Institutional Teaching and Learning Review 2023

Outcomes Report

Common Theme: Education for Sustainable Development

November 2023

INSTITUTIONAL TEACHING
AND LEARNING REVIEW
ITLR 2023

Institutional Teaching and Learning Review 2023

Outcomes Report:
Common Theme: Education for Sustainable Development
November 2023

Summary

Common Theme: Education for Sustainable Development (ESD)

The University of Warwick's initiative in embedding ESD across its academic spectrum is a commendable step towards responsible education. While the institution demonstrates significant progress in this area, the identified challenges and opportunities offer opportunities for further growth and refinement. Addressing these challenges may require a more coordinated effort involving clearer communication, structural support, and a commitment to inclusivity and diversity. By focusing on these aspects, Warwick could continue to lead in the integration of ESD in higher education, preparing its students to be not only knowledgeable but also ethically and environmentally conscious global citizens.

Good practice

ESD is integrated into curricula and research, with departments aligning their goals with sustainability.

This integration is shaping curricula to be academically **robust and socially responsible**.

Challenges

There is a need for **clearer communication of ESD principles** and a need to address structural and operational barriers.

Enhancing **diversity and inclusivity** in relation to ESD is recognised as a critical development area.

Opportunities

Suggested areas for development include **curriculum enhancement** focused on sustainability and **interdisciplinary projects**.

Operational efficiency and sustainability practices are also highlighted.

Actions

Developing **ESD-focused strategies** and improving **communication** about sustainability efforts.

Promoting **collaborative networks** and **resource sharing** to overcome challenges and support sustainability education.

Introduction

This section delves into the practices, challenges, and developmental strategies concerning the embedding of education for sustainable development (ESD) across various academic departments and professional service clusters at Warwick. It highlights how these entities are not only incorporating ESD into their curricula and research but also fostering a broader understanding of global citizenship, interdisciplinary collaboration, and cultural sensitivity among students. This approach is pivotal in preparing a new generation capable of addressing complex global challenges with sustainable solutions.

At Warwick, departments are working towards seamless integration of ESD into our educational and research practices. Departments such as the Academic Development Centre, Centre for Interdisciplinary Methodologies, and others are aligning their goals with sustainability, ensuring that it permeates through teaching methodologies and research directions. This integration is vital in shaping a curriculum that is not only academically sound but also socially responsible, preparing students to confront and solve sustainable development challenges.

Despite these strides, the report identifies some areas ripe for enhancement. Many departments could make the principles and practices of ESD more explicit within their programmes. Additionally, structural and operational barriers, such as logistical challenges and departmental autonomy, may impede the full realisation of sustainability goals. Enhancing diversity and inclusivity in relation to ESD also emerges as a potentially critical area, recognising current gaps in representation and engagement.

Key areas for future development in ESD are suggested. These include curriculum development with a greater focus on developing skills and values to promote sustainable development, enhancing interdisciplinary projects, and addressing operational efficiency. The goal is to ensure that ESD is not just an addition but an integral part of the academic framework, leading to a more informed and responsible approach to global issues.

To advance the ESD agenda, specific actions include developing and implementing ESD-focused strategies, enhancing communication about sustainability efforts, promoting collaborative networks, and sharing resources to overcome challenges. Such actions aim to create a more cohesive and supportive environment in education for sustainable development.

Good Practice in Education for Sustainable Development

Departments and professional service clusters are making significant progress in the ESD space. The ways in which they are doing this can be grouped as: embedding sustainability in curriculum and research, cultural and global citizenship and promoting interdisciplinary approaches and collaborations. There is clear synergy with both the interdisciplinary learning and inclusive education institutional agendas when considering some of the practice identified here.

