

Responsible Futures Feedback Report

A report for University College of Estate
Management

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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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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 whole-institution approach to embedding social responsibility and sustainability across the formal and informal curriculum across both HE and FE. It is a supported change programme and accreditation mark that works to put sustainability at the heart of education.

The framework facilitates a close working partnership between students' unions and their institutions and was developed with significant guidance from an advisory group made up of representatives from NUS Sustainability Direction and Oversight board, the EAUC, People and Planet, UCU, SOCVEN, HEA (Advance HE), AOC, Learning for Sustainability Scotland, and the Knowledge Transfer Network, as well as individual institutions and students' unions. The criteria represent best practice not only within the UK, but internationally. The programme is now delivered by SOS-UK, NUS' sustainability charity, formerly NUS sustainability team.

Responsible Futures was created because, for the last ten years, NUS' 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 piloted in 2014-15 by 13 institutions, including five Further Education institutions and eight Higher Education across England and Scotland. Following feedback from the pilot cohort,

¹ NUS survey results can be found here: <https://sustainability.nus.org.uk/our-research/our-research/skills-and-sustainable-development>

significant developments were made to the programme and it was launched in summer 2015.

To date, 30 partnerships across the UK have joined Responsible Futures and they collectively, they represent over 500,000 students.

1.2 Overview of the Audit

As part of the accreditation process, each Partnership must undergo a two-day audit.

2020 UCEM student auditors



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 their score exceeds 100 points, they will be awarded the "Working Towards" Accreditation.

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

1.2.1 Documentary Evidence Review

In keeping with the student-centred nature of the scheme, SOS-UK trains teams of student auditors at each institution to lead the audit. This begins with a documentary review of evidence. Through this process, students determined the scores, with support from the SOS-UK facilitator.

1.2.2 Interviews

A key component of the audit was interviews with three key individuals: one representative from the students' union, one from the institution, and one other individual who was less actively involved in the partnership working group. These informed the audit process as well as providing insights 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 two student focus groups. The first was the intervention focus group, made up of students who have been actively involved in sustainability and social responsibility within the formal or the informal curriculum. The second was the non-intervention group, made up of students who, to the best of the partnership's knowledge, had not been involved in sustainability or social responsibility initiatives.

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 summary findings can be found in this report.

²

Results and Feedback

“Overall, I have been immensely impressed with UCEM's commitment and approach to sustainability. As a student of the institution, I feel as though I am leaving the audit process with greater pride in my university and a richer understanding of sustainability as a whole.

2020 student auditor

2.0 Your Results

2.1 Your Accreditation

The University College of Estate Management gained the Responsible Futures Accreditation with a score of 247.

2.2 Score Overview

Section	Your Score	Total Possible
Baselines and Benchmarks	28	40
Partnership and Planning	15	20
Leadership and Strategy	34	50
Policy and Commitment	33	45
Interventions	44	50
Impact and Outcomes	57	80
Outreach	13	15
Self-Defined Criteria	23	Up to maximum of 30
Total	247	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 2022, at which time another audit will be required to re-validate your accreditation.

Congratulations to the 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.

Zamzam Ibrahim, SOS-UK and NUS National President

2.4 Key highlights

Congratulations on your recent Responsible Futures re-accreditation, it is fantastic to see the hard work and dedication of UCEM on their sustainability journey demonstrating clear progress and development.

Throughout the audit process both employees and students showed an overwhelming level of passion, dedication and energy for progressing Social Responsibility and Sustainability at UCEM. It is clear the institution attracts employees with genuine concern for enhancing the sustainability of the built environment through an impactful education provision. Although this is a significant challenge in a sector driven by economic pressures it is inspiring to see the educators of our future built environment professionals working hard to change this and transform the industry through influence, and innovative teaching and learning.

In reviewing your previous audit report something worth highlighting is the significant improvement in the impacts and outcomes section of the framework over the past two years. This is an area which many partnerships find most challenging and although there is still further to go, this leap forward will certainly support UCEM's ability to continue to grow and enhance the impacts of their work on issues related to Responsible Futures.

2.5 Feedback from Student Auditors

2.5.1 Highlights and overarching feedback

- “UCEM have lots of evidence to support all of the audit questions, **all staff are really passionate and want to make a difference** and promote what they are doing as an institution.”
- “UCEM are doing a really amazing job working towards embedding sustainability within their organisational culture, and **getting this across to all the stakeholders** involved, from students to employees, to tutors, to charities they support. I have found it **really inspiring** seeing the hard work that all of the staff are putting into this, and the passion that is reflected throughout the organisation.”
- “Having a programme like responsible futures, it ensures that they are always aware of the sustainability and always thinking of ways to improve and be out on top.”
- “UCEM are aware and implementing all relevant sustainability issues, **they are striving to be better** and have a good vision for what influence they are having on the students.”
- “UCEM are **doing a fantastic job across the sector**, and hopefully setting a baseline for other institutions.”
- “[I've been surprised by] The amount of staff who are passionate about sustainability. Potential employees also highlight they look at UCEM's sustainability options when choosing whether or not to work there.”
- “UCEM are working hard to embed sustainability within their institution, and not only are they ticking boxes for an accreditation, but **the culture seems to be well integrated** and shows in the passion of the staff.”
- “UCEM have a **genuine passion for sustainability** both within the university and within their own lives.”
- “I believe that the whole experience was very well organised, presented and the hospitality was great over both days.”
- “Introducing the Responsible Futures [has had the most impact]. This is exposing any existing issues and **helps hold the UCEM accountable for their sustainability responsibilities.**”

