

RESPONSIBLE FUTURES FEEDBACK REPORT

A report for the University College of Estate Management
August 2022

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OVERVIEW

Education for Sustainable Development requires constructively aligned teaching, learning and assessment activities designed to meet key Sustainable Development competencies and learning outcomes. It should provide learning experiences that transform the ways of thinking and practising, empowering students to become informed advocates of Sustainable Development.

*Advance HE & QAA ESD guidance
2021*

1.0 Introduction

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The logo for NUS (National Union of Students) 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 logo for Responsible Futures features the words 'Responsible' and 'Futures' stacked vertically in a bold, black, serif font. The text is set against a blue rectangular background that has a black shadow effect on its 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 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, SOCENV, 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, significant developments were made to the programme and it was launched in 2015.

To date, 35 partnerships across the UK have joined Responsible Futures and collectively, they represent over 500,000 students.

¹ Survey results can be found here:
<https://www.sos-uk.org/research/sustainability-skills-survey>



2022 UCEM STUDENT AUDITORS

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 330 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 train 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 key individuals from the institution. 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 a student focus group.

The student focus group was for the purpose of research relating to Responsible Futures and therefore their results did not determine the partnership's accreditation but support the institution to understand wider student views and experiences. The summary findings can be found in this report.

² www.greenimpact.org.uk/responsiblefutures

Results and Feedback

“UCEM staff show a lot of enthusiasm for sustainability, doesn’t seem like a chore, but something they passionately believe in. That is quite infectious and is one of the most important things for sustainability. Seeing people in senior positions walk the walk, makes you want to be that.” Student Auditor

Student Auditor, 2022

2.0 Your Results

2.1 Your Accreditation

University College of Estate Management gained the Responsible Futures Accreditation with a score of 272.

embedding sustainability and social responsibility across the whole institution. This accreditation will be valid for two years, until June 2024, at which time another audit will be required to re-validate your accreditation.

2.2 Score Overview

Section	Your Score	Total Possible
Baselines and Benchmarks	30	40
Partnership and Planning	17	20
Leadership and Strategy	43	50
Policy and Commitment	36	45
Interventions	44	50
Impact and Outcomes	62	80
Outreach	15	15
Self-Defined Criteria	25	Up to maximum of 30
Total	272	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

Congratulations to University College of Estate Management on this fantastic achievement! Thank you for your commitment to empowering students to access the skills and knowledge they need to forge a more sustainable education system and more sustainable world.

Larissa Kennedy SOS-UK and NUS National President

2.4 Key Findings

In June 2022, seven students from the University College of Estate Management (UCEM) led the audit process for Responsible Futures (RF). Through the experience, auditors gained valuable employability and education for sustainable development (ESD) skills while playing a leadership role in supporting their institution to advance sustainability in informal, formal, and subliminal learning. Throughout various points in the audit, student auditors were supported to reflect on their experiences. At the end of the audit, they shared their thoughts on the auditing process and the work of UCEM.

Below are direct quotes from student auditors on their key findings:

Over-arching feedback for the partnership

- UCEM seem to be pioneers of promoting sustainability in the built environment [and should] keep going with the level of trajectory that they are [demonstrating].
- UCEM staff show a lot of enthusiasm for sustainability, doesn't seem like a chore, but something they passionately believe in. That is quite infectious and is one of the most important things for sustainability. Seeing people in senior positions walk the walk, makes you want to be that.
- [The Audit has] been very informative and interesting. It made me think about what my own organisation is doing and what [learnings] I can take back there. Moving forwards, hearing what the staff are doing, it would be great to see [even] more student engagement. There's always more that could be done!
- There is useful [UCEM] sustainability webpages - it would be good to make all students aware of this, as well as the free CPD. For example, the Energy & Carbon CPD is 25 hours and there is the opportunity for more 'bite-sized' offerings.
- The Student Ambassador for Sustainability (SAS) role needs more visibility. This needs to be promoted to both students and staff using different communication channels.
- UCEM have put a lot of effort into sustainability, I thought it was just a marketing strategy, but I can see it is genuine.
- There's a profound passion for sustainability that runs through the organisation, which has significant impact on how staff deliver modules but also how they live their personal lives. Comparing this audit with the last one, their values have come through a lot more clearly.

The partnership doing really well on...

- Passionate staff
- Engaging with students, mapping modules
- Initiatives like RF - wish they did more
- Outreach - schools and prisons.
- The work with the homeless/ giving laptops
- Not only are they actively listening to the students, but they genuinely care about the result (not being done in a tokenistic way).

I would like to see the partnership improve...

- Would like to see UCEM doing more work on the economic strand of sustainability - working with materials etc. to consider financial savings for the institution and the industries it works with.
- Would like to see even more advertising in terms of sustainability communications.
- UCEM does a lot to lay the groundwork to set up the next generation. It needs to extend pressing the current big building organisations to do more by engaging with industry. Could they do joint ventures and work in partnership with these businesses and industry?
- I don't really use my student email - instead of sending one agenda at the start of the semester of webinars etc - opportunity to use multiple channels including banners of VLE / social media so it is more visible to everyone.
- Have a sustainability day/ fayre for students to come to UCEM Horizons building (e.g., on world environment day). Alternatively, replicate it online.
- Would really like to see people [at all levels] across the organisation having more opportunities to connect with the student body.
- More innovation in the way that UCEM communicate with students. For example, trying different approaches including social media etc.
- Creating more opportunities for students to engage and be part of institutional initiatives / decision making/changes without having to be elected (the election element is off putting for some).