Embedding Sustainability in Curriculum and Research

Embedding sustainability in curriculum and research reflects a comprehensive approach to integrating ESD principles across various academic disciplines. This integration ensures sustainability is not just a topic discussed in isolation but is woven throughout the educational fabric, influencing research direction, teaching methodology and the delivery of professional services. Departments like the Academic Development Centre and the Centre for Interdisciplinary Methodologies exemplify this by aligning their programmes with sustainability goals and fostering curriculum that addresses sustainable development challenges. The Department of Economics and Department of Chemistry, among others, incorporate sustainability into their research and educational initiatives, indicating a trend towards recognising the importance of ESD as core to academic inquiry and learning. This commitment is further reflected in the range of modules offered by the Department of Psychology and other departments, which emphasise the relevance of ESD in shaping a responsible and informed citizenry. Specific Department and Cluster examples include:

Academic Development Centre	ADC integrates ESD into its programmes.
Centre for Interdisciplinary Methodologies	CIM research and curriculum focus on sustainable development.
Centre for Lifelong Learning	CLL's programmes promote real-world sustainability challenges.
Centre for Teacher Education	CTE engages in activities related to environmental integrity
Department of Chemistry	Incorporates ESD through research activities and initiatives, skills development and co-creation.
Department of Computer Science	Implicit inclusion of ESD through ethics modules.
Department of Economics	Intrinsic link of sustainability to teaching and research.
Department of Education Studies	Integrates ESD into courses focusing on global citizenship.
Department of History	ESD themes embedded within its curriculum
Department of Psychology	Range of modules relevant to ESD.
Warwick Manufacturing Group	Embedding ESD into course design.
Warwick Medical School	Challenge-based learning approach incorporating ESD aspects.
Cluster 3 - Seamless Physical and Digital Learning Environments	Sustainability in operations and building design

Cluster 6 - Enabling Postgraduate Researchers to Thrive	Collaborative research initiatives

Cultural and Global Citizenship

Cultural and global citizenship encompasses departments' efforts to prepare students as global citizens, equipped to tackle complex societal issues with a culturally sensitive and ethically informed mindset. Departments like Applied Linguistics and the Centre for the Study of the Renaissance provide curricula that directly engage with global issues and cultural heritage, encouraging students to develop a nuanced understanding of different perspectives. The Department of Philosophy's emphasis on democratic citizenship and the Department of Sociology's leadership in decolonising the curriculum highlight the broader educational commitment to fostering a sense of global responsibility and cultural awareness. These efforts are mirrored in the School of Creative Arts, Performance and Visual Cultures' anti-racist pedagogies and the School of Law's 'law in context' approach, which embed ESD values into the learning experience. This thematic grouping represents a collective endeavour to enrich the academic journey with lessons in diversity, equity, and sustainability. Specific Department and Cluster examples include:

Centre for the Study of the Renaissance	CSR engages students with cultural heritage.
Department of Applied Linguistics	Direct relevance of department's education offerings to global issues.
Department of Classics and Ancient History	Addresses cultural and identity topics related to ESD.
Department of Philosophy	Incorporation of democratic citizenship into the curriculum.
Department of Politics and International Studies	Critical thinking regarding UN sustainability goals encouraged.
Department of Sociology	Inclusive pedagogy and leadership in decolonising the curriculum.
School of Creative Arts, Performance and Visual Cultures	Development of anti-racist pedagogies.
School of Law	Integration of ESD within the "law in context" ethos.
School of Life Sciences	Modules that reflect UN Sustainable Development Goals.
Warwick Business School	Guided approach to ESD through UN PRME.
Warwick Foundation Studies	Focus on skills for sustainability.
Cluster 2 - Learning Beyond Boundaries	Engagement in sustainability discussions and partnerships with the EU for UN SDGs.

Promoting Interdisciplinary Approaches and Collaborations

Under the theme of promoting interdisciplinary approaches and collaborations, departments and professional service clusters showcase their commitment to breaking down traditional academic silos. This theme captures the essence of fostering academic environments where collaborative efforts across various disciplines are not only encouraged but are structurally supported. The Department of Physics and the School of Engineering, for example, offer interdisciplinary modules that allow students to choose sustainability-focused topics, showcasing the integration of diverse academic insights to

address complex real-world problems. Moreover, the Institute for Advanced Teaching and Learning and the School for Cross-Faculty Studies exemplify the value of cross-disciplinary engagement in enhancing educational outcomes. This approach is significant in the development of holistic solutions to today's global challenges, as it leverages the strengths and perspectives of multiple disciplines. Specific Department and Cluster examples include:

Department of Physics	Long-standing teaching of sustainability-related topics.
Department of Statistics	Student co-creation in critical areas related to ESD.
Institute for Employment Research	Promotes lifelong learning and skills for sustainable development.
Mathematics Institute	Efforts in climate change modelling and epidemiology.
School for Cross-Faculty Studies	Understanding and activity around sustainability and social justice.
Institute for Advanced Teaching and Learning	Modules designed with ESD in mind.
School of Modern Languages and Cultures	Embedding ESD in language and cultures teaching.
School of Engineering	Alignment with accreditation and incorporation of sustainability principles.
Cluster 3 - Seamless Physical and Digital Learning Environments	Commitment to sustainable building practices.
Cluster 4 - A Culture of Education Leadership and Innovation	Engagement in various ESD initiatives.
Cluster 5 - A Strong Administrative Foundation for Student Success	Addressing societal gaps for apprenticeship access.
Cluster 6 - Enabling Postgraduate Researchers to Thrive	Commitment to making ESD goals more explicit.

Challenges in Education for Sustainable Development

Education for Sustainable Development is the least mature of our institutional common themes. With this in mind, the challenges articulated are grouped into three themes: clarifying and enhancing the ESD focus, addressing structural and operational barriers and enhancing diversity and inclusivity specifically in relation to ESD. They are first principle strategic and operational themes that highlight the need for strategic clarity and investment in order to drive this agenda forward and operationalise at scale the good practice already identified.

Clarifying and Enhancing the ESD Focus

This theme centres on the scope for departments to make ESD principles and practices more explicit within their programmes. It acknowledges that while many departments have made strides toward integrating ESD, there may still be a need for clearer communication and greater awareness among students and staff. This clarity is essential

not just for internal recognition of efforts but also for aligning with external sustainability frameworks and awards. Specific Department and Cluster examples include:

Academic Development Centre	Need to make ESD elements more explicit in programmes.
Centre for the Study of the Renaissance	Need for more developed local links and clarity on ESD initiatives.
Department of Computer Science	Limited understanding of ESD within the department.
Department of Economics	Limited awareness of explicit coverage of sustainability in modules.
Department of Physics	Lack of student awareness regarding departmental awards.
Department of Politics and International Studies	ESD delivery not as explicit as it could be.
Department of Psychology	Students feel there could be more explicit focus on sustainability.
Department of Statistics	Students do not recognise departmental efforts as ESD.
Institute for Advanced Teaching and Learning	Not all modules have ESD explicitly included.
School of Modern Languages and Cultures	ESD not pedagogically, holistically, and consistently embedded.
School of Creative Arts, Performance and Visual Cultures	ESD could be made more obvious to students.
Warwick Business School	Confusion regarding the use of QAAHE Reference Points for ESD.
Warwick Foundation Studies	Visibility of UN SDGs to staff and students could be improved.
Cluster 2 - Learning Beyond Boundaries	Lack of a uniform definition and clear objectives for sustainability.
Cluster 4 - A Culture of Education Leadership and Innovation	Need for greater understanding and operationalisation of ESD across departments.

Addressing Structural and Operational Barriers

This grouping highlights the practical and systemic barriers that may inhibit the full integration of interdisciplinarity and ESD into the educational experience. These barriers include logistical issues like timetabling and space allocation, which can stifle cross-departmental initiatives and collaborative teaching. It also encompasses the challenges of ensuring consistent experiences across departments and the broader institutional structures that may not currently support the seamless integration of ESD. Specific Department and Cluster examples include:

Centre for Interdisciplinary Methodologies	Practical barriers related to finances, space, and student numbers.
Centre for Lifelong Learning	Difficulties ensuring consistency of student experience across departments.
Centre for Teacher Education	Department's activities may not be widely recognised.
Cluster 3 - Seamless Physical and Digital Learning Environments	Reluctance to participate in hardware reuse programmes.

Cluster 6 - Enabling Postgraduate Researchers to Thrive	Departmental autonomy across the University may limit the scope of ESD integration.