- “After analysing all of the evidence and interviewing staff it is very obvious how much the UCEM care and are involved **going above and beyond with their responsibility** and input into both the local and national environment and general responsible futures issues.”
- “The intensity and detail of the audit process was surprising. Additionally, UCEM's **commitment to sustainability was impressive.**”
- “In terms of long-term impact, the **embedding of sustainability in the curriculum was incredibly impressive.**”
- “**So much positive change** is happening in the background and It's **given me a sense of pride** to study at UCEM.”
- “Overall, I **have been immensely impressed with UCEM's commitment and approach to sustainability.** As a student of the institution, I feel as though I am leaving the audit process with **greater pride in my university and a richer understanding of sustainability as a whole.**”

2.5.2 Recommendations

- “Perhaps the partnership could focus on how institutions **evolve their approach to sustainability [in the curriculum becoming] a more holistic one [e.g. inclusion of social and economic sustainability].**”
- “The **Green room** would be something I as a student would like to experience more and see it more visible from UCEM. I would also advise them to share more results from events like this and also recommend events like this to students and try and encourage them as much to get involved. Just having a chance to visit the [institution] and everything that comes together behind closed doors is very interesting to see first-hand!”
- “The **evidence could be more streamlined.**[and] ..maybe the volume of evidence could be reduced.” “**Shouting about what they do.** They currently do a lot in relation to sustainability, however, are not boasting [about] it all. I would personally like to see UCEM provide more student to staff relationships, maybe more 'networking' events which provide a subliminal message regarding sustainability.”
- “I think that the partnership could focus on **drawing in more diverse student-based representation**, and helping to facilitate the opportunity for students to experience real-life and work-based sustainability practises.”
- “Creation of a **student union [or equivalent]** and try include students with the conversation with the creation of the union.”
- “There is always room for improvements, with the main one making sure all visions and strategies are updated. But overall the evidence that was audited was very good.”
- “The amount and quality of evidence submitted could be improved. **The evidence needs to show the results and showcase what [UCEM] have done** instead of just saying what they have. What are the outcomes of the evidence and the events that UCEM have participated in?”
- “Trying to **increase the engagement with all students** and try and encourage students to use the resources on the VLE making students more aware, e.g. Green Room.”
- “Continue to grow and develop, **focus on widening the outreach into the community** and improve awareness/engagement from students around sustainable issues. Also, it would be good if there was **more monitoring** on what is happening, gaining results on **how their efforts are effecting people** such as how many people have engaged with social media posts and how has this drawn people in etc.”

2.6 Feedback

2.6.1 Baselines and benchmarks (BB01 to BB07)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
BB001	Within the last two years, the [Partnership] has completed an institution-wide survey of students on their attitudes towards, expectations on, and awareness of social responsibility and sustainability [SRS] and published the findings.	4	4	Good response for the 2017 survey and a good result out of the 38 institutions nationally. It would be interesting to track this data annually with rather than bi-annually.
BB002	The [Partnership] has completed a follow-up to the survey conducted in BB001 and published the findings.	4	4	Another good survey completed and placed higher nationally than in previous years.
BB003	Within the last five years, the [Partnership] has carried out a thorough baseline curriculum review or audit on [SRS] and published the findings.	9	7	Fair evidence of module descriptions, and input from course leaders and how sustainability is incorporated. Good summary of findings, it would be great to see this shared on the VLE or on the UCEM website.
BB004	The [Partnership] has completed a follow-up curriculum review or audit conducted in BB003 on [SRS] and published the findings.	5	4	Evidence of the new module descriptors and how sustainability is implemented is helpful. The auditors look forward to seeing the postgraduate modules reviews

				<p>set to be complete in 2020 using the UN SDGs as a framework.</p> <p>It would be good to see the updated reports uploaded internally or externally.</p>
BB005	The [Partnership] routinely asks students about [SRS] in evaluation surveys.	0	1	<p>No comments or evidence were submitted however the auditors felt that UCEM are doing some work in this area but not yet monitoring it.</p> <p>It would also be good to see a sustainability question incorporated into the NSS.</p> <p><i>Information gathered from criteria review meeting.</i></p>
BB006	Within the last two years, the [Partnership] has developed an understanding of teaching staff's knowledge and confidence with [SRS] at the institution and informed their practices with these findings.	5	4	<p>Only 31% of academic employees completed the survey in 2018 the auditors have noted how this has improved in 2020 but felt that there is still room for enhancement.</p> <p>The auditors recommended streamlining this survey or incentivising it/ incorporating it into all employees training, to encourage a higher</p>

				response rate.
BB007	The [Partnership] has completed a follow-up survey to the survey conducted in BB006 and published the findings.	4	4	The auditors were satisfied with the completion of this criterion.

