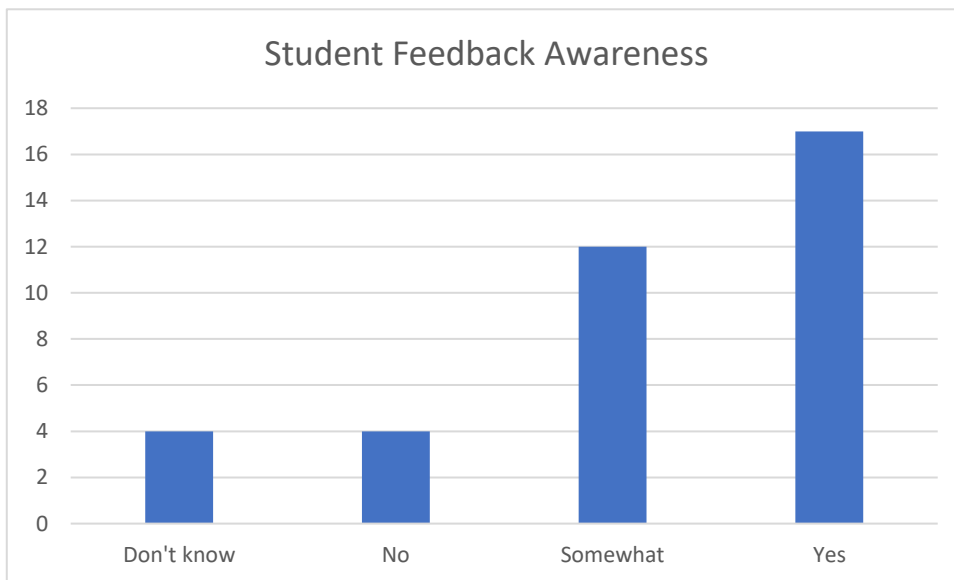
Don't know	6
No	12
Somewhat	10
Yes	6
Yes - external to my institution	1
Yes - external to my institution, Yes - internal to my institution, Yes - subject-specific for my subject-area	1
Yes - internal to my institution	1



2.30 Q42 Student Feedback Awareness

Are students made aware of how their feedback affects changes made to taught courses?

Don't know	4
No	4
Somewhat	12
Yes	17



2.31 Q43 Further Comments on Student Experience

Please add any further comments here on: how evidence of students' experiences of sustainable development in their taught courses could be better captured; and/or how students could be better empowered to

