

Responsible Futures Feedback Report

A confidential report for University College of Estate Management

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Manager, April 2018*

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Overview

Education for sustainable development is the process of equipping students with the **knowledge and understanding, skills** and **attributes** needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.

QAA ESD guidance 2014

1.0 Introduction

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The NUS logo consists of the lowercase letters 'nus' in a bold, black, sans-serif font. The letter 's' is partially enclosed by a blue square that extends to the right.The Responsible Futures logo features the words 'Responsible' and 'Futures' stacked vertically in a white, serif font. This text is set against a blue rectangular background with a black shadow effect on the right side.

Responsible Futures is certification of a whole institution's commitment to social responsibility and environmental sustainability, and having an enabling environment for it to thrive, rather than an endpoint.

1.1 Responsible Futures

Responsible Futures is a certification of a whole institution's commitment to social responsibility and sustainability and a recognition of having an enabling culture for sustainability learning to thrive. This is achieved through a genuinely collaborative partnership between the institution and the students' union, and only partnerships demonstrating this type of working are eligible for accreditation.

The purpose of the Responsible Futures accreditation mark is to provide a framework which fosters top-down institutional change and social norms around sustainability education in both the formal and informal curriculum.

Responsible Futures was created because, for the last eight years, NUS's surveying of students has consistently shown that c60% of students have either agreed or strongly agreed with the statement 'Sustainable development is something which I would like to learn more about', and c85% with the statement 'Sustainable development is something which Universities should actively incorporate and promote' (base c15k students)¹.

Responsible Futures was created by NUS with significant guidance from an advisory group made up of representatives from the EAUC, People and Planet, UCU, SOCVEN, HEA, AOC, Learning for Sustainability Scotland, and the Knowledge Transfer Network, as well as individual institutions. The criteria represent best practice not only within the UK, but internationally.

Responsible Futures was piloted in 2014-15 by 13 institutions, including 5 Further Education institutions and 8 Higher Education across England and Scotland. Following feedback from the pilot cohort, significant developments were made to the programme and it was launched in summer 2015.

¹ NUS HEA survey results can be found here: www.heacademy.ac.uk/node/10189

1.2 Overview of the Audit

As part of the accreditation process, each Partnership must undergo a two-day audit. The purpose of the audit is to determine the Partnership's score, accreditation level, and conduct in-depth research on the impact of Responsible Futures through:

- A documentary review of evidence to verify score;
- Interviews with key individuals; and
- Student focus groups.

There are 45 total criteria, of which 10 are mandatory and must be completed to achieve accreditation and 35 are optional. An additional three criteria are self-defined meaning that the Partnership can highlight unique actions they have taken which are not discussed through other criteria.

To achieve the Responsible Futures Accreditation Mark, the Partnership must meet or exceed the score threshold of **200 points**, out of the maximum 300 points, not including

the three self-defined criteria (allowing for up to an additional 30 points).

If the Partnership does not meet the threshold of 200 points but its score exceeds 100 points, it will be awarded the "Working Towards" Accreditation.

Prior to the audit, each Partnership submitted documentary evidence through the online workbook tool².

1.2.1 Documentary Evidence Review

In keeping with the student-centred nature of the scheme, NUS trained teams of student auditors at each institution to lead the audit. This began with a documentary review of evidence. Through this process, students determined the scores, with assistance from the NUS facilitator.

1.2.2 Interviews

A key component of the audit was interviews with key individuals involved in or supporting the partnership working group. These informed the audit process as well as providing insights



UCEM Student Auditors: Phoebe, Chris, Ben, Al, and Pippa.

² www.responsiblefutures.org.uk

which have contributed to this report and the broader research conducted on the programme.

1.2.3 Focus Groups

The third component of the audit was student focus groups. The student focus groups were for the purpose of research relating to Responsible Futures and therefore its results did not determine the Partnership's accreditation. The resulting findings have been included throughout this report.

Results and Feedback

“The efforts to attain the Responsible Futures Accreditation by UCEM have been second to none. **Hard work and passion** have been prominent throughout the experience.”

Student auditor, March 2018

2.0 Your Results

2.1 Your Accreditation

University College of Estate Management gained Responsible Futures Accreditation with an overall score of 227 points.

2.2 Score Overview

Section	Your Score	Total Possible
Baselines and Benchmarks	16	40
Partnership and Planning	18	20
Leadership and Strategy	43	50
Policy and Commitment	38	45
Interventions	43	50
Impact and Outcomes	43	80
Outreach	12	15
Self-Defined Criteria	14	Up to maximum of 30
Total	227	330*

*Points threshold for accreditation is 200

2.3 Explaining Your Accreditation

As your Partnership was awarded the "Responsible Futures Accreditation", you have been awarded the full accreditation. This means that you have exceeded the score threshold of 200 and have demonstrated and evidenced your Partnership's commitment and progress for embedding sustainability and social responsibility across the whole institution. This accreditation will be valid for two years, until March 2020, at which time another audit will be required to re-validate your accreditation.