Enhancing Diversity and Inclusivity in Relation to ESD

This theme focuses on the need to improve diversity and inclusivity within departments as an integral part of the ESD agenda, particularly in relation to sustainability initiatives. It recognises some current gaps in representation and engagement at Warwick, such as the low presence of black female students in the Mathematics Institute and the lack of staff engagement with ESD initiatives in the Warwick Medical School. Addressing these issues is crucial for creating an inclusive ESD agenda that acknowledges and values diverse contributions of all. Specific Department and Cluster examples include:

Mathematics Institute	Low representation of black female students and unclear recruitment approach.
Warwick Medical School	Limited staff engagement with ESD initiatives.
Warwick Manufacturing Group	Early stages in the journey of ESD.
Cluster 5 - A Strong Administrative Foundation for Student Success	Insufficient evidence provided to evaluate the approach to ESD.

Opportunities for development

The panel reports show that there are varied and multi-faceted ways in which departments and clusters are working to incorporate sustainability into their educational practices, research, and operations. This information can be grouped under three headings that encompass a broad range of activities and initiatives, reflecting a holistic and comprehensive approach to integrating ESD across the university.

Specific suggestions from departments/professional service clusters can be found in Appendix F. The last column in the table below details the departments/professional service clusters that have relevant content for each of the development opportunities.

	Curriculum development and ESD integration	This recommendation aims to align with new frameworks and standards, such as the Professional Standards Framework (PSF) in the development of academics and professional service staff, to ensure ESD is not just an addition to the curriculum but integrated into the core of educational practices. This theme recognises the collective effort across various departments to not only acknowledge the importance of ESD in their disciplines but to make it a visible and explicit component of their educational offerings.	ADC, CLL, CSR, Applied Linguistics, Economics, Education Studies, History, Physics, Psychology, SMLC, Engineering, Life Sciences, WBS, WFS & Cluster 6

	Interdisciplinary projects and collaborative enhancements	Departments are increasingly recognising the value of interdisciplinary approaches to education, fostering collaboration across various projects and curricula. This theme underscores the transformative potential of interdisciplinary education to bridge the gaps between diverse fields, encouraging student, faculties and professional service clusters to think beyond traditional boundaries and engage with complex global challenges.	CIM, CTE, Chemistry, Classics, Computer Science, CEDAR, Philosophy, Politics, Sociology, Statistics, CFS, IATL, SCAPVC, Law, WMG, WMS, Cluster 2,4 & 5
	Operational efficiency and ESD practices	This theme highlights the practical side of ESD, focusing on the operational changes and efficiency improvements that could reduce environmental impact and foster sustainable practices. Departments and professional service clusters are looking at their processes and infrastructure to find ways to better embody ESD in both the physical and digital learning environments.	Cluster 3, IER, Maths

Education for Sustainable Development Actions

The suggested actions are focused on the strategic aspects of an institutional commitment to ESD, they are grouped under three headings. The groupings demonstrate a comprehensive and multifaceted approach to incorporating ESD into higher education, highlighting the importance of both structural strategy and communicative clarity. Each theme encapsulates the commitment of various departments and clusters to not only integrate sustainability into their educational fabric but also to ensure that this integration is visible, strategic, and collaborative, aiming to create an environment where sustainable practices are the norm and not the exception.

Specific suggestions from departments/professional service clusters can be found in Appendix F. The last column in the table below details the departments/professional service clusters that have relevant content for each of the suggested actions.

	ESD programme development & strategy implementation	Departments and professional service clusters are seen to be taking proactive steps to align their programmes with the ESD	ADC, CLL, CTE, Education Studies, History, Engineering,

		agenda, enhancing curriculum design, and increasing the visibility of ESD initiatives. The focus here is on the strategic development of educational offerings, ensuring ESD is a clear and integral part of the learning experience. This involves creating frameworks and resources that support SDGs within the curriculum, while also emphasising the importance of interdisciplinary collaboration to enrich the educational landscape with a diverse range of perspectives.	Law, WBS, Cluster 2 & Cluster 4
	Curriculum enhancement & communication	This theme involves the enhancement of existing programmes to include ESD more explicitly and to effectively communicate these efforts to students and staff. It showcases departments' determination to not only address but also highlight the role of ESD in their disciplines. These actions reflect an acknowledgment of the need for greater clarity in how ESD topics are woven through the curriculum and how they relate to broader societal goals.	CIM, Applied Linguistics, Chemistry, Computer Science, Economics, CEDAR, Philosophy, Politics, Psychology, Sociology, Statistics, IATL & WMS
	Collaborative networks & resource sharing	Departments are forming networks and sharing resources to overcome operational challenges and promote interdisciplinary education. This theme reflects the push towards collaborative platforms and community practices, which are crucial for developing a more connected and resourceful educational environment that supports ESD and interdisciplinary learning.	CSR, SMLC, SCAPVC, Life Sciences, WFS, WMG, Cluster 3 & Cluster 6