2.5 Feedback

“The institution has demonstrated an incredible commitment to education for sustainability. Clearly sustainability is embedded across all aspects of the institution's operation. Staff feel incredibly passionate!” Student auditor

2.5.1 Baselines and benchmarks (BB001 to BB007)

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	<p>Positives: Survey was robust and relevant, being in the SOS-UK Skills Survey format. Institution has done well to publicise the survey widely using innovative means which effectively address barriers of the online learning model. Sample size was statistically significant and impressive in a national context. Results were published in an accessible format and presented in a creative way.</p> <p>Recommendations: Criterion has been fully met.</p>
BB002	The [Partnership] has completed a follow-up to the survey conducted	4	4	<p>Positives: There is clear evidence of the survey being conducted in consecutive years.</p>

	in BB001 and published the findings.			<p>The information was presented in a digestible format.</p> <p>Results were published and easy to access.</p> <p>Comparison of the data was shown in a tabular form.</p> <p>Identification of longitudinal trends with meaningful insights provided from it.</p> <p>Recommendation: It is recommended to publish the comparison data for consecutive years in a graphical manner as is done for the individual years.</p>
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	8	<p>Positives: The interviews with the tutors not only looked at what they were doing at the time, but also look at future enhancement opportunities.</p> <p>The UN Sustainable Development Goals (SDGs) Mapping spreadsheet is in an easy-to-understand format.</p> <p>Recommendations: The postgraduate modules need to be included within the institution-wide curriculum review.</p>
BB004	The [Partnership] has completed a follow-up curriculum review or audit conducted in BB003 on [SRS] and published the findings.	4	4	<p>Positives: Findings have been submitted to the Learning Teaching and Enhancement Committee.</p> <p>UCEM slides have been provided.</p> <p>Previous curriculum has been used as a foundation for future work ahead.</p> <p>Recommendations: Consult with current/prospective students on curriculum audit results and how to progress/relay embedding sustainability into the curriculum.</p>
BB005	The [Partnership] routinely asks students about [SRS] in evaluation surveys.	3	3	<p>Positives: There is evidence of routine inclusion of [SRS] in learner voice or course/programme evaluation surveys.</p>

				<p>UCEM is piloting some sustainability related questions in this year's internal Student Experience Survey. The results from this will not be available until after the Responsible Futures audit but UCEM will look to share the findings on the sustainability webpages and with the Sustainability Working Group (or equivalent with the GLOBE programme) to discuss/plan next steps.</p> <p>Recommendations: In order to get maximum marks, results from the internal student survey would need to be published and made accessible through relevant channels.</p>
BB006	<p>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.</p>	4	4	<p>Positives: The surveys were carried out consistently and showed a good comparison.</p> <p>The findings have been formatted into easily read reports.</p> <p>Recommendations: For future approaches, it might be suitable to carry out another approach, in place of a survey, such as focus groups, to ensure active engagement.</p>
BB007	<p>The [Partnership] has completed a follow-up survey to the survey conducted in BB006 and published the findings.</p>	2	3	<p>Positives: Mapping modules for sustainable development has created a clear indication of the Sustainable Development Goals (SDGs) for staff.</p> <p>Informative slides on Communities of Practice (CoP) session.</p> <p>Mandatory sustainability training for staff will be introduced in 2022/23.</p> <p>Recommendations: Consider how to monitor the impacts of the sustainability training longitudinally (on staff understanding of sustainability).</p>

Strengths

- Consistent surveying of staff and students to better understand awareness of sustainability

Recommendations

- Utilise broader range of research methods and tools to capture both qualitative and quantitative data from students and staff
- Publish and widely share responses and results to benefit students and staff

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 leads on [SRS].	5	4	<p>Positives: Clear evidence of an active Sustainability Working Group (SWG) and Responsible Futures Working Group (RFWG).</p> <p>The group has access to a broad network within the institution.</p> <p>A wide range of backgrounds from staff to students across different courses and levels.</p> <p>Recommendations: The RFWG is not explicitly student-led and could be enhanced by having a student lead / co-chair who works alongside the SAS.</p> <p>Alternatively, a task and finish group could be drawn from the learner voice to be led by students (but fully supported by UCEM).</p>
PPL002	The [Partnership] has a [SMART action plan] progressing actions for [issues related to Responsible Futures].	5	5	<p>Positives: The SMART action plan clearly outlines all the relevant criteria and has been actively addressed during 2022.</p> <p>Excellent to see student contribution to the SMART action plan.</p> <p>Recommendations: Include the latest / most up-to-date version in the audit to ensure top marks can be achieved.</p> <p>Consider how to include key performance indicators that allow the partnership to measure success.</p>

PPL003	Within the current academic year, the [Partnership] has proactively engaged key stakeholder groups in the [issues related to Responsible Futures].	8	8	<p>Positives: Establishment of and proactive discussion with the RFWG is evidence of effective engagement with student leadership. That members of the group volunteered to be RF auditors and were given influence over organisation and delivery of the audit is evidence that this engagement was undertaken successfully.</p> <p>Tutor engagement is regular and takes place within formal committee structures (and informally). It is recognised that the institution is not affiliated with teaching trade unions, meaning those groups are not key stakeholders for the purposes of this audit. This has been appropriately evidenced.</p> <p>Engagement with industry (i.e., employability leads) is clear and the institution approach seeks to shape employer requirements around issues related to RF. This, again, has taken place within a formal structure. Overall, this criterion has been well met.</p> <p>Recommendations: Further evidence of positive outcomes from engagement process (e.g., ‘what works’ is being progressed with the SAS). It is appreciated that engagement with students at UCEM can be challenging given their work commitments. However greater engagement with the wider student body to ensure broader perspectives are obtained would benefit this work.</p>
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Strengths

- Broad engagement amongst range of stakeholders on progressing issues related to RF
- Detailed SMART action plan

Recommendations

- Use KPIs or other indicators to measure impact and progress of partnership working