Again, which definition of 'sustainable development' is being used here? Students are generally good at pointing out institutional racism. Environmental aspects are mentioned less. Ironically, staff meetings are mostly about environmental sustainability, side-lining pressing issues such as systemic racism	1
Answers are with reference to a couple of Master's programmes which have worked with students. This hasn't happened with UGs. However, we have a staff/student Decolonising Education Collective which has fed ideas about decolonising the curriculum with respect to the CMP, one aspect of which draws attention to colonial attitudes towards and ongoing treatment of the land. And this group is contributing to designing alternative assessments for all our programmes. An element of SD is tacit within these redesigns.	1
As a course leader, I had to do these things independently. I wanted to include students as I felt this would assist in incorporating ESD and in improving curriculum decisions generally. All students were introduced to ESD in a discipline-specific way. Once students understand how relevant the issues are and how they also connect to their own priorities they can be motivated to assist and engage in curriculum development.	1
End of module evaluation surveys could include direct reference to ESD, but they don't currently. There is movement though to have a question related to ESD in the end of year survey completed by 1st and 2nd year undergraduate students and towards including the optional questions about sustainability in the NSS for 3rd year students. The potential for student reps to receive 'training'/further guidance on ESD is unmet at the moment.	1
It is not currently captured at all (to my knowledge) within student surveys in my college.	1
Module feedback from student representatives could ask for feedback on sustainability. However, that would mean that students are aware of the issue. I am not convinced the awareness is high enough to enable proper feedback.	1
more training delivered by the student union. most course reps' feedback on the lecturing style and not on important things such as EDi or sustainability.	1
Not that I have seen - certainly at PG level.	1
Not yet a specific aspect of student feedback, but part of formal enhancement and development processes where students are involved.	1
Our students are asked to give feedback all the time, in multiple issues, and complain about feedback fatigue, so this is a bit of a barrier	1
some voluntary initiatives on part of student bodies as the University is already doing its part	1
Somewhat	3
Student voice through module evaluations on modules where Sustainability is central are useful.	1
Students need to be trained/targeted from the first day in university (i.e. during their induction week) and all the way through until graduation day. This is currently not happening. Sustainability teams' need to be given absolute authority for some of the things that are objectively required (i.e. major drivers to achieve their SDGs - local, national and global).	1
The university is developing processes to empower students to offer input on how ESD is addressed.	1
There seems to be quite a bit of cherry picking when it comes to student voices. There is also the issue of power dynamics in the fora students feedback in. I can't help wondering if a new more democratic participation model needs creating	1
We are piloting a number of approaches to student engagement so too early to comment on effectiveness. Currently we are engaging students through: ESD programme mapping project piloting 3 different approaches: Students reflecting on and commenting on sustainability for modules they are reps for trained by the NUS-SOS using their ESD rubric over a year. Staff will follow on later with their own mapping and discussion process building in student data. (Management school) Students invited as a group to set events to discuss and comment on sustainability within their programmes (no training or preparation on ESD competencies or the SDGs etc.). Staff follow on with a similar single event to review and discuss using a rubric loosely based on the NUS-SOS rubric - similar to the TESTA process for assessment mapping. (Life Sciences) Staff first mapping process using a mapping rubric loosely based on the NUS-SOS rubric and supporting other PSRB mapping processes. Single member of staff interviews colleagues individually or in small groups to create a whole programme picture, that's going to be followed up with staff meetings to discuss. Students will then be invited to review staff thoughts and contribute their own ideas.(Engineering) In addition to the programme mapping projects with student engagement we have put in place: Student sustainability network leadership group (9 students from our 3 faculties who applied for this leadership role and work closely with the ESD working group) are in the process of surveying all students	1

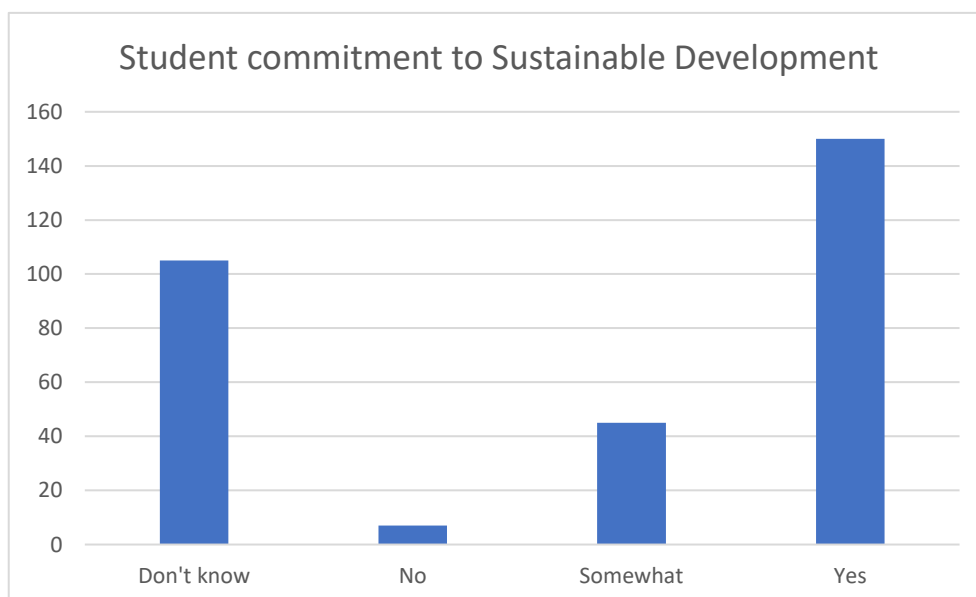
thoughts and ideas on sustainability holistically, including in the curriculum. Student union are also running the NUS-SOS sustainability mapping project with students. Student reps (including our student sustainability network leadership group) have a direct input into policy and actions through our ESD working group.	
We have a representative from the students' association on our environmental sustainability in curriculum working group who has an active voice in the process of our curriculum transformation program. We also engage in living lab projects to give students power in university changes regarding sustainability including learning and teaching and this year have opened a student as change agents challenge asking how we should embed sustainability in curriculum which approx. 40 students from all schools will be researching over the coming months.	1
We have identified a group of (paid) students and are ready to start an ESD Working Group with student stakeholders. This part of the questionnaire has given me lots of ideas - thank you!	1
we now collect unit-level feedback about student perceptions of courses integrating SDGs and climate and ecological crisis. This was poorly communicated so staff are a bit nervous of it, but we are interested in how we can use it once we get to see it.	1

3 Student Results

3.1 Q6 Student Commitment to Sustainable Development

Based on your experience, has your course addressed how sustainable development is relevant to your subject area and discipline?

