

Project Outcomes – Institutional Pilots

Aston University

1. Acceptance by PVC of recommendations to integrate sustainability across curricula (includes KPIs, staff development, inclusion in Learning and Teaching strategy) – for action in 2012-13.
2. Aston 2020 Strategy has social responsibility and sustainability identified as one of eight priority objectives. Strategic refocus on EfS connection with Green ICT.
3. Aston Business School Strategy has social responsibility and sustainability identified as one its objectives (linked with UN PRME).

University of Brighton

1. Revisions to existing Curriculum Review and Development Handbook to support deeper approach to ESD.
2. Changes to introductory programme for PG Certificate for new staff to incorporate more explicit and extensive work on ESD.
3. Joint initiative by Centre for Learning and Teaching and Academic Standards, to review learning and teaching policies to streamline and centrally locate ESD within them.
4. More coherent approach to QA and QE processes - ESD built into this framework.
5. Pilot outcomes feeding into consultations for new University Strategy to ensure continuity of sustainability as a key university value.

University of Exeter

1. Teaching Quality Assurance Manual now prompts programme designers to address EfS in modules and programmes at design and review stages.
2. Engagement of staff across the Pilot College at all levels to establish approaches to EfS in QA and QE.
3. Transfer of existing module templates in Business School to new version that links EfS with other cross-cutting themes.
4. EfS is now an important feature in the new University strategy and vision for 2010-15 and Environmental Sustainability Strategy 2010-15.
5. EfS theme in Higher Education courses for PG teaching assistants and Postgraduate Certificate in Academic Practice (PCAP) and 'You Teach' CPD sessions for lecturers.
6. Community of practice in EfS with action researchers (champions) to be established across all colleges and disciplines.

University of Gloucestershire

1. Renewed commitment to EfS as part of new University Strategic Plan including intent to embed in QA processes for course design, validation and review.
2. Plans for 2012-13 pathways to progress embedding EfS in the curriculum informed by pilot workshop.
3. Strategic dialogue has improved in this area due to the project activities and holding the CPD workshop for senior QA and QE staff which helped to explore understandings and capacity/implementation issues.
4. Clarification of options for reporting and assurance on EfS and recommendations to support this.
5. New opportunities to extend CPD and curriculum development for staff in EfS – creation of new *Learning for Sustainable Futures* funding scheme for projects and five new projects launched for 2012-13.
6. Commitment to source input and feedback from students on EfS, building on an initial survey carried out into links between EfS and employability, covering policy trends and UoG student views.

Oxford Brookes University

1. Global Citizenship, including its ESD strand, will be embedded in every course programme description by May 2012 and in every course description by April 2013.
2. Curricula at all levels that will be reshaped to meet this change will be revalidated by May 2014 by a QA system that is refocused on these new institutional goals.
3. QE staff developers were enabled to connect teaching staff and senior managers and to find ways to accelerate change in dispersed formal processes and documentation.
4. ESD moved up the agenda for the Centre for International Curriculum Inquiry based at the Centre for Staff and Learning Development.