2.5.3 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	6	<p>Positives: There is a clear RF champion who is of an appropriate seniority within the institution.</p> <p>There is a SAS who is supporting the approach and is engaging with staff.</p> <p>Backing from the highest levels of institution: Principal, Executive and Senior Leadership Team.</p> <p>Recommendations: With no student union it is not possible to have an elected full-time officer's role, although UCEM has worked to address this.</p> <p>Explore how UCEM can engage with student groups working and existing independently from the RFWG.</p>
LS002	The [Partnership] has gained the support of their 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>Positives: UCEM has demonstrated the support of their trustees and/or governors by evidencing through letters of support, paper / meeting minute extracts or internal emails.</p> <p>UCEM has demonstrated that they are working with a clear and achievable timeline.</p> <p>UCEM has created the GLOBE whole institution Sustainability Programme.</p> <p>There is an impressive amount of support by the Board of UCEM which shows dedication towards a sustainable future within this institution and wider society.</p> <p>Recommendations: Continue to</p>

				actively engage Board members on work related to RF and efforts to achieve accreditation and to effectively promote the GLOBE programme.
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.	5	7	<p>Positives: SWG and RFWG developed the SRS statement. They helped to pioneer one, unified statement for the whole institution. This statement is in alignment with the institution's strategic plan.</p> <p>The values show a clear link between SRS and what these mean to it.</p> <p>Wide engagement amongst staff and stakeholders helped to contribute towards the enhancing of the SRS statement and UCEM's Corporate vision.</p> <p>The statement will be accompanied by the implementation of the new sustainability strategy through the GLOBE programme.</p> <p>Recommendations: Explore how to monitor/embed the SRS statement into other areas of the partnership's website and/or promotional materials.</p>
LS004	The institution's overall strategic plan and/or the publicly-stated learning outcomes include supportive references to [SRS].	8	8	<p>Positives: There is clear evidence that SRS is included in the Learning, Teaching and Assessment Strategy. There is also evidence of this strategy being implemented in teaching and learning through examples of undergraduate and postgraduate programmes.</p> <p>The Sustainability and Corporate Social Responsibility (SCSR) Statement includes commitment to SRS and its targets and actions by 2025.</p> <p>Positive to see alignment with the QAA and Advance HE ESD guidance.</p>

				GLOBE programme incorporates SRS in its framework with clear vision and strategy, once this is public it will enable UCEM to score higher marks for this criterion.
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.	8	8	<p>Positives: UCEM strategy includes issues related to RF throughout the document including, referring to sustainability content as well as the learning approaches for an inclusive environment.</p> <p>The module descriptor demonstrates implementation of the strategy by indicating sustainability being embedded into the modules.</p> <p>Recommendations: As a student at UCEM, auditors have noticed that whilst sustainability might be included within the course / programme learning outcomes, it isn't consistently embedded into every module.</p> <p>On the other hand, many modules have embedded this seamlessly and have been engaging and thought provoking on the subject.</p> <p>There is an opportunity to flag where sustainability occurs in every module through publishing SDG mapping exercise (for current and prospective students).</p>
LS006	The institution and students' union have whole institution/SU holistic sustainability strategies (or equivalent).	5	3	<p>Positives: Combination of sustainability statement and corporate social responsibility statement into one. This has been supported by the Board of Trustees (March 2020) and the SWG.</p> <p>UCEM' SCSR Statement encompasses cross institutional collaboration which includes economic sustainability, social,</p>

				<p>and environmental. The GLOBE programme builds on this and focuses on these core values, with a strategic, up to date plan.</p> <p>Recommendations: Once GLOBE has been published, a higher mark will be achievable for this.</p> <p>It would be good to see greater student voice integrated into GLOBE, for this to be signed by the student representatives on behalf of the student body or for there to be a student sustainability statement in place of a SU sustainability strategy (or equivalent).</p>
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	5	<p>Positives: Evidence provided includes email, blogs, online articles with SRS messaging across UCEM.</p> <p>Members of Marketing and Communications team sitting on the SWG and RFWG indicates coordinated approaches to promoting and communicating SRS work and messaging across platforms.</p> <p>Excellent to see student involvement in marketing and communications around SRS work.</p> <p>Recommendations: Monitor and evaluate the volume, consistency and impact of sustainability messaging across external and internal platforms to progress coordinated working as well as institution-wide engagement with SRS work.</p>

Strengths

- Strong engagement with senior leadership staff on issues related to RF and partnership work to achieve RF re-accreditation

Recommendations

- Monitor and evaluate the impact of communications on SRS related work
- Ensure continued and proactive engagement with senior leadership amongst staff and students

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 and dedicated support for relevant personnel on the [issues related to Responsible Futures].	6	5	<p>Positives: UCEM has provided a number of professional development opportunities and offers regular training to its staff.</p> <p>Recommendations: UCEM is doing well and should continue this work moving forward. They can explore how to combine different opportunities, or the promotion of different opportunities, to be more streamline and accessible to all.</p> <p>UCEM should also look into offering tailored professional development opportunities to staff, particularly professional staff.</p> <p>Explore how to capture qualitative feedback from attendees to improve offerings and ensure they are relevant and reaching as many staff and students as possible.</p>
POC002	The students' union has formally passed and publicised a policy commitment to embedding [SRS] in the formal and informal curriculum.	4	4	<p>Positives: Commitment to working in partnership with students is well evidenced and aligns with SRS. SRS is clearly embedded across the informal curriculum through the SAS role.</p> <p>Recommendations: Explore how the SAS can create a student-led commitment to SRS that is specific and relevant to the student experience at UCEM and whether this may be beneficial to strengthening the student voice for RF partnership working.</p>
POC003	One or more named elected student officer has agreed to lead on [SRS] issues for the students' union this academic year.	3	2	<p>Positives: There is clear evidence of a named student in the way of the UCEM SAS, who is engaging with students about SRS issues.</p> <p>Recommendations: There is limited evidence that the SAS is</p>

				formally taking the lead for RF or all SRS issues, and instead is in a supporting role to staff. UCEM needs to support the SAS in taking a lead on SRS issues.
POC004	At least one member of staff in the students' union has responsibility for SRS.	3	2	<p>Positives: UCEM demonstrate clearly and frequently that issues related to SRS are embedded within the role of staff and students.</p> <p>UCEM showcases a strong partnership between staff and students which is published across multiple platforms.</p> <p>Recommendations: In the absence of a students' union or group representing students, the student representatives are supported by UCEM staff rather than independent staff. It is difficult to award full marks as there is less potential for the students to act independently to the institution to ensure true representation of student views and demands.</p>
POC005	The [Partnership] has made sufficient staff or student resource available to substantively progress the [issues related to Responsible Futures].	9	9	<p>Positives: The sustainability agenda has been progressed through staff involvement on the SWG membership and their efforts in environmental management, processes, practices, and behaviour change campaigns.</p> <p>There are dedicated sustainability roles and evidence of the work they involve; these roles include learning & teaching but not exclusively.</p> <p>UCEM Principal gets involved and is UCEM's sponsor for the GLOBE programme.</p> <p>Recommendations: A specialised role supporting UCEM staff to integrate ESD would be an excellent addition.</p> <p>The publication of the GLOBE programme will support the scoring for this criterion.</p>