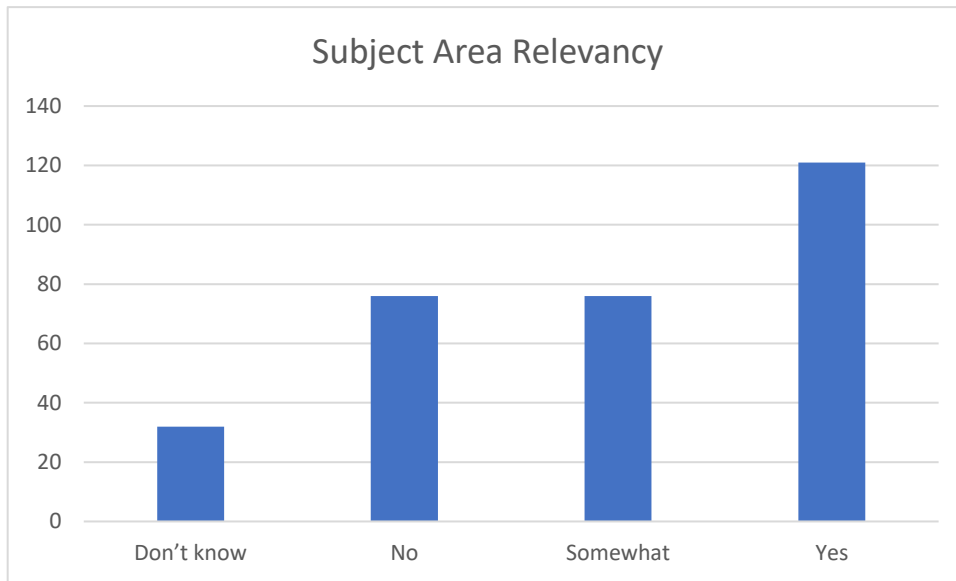
Don't know	105
No	7
Somewhat	45
Yes	150
Total	307



3.2 Q7 Subject Area Relevancy

Based on your experience, has your course addressed how sustainable development is relevant to your subject area and discipline?

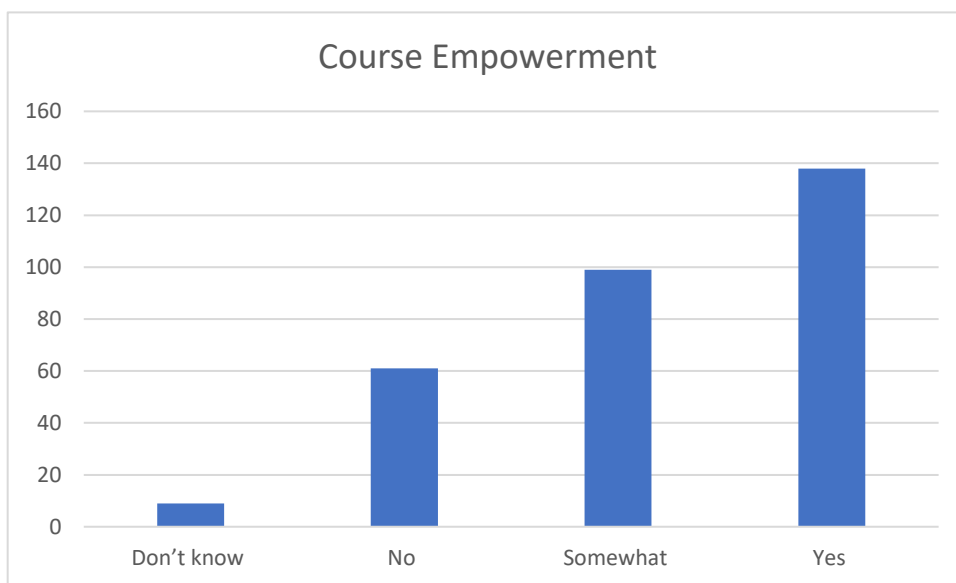
Don't know	32
No	76
Somewhat	76
Yes	121
Total	305



3.3 Q8 Course Empowerment

Based on your experience, has your course empowered you to make a difference to real-world social and environmental challenges?