Massive congratulations to University College of Estate Management on this significant achievement! Thank you for your dedication to creating a learning environment in which students develop the skills, knowledge, and attributes to be agents of change.

Rob Young, VP Society and Citizenship, NUS

2.4 Key Findings

The student auditors were clear in commending UCEM for its efforts to attain Responsible Futures, highlighting the clear passion, dedication, and commitment demonstrated throughout the audit.

“UCEM have clearly demonstrated they are well equipped to set a strong benchmark of responsibility and awareness of the responsible future for up and coming leaders of the built environment.” – Student auditor, March 2018

The key highlights identified included:

- A high level of commitment was demonstrated through the engagement and leadership of senior staff members; the creation and implementation of new staff roles; and the dedication of a range of operational and educational staff and student representatives.
- The collaboration of staff and students to achieve Responsible Futures was a positive outcome, highlighted by all interviewees and auditors. The opportunity for students to be invited into the university college and engage in this way was seen as particularly unique for an institution focused on online delivery of learning. There is a strong desire from student auditors to see this continue to grow – whether that’s through the SWG, a Sustainability and Industry Working Group, the development of a students’ union, a Sustainability Society for students, or the further enhancement of the Green Room.

“Bringing the students and staff together to discuss Responsible Futures has helped both sides to see the other perspective; allowed students to see UCEM's work, and giving the tutors insight on how students implement sustainability in their working lives.” – Student auditor, March 2018

- Student auditors commended UCEM for its strong start on this journey, and want to push the institution to continue to deepen its work in this area, ensuring that the past year does not accidentally become a ‘flash in the pan’.

“I believe that you can always perform better. As much as I believe UCEM have performed extraordinarily, there can always be improvement, and the existing work can be built upon to gain marks hitting more criteria.” – Student auditor, March 2018

2.4.2 Summary of focus group findings

The Focus Group participants gave really positive feedback on the opportunity to discuss sustainability, meet other students, and explore ideas as a group outside of their programme. We would really encourage UCEM to use this type of methodology to enhance student engagement and ensure students are regularly listened to.

The overall findings from the Focus Group included:

- Students greatly enjoy the professionalism of their programmes, the quality of their learning materials, and the ways in which their learning directly links to their current professions.
- Students remarked that they sometimes find it difficult to balance their academic commitments with their personal and professional life and do best when they feel supported, as an individual, by their tutors. One student shared that an experience of having personal contact with just one tutor led to her feeling completely different about her potential to succeed in her course and gave her much greater confidence to engage more deeply in her learning.

- Students had a good overall understanding of sustainability, describing it with words like: environment, society, economy; saving our future, using resource well; understanding and respect for the future.
- Students were able to demonstrate a strong understanding of the relevance and importance of sustainability for their discipline and profession.
- Students had a keen appetite to see more engagement in this area, especially through further support, resources, and connections with like-minded staff and students.

When asked about the importance of sustainability to UCEM, their peers, and themselves, the following three quotes accurately reflect the types of responses students gave:

“It is very, very important [to UCEM to engage in sustainability] because [...] institutions where people learn, we also need to learn about how we can save our future. Even if we are getting into a professional industry where maybe we are building. At UCEM we learn about property, we learn about using land – land is one of the non-renewable resources that we have, so sustainability and social responsibility are things that we really, really need to learn so that when we go ‘out there’ we can apply [these concepts] and even teach others so that they can learn how to save our future.” – Focus Group Participant, March 2018

“I think [sustainability] is becoming more and more important to students who study disciplines in the built environment because even if you don’t have a personal interest or concern with it, even just in terms of becoming a chartered surveyor, whether you’re going into quantity surveying, building surveying, becoming a commercial practice surveyor, you have to complete modules and competencies on your APC in sustainability. So, you essentially can’t achieve professional status unless you have an understanding and awareness for it, so I think it’s pretty important to most people on my course that I’ve spoken to.” – Focus Group Participant, March 2018

“I think learning about sustainability has opened my eyes up in my everyday life. When I’ve seen someone who’s hungry, I’ve gone out of my way to buy them food, or if I see that someone’s struggling to pay at the check-out I think of how one small thing can just really help someone. Even day-to-day things like recycling, and pushing my partner to start recycling as well, has really opened my eyes up. I think one of the students said that rather than waiting for everyone else, that one person can make a difference and I really think that’s true and I really believe that as well.” – Focus Group Participant, March 2018

At the end of the focus group, students are asked what they would like to see happen with regards to sustainability at UCEM. They had a range of different ideas, including:

- Eliminating exams to reduce paper use, increase student wellbeing, and reduce carbon emissions of travel to exam centres;
- Creating a competition for current students to develop new curricular content and then delivering that content to younger generations of students. Current students could reach out to local schools to deliver content and thus widen UCEM’s traditional impact and remit;
- Schedule 1-to-1 calls with students to find out how they are getting on and what they need help with. This supports student success and could also coach students on their role in sustainability at the same time. An open day sort of event for current students at UCEM could also feature student support and sustainability;
- Providing more resources for student wellbeing and connecting with them more personally;
- Supporting students to focus their research on social/environmental sustainability projects with their current employers;
- **Creating a sustainability society for students to engage with. A group to opt into where students could subscribe to get updates on discussions, issues, forums,**

ideas, projects, and resources to do with sustainability. Offering activities and workshops to participate in and resources to help you to introduce sustainability in your current workplace or through volunteering.