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	<p>Positives: Curriculum has been accurately mapped to relevant regulatory and professional institutions to progress work related to RF.</p> <p>Agreements put in place have been adopted and utilised in the formation of the UCEM curriculum and continue to do so.</p> <p>Recommendations: Last Periodic Review and Revalidation review was in 2019/20 - when will this be updated?</p> <p>Explore monitoring how students' feel the frameworks align with their learning.</p>
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.).	6	5	<p>Positives: Sustainability for new students is integrated well into the induction programmes as well as on the VLE.</p> <p>Recommendations: The embedding into the HR elements, e.g., for new employees should be enhanced in light of GLOBE programme.</p> <p>More evidence on how issues related to RF inform the recruitment process would be helpful.</p> <p>The Join the Team Webpage does not have any inclusion of sustainability in the company aims and could be made clearer within the HR policies.</p> <p>Explore tailored or personalised sustainability inductions for the range of new starters and different roles at UCEM.</p>
POC008	The [Partnership] has worked with the institution's student recruitment and/or widening participation department(s) to incorporate issues	4	4	<p>Positives: Numerous, good examples of SRS issues being incorporated into activities which seek to widen participation in the built environment sector and at the institution. UCEM web presence is strongly focused on sustainability. This sets clear</p>

	relating to [SRS] into their work.			<p>intentions and communicates SRS issues in an accessible way.</p> <p>UCEM has demonstrated innovation in engaging with this criterion by changing its induction materials and offering bursaries.</p> <p>Recommendations: UCEM should continue its good work in this area.</p>
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Strengths

- Excellent use of quality frameworks and agreement outcomes to progress SRS in learning
- Number of initiatives incorporating SRS in widening participation and student recruitment

Recommendations

- Explore how student ambassadors can have more ownership/show more leadership in their roles
- Explore how students can feed into the SWG and RFWG through student-led mechanisms

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 event bringing together staff and students on the [issues related to Responsible Futures].	4	4	<p>Positives: UCEM has provided sufficient evidence for events that were organised online bringing together staff and students to learn about sustainability. UCEM have provided evidence that this also takes place in the day-to-day learning of students. In addition, webinars were conducted to provide awareness of sustainability.</p> <p>Recommendations: It is recommended to continue the positive work on engaging students and staff with sustainability through internal events.</p> <p>Explore how to capture qualitative feedback from participants to improve events</p>

				and to celebrate events through news stories.
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	<p>Positives: UCEM engaged with this criterion by participating in the EAUC Leadership Academy programme as evidenced by the certificate. Regular attendance by colleagues to other conferences and change programmes shows a proactive approach by the institution regarding such matters. The evidence provided shows a good level of engagement with such events.</p> <p>Recommendations: UCEM should continue with such a proactive approach.</p> <p>Future facilitated change programmes can ideally reference the formal ‘taught’ curriculum more strongly.</p>
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	6	<p>Positives: Several funding streams are dedicated to progress SRS work. Availability is split evenly between staff and students. Level of funding is deemed sufficient to allow recipients to progress and complete their projects. Emphasis of continued professional development is good and demonstrates thinking beyond set criterion.</p> <p>Recommendations: Evidence of student/staff collaboration on grassroots projects is needed to achieve full marks.</p> <p>Additionally, consider how to monitor and evaluate the impacts of the 500 for 500 scheme, as well as the use of the Innovation and Partnerships (and other) budget lines to progress this work.</p>
IN004	During the last 12 months, four or more schools or departments have integrated innovative pedagogical approaches to their [SRS]	8	5	<p>Positives: Processes are in place (e.g., Online Learning Research Centre) to enhance students’ learning and give them variety in learning.</p> <p>Recommendations: Need to</p>

	teaching, learning, and assessment.			<p>demonstrate how different departments are integrating new methods in relation to SRS into the curriculum.</p> <p>Create new ways to spark discussion between students about SRS guided by UCEM outside of assignments.</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.	6	6	<p>Positives: Auditors feel that being an online institution can make it easier for UCEM to routinely collaborate with non-academic professions/institutions.</p> <p>This also means that students are potentially already working within the Built Environment or are apprentices and sharing their experiences through multiple interactive platforms such as live webinar and forums.</p> <p>UCEM has provided a free short course focusing on an Introduction to Rapid Planning (Toolkit) for anyone who wants to gain knowledge in this area making it accessible to all.</p> <p>In the Welcome Programme, there are a variety of optional webinars allowing students to engage with tutors, cohorts and other industry professionals giving an insight in 'Living lab' real-life experiences through study.</p> <p>UCEM also incorporates 'Living lab' experiences in the assignments.</p> <p>UCEM has incorporated into learning not only reading (which has been the typical traditional method of learning) but visual aids, video's, quizzes, interactive forums and webinars with guest speakers.</p> <p>Recommendations: To achieve a full mark, it would have been useful to see quantitative data to show how many people engaged</p>

				<p>with optional webinars/courses providing them with real life experiences or learning.</p> <p>It would also be useful to capture qualitative data provided by anonymous student feedback to show whether the students felt that the assignments did or did not relate to their own real-life experience.</p>
IN006	<p>Within the current academic year, the [Partnership] has actively made use of student coursework and/or dissertations.</p>	4	3	<p>Positives: The Student Academic Excellence Award includes themes of sustainability and social responsibility and demonstrates an outstanding contribution to the property industry.</p> <p>Awards for December graduation Responsible Futures Prize awarded to those with strong and positive focus on sustainability within the built environment.</p> <p>Discussions have taken place to demonstrate how sustainability is embedded within the postgraduate project modules.</p> <p>Recommendations: It is unclear whether the dissertation themes shared as evidence were student-led or offered by UCEM, suggesting possible flexibility of the curriculum but not necessarily pro-active integration of student ideas by UCEM.</p> <p>Additionally, most information shared seems to focus on postgraduate courses progressing embedding of sustainability, it would be good to see this across all levels of study.</p>
IN007	<p>There are wide reaching structured interdisciplinary experiences, linked to the [issues related to Responsible Futures], through the formal curriculum for students across the institution.</p>	6	5	<p>Positives: Different module examples show the link to SRS and use real-world problems for learning, which are often interdisciplinary in nature.</p> <p>Webinars and workshops offered at UCEM are shared with students regardless of their subject or</p>

