# Sustainability and the SDGs in Education 2030 – Issues to Consider

Education for Sustainable Development (ESD) is a strategic priority at DMU, reflecting a long-standing commitment to the United Nations Sustainable Development Goals (SDGs) and a refreshed focus in DMU’s new strategy to make ‘sustainability and the SDGs’ a cross-cutting theme.

This document aims to highlight succinctly what this means for the design of taught courses, aiding Programme teams taking part in the design process associated with Education 2030.

As the image below highlights, we assume DMU and Faculty wide commitments as a starting point, aim to provide input here to aid the development of Programme strategy, and will highlight issues and resources related to Module implementation and Assessment, which can be addressed in more depth beyond the Programme design stage with support and further resources available from DMU’s ESD project team and colleagues in faculties and directorates.

Outline considered as part of programme strategy – but details developed later

For sprint event

Given

**What is the key intended outcome for students?**

*The key intended outcome of ESD at DMU is presented in the text box below. You can use this as a starting point to discuss linkages to particular programmes, noting that the specific competencies to develop or sustainability challenges to address will differ from discipline to discipline.*

“Students will develop competencies, knowledge, values and behaviours that will enable them to contribute to the development of a fair, peaceful and sustainable world.”

## Issues to Consider

**DMU-wide/Faculty Level:**

1. Consider DMU’s Vision in its new (2021) strategy “*Creating a community of participation, fairness and collective responsibility; transforming individual lives and championing a fair and sustainable society*.” and “*Sustainability and the Sustainable Development Goals*” as a cross-cutting theme. How will the programme reflect this?
2. Consider DMU’s Teaching and Learning strategy (2018) which states: “*We will equip students and staff with an understanding of the challenges of sustainability and sustainable development, and will approach learning, teaching and assessment mindful of the opportunities to contribute locally and globally to the public good and environmental futures as well as of our impact on a resource-limited world.”* How will the programme reflect this?

**Programme Level:**

1) Consider including a statement that commits the programme to engaging with sustainability and the SDGs in a way that is relevant for that particular discipline.

Example: Programmes in BAL have the following as an over-arching statement: *“The learning will incorporate, through examples and case studies, the Principles for Responsible Management Education (PRME): sustainability, social responsibility, responsible leadership and ethics.”*

Example: DMU’s School of Fashion and Textiles adopted a block curriculum change in 2019-20 for all modules adding the statement “The ethos of responsible design and the relevant United Nations Sustainable Development Goals (SDGS) will be reflected in this module.”

2) Consider including one or more programme-level learning outcomes that make explicit reference to sustainability or to practices done in ways that are “sustainable”, “responsible” or similar.

Example: To follow

3) Consider employing ‘Real-Life Learning’ approaches to teaching, learning and assessment, with experiential learning and real-world community contributions designed in where feasible and appropriate

Example: To follow

**Module implementation and Assessment (for devising learning outcomes):**

1. For any practice-based learning outcomes, consider describing this as ‘sustainable’ or a discipline-specific term (e.g. ‘responsible’). Learning materials/activities and assessments can then address how the practice could be done (more) sustainably.

Example: Broadcast Journalism – making short news videos on a local topic linked to the SDGs

1. For assessment strategies, considering using experiential learning approaches linked to authentic assessment that enable students to address discipline-appropriate sustainability issues

Example: DMU’s School of Fashion and Textiles adopted guidance for assessment in 2019-20 stating *“In these assessments, students will be expected to reflect an ethos of responsible design and where possible the appropriate United Nations Sustainable Development Goals.”*

## Toolkits

A wide range of one-page planning toolkits that go into more depth are available on the DMU Education for Sustainable Development project website (<https://esdg.our.dmu.ac.uk>)

These could be used at Programme or Module level to highlight specific issues to consider and opportunities for enhancement. Tools include: ’10 Ingredients for ESD’, SDGs in Taught Courses, and using Living Lab approaches.

For Education 2030, we recommend engagement with the 10 Ingredients tool if possible. An example of the 10 Ingredients tool applied to a specific module is attached below.

## Further Resources and Support Available

An appropriate approach to engage with sustainability and the SDGs will depend upon the specific programme, academic discipline and student cohort. This is an agenda that challenges and aims to transform many existing business-as-usual practices, and as such, is best grounded in individual and collective learning, practice and reflection that sets aside time to explores some of the challenges and opportunities related to a subject area. Beyond toolkits, some other support available through [DMU’s ESD project](https://esdg.our.dmu.ac.uk) includes:

* Mentoring support – [arrange a meeting](https://esdg.our.dmu.ac.uk/contact/) with the ESD project team to discuss ideas and opportunities
* [Case studies of DMU practice](https://esdg.our.dmu.ac.uk/staff/case-studies/). These include short talks and Q&A articles on how ESD has been adopted within a wide range of programmes within DMU faculties and directorates
* [Key accessible texts](https://esdg.our.dmu.ac.uk/about/introducing-esdg/) which introduce ESD within Higher Education and how to make it happen
* ‘Introduction to ESD’ staff training – book via [DMU Hub](https://dmuhub.dmu.ac.uk) (or contact Ian Coleman)
* [Co-curricular learning opportunities for students](https://esdg.our.dmu.ac.uk/students/) which programme teams can signpost

DMU’s Public Engagement team can also offer contacts and support for developing ‘Real-life Learning’ opportunities.