2.5 Feedback

2.5.1 Baselines and benchmarks (BB01 to BB07)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
BB001	Within the last three years, the Partnership has completed an institution-wide survey of students on their attitudes towards, and expectations on, social responsibility and sustainability SRS [social responsibility and sustainability] and published the findings.	5	4	<p>Excellent response rate on the survey with 461 students being a significant sample. The results are yet to be published due to wanting to publish a collection of documents and communications at once to maximise impact.</p> <p>All communications channels were used, incl. the VLE front page and emails, though the latter can be easily missed by students.</p> <p>The initiative by student representatives in promoting the survey via WhatsApp was particularly impactful.</p>
BB002	The Partnership has completed a follow-up to the survey conducted in BB001 and published the findings.	-	-	<i>Note: where no comment is provided, auditors simply agreed with the assessment made by the partnership working group.</i>
BB003	The Partnership has carried out a thorough baseline curriculum review or audit on SRS and published the findings.	7	7	<p>The curriculum audit has outlined sustainability content in all modules and has served as a helpful tool for identifying areas of good practice.</p> <p>The staff pledge shows that UCEM are encouraging new and current staff to embed sustainability practices in everyday life, by connecting it not only to what they teach but also their wider lives. This personal connection to sustainability makes it more compelling for students.</p>

				The auditors would recommend targeted interventions to take place with modules where sustainability content and pedagogy appear to be lacking and proactively engaging with module leaders.
BB004	The Partnership has completed a follow-up curriculum review or audit on SRS and published the findings.	-	-	
BB005	The Partnership routinely asks students about SRS in evaluation surveys.	2	1	The optional question set on sustainability is to be included in the NSS Survey for 2018-19. It has been raised at SLT and will be reviewed in the next meeting and there is a strong ambition to see the questions included.
BB006	Within the last three years, the Partnership has completed a survey of teaching staff on their understanding of SRS, and published the findings.	5	4	The survey has been completed with a good response rate from staff. The auditors would recommend repeating this survey at regular intervals (as per BB007) to track changes in staff engagement.
BB007	The Partnership has completed a follow-up survey to the survey conducted in BB006 and published the findings.	-	-	

2.5.2 Partnership and Plan (PPL001 to PPL003)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
PPL001	The Partnership has a working or coordinating group that formally leads on efforts to attain, or retain, Responsible Futures.	5	5	The Responsible Futures Partnership Working Group, as delivered by the SWG (sustainability working group), has been integral to increasing student/staff collaboration within UCEM and in achieving the RF accreditation.

				<p>There seems to be a lot of future opportunity for further student/staff collaboration with ideas to engage people but currently there does not seem to be a wide/diverse range of current collaboration. The student auditors would recommend continuing to enhance and build upon collaborative initiatives, including the Green Room and exploring possibilities of formal, democratic student representation.</p> <p>The continuation of the RF group will be under a new name, possibly the Sustainability and Industry Group and aims to provide longevity. This will be an informal committee with student input, and could include alumni. Our hope is that this will harness the enthusiasm of tutors, environmental champions within operational departments, students, and alumni. The interventions carried out by this group should be authentic and owned by staff and students.</p>
PPL002	The Partnership has an active SMART action plan relating to the issues related to Responsible Futures.	6	6	The smart plan has a good level of detail to show how the partnership will measure success.
PPL003	Within the current academic year, the Partnership has proactively engaged key stakeholder groups in the issues related to Responsible Futures.	9	7	There is plenty of evidence to support that a range of groups have been contacted, with the exception of trade unions. There are no trade unions at UCEM, and they are not recognised by the institution, however UCEM adheres to industry best HR practice.

2.5.3 Leadership and Strategy (LS001 to LS007)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
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LS001	The Partnership has gained the support of a high-level champion within both the students' union and institution for their efforts to attain Responsible Futures.	7	5	<p>The student rep sits on the Board of Trustees and gave positive feedback on RF in a trustee meeting, his dissertation was submitted on sustainability which is great to see. There seems to be full support, consent, and encouragement from the student representative. However, it is not clear that the student rep has been a major influencer in the direction of Responsible Futures.</p> <p>The auditors would encourage UCEM to develop a student rep role which is accountable to and representative of the wider student body.</p>
LS002	The Partnership has gained the support of its trustees and/or governors within both the students' union and institution on the issues related to Responsible Futures and their efforts to achieve accreditation.	6	6	<p>Relevant papers were sent and presented along with meetings to discuss this accreditation. The principal sits on the SWG (sustainability working group) and this group included a student rep attending to discuss Responsible Futures. There is evidence of engagement from the principal which is great to see.</p>
LS003	The Partnership has developed a statement on SRS through a consultative process that defines what it means to the institution in relation to its educational purpose and values.	6	5	<p>Good overall, evidence is displayed on public website. The sustainability statement is taken seriously by everyone, mainly members of the SWG (sustainable working group) which includes student reps and the principal. There are meetings with the board that approve this accreditation.</p> <p>There could have been more engagement with the students on a wider basis and could have highlighted the importance of SRS from a student perspective.</p>

