

Institution

Manchester Metropolitan University (Manchester Met)

What we did

Institutional Context

Work was led by Manchester Met's Deputy Pro-Vice-Chancellor Sustainability, working with a member of the Academic Quality (AQ) team.

Manchester Met has been Responsible Futures accredited since 2015, demonstrating our commitment to embedding sustainability and social responsibility in our formal and informal curriculum. At the time of this project, Manchester Met was transitioning to the delivery of a new Leadership in Sustainability Strategy (2022 – 2026) and Education Strategy (2023 – 2026).

In the Leadership for Sustainability Strategy, our goal for Academic Innovation and Impact includes *'We will deliver effective Education for Sustainable Development and climate change education in all disciplines so our students and staff know about, understand, and can contribute to sustainable development, helping to equip them to succeed in their chosen field.'*

We have committed to embed Education for Sustainable Development and climate change education in all courses by 2026 and ensure that 90% of students are satisfied that they have opportunities to gain sustainable development skills and knowledge.

The university's Education Strategy, aligned to Future Focused Curriculum and Delivery commits to *'Embedding Education for Sustainable Development (ESD) across our portfolio'* and aligned to Exceptional Campus and Connection to Place, ensures that *'our campus is an exemplar of sustainable development in education and a fitting backdrop for our commitment to embedding education for sustainable development throughout our curricula'*.

This project was timely in supporting the alignment of ESD to staff and student academic quality processes to provide requirements, prompts, checklists and signposting of support and opportunities in relation to ESD.

Initial engagements with colleagues and students

A summary of engagements with the project lead providing data for analysis is listed below:

Date	Attendees	Focus	Supporting Documents
May 2022	Curriculum Services team	Leadership in Sustainability Strategy	
May 2022	1 member of AQ team	Potential scope of work related to AQ remit	
May 2022	2 members of AQ team	Internal mapping and evaluation processes	Manchester Met Internal Evaluation Process, June 2022
May 2022	Policy Review Working Group	Amendments to the Programme Approval, Review and Amendment Policy	
July 2022	2 academic staff	CoDesignS ESD Toolkit roll-out planning	
Dec 2022	SU Education Officer	Course Representative training	
Dec 2022	2 members of AQ team	Auditing ESD in Courses through Education Annual Reviews (EARs)	
Jan 2023	2 members of AQ team	Auditing ESD in Courses through Education Annual Reviews (EARs)	

Feb 2023	4 members of AQ team and 1 member of Strategic Planning team	Baseline data collection of Carbon Literacy and ESD in courses and support needs	
Feb 2023	Responsible Futures Working Group	Course Representatives training and promotion of Project Survey	
Feb – Mar 2023	Faculty Education Committees	Internal mapping and evaluation processes, baseline data collection of Carbon Literacy and ESD in courses and support needs	
Mar 2023	Manchester Met Attributes Review Group	Proposed Sustainability Graduate Attributes finalised for consultation	
April 2023	1 member of AQ team	Guidance for internal mapping and evaluation processes in embedding ESD within the programme approval process	

Some key conclusions drawn from those discussions were:

- Our initiatives need to focus both on addressing ESD explicitly across a wide range of processes and related documents and on developing capacity of staff involved in those processes to understand how to address ESD in taught courses.
- There is support from AQ and academic colleagues to address this.
- There is little currently happening via the Course Rep processes – training and guidance may have value.

Enhancements carried out

Building upon initial meetings, several enhancements are being developed, reflecting upon the insights that processes ought to comprehensively reflect Manchester Met’s strategic commitments and that capacity building activity is required to support staff/students involved to implement any commitments to addressing ESD.

These were:

Enhancement	Summary	Status	Supporting Documents
1: Amendments to the Programme Approval, Review and Amendment Policy	ESD is now included in Programme Approval, Review and Amendment Policy	Approved, to be published	
2: Guidance for embedding ESD in the approval in principle process	ESD is now included in the forms and guidance used throughout the approval in principle process	Approved, to be published	
3: Guidance on ESD for Programme Enhancement, Approval, and Review	Guidance on ESD for Programme Enhancement, Approval, and Review to be developed to support academic and AQ colleagues	Under development	
4: CoDesignS ESD Toolkit roll-out	CoDesignS ESD Toolkit adapted for use by Manchester Met to support embedding ESD in all courses. CoDesignS ESD CPD in development with planned input from Responsible Futures Working Group members and other cross-university representation	CPD in development	
5: Course Representative ESD training	Opportunities to include Course Representative ESD training being explored with SU	Pending response from SU	

6: Auditing ESD in Courses through Education Annual Reviews (EARs)	ESD will be included in Education Annual Reviews (EARs)	Data set and documentation to be developed	
7: Guidance on ESD for Education Annual Reviews (EARs)	Guidance on ESD for Education Annual Reviews (EARs) to be developed to support academic and AQ colleagues	To be developed	
8: Baseline data collection of Carbon Literacy and ESD in courses and support needs	Data collection exercise to identify baseline of Carbon Literacy and ESD in courses and support needs	Launched March – April 2023. Data analysis May 2023	
9: Graduate Attributes	Graduate Attributes to include Sustainability	Proposed Sustainability Graduate Attributes finalised for consultation March 2023	

Enhancements are being delivered by Manchester Met’s DPVC Sustainability and one AQ team member, working with other members of the AQ team, a member of the Strategic Planning team, academic staff, and Students’ Union colleagues.

Each of the enhancements (above) are ongoing drawing on staff and student consultation and expertise.

Learnings and Conclusions for addressing ESD through AQ and SV

The work outlined above has highlighted several issues of relevance for wider work on ESD.

- Engaging all key staff involved in these processes is vital to enable them to understand what the ESD agenda entails and how to specifically address this in taught programmes.
- A comprehensive set of changes to address any given issue will need to be phased in over a lengthy time period, typically of more than a year.

Outcomes and Next Steps for internal activities

Future work at Manchester Met to build upon the above will include:

- Guidance on ESD for Programme Enhancement, Approval and Review and Education Annual reviews (EARs).
- Continual annual review of ESD adoption in Education Annual Reviews (EARs).
- Graduate Attributes finalised.
- Course Representative ESD training.
- CoDesignS ESD Toolkit and CPD roll-out.
- Longitudinal evaluation of outcomes of Internal Student Survey (ISS) responses to the ESD question.