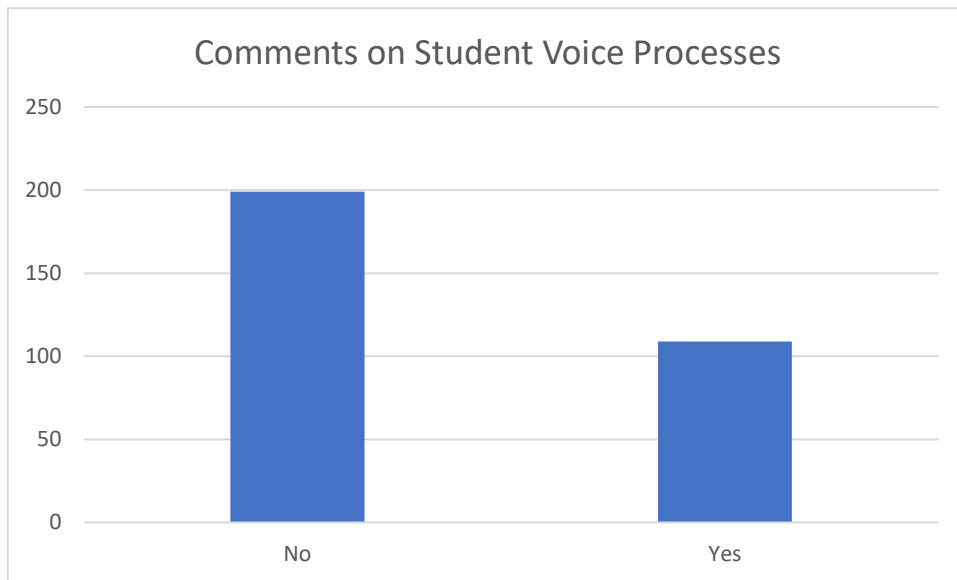
Don't know	9
No	61
Somewhat	99
Yes	138
Total	307



Do you student course role of

3.4Q9 Comments on Student Voice Processes wish to comment on voice processes, such as representation or the the Students' union?