LS004	The institution's overall strategic plan, and/or the publicly stated learning, learner or graduate outcomes, skills or attributes, or core learning outcomes include supportive references to the issues related to Responsible Futures.	8	7	There is sustainability mentioned in most modules. It is in the UCEM plan and statement highlighting its importance and relevance to the built environment. However, there lacks top line targets and actions, and lacks a link between graduate attributes.
LS005	The institution's learning and teaching strategy, academic strategy, or equivalent, includes supportive references to the issues related to Responsible Futures, or it will do after the next review.	10	10	Good overall, there is evidence to suggest the strategy and criteria for each level to meet which can be seen in LS005.1 document. It has been included in the 2016-2020 strategy in LS005.2.
LS006	The Partnership has embedded the issues related to Responsible Futures into the institution's sustainability strategy (or equivalent).	5	5	Overall very strong. All stakeholders have been informed of Responsible Futures. All types of employees have been educated about its ambitions. It seems to have been filtered from the top down which is fundamental to engage students. The SWG demonstrates strong evidence of the RF being embedded within the institution.
LS007	SRS is embedded in the internal communication strategies for both the institution and the students' union, and/or the Partnership has successfully reached good numbers of staff and students across the institution with proactive communications relating to the issues related to Responsible Futures.	5	5	A wide range of communications methods are evidenced, including sustainability content in the newsletter. To track impact of these communications, the auditors would recommend monitoring open rates, views, etc., over time. As well, much of the communication to date has been one-way so the auditors would recommend exploring more communicative forms of engagement with both

				<p>staff and students. Asking regularly for feedback, giving a monthly question to respond to, engaging through social media, offering contests, etc., could help to create more two-way communications.</p>
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2.5.4 Policy and Commitment (POC001 to POC008)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
POC001	The institution has provided professional development on the issues related to Responsible Futures for relevant personnel.	5	5	<p>It is good to see sustainability as part of the induction programme, particularly with regard to facilities management and the pledge. In terms of teaching and learning it is still down to individual experience.</p> <p>The audit recognised a need for dissemination to academics to share good practice, gaining up-to-date information from students, and ensuring there are appropriate resources in place to support teaching staff in developing sustainability content.</p> <p>The sustainability seminar series is a great way to bring in externals for students and academics to learn from.</p> <p>The impact and reach of professional development has not been evidenced so the auditors would recommend tracking these for future. There could be more emphasis on providing more tailored opportunities for staff and this is already starting to happen.</p> <p>Furthermore, the volunteering and charity initiatives taken up by staff are an excellent way of enhancing their</p>

				<p>engagement in the subject – this should be more widely celebrated, students should be made aware of such activities (it makes their tutors more 'human' and relatable!), and, where possible, students should be invited to partake.</p> <p>In recruiting new staff, UCEM demonstrated a desire to recruit staff that have a sustainability focus and this is great to see.</p>
POC002	The students' union has formally passed and publicised a policy commitment to embedding SRS in the formal and informal curriculum.	5	3	<p>There is not a student union however what they have been doing in place of that is including students in the Responsible Futures working group and getting sign off from the Lead Student Representative.</p> <p>The auditors were glad to hear that the possibility of appointing a student representative for sustainability is being explored. The auditors heavily support this idea and would suggest that this individual is elected by their peers so that they are accountable and representative of student opinion.</p>
POC003	One or more named elected student officer has agreed to lead on SRS issues for the students' union this academic year.	4	3	<p>Linked to the point above, the possibility of appointing a student representative, there is not currently an officer in place, however it is something that can and is being looked to be arranged. However, there is not currently anyone who is directly assigned, it is more of an informal arrangement with the Lead Student Representative. Hence the reduced mark.</p>
POC004	The Partnership has made sufficient staff or student resource available to substantively progress	10	10	<p><i>Note: where no comment is provided, auditors simply agreed with the assessment made by the partnership working group.</i></p>

	the issues related to Responsible Futures.			
POC005	The Partnership has made effective use of the relevant quality framework and/or outcome agreements to progress the issues related to Responsible Futures.	5	5	
POC006	The Partnership has embedded the issues related to Responsible Futures into their human resource processes.	3	3	
POC007	The Partnership has embedded the issues related to Responsible Futures into their induction processes for all types of new starter (students, staff, governors, etc.).	5	5	
POC008	The Partnership has worked with the institution's student recruitment and/or widening participation department(s) to incorporate issues relating to SRS into their work.	4	4	