- The auditors felt that annual tracking of student perceptions and experiences related to SRS would provide a useful data set for learning from current practices to progress this work.
- The auditors felt strongly that they would like to see SRS integrated into module evaluation forms and for this to be evaluated as a means of progressing SRS in teaching and learning.

2.6.2 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 leads on [SRS].	5	3	<p>UCEM have clearly been proactive in working towards adopting and encouraging sustainable practice. They have formed two working groups which focus directly on sustainability and demonstrated how the RFWG and SWG work symbiotically to achieve this.</p> <p>The RFWG working group has limited membership diversity which needs to be improved to more accurately meet this criterion. Furthermore, UCEM should look to encourage a more bottom-up approach in the group action plans.</p>
PPL002	The [Partnership] has a [SMART action plan] progressing actions for [issues related to Responsible Futures].	5	4	<p>A SMART action plan was produced, with input from a range of individuals both institutionally and within the student body, enabling a range of views on areas of focus.</p> <p>The 'RAG' performance measure used for the Action Plan ticked the boxes in terms of being 'SMART', but the KPI's adopted for this have the</p>

				potential to be even more ambitious.
PPL003	Within the current academic year, the [Partnership] has proactively engaged key stakeholder groups in the [issues related to Responsible Futures].	9	8	UCEM have made clear and proactive engagement with a range of stakeholders in relation to Responsible Futures. They are not only keeping stakeholders updated with key issues, but actively encouraging participation. UCEM have stated they are not affiliated with any trade unions nor do they have any intention to approach any and that they are therefore not considered a stakeholder, however in-line with the criteria and ensuring workers' rights (among other factors), this prevents them achieving top marks.

- The auditors highlighted the need to see increased diversity in the Responsible Futures Working Group.
- Incorporation of a wider range of opportunities for organisational change was also highlighted as an area for improvement (i.e. bottom up / middle out).
- The KPIs developed for the SMART action plan to progress actions for issues related to Responsible Futures could be further developed to demonstrate even greater ambition.

2.6.3 Leadership and Strategy (LS001 to LS007)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
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	UCEM have gained support from students' and institution senior leadership. Principal's Office shows the framework of UCEM well. When the student ambassador roles are created it would be good to see them integrated into the hierarchy.
LS002	The [Partnership] has gained the support of their trustees and/or	6	5	It has been evidenced that correct channels of authority have been communicated

	governors within both the students' union and institution on the [issues related to Responsible Futures] and their efforts to achieve accreditation.			<p>with and agree with the submitted word document showcasing the plan, commitment and statement.</p> <p>It would be good to see the Student union created and established. The auditor would have liked to see trustees and/or governors involved in some meetings related to sustainability and/or Responsible Futures to ensure they are also supporting the progress of this work. The same stands for student representatives' involvement and recognition.</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	4	<p>Very good to see the UCEM Sustainability vision on the website home page, for all to see.</p> <p>No clear goals have been defined on the sustainability statement. The action and/or implementation plan should also be separately published.</p>
LS004	The institution's overall strategic plan and/or the publicly stated learning outcomes include supportive references to [SRS].	8	6	The auditor would have liked to see a clear link with SRS and linking with UCEM's strategic plan.
LS005	The institution's learning and teaching strategy, academic strategy, or equivalent, includes supportive references to [issues related to Responsible Futures], or it will do after the next review.	10	6	<p>This document also shows the approval history showing that the academic board signs off on the up-to-dated document.</p> <p>Although SRS is not overtly included in graduate attributes or module learning outcomes it is positive to learn that all professional body standards, for which UCEM courses are aligned to, include SRS to some extent. It would be good to see SRS as a clearly stated UCEM graduate attribute.</p>

LS006	The institution and students' union have whole institution/SU holistic sustainability strategies (or equivalent).	5	4	The auditor was impressed by UCEM's sustainability strategy and looks forward to seeing the updated refreshed one for 2020-2025. Establishment of a students' union or student representation will greatly add to the student experience and opportunity for student voice at UCEM, helping drive this work forward.
LS007	The institution and students' union's marketing and communications teams (or equivalent) are fully engaged with and supportive of the [partnership]s [SRS] work.	5	4	The significant support and contributions towards communicating SRS by the marketing team is commendable. A greater range of content themes related to SRS including charity work/volunteering would be good to see [communicated to students]. Points have been deducted as UCEM does not yet have a students' union or equivalent.

2.6.4 Policy and Commitment (POC001 to POC008)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
POC001	The institution has provided professional development and dedicated support for relevant personnel on the [issues related to Responsible Futures].	7	5	There is an impressive range of CPD opportunities available online. The Sustainability Pledges are great example of UCEM's commitment to whole staff engagement with SRS but not necessarily a demonstration of professional development and support. The Brazil Blog demonstrated a strong commitment to SRS.

