



This document will help you identify where **Education for Sustainable Development (ESD)** may already exist in your subject, and clarify possible steps to further develop and incorporate ESD.

As part of its wider agenda, ESD asks how our disciplines address some or all of the following:

- A strong, stable and viable economy
- A healthy and just society
- Diversity
- Effective and participative governance
- Environmental limits and ecological wellbeing
- Quality of life
- Cultural heritage
- The rural and the urban (conflict and balance)
- Preparing for the imagined future
- Ethical questions

ESD will ensure students reflect upon the values implicit in their disciplines and their impact, expose students to sustainability conversations, and the role of their own and other disciplines in developing sustainable futures.

There is no one definition of what sustainability means. The contested nature of sustainability is an opportunity to explore debates over the issues at stake and offers a chance to address the often preconceived notion that it is a purely environmental issue.

UNESCO clarifies that there is no universal model for ESD. It can be implemented in nuanced ways, or in broad sweeping approaches.

Almost every subject can (or already does) incorporate elements of sustainability. ESD is not just constrained to certain subject areas.

Educators can emphasize and incorporate their own discipline's role in ESD, but within an holistic context of what others bring to the table – delivering disciplinary excellence within an understanding of the multidisciplinary nature of ESD.

The core of UoB's approach to ESD is understanding that it is not about changing what we do, it is about doing what we do, differently. We are not asking people to change what they teach or weaken their disciplinary excellence. We are asking people to reflect upon sustainability and use opportunities to provide exposure to sustainability challenges within their teaching.

General questions to keep in mind:

- Are you already providing ESD, without making it explicit in course descriptions? (We have found that this is very common across all the Faculties.)
- What are Bristol students encountering as regards sustainability?
- What do students understand by sustainability?
- Will students' education provide them with the tools to be sustainable-aware in the future (in terms of employability and the wider society)?

Benefits

Meets external demands

- HEA
- HEFCE
- League tables
- Attracts students who are concerned with SD

Meets internal demands

- UoB's policy & strategy
- Students' interests

Helps the University achieve quality awards

- FQATS
- ISO standards

Equips graduates for the future with

- Usable skills
- Social/environmental ethics, values & experience

Addresses employers' demands for

- Specific competencies to support their social & environmental responsibilities

Support

Two postgraduate ESD interns are available to assist you with any changes you decide upon, from finding relevant resources to developing strategies tailored to your subject. Contact: Hannah Tweddell H.Tweddell.11@bristol.ac.uk (0117 331 7110) or Aisling Tierney a.tierney@bristol.ac.uk (0117 331 7235).

Data collection

Subject/School: _____

Full name: _____

Position: _____

(Optional) Years at this position: _____

Email address: _____

Phone number: _____

Mapping Questions	Can this be identified in the existing curriculum?	Provide examples of what you might aim to develop in the future / next steps / actions (e.g. new assessment methods, courses, texts, themes, school statement, small modifications, etc.).
Existing ESD: What opportunities are there for students to reflect critically on core issues of sustainability and how does your discipline relate to sustainable development (SD)? Are any such opportunities, specifically ESD issues, articulated in course descriptions and action plans?		
Teaching and Learning: What opportunities may exist for participatory learning/active learning/co-production of learning?		
Future professions: What opportunities do students have to reflect critically on what your discipline and future professional practice can contribute to addressing SD issues?		
Complexity: What opportunities exist for students to reflect upon how your discipline contributes to addressing SD issues? Can you imagine ways that sustainability and your subject may link to the “bigger picture”?		

<p>- cross-discipline - interconnectedness</p>		
Creative thinking:		
<p>What opportunities are there for students to explore problem solving in relation to SD and / or creative thinking about positive futures that are more sustainable?</p>		

General Questions	Comment	
<p>UoB offers an open unit on sustainability. Would you help promote it to your students?</p>		
<p>What resources might you require to assist you in implementing ESD?</p>		
<p>Would you be interested in undertaking ESD-related training/ development events?</p>		
<p>Over 1/3 of UoB students are involved in the HUB, which provides a wide range of ESD options within the informal curriculum / student activity. Students can work towards UoB Sustainability Plus Award. Would you be willing to promote these to students in your handbooks, on posters and your disciplinary websites?</p>		
<p>Does your Faculty/School have a</p>		

**relationship with or knowledge of
the Cabot Institute?**

**Is their scope for crossover with the
Cabot Institute?**

Further comments / general statement:

**Please give the name and contact details
for the person who will be lead contact
for ESD in your School**