2.5.5 Interventions (IN001 to IN009)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
IN001	Within the current academic year, the Partnership has run one or more internal events bringing together staff and students on the issues related to Responsible Futures.	5	5	Having the CEO from Friends of the Earth speak at UCEM was a great event and an excellent way of bringing together staff and students to engage in informal discussion about sustainability. The auditors would highly encourage UCEM to run similar events in the future.
IN002	Within the last five years, the Partnership has taken part in, or is booked onto,	3	3	<i>Note: where no comment is provided, auditors simply agreed with the</i>

	an external change programme on the issues related to Responsible Futures.			<i>assessment made by the partnership working group.</i>
IN003	Within the current academic year, the institution has made funding, or related resources, available to staff and students so that they can develop their own projects that support the aims of Responsible Futures.	7	7	The dissertation prize is an excellent example of working to proactively engage students in sustainability research.
IN004	During the last 12 months, three or more schools / depts. have done one or more of the following in relation to SRS: discussion-based and participatory learning; problem-based learning; simulation activities; and/or debates on issues related to Responsible Futures.	4	4	
IN005	The institution's estates team routinely collaborate with learning and teaching staff to create educational opportunities through their SRS-related work.	4	4	The auditors were glad to see the use of the Horizons building in teaching and learning.
IN006	Within the current academic year, the Partnership has actively made use of student coursework and/or dissertations to support one or more of the other criteria in this workbook, or has made firm plans for the next academic year.	4	4	
IN007	The Partnership actively facilitates structured interdisciplinary experiences, linked to the issues related to Responsible Futures, through the formal curriculum.	3	3	The ongoing development of the Green Room will help to provide further resources for students to engage with sustainability alongside, and within, their courses. The ECO Materials Trumps cards will also enhance the opportunities for this.
IN008	There are good levels of informal curriculum activity that is supportive of the aims of Responsible Futures.	8	8	

IN009	The Partnership has conducted an in-depth analysis of a specific intervention listed above.	5	5	
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2.5.6 Impact and Outcomes (IO001 to IO004)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
IO001	The Partnership has reflected on and identified demonstrable positive progress in relation to embedding SRS across the formal curriculum.	12	12	<p>Evidence provided shows that future courses have sustainability embedded in all parts of the modules in assessments and learning. The staff pledge shows that UCEM are embedding it in new/current staff in the course practice and everyday life, by doing this they not only teach sustainability but live it thus making it more believable.</p> <p>One student auditor reflected on their experience of this by saying that in every course so far there had been a major aspect of sustainability in the assessments with most tutors positively enforcing it. However, this was not consistent across all modules and further support for some tutors is required.</p> <p>The auditors look forward to seeing the future outcomes of some of the more recent interventions focussed on the curriculum and would encourage the Responsible Futures working group to proactively provide professional development and support to tutors to continue to enhance their courses.</p>
IO002	The Partnership has reflected on and identified demonstrable positive progress in relation to its institution-wide collaborative approach.	15	13	<p>From the evidence, there seems to be a lot of future sustainability student/staff collaboration with ideas to future engage people but currently there is still great scope to enhance the width and diversity of these collaborations.</p>

				<p>The SWG and Responsible Futures groups are great current example of this collaboration.</p> <p>The redevelopment of the Responsible Futures working group (PPL001) will continue to strengthen the institution-wide collaboration between staff and students.</p>
IO003	The Partnership has reflected on and identified their short-term impacts and outcomes in relation to positive outcomes for students.	10	10	<p>The evidence clearly shows how the modules have sustainability fully embedded in it and their future plans for sustainability. This equips students in a wide variety of topics with sustainability knowledge.</p> <p>The NUS survey is a really positive example of quantitative and qualitative evidence and had a wide range of engagement.</p> <p>Interview showed real intention to equip future leaders of real estate with the knowledge, passion and understanding of sustainability.</p> <p>The auditors would encourage UCEM to repeat the NUS survey annually to enable tracking of trends. Other short-term outcomes could be tracked through the introduction of the NSS optional questions and/or course evaluations.</p>
IO004	The Partnership has reflected on and identified their long-term impacts and outcomes in relation to positive outcomes for students.	10	8	<p>Clear evidence shows that sustainability has been embedded in the university college from the top down through the principal and the tutors who then teach the modules passing it onto the students.</p> <p>The long-term plans are suggested and some are planned to be put in place and some have suggestions that still need review. The auditors look forward to seeing the development of longer term outcomes tracking through engaging with alumni.</p>