				<p>It would be good to see some of the online opportunities to be more explicitly focused on SRS.</p> <p>The auditor would have liked to see evidence of the online course completion rates and learning impacts. Perhaps some dedicated CPD for employee related to sustainability would be beneficial.</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>Even though there is no student union, there is significant evidence for representation in an alternative manner. A Student Sustainability Ambassador demonstrates the commitment for short term progress in this area.</p>
POC003	One or more named elected student officer has agreed to lead on [SRS] issues for the students' union this academic year.	4	2	<p>There is significant evidence of progress provided with the Lead Student Representative on board and student representation on the Responsible futures.</p> <p>In lieu of a students' union it would be good to see the Lead Student Representative having greater autonomy and inclusion in development of initiatives / strategic planning.</p>
POC004	At least one member of s in the students' union has responsibility for SRS.	5	2	<p>Clearly work is progressing in this area and some students have volunteered their time.</p> <p>However, neither Students' Union nor Student Representative appear to be present.</p>
POC005	The [Partnership] has made sufficient staff or	10	8	The 3 job roles associated with Sustainability show

	student resource available to substantively progress the [issues related to Responsible Futures].			dedication and commitment, with different levels of seniority in attendance on the Research Committee, Learning Teaching and Enhancement Committee together with Academic Board.
POC006	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	<i>Note: where no comment is provided, auditors simply agreed with the assessment made by the partnership working group.</i>
POC007	The [Partnership] has embedded the [issues related to Responsible Futures] into their human resource, induction, and training processes for all types of new starters (students, sabbatical officers, staff, governors, etc.).	7	5	<p>Greater focus on the sustainability benefits over the incentives would be a positive step forward (e.g. sustainable transport and information during employee inductions).</p> <p>It would be good to see sustainability more deeply embedded in the induction process for staff and it seems there is currently no inclusion of SRS for students, a webinar during induction week would be extremely positive.</p> <p>Notwithstanding this, staff are well informed of sustainability options, which in turn subliminally provides growth and knowledge.</p>
POC008	The [Partnership] has worked with the institution's student recruitment and/or widening participation department(s) to incorporate issues	4	3	Good evidence of a statement of the strategic plan to widen the participation.

	relating to [SRS] into their work.			
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2.6.5 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 event bringing together staff and students on the [issues related to Responsible Futures].	5	4	The use of social media (including live streaming and internal advertisement) are innovative ways of fulfilling this criterion. Similarly, the production of video recordings is good and removes location as a restrictive factor.
IN002	Within the last five years, the [Partnership] has taken part in, or is booked onto, an external change programme on the [issues related to Responsible Futures].	3	3	The evidence submitted clearly shows engagement with the criteria requirement, most evidence connects with the formal curriculum.
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	There are multiple opportunities for employees and students to take advantage of resources (financial and otherwise) to develop and progress sustainably-focused projects. The 500 for 500 scheme and 'Projects for Good' initiative allow for grassroots research and engagement, with what is generally considered to be adequate financial reward. Further, the 'Responsible Futures Prize' links well with the formal curriculum and addresses well the issue of embedding sustainability into structured learning.

				It would be good to see higher levels of student engagement with these initiatives.
IN004	During the last 12 months, four or more schools or departments have integrated innovative pedagogical approaches to their [SRS] teaching, learning, and assessment.	8	8	<p>In terms of pedagogical innovation, the use of word clouds, collaboration and manifesto production are considered unique and smart; these methods also strongly adhere to the SRS agenda. Peer to peer collaboration also allows for the sharing of perspectives and ideas.</p> <p>There is also clear engagement with wider institution employees (especially Digital Learning team members) to continuously improve the pedagogical approaches at UCEM.</p>
IN005	The institution's non-academic and research/academic teams routinely collaborate to create educational and/or research opportunities through their [SRS]-related work. Some institutions would call this a Living Lab approach.	7	5	Despite the limitations inherent in an online-centred institution, UCEM has demonstrated that the employment experience of students can facilitate proactive engagement in community-based learning opportunities. Based on the evidence provided, this would appear to be iterated across modules and covered with breadth. Using discussion fora and interactive webinar activities (as evidenced), students are engaged positively with a 'living lab' approach (though provided they have enough external opportunities.

				There is no evidence to show non-academic employees have been engaged in this process. It should be acknowledged that the number of students with employment opportunities will be unavoidably varied.
IN006	Within the current academic year, the [Partnership] has actively made use of student coursework and/or dissertations.	4	3	<p>An interesting range of SRS related articles, social media, the Projects for Good exhibition and the UCEM website showcase projects undertaken by students.</p> <p>Whilst this is a really good and stimulating display of students work, it doesn't deal with IN0006 as UCEM are not actively making use of course work / research carried out by students apart from for communication purposes.</p>
IN007	There are wide reaching structured interdisciplinary experiences, linked to the [issues related to Responsible Futures], through the formal curriculum for students across the institution.	6	6	Clearly through the formal and informal curriculums UCEM provide a range of activities that engage students on SRS.
IN008	There are good levels of informal curriculum activity that support the aims of Responsible Futures.	8	6	<p>The re-launch of the Green Room will greatly support work in this area.</p> <p>Lots of relevant courses available that are free and readily available. The game of Eco Trumps is a fun and inventive way to remember and integrate sustainability. It would be great for this to be</p>