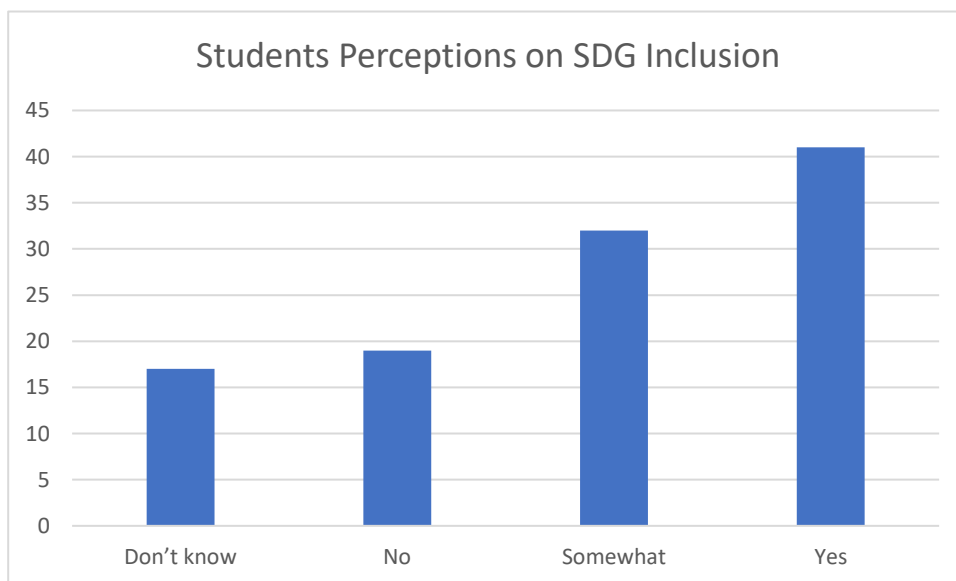
No	199
Yes	109
Total	308

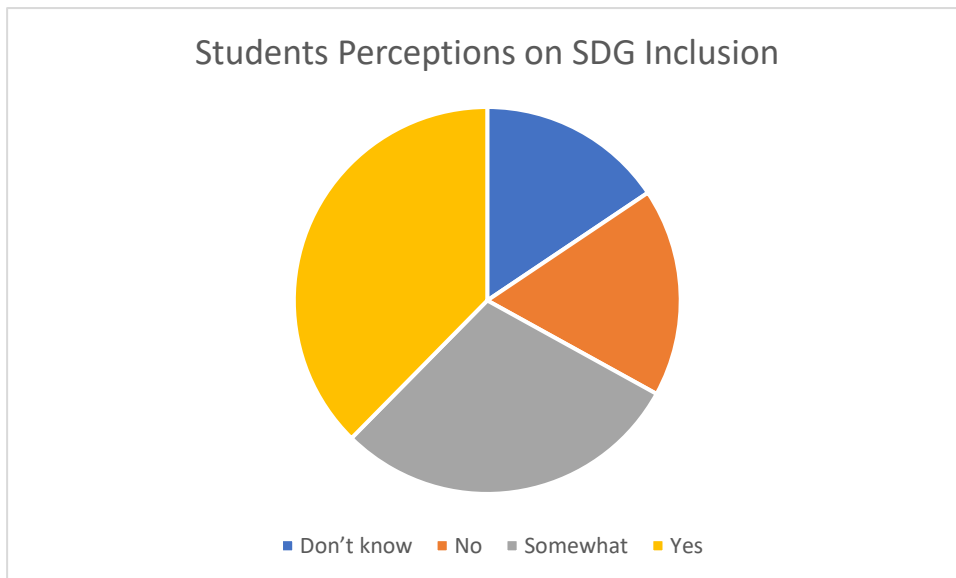


3.5 Q39 Student Perceptions on SDG Inclusion

Does your institution gather students' perceptions on the extent to which sustainable development issues are addressed in their taught courses?

Don't know	17
No	19
Somewhat	32
Yes	41
Total	109

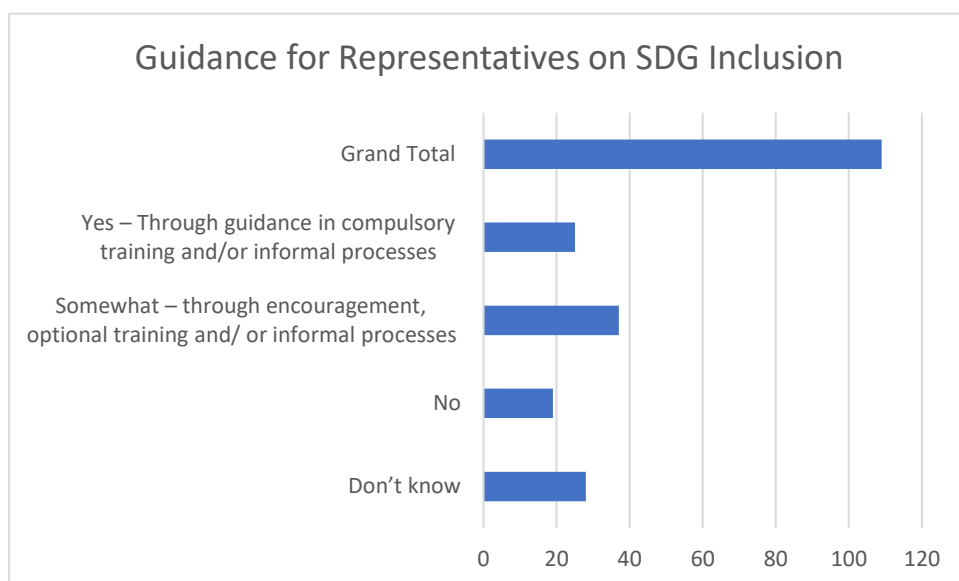




3.6 Q40 Guidance for Student Representatives on SDG Inclusion

Are student course representatives guided on how to evaluate the inclusion of sustainable development in current taught courses as part of their role?