2.5.7 Outreach (OU001 to OU004)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
OU001	The Partnership has embedded the issues related to Responsible Futures into their community outreach activities.	4	3	<p>It is really exciting to learn about UCEM's charity work and community outreach.</p> <p>Launchpad is the designated charity which UCEM actively engages with. For example, two weeks ago UCEM gave an urgent appeal for food and toiletries due to the snow.</p> <p>The auditors pointed out that a lot of students don't know that UCEM is a registered charity and would recommend sending out some communications about this and UCEM's wider charity work.</p> <p>The stories of academic and non-academic staff alike engaging with charities on sustainability projects were really exciting for the students to learn about. The auditors would recommend promoting these stories more to students and also opening opportunities up to students where possible. E.g. a charity appeal could invite participation from students in their own communities.</p>
OU002	Within the current academic year, the Partnership has proactively engaged one or more students' union or educational institution on the issues related to Responsible Futures.	3	3	<p>It is great to see the collaborative approach UCEM has taken to Responsible Futures, particularly through proactively visiting Anglia Ruskin University and Chester University to learn about their work.</p> <p>UCEM has truly used Responsible Futures as a framework to benchmark good practice and engaging with colleagues at other institutions has helped to enhance the value of this.</p>

				<p>UCEM also encourages staff here to share their experience from other institutions.</p> <p>Finally, through ISO14001, UCEM and the University of Reading are auditing one another – another great example of collaboration with another institution.</p>
OU003	Within the last three years, the Partnership has presented on their work relating to the Responsible Futures agenda at a sector event.	3	3	
OU004	The Partnership has published case studies case studies promoting SRS-related achievements, impacts and outcomes.	5	3	<p>The Green Room will provide an excellent space for highlighting case studies, and the use of the existing case studies already demonstrates its potential.</p> <p>The auditors look forward to the revamp of the Green Room and would recommend convening a team of students who could advise on and contribute to the development of the content.</p>

2.5.8 Self-defined criteria (SD001 to SD003)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
SD001	Self-defined: ECO Materials Trumps game	10	6	<p>Good concept and design. Lots of evidence of good research and how the game is to be played to raise awareness around sustainability. Cannot award full marks due to the game not in production yet.</p> <p>The auditors will look forward to seeing the game in production and being used more widely.</p>
SD002	Self-defined: Online CPD on Horizons and the Green Room	10	5	<p>The CPD on Horizons is good. The Green Room has not been developed or improved yet but evidence is clear that there is</p>

				thought and methodology for improving this area in the future. The auditors would warmly welcome further development of the Green Room as an excellent resource.
SD003	Self-defined: Open Badges for Sustainability	5	3	This is a strong concept. The auditors would highly encourage UCEM to further develop, implement, and incentivise the open badges for sustainability.

2.6 Key Recommendations

The following is a summary of key recommendations made throughout the report:

- **BB003:** The auditors would recommend targeted interventions to take place with modules where sustainability content and pedagogy appear to be lacking and proactively engaging with module leaders.
- **BB006/7:** The auditors would recommend repeating this survey at regular intervals (as per BB007) to track changes in staff engagement.
- **PPL001:** The student auditors would recommend continuing to enhance and build upon collaborative initiatives, including the Green Room and exploring possibilities of formal, democratic student representation.
- **PPL001:** Our hope is that this will harness the enthusiasm of tutors, environmental champions within operational departments, students, and alumni. The interventions carried out by this group should be authentic and owned by staff and students.
- **LS001:** The auditors would encourage UCEM to develop a student rep role which is accountable to and representative of the wider student body.
- **LS003:** There could have been more engagement with the students on a wider basis and could have highlighted the importance of SRS from a student perspective.
- **LS004:** However, there lacks top line targets and actions and lacks a link between graduate attributes.
- **LS007:** To track impact of these communications, the auditors would recommend monitoring open rates, views, etc., over time.
- **LS007:** Much of the communication to date has been one-way so the auditors would recommend exploring more communicative forms of engagement with both staff and students. Asking regularly for feedback, giving a monthly question to respond to, engaging through social media, offering contests, etc., could help to create more two-way communications.
- **POC001:** The audit recognised a need for dissemination to academics to share good practice, gaining up-to-date information from students, and ensuring there are appropriate resources in place to support teaching staff in developing sustainability content.
- **POC001:** The impact and reach of professional development has not been evidenced so the auditors would recommend tracking these for future. There could be more emphasis on providing more tailored opportunities for staff and this is already starting to happen.
- **POC001:** The volunteering and charity initiatives taken up by staff are an excellent way of enhancing their engagement in the subject – this should be more widely celebrated, students should be made aware of such activities (it makes their tutors more ‘human’ and relatable!), and, where possible, students should be invited to partake.
- **POC002:** The auditors were glad to hear that the possibility of appointing a student representative for sustainability is being explored. The auditors heavily support this idea and

would suggest that this individual is elected by their peers so that they are accountable and representative of student opinion.