				<p>stage of study, including UCEM's sustainability themed debate.</p> <p>Recommendations: Auditors recommend UCEM continue doing SRS focussed webinars and incorporate SRS in its learning modules while monitoring the reach and impact of interdisciplinary experiences.</p>
IN008	There are good levels of informal curriculum activity that support the aims of Responsible Futures.	7	6	<p>Positives: Continued professional development modules, which are available to students and staff, are strong evidence of the activity on SRS issues.</p> <p>The registrations and engagement analytics, alongside the feedback on the social media channels is good evidence to show how far the activity has reached and the impact it has had on its viewers.</p> <p>Great to see news stories celebrating these opportunities.</p> <p>Recommendations: There could be more activities such as student led (or co-created) CPD sessions.</p>
IN009	There is demonstrable positive progress in embedding [SRS] across the subliminal curriculum.	5	6	<p>Positives: Communications demonstrably embed SRS. This is evidenced by range of social media postings and communications made on VLE.</p> <p>Through the VLE, students are encouraged to get involved in improving the UCEM and their local community beyond their formal learning, particularly by voting in elections and getting involved in mental health campaigns like Time2Talk.</p> <p>SCSR Statement is cross-departmental and impressive in scope, covering the working environment, UCEM in the community, and facilities/estate management. Provision is made for performance measurement against set benchmarks which are</p>

				<p>considered robust.</p> <p>Recommendations: UCEM should continue to develop its SCSR Statement in response to student feedback.</p> <p>It would be helpful to see evidence of collaboration between students and staff or across departments/teams in embedding SRS across the subliminal curriculum.</p>
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Strengths

- Range of excellent opportunities for staff and students to engage in sustainability through formal, informal and subliminal learning

Recommendations

- Explore opportunities for student-staff collaboration in the subliminal curriculum
- Explore opportunities for students to feed into CPD offerings

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 embedding [SRS] across the formal curriculum.	15	15	<p>Positives: Evidence shows that 100%* of modules and levels (*included in this year's curriculum review) have SRS themes integrated into the curriculum.</p> <p>Evidence of recent and regular curriculum reviews that show sustainability is a regularly considered as courses and modules are reviewed and updated.</p> <p>Recommendations: UCEM should carry on with regular reviews of how sustainability can be best conveyed in a meaningful and engaging way with students.</p> <p>Consider how to continue monitoring and staff understanding of, and confidence in SRS to demonstrate positive progress in embedding SRS in formal curriculum.</p>

IO002	The [Partnership] has reflected on and identified demonstrable positive progress in relation to its institution-wide collaborative approach.	17	15	<p>Positives: UCEM has done well with what it is currently being achieved. The SWG and RFWG are both good examples of collaborative approaches to progressing work related to SRS and RF. The reform of the educational element shows vertical collaboration, and this seems to be done quite thoroughly. Overall, there seems to be a unified approach which has different cogs of the machine working in unison with one another.</p> <p>Recommendations: Although existing student initiatives and collaboration work very well, they are still a rather small percentage of the total number of students. This is also coupled with the fact that the existing student participation may not reflect the true nature of what many students feel. In order to address this, UCEM should look to find ways to engage more with its International Community and find ways for them to participate and engage in a fruitful manner.</p>
IO003	The [Partnership] has reflected on and identified their short-term impacts and outcomes in relation to positive outcomes for students.	16	16	<p>Positives: Through tracking results from the Sustainability Skills Survey, UCEM has identified short-term impacts and outcomes in relation to positive outcomes for students within the given time period.</p> <p>Excellent to see how student involvement in RF programme has supported sustainability skills development as well as the creation of opportunities for students and staff to collaborate on SRS.</p> <p>Recommendations: Explore capturing more qualitative data on positive outcomes for students including interviews and more case studies.</p>
IO004	The [Partnership] has reflected on and identified their long-term impacts and outcomes in relation to positive outcomes for students.	15	16	<p>Positives: There is clear evidence which satisfies the criteria. UCEM engages their students from past to present. Also, sustainability CPD opportunities help in students' professional development. Case studies as well as developing formal and informal learning has been incorporated into the UCEM</p>

				programmes. Recommendations: On completion of the alumni survey and publishing of findings it will be possible for UCEM to score higher for this criterion.
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Strengths

- Excellent reflection and identification of impacts across a range of areas

Recommendations

- Consider how to engage more students in SRS work, particularly students that do not presently engage with sustainability content
- Consider methods of monitoring and evaluating to capture qualitative data on student and staff experiences

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	4	<p>Positives: The initiatives with the secondary school children are positive and is strong evidence for outreach activities.</p> <p>It is evident UCEM routinely carries out community outreach activities including their yearly charity day and the support to a different charity every year.</p> <p>It is also evident the charities are chosen with specific guidelines in mind, e.g., Choosing a charity which supports community and economic health, therefore it is not 'tacked on'.</p> <p>Recommendations: Continue the positive outreach activities.</p> <p>As students, auditors feel it would be interesting to be involved in the decisions to choose the charities and taking part in the activities.</p>
OU002	Within the last two years, the [Partnership] has proactively engaged one or more students'	3	3	<p>Positives: UCEM acted as Host Partnership alongside De Montfort University and De Montfort Students' Union in 2020-21 RF.</p>