				available to all students, so they know about it and have the chance to purchase the game. Gamification of learning could be further integrated across UCEMs learning approaches.
IN009	There is demonstrable positive progress in embedding [SRS] across the subliminal curriculum.	6	4	<p>The evidence provided demonstrates that UCEM have taken positive steps to changing the institutional culture through their Sustainability Statement and supporting strategic plan. Efforts to enhance the subliminal curriculum are clearly being made, and the marketing team especially have demonstrated consistent reinforcement through branding and advertisement.</p> <p>This shows a great starting point, however there is huge potential to further enhance what is already being done and broaden the range of methods being used.</p>

2.6.6 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 embedding [SRS] across the formal curriculum.	15	14	The partnership has shown annual improvement for incorporating sustainability into every level of their degree programmes. Face-to-face discussions with tutors provide a personalised and programme specific approach to integrating sustainability into modules. Quality assurance has been made a high priority.

				<p>Surveys may be an important way of determining how much variance there is among student learning experience on different modules and how much SRS is embedded in their course.</p>
IO002	<p>The [Partnership] has reflected on and identified demonstrable positive progress in relation to its institution-wide collaborative approach.</p>	15	14	<p>Clear evidence of various recent schemes and plans to create collaboration. UCEM recognise the lack of communication to students on UCEM's great sustainability efforts and recognise the need for plans to be put in place. The SWG meets regularly, with the majority turning up each month and they do discuss the changes they plan to put in place</p> <p>It is unclear whether SWG meeting actions are followed through and if they are, if changes have been useful/beneficial. It would be helpful if this could be measured. There is a bit of divide between SWG and RFWG; if they are working to achieve the embedding of SRS across UCEM what is the purpose of two separate working groups, if RF is a framework for achieving this?</p>
IO003	<p>The [Partnership] has reflected on and identified their short-term impacts and outcomes in relation to positive outcomes for students.</p>	14	15	<p>Student surveys on SRS have been thorough and enough information has been gathered for a useful and in-depth year by year comparison of student responses.</p> <p>There could be more focus on qualitative data over quantitative. Also, it may be useful to draw on course and module information to identify on where sustainability is / is not being embedded.</p>
IO004	<p>The [Partnership] has reflected on</p>	14	14	<p>This is difficult to measure. The Projects for Good and Student</p>

	<p>and identified their long-term impacts and outcomes in relation to positive outcomes for students.</p>			<p>and Alumni event really highlights from alumni themselves that UCEM alumni have carried their focus on sustainability to the real world. The students who contributed to this exhibition really show the long-term real-world impacts.</p> <p>The students' feedback on their work placements were useful. Surveys of recent UCEM graduates would have been more useful in establishing if UCEMs teaching has created a long-term impact (c5 years).</p>
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- Quality assurance has really made a high priority with UCEM's approach to reviewing and progressing the embedding of SRS in the formal curriculum.
- Current evaluation methods with employees are focussed on interviews and face to face discussions, auditor recommends inclusion of survey and quantitative evaluation methods alongside this to ensure a baseline for continuous monitoring.
- In contrast to evaluation and review of employee perceptions of SRS in teaching and learning auditor recommendations include developing some qualitative analysis techniques, alongside existing survey practices, for a deeper understanding of student learning experiences at UCEM.

2.6.7 Outreach (OU001 to OU004)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
OU001	<p>The [Partnership] has embedded the [issues related to Responsible Futures] into their community outreach activities.</p>	4	3	<p>UCEM have evidenced that they have a variety of existing strategies in place for outreach activities and charity support that meet SRS issues.</p> <p>It will be interesting to see the new CSR strategy merged with the Sustainability Statement going forward, perhaps student input on this would be beneficial.</p> <p>The auditors recommended UCEM introduce charitable events or activities that are actively encouraged for all. It would be positive to see evidence of staff being</p>

				actively encouraged to utilise their annual volunteering day.
OU002	Within the last two years, the [Partnership] has proactively engaged one or more students' union or educational institution on the [issues related to Responsible Futures].	3	2	<p>Clear evidence of partnership working for knowledge exchange with Keele University and other events.</p> <p>The evidence provided does not show the impact or outcomes of this engagement.</p> <p>UCEM could create documentation/policies to indicate an action plan and a set of goals that are hoped to be achieved annually through partnership working.</p>
OU003	Within the last two years, the [Partnership] has presented on their work relating to the Responsible Futures agenda at a sector event.	3	3	<p>It has been evidenced that this criterion has been fulfilled.</p> <p>UCEM should continue with the current activities, however, consider also engaging academic tutors to discuss their expertise and record these talks to share on the website/online platforms.</p>
OU004	The [Partnership] has published case studies highlighting [SRS]-related achievements, impacts and outcomes.	5	5	UCEM are clearly very active with SRS related case studies that cover the three main areas of SRS.