- **IN001:** The auditors would highly encourage UCEM to run similar events in the future.
- **IO001:** The auditors look forward to seeing the future outcomes of some of the more recent interventions focussed on the curriculum and would encourage the Responsible Futures working group to proactively provide professional development and support to tutors to continue to enhance their courses.
- **IO002:** There is still great scope to enhance the width and diversity of these collaborations.
- **IO002:** The redevelopment of the Responsible Futures working group (PPL001) will continue to strengthen the institution-wide collaboration between staff and students.
- **IO003:** The auditors would encourage UCEM to repeat the NUS survey annually to enable tracking of trends. Other short-term outcomes could be tracked through the introduction of the NSS optional questions and/or course evaluations.
- **IO004:** The auditors look forward to seeing the development of longer term outcomes tracking through engaging with alumni.
- **OU001:** The auditors pointed out that a lot of students don't know that UCEM is a registered charity and would recommend sending out some communications about this and UCEM's wider charity work.
- **OU001:** The auditors would recommend promoting these stories more to students and also opening opportunities up to students where possible. E.g. a charity appeal could invite participation from students in their own communities.
- **OU004:** The auditors look forward to the revamp of the Green Room and would recommend convening a team of students who could advise on and contribute to the development of the content.
- **SD001:** The auditors will look forward to seeing the game in production and being used more widely.
- **SD002:** The auditors would warmly welcome further development of the Green Room as an excellent resource.
- **SD003:** The auditors would highly encourage UCEM to further develop, implement, and incentivise the open badges for sustainability.

The following cross-cutting themes emerged as key areas of recommendation for the future:

1) Continuing to proactively engage students as partners:

Both the focus group participants and the student auditors reflected on the significant value provided through staff and students working in partnership in Responsible Futures and wanted to see this taken further. This could take a variety of different forms and students recommended the following possibilities: developing a student sustainability society (as discussed in the focus group findings); increasing student engagement in the Sustainability Working Group and Sustainability and Industry/Responsible Futures Working Group; electing/selecting a student sustainability representative; further enhancing the Green Room (and engaging students in its development); and, finally, exploring the development of a students' union. All of these options focus on the desire from students to more deeply and proactively engage with UCEM on sustainability, both within their programme but also to meet UCEM broader aims to become a more sustainable institution.

“Engaging students I think has had the most impact on the whole process as a whole and is definitely something that should be emphasized for the future. The tutors and the staff are key to the process and are very useful in actually facilitating the change, however the students are key to developing the ideas of the change and ensuring that they are able to add in pieces that they feel is important to them. The students are also, most of the time, interested in hearing what change is happening at the university.” – Student auditor, March 2018

“Try and get students more involved with personal case studies and share with other students which may lead to changes in other companies. Make future responsibilities a key topic within the learning” – Student auditor, March 2018

“It’s important to continue to involve students as much as possible. By involving students more it means that not only the [institution] can improve but the students’ workplaces too can hopefully improve through the sharing of ideas.” – Student auditor, March 2018

“More and wider student engagement. Trying to motivate the masses.” – Student auditor, March 2018

2) Maintaining momentum around Responsible Futures:

The auditors were keen to see that the momentum built through Responsible Futures was maintained and mainstreamed within UCEM. The right factors are in place in terms of enhancing staff resource, having appropriate policies/strategies, and reporting into the SWG so the auditors feel confident in UCEM’s ability to carry along this path.

“UCEM [has] identified that there is a desperate need within the built environment to be accountable and aware of sustainability issues in the industry. The RF scheme has been fully embraced and pushed forward by UCEM in the hopes of accreditation which will give past, present and future students a sense of pride to be associated with an institution which embodies sustainability and provides a benchmark attitude that should be reflected in the professional workplace for a more sustainable future.” – Student auditor, March 2018

3) Long-term tracking of outcomes

UCEM is uniquely placed as an institution to engage proactively with students when they are in employment because such a high proportion of its students are studying alongside their professional lives. To better understand the impact of students’ studies, the auditors would like to see greater tracking of student outcomes. Specifically, UCEM could seek to learn what impact embedding sustainability in courses has had on students’ knowledge, skills, attributes, and values relating to sustainability, or how they might have embedded this into the current workplace or home life, or how this has affected their long-term career goals. The auditors were really impressed by the example shared of one student who learned about sustainability at UCEM and went back to her business to make the case to do more on sustainability and now leads this area at her work. Collecting stories like this would help for other students to see how they might, too, take a similar path and would demonstrate the value of these interventions to the institution.

2.7 Summary

Five student volunteers led the audit process for Responsible Futures, gaining valuable employability and ESD skills as a result. At the close of each day of the audits students participated in reflection activities to track their development over the two days. At the end of the audit, they had the following to say about their personal experience:

“[The audit] had given me a better vision on how all institutions or a business should be acting to reach responsible future goal. The knowledge will be taken and used to educated colleagues and students.”

“I think that the program is really enjoyable and has served as an important eye opener for both students and UCEM staff.”

“I thoroughly enjoyed the whole experience and found it a very useful, refreshing experience to be with like-minded people doing their bit to help enact change.”

“I enjoyed working as part of and with the team and found the whole experience useful and interesting.”