	union or educational institution on the [issues related to Responsible Futures].			<p>UCEM's Sustainability Education & Engagement Officer's (SEEO) RF work has included engaging with other institutions. The University of Leicester has been contacted to understand their approach to education for sustainable development. Information was shared on how they map out their curriculum.</p> <p>SEEO attends 6- weekly RF catch ups and is progressively involved with supporting cohort.</p> <p>Recommendations: Explore how to maintain these connections with other HE providers, and specifically how to make sure they are proactive and impactful.</p> <p>Explore monitoring and evaluating how other institutions have progressed their SRS agenda as a result of UCEM's engagement.</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>Positives: Clear evidence of UCEM giving students and staff the platform to present on issues at a sector level, including RF.</p> <p>Recommendations: Continue to provide staff and students the chance to present on these issues.</p>
OU004	The [Partnership] has published case studies highlighting [SRS]-related achievements, impacts and outcomes.	5	5	<p>Positives: The Sustainability Resources, posted with links available makes this accessible to all without an individual having to do further searches or research to find out more. I find this as a quick and easy way to ensure engagement with the message that is being delivered.</p> <p>Links to videos is a brilliant way to engage with a younger audience or people that prefer to watch a short video as opposed to reading long text.</p> <p>Statistics posted in the form of a short video is an easy and quick way to deliver a message in a fast-paced world.</p>

				<p>Incorporating UCEM's own students is a good way to connect with other students who are committed to change and sustainability.</p> <p>Recommendations: UCEM could have a schedule which provides consistent content on sustainability whereby 'followers' can become familiar of what to expect and when such as 'Celebrate Student's Mondays' or 'Sustainable Tuesdays' or 'Fun Fact Thursdays'. This does not necessarily affect the score though.</p>
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Strengths

- SRS themes are embedded into UCEM's extensive outreach work

Recommendations

- Explore how to maintain strong connections with local partners and HE institutions
- Evaluate impact UCEM's outreach has had on partners to progress work

2.5.8 Self-defined criteria (SD001 to SD003)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
SD001	Self-defined	9	9	<p>Positives: Through the RFWG, there has been an impressive breadth of SRS-related comms output.</p> <p>Thorough collaboration between RFWG and UCEM's comms/PR team is well evidenced, and it is clear that feedback has significantly informed the institution's comms strategy. Innovation is demonstrated by use of various media, for example podcasts, which broadens reach and makes key messaging more accessible.</p> <p>Recommendations: Further evidence of innovation would help achieve a higher mark. For example, use of other comms media, such as longer-form video and topic re-caps.</p>

SD002	Self-defined	8	7	<p>Positives: The idea of including COP27 content into UCEM's dedicated Newscast Series is innovative and original and encourages different types of engagement with students.</p> <p>The COP26 content was easily shareable and easy to find and showed great depth in understanding and knowledge without being overwhelming to read.</p> <p>Recommendations: Produce and publish the Newscast to gain full marks.</p>
SD003	Self-defined	8	9	<p>Positives: The programme offered was very unique which was useful, well thought out and free to all to access. This is something which UCEM should look to build upon as it offers both valuable information on the relevant topic and as a CPD qualification.</p> <p>Recommendations: UCEM should continue such work while exploring how this CPD may be engaging students and staff who are not previously engaged in sustainability, as well as any challenges to completing the module.</p>

Strengths

- Self-defined criteria include learner voice and student experience

Recommendations

- Consider how to make these innovative initiatives replicable yearly and/or amongst other institutions

2.6 Student Focus Group Summary

On the second day of the audit, a focus group was conducted to better understand the experiences of students at UCEM.

What have been the best bits of your year at UCEM?

"I enjoyed my dissertation the most - it's on net zero carbon - a chance to study something that I'm interested in."

“I’ve enjoyed my work as a quantity surveyor, clients are starting to request that net zero is integrated into their projects.”

Understanding of sustainability

“For me personally - sustainability goes beyond the 1987 Brundtland Report definition. It’s also about social inclusion, wider benefits, not necessarily the tangible benefits that sustainability can bring. For example, RICS have brought inclusion and diversity in as a new competency. This approach enables future proofing so that the built environment it is accessible and inclusive for everyone.”

Importance to students/colleagues

“The company I work for has a strong sustainability statement that communicates to us on a regular basis. We have a 2025 vision, net zero carbon ambitions. It has a ‘carbon calculator’; so, everyone is on board with it.”

Change in attitudes whilst at UCEM

“My attitudes about sustainable development haven’t changed since being at UCEM (as I was already passionate about sustainability).”

Inclusion of sustainability in courses

“We have a sustainability module; it touches on the wider things that we talked about including sustainable design and inclusion. I don’t think this is new to me, but I’m a UCEM student who is already quite aware.”

“To me, it’s very important that my course covers sustainability because it’s the future as it’s becoming a bigger part of my working day. UCEM have a responsibility to educate and equip professionals like myself with the knowledge for the future to make better informed decisions.”

Ideas for change

“There’s always room and scope for improvement - the sustainability module could be a double module! Additionally, perhaps have a more traditional [thematic] sustainability module, such as net zero carbon.”

“It’d be great to see opportunities to get involved in projects. For example, around sustainable data management as many organisations store tonnes of data.”

2.7 Staff Interviews Summary

Student auditors led and reflected on interviews with key members of staff. The format for interviews varied from a staff focus group to an individual interview and involved staff from

teams across the institution: Marketing and Communications; Innovation and Partnerships; Facilities Management; Digital Education; Executive; and Academic. All reflections shared in this section are quotes from the student auditors.

The auditors were impressed by...

- With the examples provided, UCEM clearly demonstrates how sustainability is engrained in everything they do.
- The passion and depth of knowledge showed by the interviewees in talking about sustainability.
- How sustainability is embedded within the university from the facilities team all the way to the people who design the VLE.
- The community-led work that UCEM do (working with the homeless), the collaboration with Urban Land Institute and raising awareness of sustainability at a local and wider level.
- Staff had a broad interpretation and understanding of sustainability and what it means for UCEM. The passion [from the academic staff] was clear, and they clearly understood the impact that embedding sustainability in the curriculum can have on the industry at large.
- I was impressed by the level of enthusiasm by the interviewees. From speaking to them, it seemed as if they did not just talk about sustainability but could triangulate their responses with evidence.
- I was impressed AND surprised by the thought and process that goes into the module descriptors (the story board process) and the thought behind how they are designed sustainably. It would be great to see the student engagement or have some form of learning for the students as I'd definitely be interested in learning more.
- The fact during the questions, the team members would turn to each other to contribute to the discussions. It reinforced that the entire team were embedded.