- UCEM are doing some fantastic work demonstrating their civic responsibilities through their outreach work.
- Sharing of good news stories relating to employee volunteering days and engagement with the wider community should be communicated further across the UCEM student and employee community.

2.6.8 Self-defined criteria (SD001 to SD003)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
SD001	Self-defined	Not completed	8	Engagement with PSRBs: UCEM's engagement with

				<p>and active input on boards of PSRBs is impressive and connects deeply with ensuring future professionals of the built environment are equipped with the necessary SRS knowledge skills and attributes.</p> <p>The auditors would like to see UCEM as THE sector lead on this and going above and beyond the PSRB requirements to ensure SRS is deeply embedded in all courses.</p>
SD002	Self-defined	Not completed	7	<p>Eco-material trumps: Good gamification of learning and innovative pedagogy for a broad range of contexts. A very positive example of shared learning and knowledge exchange through examples of taking this to conferences etc.</p> <p>It would be interesting to know how extensively this is embedded in UCEM taught courses/ T&L. For a higher score we would love to see this incorporated even more widely into existing teaching and learning at UCEM e.g. part of all student induction activities.</p>
SD003	Self-defined	Not completed	8	<p>Sustainability takeover (communications): It is fantastic to see such high-level engagement and investment in sustainability by the head of marketing and brand, as well as the wider marketing and communications team.</p>

				Love the framing of the Sustainability takeover around the 17 UN SDGs. Nice range of mediums used for this, it would be interesting to know the levels of engagement with these compared to non-sustainability posts.
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2.7 Focus Group Summary

Understanding of sustainability

Key themes drawn out from the focus group:

- 3 pillars (environment, society, economy)
- Recognising the needs of the present without compromising the needs of future generations
- Innovation
- Relatively limited

Importance of sustainability at UCEM and in courses

- “On my previous degree (QS, UCEM) there was a huge amount of paper we were sent, now a lot of it is online, which is great.”
- “We are still using computers which require energy, but it is a big improvement.”
- “Don’t have to travel to go to campus so that’s taken out of the equation. Interested in where we can go next.”

Importance to students

- “I just joined a sustainability working group in my company on property maintenance.”
- “Need to take some self-responsibility.”
- “Need to look at ourselves and that can then be reflected to our clients.”

Issues arising

- Lack of obvious translation of SRS in learning into industry practices
- Difficult for distance learners to join opportunities at different times of day due to additional personal responsibilities.

Change in attitudes whilst at UCEM

- Views have improved over time.
- Increasingly incorporating sustainability actions into home, personal and social life as well as workplace.

Inclusion of sustainability in courses

- “Sustainability seems to be an aspect in all the modules I’ve done.”
- “Some inconsistency, but on certain modules it’s widely covered.”
- “Just started building economics and in the first week instantly talking about sustainability.”
- “This seems to be a topic UCEM want to get across and talk about.”
- “Every part of the modules that I’ve covered, everything seems to have a bit or a big touch on sustainability and the construction industry.”
- “As a course goes, it is definitely there but how much can be translated to real life, only a fraction is applied in real life at the moment - whether it’s cost or laziness, it’ll be interesting to see going forward how in the general construction industry, how we see more sustainability coming in.”
- “CSR heavily hinted and there is often a requirement in assignments to include but in terms of a global coverage we could cover it more (in-industry).”
- “Modules, in year 1 we had sustainability and the teacher was brilliant, loads of things in the construction side of things that you could take with you to your normal life. That tutor was brilliant.”
- “Seen sustainability influencing some modules more than others. Strategic

management of change - a lot of CSR and sustainability issues.”

- “I really enjoyed and found useful how much inclusion of sustainability there is in the modules and assignments. Gives context and I have then utilised that to speak with colleagues and clients about sustainability.”

Ideas for change

- “UCEM could organise a site visit for students to see initiatives that companies, or clients are implementing in real life/ real-life synthesised events.”
- “Very interesting topic [sustainable methods of construction] could have been more interactive.”
- “For me, it’s how we translate that knowledge into a practical initiative.”
- “Might be good to have people talking about how it’s relevant to their day to day

jobs given we have students from a range of different disciplines - so to see the trends and differences.”

- “I think the personal aspect bit may be challenging for a distance learning university. More workplace-based stuff could work, like what people are doing in their day-to-day lives. May be a lot easier to accomplish than peoples’ personal lives.”
- “The Green room should be advertised more, I only stumbled across it the other day and I think it could be very beneficial to everyone, help everyone be more informed.”
- “The Green Room on the VLE, I think that’s really useful, I don’t think it’s talked about enough there’s a lot of useful stuff on there.”

2.8 Staff Interviews Summary

Interviews with employees highlighted that over the course of just 1 - 2 years a significant number of highly engaged employees have been brought in to UCEM supporting the progressing and enhancement of SRS work and activities. This seems to be a consequence of both institutional need to increase resourcing in this area alongside drawing in employees from all areas of the organisation who are personally passionate about sustainability. The latter point being a commendable product of the growing reputation of UCEM as an institution highly committed to furthering SRS within their education provision and the built environment sector.