Conclusions

The University of Warwick's initiative in embedding ESD across its academic spectrum is a commendable step towards responsible education. While the institution demonstrates significant progress in this area, the identified challenges and opportunities offer opportunities for further growth and refinement. Addressing these challenges may require a more coordinated effort involving clearer communication, structural support, and a commitment to inclusivity and diversity. By focusing on these aspects, Warwick could continue to lead in the integration of ESD in HE, preparing its students to be not only knowledgeable but also ethically and environmentally conscious global citizens.

Appendix F

What follows for each Academic Department and Professional Service Cluster is a summary of one or two of their most significant elements in relation to good practice, challenges in the current approach to aligning with the ESD cross-cutting theme, key opportunities to tackle these and potential actions that could be taken to move the agenda forward at Warwick.

Academic Development Centre (ADC)
- **Good Practice:** ADC integrates ESD into its programmes, aligning them with Professional Standards Framework (PSF) professional values which map to Sustainable Development Goals (SDG) 4 and 10.
- **Challenges:** The need to make ESD elements more explicit in ADC programmes.
- **Opportunities:** ADC should refresh programmes in line with the new PSF with a greater focus on ESD.
- **Actions:** Continue to link ESD elements of ADC programmes to the sustainability agenda explicitly and proactively consider changes for sustainable development.

Centre for Interdisciplinary Methodologies (CIM)
- **Good Practice:** CIM research and curriculum focus on sustainable development, with strong links to the Institute for Global Sustainable Development (IGSD).
- **Challenges:** Practical barriers related to finances, space, and student numbers due to faculty-based approaches.
- **Opportunities:** Increase collaboration in interdisciplinary projects and enhance CIM's identity in this field.
- **Actions:** Strengthen participation in interdisciplinary bids and projects and address institutional barriers to interdisciplinary work.

Centre for Lifelong Learning (CLL)
- **Good Practice:** CLL's programmes promote real-world sustainability challenges and engage in national networks for Policy, Advocacy, and Sustainability.
- **Challenges:** Difficulties ensuring consistency of student experience across departments outside CLL.
- **Opportunities:** Broaden interdisciplinary collaboration and enhance the curriculum to include sustainability.
- **Actions:** Use student co-creation and consultation for module improvement and embed sustainability more systematically.

Centre for Teacher Education (CTE)
- **Good Practice:** CTE engages in activities related to environmental integrity and economic viability, contributing to sustainable educational practices.
- **Challenges:** The department's activities may not be widely recognised outside of its immediate educational context.
- **Opportunities:** Expand awareness-raising efforts about the department's contributions to sustainability.
- **Actions:** Enhance visibility of the department's sustainability initiatives and further integrate ESD into teacher training programmes.

Centre for the Study of the Renaissance (CSR)
- **Good Practice:** CSR engages students with cultural heritage and offers modules that promote global citizenship.

- **Challenges:** The need for more developed local links and clarity on ESD initiatives.
- **Opportunities:** Improve signposting of how learning relates to ESD and support student inclusion in these initiatives.
- **Actions:** Strengthen local collaborations and enhance ESD awareness among students and staff.

Department of Applied Linguistics
- **Good Practice:** The department's education offerings are directly relevant to global and societal issues, preparing students as global citizens.
- **Challenges:** None specified.
- **Opportunities:** Enhance visibility and explicitness of ESD in the curriculum.
- **Actions:** Align research areas to ESD and explore curriculum development with a focus on ethical communication.