The auditors were surprised by...

- The engagement with schools and colleges to support the community in providing free learning opportunities to people that may have never thought of further education as an option.
- That the university is releasing free CPD courses.
- How the university is thinking about its digital footprint and working to donate or recycle laptops as part of the charitable giving programme. I was not aware of this as a student.
- The extent to which social sustainability is embedded in the culture at UCEM. The outreach work is impressive and there is a clear desire to improve and do more.
- I was surprised by the various community outreach programmes that UCEM have been involved with. From the Urban Landscape Institute to working with schools, it is good to know that they are pushing the boat and evolving.
- The different programmes that UCEM are involved with.

In the future the auditors would like to see...

- A continuation on the level of dedication and spreading the sustainable word!
- More student involvement in the GLOBE programme.
- The initiatives that the university undertake to be publicised so can lead by example and inspire others to do. UCEM is looking to engage with students more and the sustainability CPD offer to students will help them achieve this.
- A student group co-created by students, which is more accessible for the majority of the student body.
- Further examples of how UCEM staff have changed their everyday habits. Also, the voluntary activities done by staff.
- More communications of how to get involved with UCEM.
- Further student engagement opportunities e.g., choosing the charities of the year - engage students in the fund raising / donations etc.
- More opportunities for staff to learn and develop their knowledge around sustainability.

Standout quotes captured by the student auditors...

- “When students go out into the real world that they really can make a difference and informing students on the law that surrounds that.”
- “Committed as an educationist to show sustainability as a central focus.”
- “Social responsibility means teaching everyone - everyone has responsibility.” -
- “Tell us what we can do better!”
- “Biggest problem that it is perceived that somebody else is going to save it/do sustainability, but it is all our responsibility to do it.”
- “Each one of us has to do our bit.”
- “Working here has increased my awareness [of sustainability].”
- “Biggest problem we face in saving our world is that we think others will do it - we think UCEM does this the best everyone subscribes to this idea.”
- Auditor didn’t catch word-for-word what Kathy Matthews said but it was something along the lines of ‘her job role isn’t X but to open up education opportunities’ and I just thought that was a really good way to show how sustainability it embedded into their job roles.
- “It’s not just a green tick box.”

Interview 2: Jane Fawkes, Acting CEO and Deputy Principal (University College Secretary)

The auditors were impressed by...

- The CEO was very passionate about UCEM’s work and how staff are empowered to express their interests in sustainability.
- Jane came across really well and answered the questions honestly.
- The response about ensuring they aren’t ‘green washing’ - UCEM are holding themselves accountable, and challenging themselves to back up the ‘most sustainable university’ up with the strategy, funding, and training etc.

- A good understanding of how the impact of sustainability initiatives can permeate the personal lives of staff.
- Clear vision, expressed by UCEM's 'Core Purpose' or mission statement. The Senior Leadership Team is willing to adapt to current challenges.
- Sustainability and what it means to Jane and how sustainability has evolved over time (for the better).

The auditors were surprised by...

- The journey UCEM went through from being based at Reading University to now. It has surprised me that sustainability was considered by creating e-library and e-books which proved controversial at the time but is now well established and appreciated.
- As part of the GLOBE Programme, in the Leadership and Governance Dimension UCEM are changing their Core Purpose, from a 'better built environment' to a 'more sustainable built environment'.
- How friendly and approachable Jane seemed, she shows that she really cares what the students think.
- The close working relationship between Jane, Executive and Senior Leadership Team together with the Lead Student Representative. A willingness to embrace 'bottom-up' change.
- How much the new whole institution sustainability programme has come along through GLOBE and the amount of effort that has gone into making this.
- The history of printing all the study material and the struggle of this to switching it online. The birth of the online e-learning which is more sustainable for the environment and more accessible and inclusive.

In the future the auditors would like to see...

- More student involvement in GLOBE.
- Further student engagement opportunities e.g., choosing the charities of the year - engage students in the fund raising / donations etc.

Standout quotes captured by the student auditors...

- "Sustainability is in every aspect of what we do."
- "The work that Innovation and Partnerships has done has been absolutely brilliant."
- "Core purpose - Contribute to a more sustainable environment."
- "There are challenges with engagement as students do also work full time and sometimes, there are other time constraints with staff - how can this be improved? UCEM how can we continue to work with you as students whether physically or virtually."
- "The thing most proud of - Moving from print to online, it was the right thing to do."
- "Sustainability is everything we do; it forms our decision making as opposed to just a checkbox."
- "We needed students to check whether we were doing the right thing... given how important it is to the university."
- "When I first joined the company sustainability was an add on thought and it is refreshing how it is now embedded within the university now."

Interview: Digital Education and Academic staff directly involved in teaching, curriculum development and RF.

The auditors were impressed by...

- The ease to work in a hybrid way of virtual and in person interviewing and how comfortable the interviewees were with effectively communicating with each other despite not both being in person.
- A lot of staff have backgrounds in sustainability and it doesn't appear to be a top-down process but rather an organic one that is being facilitated by the board and the principal's office.
- The mapping of curriculum to the SDGs which were integrated into all modules.
- Sustainability comes at a cost and although most would like to pay for it not all can afford it. Therefore, it would be good to see how at UCEM these challenges are mitigated.
- The wide-ranging knowledge of sustainability and the way its incorporated within certain modules. The holistic approach taken by learning designers to mapping SDGs across and then embedding sustainability within the curriculum.
- [The academic] was able to give a wider approach to sustainability which included social and ethical considerations. The work they highlighted was fascinating including the inclusion of the SDG goals to different modules.
- Sustainability involvement and positive comments on how everyone is engaged with sustainability.

The auditors were surprised by...

- How much all of the staff at UCEM engage with other and keep sustainability at the forefront of conversations.
- Staff background working with worldwide institutions such as the UN & EU, and these people are overseeing the changes in curriculum.
- The fact that 70% of projects that students are undertaking at UCEM are related to sustainability.
- How much the dependency on social media was discussed.
- The work that the Learning Designers do to support the lecturers on embedding SDG within the module learning
- The layers of sustainability and how they are thought out to apply them to the courses and making them relevant.