- “I was appointed a sustainability marketing lead about a year ago. I’ve made sustainability a key part in all brochures and website... to embed it in everything they do rather than something separate.”
- “I joined in June last year... to take on all of Responsible Futures, amalgamate everything that’s happening, to shout about all the hard work underway. I’m the central person pulling everything together and shouting about it... Being the face of sustainability at UCEM - being able to offer support and guidance when people need it.”
- “It [Responsible Futures] has just grown in momentum. It also connects with why employees want to work here. We have it in an interview question and staff have to make a pledge as to what they want to do for the environment and sustainability.”
- “We wonder if we should have an additional value for sustainability.... Our staff chose our values. Sustainability is so embedded now. We know people are looking at our Sustainability credentials when they’re looking at us as an employer.”
- “Feedback from the first audit was to engage with students. Bringing [Head of marketing] into marketing and the team involved has helped a lot.”
- “I’m passionate about sustainability my primary area is construction technology and exploring where sustainability can be embedded there.”
- “I was head of Education at University of Oxford and I really wanted to work somewhere my sustainability values were reflected and I really see that at UCEM.”

- “For Responsible Futures, I’ve been reviewing and enhancing all modules for autumn 2020 and flagging/mapping everything relevant to sustainability, includes learning outcomes.”
- “We’re making a dedicated drive of resources for sustainability in all of our modules. They’re not on the VLE yet but it will be there in autumn 2020.”

Perceptions of SRS at UCEM

- “SWG harnesses peoples' enthusiasm for the parts they can play.”
- “Environmental champions are on the ground and the eyes and ears to make sure everyone can do what they should be doing [for sustainability]. Now realising the need to engage the students”
- “Recent feedback from a temp was that we aren’t just tick boxing but actually do everything we can. Anyone can be part of it and we want them to be - have a valued voice.”
- “There's been a move from asking people to do things to them approaching us to put on events and initiatives. e.g. science fair in the local town hall. Now a lot of voices that are confident to come forward with ideas. “
- “A bit like a viral feeling, it just spreads...Aled makes sure that from a SLT perspective, it's always on the agenda”
- “It is absolutely at the heart of everything we do which is why I'm really proud to work for UCEM right from our education to our building and facilities.”
- “Not just something we say and a brand we put out there but really about what we do and really truly embedded. If anything, we don’t necessarily put labels on everything we do, maybe we should.”
- “...a lot of universities will say they're sustainable, that building [Horizons] for me was a true living example that they are living what they said. previously worked for one of the top 3 sustainable universities in the UK... There were big inconsistencies and that's not the case at UCEM.”
- “There’s a huge amount done internally - staff pledges to take on activities at home and at work.”

Impression of student engagement with SRS

- “I think people have grown up with sustainability now, so perceptions are changing. Looking for the new generation of people to be putting things into action. Current leaders and decision makers didn’t have the sustainability learning when they were at university that the next generation are getting.”
- “More passionate about that now than they were, not a separate topic, it's about what we do, and the students understand that [sustainability] is part of what we do.”
- “Next generation are feeling more empowered though... it's that which is driving it forward.”
- “There’s a student passion for it. Even if the words aren’t used/ flagged with clear labels, especially the younger students... There’s a bit of an age demographic with how much they engage with that.”
- “Sometimes they might misunderstand it as just about energy conservation... part of our job is to enlighten students and help them to think outside of the box and explore the impacts certain things might have on issues related to sustainability.”
- “Sustainability options are popular... We’ve seen an increase in requests for sustainability [learning] materials.”
- “Most of our students are in work have families etc, wherever we ask for further involvement from students ... it's a time management issue, so they may not fully

participate or engage with things because they just want to get their module work done etc.”

- “We would love to have more student involvement, but it is just going to take a little bit of time... Could be a little more collaborative in our response.”
- “Sustainability as a theme has much greater awareness across our student body than I've ever seen.”
- “Amongst student body there's a sense that all students should be taking a close look at what they can do to be part of the solution.”