“I found the training useful and the interviews especially useful in giving an insight into the organisation that maybe evidence alone would/could not provide.”

“It was great, a good mix of learning styles and was interesting and thought provoking.”

“I think the program has been great, I have enjoyed being a part of a rare opportunity to interact with a distance learning university.”

“I thoroughly enjoyed the whole experience and found it very useful and informative. It is interesting to hear what is going on within the organisation and the activities that the staff are taking, it really helps to give a greater understanding of the commitment that UCEM seems to show to sustainability and the environment.”

What did you learn?

- “The length and breadth of sustainability; how wide spread and embedded UCEM sustainability is; and a start on how to critically assess evidence.”
- “The honesty of the interviewees was refreshing, they identified their positives and areas that needed to be improved on and how they were going to improve on and monitor those improvements.”
- “How to target questions, analyse evidence and identify areas for improvement.”
- “I feel I have honed my skills interviewing individuals and groups. This will help me in my work interviewing contractors on my various projects.”
- “How audits are conducted. How important sustainability is to UCEM.”
- “The skills obtained in the auditing and interview training could be used within my professional life when interviewing in the future.”
- “Gained a good understanding on not only what auditing is but also how to carry out the process effectively. I have also learned a huge amount about the university and how important sustainability is to them.”
- “Learning through the processes that UCEM had adapted certainly gives me a good idea on what could be added to my place of work and what maybe cannot. However, it’s important that there is that sharing of ideas that takes place.”
- “I have learnt that the university are proud and encouraging to be sustainable and seem to be a good benchmark in this field.”

Any final feedback?

- “UCEM sustainability initiatives are really great and the passion translates well through the learning material.”
- “Overall, it’s been a positive experience, highlighting the efforts UCEM is making to encourage the future built environment sectors more educated on matter that involve everyone.”
- “The amount of commitment and work put in to Responsible Futures by UCEM [surprised me].”
- “I was somewhat surprised to see how passionate the staff are about bringing about the change that makes the office and organisation as sustainable as possible. I was also somewhat surprised to see how detailed the process is and has been. The exercise is far

more than "just ticking a box" it involves a real thorough search and analysis through the evidence."

The student auditors' words really capture the essence of the two-day audit and the efforts demonstrated by UCEM. It has been an absolute pleasure working with UCEM over the past year. The leadership, commitment, and dedication of the institution has been excellent and we are excited by the path ahead.

Thank you so much to everyone involved, we look forward to continuing to support the aims of Responsible Futures at UCEM.

Further Information

3.0 General Information

3.1 What does my accreditation mean?

The “Responsible Futures Accreditation” means that you have gained the full accreditation by exceeding the score threshold of 200 (out of 300) and have demonstrated and evidenced your partnership’s commitment and progress for embedding sustainability and social responsibility across the whole institution.

The “Responsible Futures – Working Towards Accreditation” recognises your commitment and progress when you have not met the score threshold to be awarded the full accreditation. Through being awarded the “Working Towards Accreditation” your partnership should request a follow-up audit when you feel that you are prepared to go for accreditation. Follow-up audits will be charged the standard audit fee.

3.2 How long will the accreditation last?

Accreditation is valid for two years, so until March 2020 at which time another audit will be required to re-validate your accreditation.

3.3 How do we use the logo?

Each institution will be given the appropriate logo – please use this widely to recognise your accomplishment and your partnership’s commitment to sustainability and social responsibility. If you would like to provide further information about the programme, please link to www.nus.org.uk/responsiblefutures

3.4 What’s next?

The 2018 Responsible Futures Awards Ceremony will take place in autumn 2018, further details to come.

Following the awards ceremony, you will be provided with a photograph of your team receiving your award and the physical certificate. We encourage you to make use of local media outlets to celebrate your achievements.

After achieving accreditation, the annual membership fee will cover all future audits to maintain accreditation as well as ongoing support. This membership fee is £520 +VAT for higher education partnerships and £104 +VAT for further education partnerships.

3.5 How do we keep improving?

We encourage you to use the feedback from this report and through the audit process to inform your work moving forward.

In conducting your next audit, we would hope to see progress against the recommendations outlined in this report.

The Responsible Futures accreditation will push the sector for continuous improvement and we hope you will continue to actively engage with other institutions in the cohort to share learning and good practice.

3.6 How do we compare?

Responsible Futures is not a league table and therefore individual scores will not be published. NUS will not share your scores; however, you are welcome to share them with others if you wish.

Note that 2014/15 pilot year participants worked to a maximum score of 260 points which the accreditation threshold being met at 130 points before the threshold was raised to 200 points out of a maximum 330 in summer 2015.

3.7 I would like to be re-assessed, what can I do?

If you not agree with your score/accreditation and would like to be re-assessed, please contact the Responsible Futures team on responsiblefutures@nus.org.uk. The documentary review can be re-conducted if the partnership feels that the assessment is inaccurate.

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