Standout quotes captured by the student auditors...

- "We can't just keep going on without considering sustainability"
- "The level of Responsible Futures awareness among UCEM students is high"
- "If you do not have ethical valuations within sustainability, how are you going to achieve the sustainable goals?"
- "Student engagement initially think sustainability is just about recycling and climate change... this is changing with the students as they are more aware and are making active decisions which will impact ethically and morally."

- “Social media has contributed with the evolution of sustainability - this is a positive thing that is happening.”
- “Social media good and bad sides of this but it is a powerful medium for sustainability”.
- “Previous generations were not so bothered about sustainability (it was an afterthought).”
- “Scientists and surveyors are not always the best communicators.”

In the future the auditors would like to see...

- More webinars for students.
- The University is aware that some modules/ courses/ pathways are hard to map to sustainability, and therefore it would be good to know how the University are improving those modules.
- Discussions on sustainable heritage.
- Further collaboration within the internal teams.
- More examples of how cultural (in)equality is taught as part of the formal curriculum and recognised within the institution.
- The introduction of the SDGs in different modules become interactive and embedding of the breadth of SDGs within learning. I’d also like to see how the VLE and modules as a whole can become more interactive when it comes to the SDG goals.
- More information on how they feel about RF and sustainability for the future.

Further comments from the student auditors...

Sustainability comes at a cost and although most would like to pay for it not all can afford it. Therefore, it would be good to see how at UCEM these challenges are mitigated.

2.8 Key Recommendations

“I think that UCEM put massive amounts of effort for this audit, and you can tell that they take it very seriously.” Student Auditor

Monitoring and evaluating SRS work

The auditors are impressed by the range of events for engaging students and staff in sustainability. Throughout the evidence review, auditors repeatedly felt that there is opportunity for the partnership to do more in terms of gathering feedback both quantitative and qualitative from a wider range of stakeholders to understand impact of SRS work in a nuanced and helpful manner.

It is recommended that UCEM utilise KPIs in their SMART action plan to gauge their progress in partnership working for issues related to Responsible Futures. It is also recommended UCEM monitor engagement with social media posts and content on SRS to understand its impact and whether there is need to change volume, consistency and reach of the posts.

Many events and opportunities offered by UCEM monitor the number of sign-ups and active attendees or participants; it is recommended to also utilise qualitative methods in gauging the impact of events and opportunities on previously unengaged students and staff and on

staff and students already engaged with sustainability.

Auditors are delighted to learn about the upcoming GLOBE programme and recommend implementing and establishing a broad range of monitoring and evaluating mechanisms to understand the impacts of the programme on issues related to RF from the beginning.

Student Engagement

Auditors were pleased to learn about the different ways students at UCEM feed into SRS work at the institution. However, auditors noted that there is potential for UCEM to engage students more widely, and to have their contributions most accurately reflect their experiences as students.

Firstly, auditors repeatedly note the possibility for UCEM to support the development of an entirely student-led group that has membership within the RFWG. Auditors feel a more independent student group alongside partnership working could support students to contribute to SRS work more honestly and accurately on their own terms as well as engage a broader range of students.

Auditors also note ways to engage students more in ongoing SRS work. One auditor mentioned the possibility of including students in discussions on charities UCEM can partner with for staff volunteer days as well as consulting with students on results from SDG curriculum mapping exercises. Auditors would also like to see more student engagement in grassroots SRS projects funded by UCEM. One student group who auditors would like to see more engaged in SRS work are international students - auditors believe UCEM can work to include international student experiences and ideas more in their work.

Engagement with broader range of SDGs and SRS themes

Auditors commend UCEM for their work extensively mapping all modules against the SDGs, as well as analysing the extent to which modules engage with certain goals more than others. Auditors would like to see UCEM increasingly use this data to ensure modules cover a wider breadth of sustainability and touch on more goals. For example, auditors and focus group participants would like to see cultural inequality, sustainable heritage and social inclusion covered more in the formal curriculum, and generally, see more of “less traditional” sustainability topics embedded into teaching and learning.

There is potential to engage more students in SRS work by embedding more SRS themes into teaching and learning, as they may connect more with certain aspects of sustainability that are now being touched upon.

2.9 Lead Auditor Summation

Seven students led the audit process for Responsible Futures, gaining valuable employability and ESD skills as a result. At the close of each day of the audit students participated in reflection activities to track their development over the two days. Two auditors filled out the final survey at the end of the audit, they had the following to say about their personal experience:

What has surprised you most through your role as an auditor?

- The autonomy we were given to determine the direction of the audit and allocate scores to the institution.

- The training was excellent, Meg is a brilliant teacher, and I found the content very engaging.

What change implemented by the partnership do you think has achieved the most impact?

- Mapping of SDGs across all modules.

What would you recommend the partnership focuses on next?

- The partnerships next should focus on outreach. Innovation in this area, especially regarding comms and events further north, would be welcome.

Is there anything else you've learnt through your experiences as an auditor?

- My ability to both critically analyse data and lead interviews has been developed to a significant extent.
- Communication, interviewing and auditing skills

How, if at all do you think you might use the knowledge and skills you've developed during this experience?

- The skills developed are directly applicable to the RICS assessment of professional competence (APC).
- I have been on courses with similar content, I found that Meg delivered this in a way that didn't cause boredom. I enjoyed the refresher and it helped with my confidence.

Thank you much for all your work over the past two years. The passion and dedication of the UCEM Responsible Futures Partnership passion is evident and have made a real difference in advancing education for sustainable development (ESD) for UCEM students, staff, and the institution as a whole. It has been a pleasure to work with your fantastic student auditors through this process.

Congratulations on your accreditation! We look forward to continuing to work with you and supporting your ESD work in the future.



STUDENT AUDITORS AND SOS-UK FACILITATOR INTERVIEW UCEM STAFF DURING DAY TWO OF THE AUDIT

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 June 2024, 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 <https://www.sos-uk.org/project/responsible-futures>.

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://www.sos-uk.org/programme-sign-up>

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.