

EDUCATION FOR SUSTAINABLE DEVELOPMENT STRATEGY: EMBEDDING SUSTAINABILITY BY 2030

Aims and Commitment

By 2030, all Aberystwyth University graduates will have the attributes of an informed citizen, who have clear knowledge and understanding of the UN's 17 Sustainable Development Goals (SDGs), the Well-being of Future Generations (Wales) Act 2015 and sustainability, and who will be able to make ethically thoughtful choices and decisions. We have chosen 2030 as to align with both our Towards Net Zero Carbon by 2030 Strategy, and the UN's 2030 Agenda for Sustainable Development.

To achieve this aim, AU will ensure that Education for Sustainable Development (ESD) and SDGs are an integral part of the taught fabric of the institution, ensuring that all students will have been taught about the necessity for and opportunities to apply and develop sustainability in relation to their subject and expertise.

AU aims to have fully embedded sustainability into the taught curriculum by 2030, and this document is a high-level strategy outlining our steps toward this. The strategy will be developed and reviewed with further developments.

We also hope to encourage and improve staff and student engagement through this strategy, improving partnerships between the university and the student body and student's union.

This strategy has been informed by the UN's SDGs, in addition to QAA's Guidance for ESD as well as UNESCO's learning objectives for ESD and the 8 key competencies.

Review

With the formation of our ESD Steering Group, this strategy, and the progress we are making will be reviewed on an annual basis and progress will be published.

Strategy

Phase 1 – Audit and Baseline Identification

To gain insight into our current position with ESD, surveys and audits will be conducted across the university, gaining opinions from students and staff, as well as conducting an AI audit of all current modules to identify SDG content, with results providing a baseline for our steering group against which to track further action.

Action	Responsibility	Due date	Achieved?
AU Teaching and Learning			
Audit all university modules and form a baseline of SDG content within the curriculum	Alex Mangold	08/24	
Student Empowerment			
Hold Student Sustainability Conference 24-25	SU, Jess Farmer	10/24	
Staff Engagement			

Formation of an ESD steering group	Jess Farmer, Tim Woods	06/24	
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Phase 2 – Informing and Teaching

We will use baselines identified in phase 1 to inform our decision in external support for a more in-depth framework for implementation. We will also use these baselines to develop resources to improve staff knowledge of sustainability and SDGs to ensure academic staff are confident in implementing these in their modules. In addition, the audit will identify the specific strengths and weaknesses of SDG content between departments and allow for a more focused approach. Engagement opportunities will be promoted for both students and staff. We also aim to have an online, student-facing sustainability course to develop student knowledge.

Action	Responsibility	Due date	Achieved?
AU Teaching and Learning			
Engage support for detailed action plan	Tim Woods	02/25	
Tailor SDG content to strengths and weaknesses of each department based on module audit	Alex Mangold	02/25	
Student Empowerment			
Continual liaising with SU for student feedback	Jess Farmer	Ongoing	
Online, student-facing sustainability course	Alex Mangold	01/25	
Staff Engagement			
Resource development for staff support	Jess Farmer/Tim Woods	06/25	

Phase 3 – Enhancing and Consolidating

Through baseline identification and increasing informal teaching, formal implementation of ESD into the curriculum will be undertaken, for example SDG content being mandatory for new module creation. There will be continual support for both staff and students, with ongoing engagement opportunities and information present on the university webpages. These will include information on the SDGs and the Well-being of Future Generations (Wales) Act 2015 among other general sustainability information.

Action	Responsibility	Due date	Achieved?
AU Teaching and Learning			
All new modules will include SDG content	Tim Woods	06/2028	
Departments will have developed their SDG content based on strengths/weaknesses identified by audit	Tim Woods	06/2028	
Student Empowerment			
Ongoing student feedback through Module feedback and through the SU	Jess Farmer	Ongoing	
Staff Engagement			
Ongoing staff support	Jess Farmer	Ongoing	