Staff perceptions of Responsible Futures

- “It gives a reason, that's what the industry needs. It's a justification for what we should be doing.”
- “the criteria bring up some things that we're already doing and gives a platform to be able to realise the things we're doing that we were taking for granted. Also provides a nudge to start promoting some of these things.”
- “Extends beyond staff and students but into the community too.”
- “45 criteria are a lot to respond to... Found the need to work with others on this to be able to achieve it through collaborating. It helped having the collaboration and joint accountability.”
- “I want to continue to do it, with review every 2 years, want to be able to see progress. It helps to hold ourselves to account for turning the seed of an idea into fruition between each 2 years of accreditation.”
- “I like the title [of RF], could have quite easily been sustainable futures but 'Responsible' is particularly relevant for our students. Ultimately I want to see progression opportunities for the standards.”
- “It's [SRS] maybe been amplified in the last year with the heightened awareness and public protests in response to the climate emergency and I think that with Responsible Futures it's there.”
- “Bringing the students in has been one of the best things about RF... we're not just teaching it but that we actually do it!”
- “To make the framework dynamic I'd like to see continuous reporting rather than every 2 years, i.e. sharing best practice etc.”
- “Really interesting to be able to talk to students”
- “A lot of paperwork”
- “The accountability and the interaction with student are really useful.”
- “Responsible Futures helps give us something to point students to and keeps us on our toes to keep updating and maintaining our responsibility.”
- “Responsible Futures has given us a structured way to review how we answer questions around sustainability as an institution, right through everything we do. The impact will only get better in the future.”
- “Working with Antonia and Aled in the last few months I've become a lot more aware of RF and I can see its value to our students. It's very valuable to what we do.”
- “...a great thing because it drives not only the formal curriculum but also gives us leverage to work on the informal side of things (e.g. the science fair last week). Responsible Futures gave us the clout to do the science fair, it aligns with our institutional values and Responsible Futures criteria.”
- “I was delighted to sponsor our original application for this. I don't understand why every single university isn't part of it.”
- “I think it's great... Particularly like how it's so student driven... maybe that leaves industry or other stakeholders looking at it with slightly lower regard as a 'student

accreditation'. Wonder what currency it has outside of the sector, room there to get others involved to increase its status.”

- “Think hard about how you could get every HE provider to participate... It’s a low proportion of the sector (391 providers in the OfS), get it mainstreamed... Would love to see its profile raised further, see OfS of DfE getting behind it to drive it forward.”

Areas for improvement and next steps

- “We need something out there that explicitly focuses on this. **We need to lead from the front now and can’t wait for the professional bodies** otherwise it will be too late...”
- “...get students to look at what they do as a surveyor, so they can identify how they can contribute [to addressing climate change] - i.e. not just “cut CO2” **not to take a singular focus.**”
- “Because of the way education is designed... has to fit with the accreditation guidelines for professional bodies so we don’t always have the time to include sustainability in the dedicated programmes of study.”
- “Not as embedded as they might be [sustainability objectives] ... sits on a page separate to the main objectives [of the strategic plan].”
- “It’s absolutely vital, if you’re going to be a new professional in this industry... we build for the public and they are demanding this [sustainability] too, the whole industry should think. There is **resistance in the industry, but it is vital we address this** to move forward.”
- “All our programmes are **driven by professional bodies, we’re a bit constrained** by the competencies and pathways that they put in place, at the moment there isn’t an explicit pathway for sustainable surveying etc.”
- “A **big challenge for the built environment is that economics doesn’t drive what needs to happen.** Valuation methodologies don’t show significant difference between sustainability of buildings. Economics needs to play a part in this.”
- “In our programmes there’s a good element of this [SRS] but I think we could do more. We’re launching a sustainable built environment degree and an apprenticeship pathway [environmental practitioner] has just been developed too at Level six. Do employers have sufficient work for those people? Not necessarily here yet.”

2.9 Overall Summary

8 students led the audit process for Responsible Futures, gaining valuable employability and ESD skills and a deeper understanding of SRS as a result. At the close of each day of the student auditors 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:

- “[I will] Speak about it more to promote UCEM and to promote SOS-UK. Share my findings from the two days with friends, family and other colleagues start to make sustainability a general behaviour and a known conversation at home or in the office. I think that it’s a behaviour and a trend and if people are more aware and can see some results from the changes they are making. I have definitely developed my skills and knowledge around sustainability.”
- “I am wanting to attend more events where I can meet staff members, discuss critical issues and just have more engagement with the Uni.”
- “It is great that this audit is student led, it allows an unbiased approach to be achieved and allows students involved to develop a set of valuable and unique skills.”
- “I think a lot of the changes are so interlinked and dependant on each other that the overall impact relies on them all.”

- “I thought the experience was good, UCEM were really organised which helped us invaluablely in terms of time and understanding. SOS were really good at guiding us all in what was expected of us and what and how we needed to be doing.”
- “I think the RF programme is really important, and SOS are doing a great job. Would be great to see it become mandatory for Uni's.”
- “I think I will subconsciously integrate more into my own contracts and home life.”
- “I am passionate about gaining a career within the built environment, part of this I would like to become an influential professional within the future development of sustainable development and creative thinking for future solutions.”
- “It has opened my mind to what UCEM do. Also explained my knowledge around what sustainability is looking at from of leadership and engaging with students and incorporating it within modules.”
- “From this experience I will take all that I have learnt in both personal and professional life. Looking at what I do and how I can be more sustainability.”
- The development of my knowledge and skills has been wide-ranging. Especially in a professional context, I feel that
- I am now able to provide critical thought and comment on all aspects of my day-to-day work.

Thank you so much for the dedication, passion, and enthusiasm demonstrated by UCEM employees throughout not only the audit process but the Responsible Futures programme as a whole.



UCEM Student Auditors hard at work

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 summer 2021, 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?

After achieving accreditation, the annual membership fee will cover all future audits to maintain accreditation as well as ongoing support. This membership fees and sign-up form can be found here: <https://sustainability.unioncloud.org/our-work/take-part>

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



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SUSTAINABILITY
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