Department of Chemistry
- **Good Practice:** Incorporates ESD through research activities, ethical module content, and departmental initiatives.
- **Challenges:** The unsustainability of laboratory practices and a scattered approach to ESD.
- **Opportunities:** Consider the environmental impact of laboratory practices and align departmental activities with ESD.
- **Actions:** Increase focus on green chemistry and develop strategies to enhance ESD awareness and practices within the department.

Department of Classics and Ancient History
- **Good Practice:** Addresses cultural and identity topics related to ESD and encourages students to critique and reflect on ancient literature.
- **Challenges:** Students may not be fully aware of how their studies relate to ESD.
- **Opportunities:** Improve communication and policy regarding ESD and sensitive content within the curriculum.
- **Actions:** Develop clearer signposting for ESD relevance and establish a consistent policy for content warnings.

Department of Computer Science
- **Good Practice:** Implicit inclusion of ESD through ethics modules.
- **Challenges:** A limited understanding of ESD within the department and lack of clear guidelines.
- **Opportunities:** Formalise the department's approach to ESD and align research areas with sustainability.
- **Actions:** Create a detailed mapping of ESD in the curriculum and establish institutional guidelines for ESD delivery.

Department of Economics
- **Good Practice:** Sustainability is intrinsically linked to Economics teaching, with research and department ethos focusing on sustainability.
- **Challenges:** Students have limited awareness of explicit coverage of sustainability within their modules.
- **Opportunities:** Communicate the nature of sustainability in modules more explicitly to students.
- **Actions:** Embed sustainability into all core modules and include a sustainability-focused section in the teaching handbook.

Department of Education Studies
- **Good Practice:** Integrates ESD into courses, focusing on global citizenship and inclusion in education philosophies.
- **Challenges:** None specified.
- **Opportunities:** Develop a strategic plan outlining the department's approach to ESD.
- **Actions:** Create and execute a detailed ESD strategy to further embed sustainability in the curriculum.

Centre for Educational Development Appraisal and Research (CEDAR)
- **Good Practice:** CEDAR focuses on social change, with research aimed at reducing inequalities for vulnerable populations.
- **Challenges:** None specified.
- **Opportunities:** Enhance interdisciplinary collaboration within research areas related to education and social support.
- **Actions:** Foster cross-departmental supervisory arrangements and explore new research opportunities that support ESD.

Department of History
- **Good Practice:** History has embedded ESD themes within its curriculum, highlighting public, economic, and cultural history's focus on sustainability.
- **Challenges:** There was no explicit mention of Challenges.
- **Opportunities:** Articulation and visibility of ESD in the curriculum need improvement.
- **Actions:** Introduction of an Environmental History module and increased student involvement in module development.

Department of Philosophy
- **Good Practice:** Incorporation of democratic citizenship and climate responsibility into the curriculum.
- **Challenges:** More explicit engagement with ESD themes is needed.
- **Opportunities:** Better articulation of philosophy's role in societal change in terms of ESD.
- **Actions:** Promote the new award for philosophical interventions and frame departmental calls for proposals in terms of ESD.

Department of Physics
- **Good Practice:** Long-standing teaching of sustainability-related topics and student choice in sustainability modules.
- **Challenges:** Lack of student awareness regarding the department's JUNO and Athena SWAN awards.
- **Opportunities:** Gender balance in undergraduate programmes and better communication of sustainability efforts.
- **Actions:** Advocate for university support in managing special exam arrangements and improve student engagement with sustainability.

Department of Politics and International Studies
- **Good Practice:** Encouragement of critical thinking regarding UN sustainability goals.
- **Challenges:** ESD delivery is not as explicit as it could be.
- **Opportunities:** Reflection of society in general and local/regional components in ESD.
- **Actions:** Review and enhance the everyday life textbook and develop a new Master's programme with enriching modules.

Department of Psychology
- **Good Practice:** Range of modules relevant to ESD and focused exploration of topics central to ESD across the curriculum.
- **Challenges:** Students feel there could be a more explicit focus on sustainability.
- **Opportunities:** Embedding ESD in practices and ethos and enhancing understanding of links to sustainable development goals.
- **Actions:** Reflect on existing provision for ESD and engage in curriculum enhancement workshops.