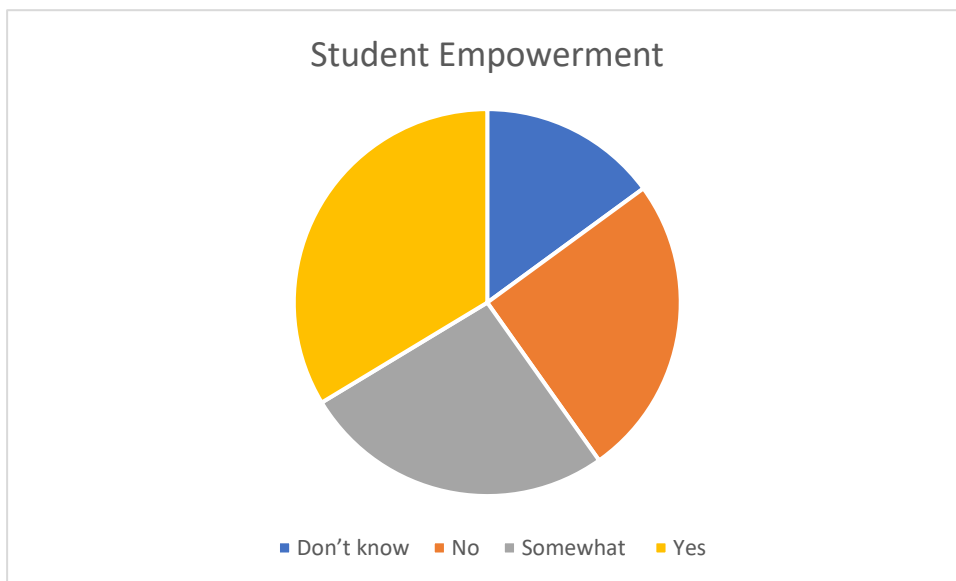
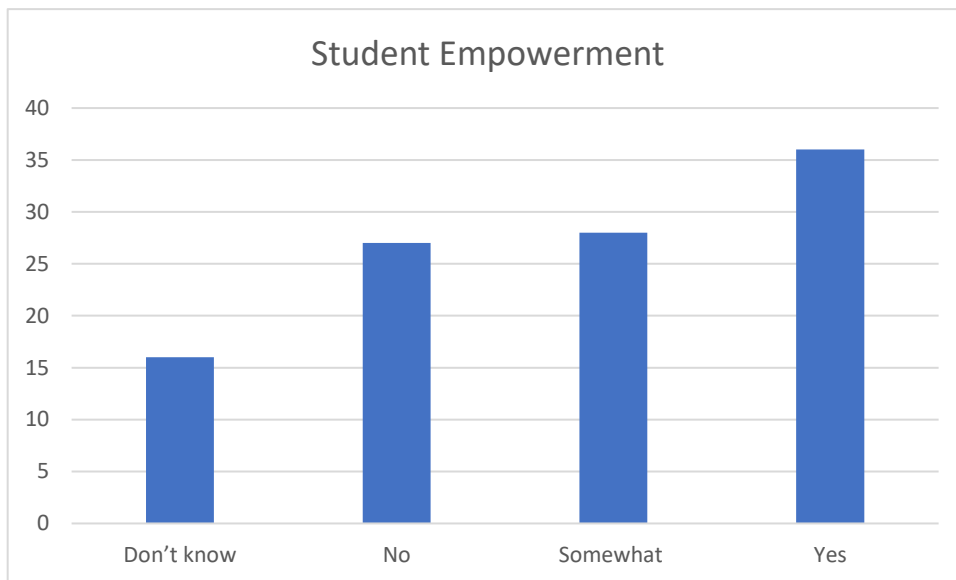
Don't know	28
No	19
Somewhat – through encouragement, optional training and/ or informal processes	37
Yes – Through guidance in compulsory training and/or informal processes	25
Total	109



3.7 Q41 Student Empowerment

Are students empowered to offer input on how sustainable development can be addressed in new or re-accredited taught courses?

Don't know	16
No	27
Somewhat	28
Yes	36
Total	107



3.8 Q42 Student Feedback

Are students made aware of how their feedback affects changes made to taught courses?

Don't know	4
No	22
Somewhat	38
Yes	45
Total	109

Student Feedback