Department of Sociology
- **Good Practice:** Inclusive pedagogy and leadership in decolonising the curriculum.
- **Challenges:** The document didn't provide specific Challenges.
- **Opportunities:** Making coverage of UN Sustainable Development Goals more visible.
- **Actions:** Continue the strong commitment to social justice and focus on climate (in)justice within the curriculum.

Department of Statistics
- **Good Practice:** Student co-creation in critical areas related to energy, health, and resource management.
- **Challenges:** Students do not recognise departmental efforts as ESD.
- **Opportunities:** Signposting of projects and research opportunities in ESD.
- **Actions:** Conduct a mapping exercise to illustrate UN Sustainable Development Goals coverage in modules.

Institute for Employment Research
- **Good Practice:** Promotes lifelong learning and skills needed for sustainable development.
- **Challenges:** The desire to develop further into ESD needs action.
- **Opportunities:** Tracking and monitoring attainment/awarding gaps and continuation rates.
- **Actions:** Contribute to the University's sustainability agenda through research activities and community engagement.

Mathematics Institute
- **Good Practice:** Efforts in climate change modelling and epidemiology, and recent environmental-friendly changes.
- **Challenges:** Low representation of black female students and unclear approach to improving recruitment.
- **Opportunities:** Enhancing inclusivity and developing more ESD-related projects and research.
- **Actions:** Aim for an Athena Swan Silver award and conduct more inclusive research.

School for Cross-Faculty Studies
- **Good Practice:** Robust understanding and activity around sustainability, social justice, and cultural diversity.
- **Challenges:** None specified.
- **Opportunities:** Sharing information on ESD engagement across the University.
- **Actions:** Use ITLR as a case study to evaluate the impact of including ESD in the review process.

Institute for Advanced Teaching and Learning

- **Good Practice:** Modules designed with ESD in mind and sustainability elements in the curriculum.
- **Challenges:** Not all modules have ESD explicitly included.
- **Opportunities:** Mapping ESD presence across all modules.
- **Actions:** Share good practices among module convenors and address missed opportunities for ESD integration.

School of Modern Languages and Cultures
- **Good Practice:** Embedding ESD in language and cultures teaching.
- **Challenges:** ESD not pedagogically, holistically, and consistently embedded.
- **Opportunities:** A curriculum review to ensure consistent ESD engagement.
- **Actions:** Develop cross-school modules that reflect ESD more explicitly.

School of Creative Arts, Performance and Visual Cultures
- **Good Practice:** Development of anti-racist pedagogies and emphasis on intercultural awareness.
- **Challenges:** ESD could be made more obvious to students.
- **Opportunities:** Balancing intercultural awareness with sustainability and equitable opportunities.
- **Actions:** Be more explicit in signposting ESD elements and develop awareness of class and socioeconomic factors.

School of Engineering
- **Good Practice:** Alignment with AHEP4 accreditation and incorporation of sustainability principles.
- **Challenges:** None specified.
- **Opportunities:** Ongoing refreshment of programmes to integrate sustainability further.
- **Actions:** Continue to embed sustainability in teaching and launch new sustainability-focused modules.

School of Law
- **Good Practice:** Integration of ESD within the "law in context" ethos and modules that directly address ESD.
- **Challenges:** None specified.
- **Opportunities:** Expanding the curriculum to include more modules focused on ESD themes.
- **Actions:** Develop joint degree programmes with a focus on sustainability and engage students in practical ESD projects.

School of Life Sciences
- **Good Practice:** Modules that reflect UN Sustainable Development Goals, particularly in GSD.
- **Challenges:** Not fully explicit social and ethical considerations in the curriculum.
- **Opportunities:** Making the narrative of interdisciplinarity more explicit in the curriculum.
- **Actions:** Consider institutional guidance on ESD and make current learning around social and ethical considerations more explicit.

Warwick Business School
- **Good Practice:** WBS's guided approach to ESD through UN PRME and efforts in reducing the carbon footprint.
- **Challenges:** Confusion regarding the use of QAAHE Reference Points for ESD.

- **Opportunities:** Clarifying the distinction between sustainable practice and sustainable education.
- **Actions:** Develop more ESD-focused curricula and communicate the sustainability nature of modules more explicitly.

Warwick Foundation Studies
- **Good Practice:** Focus on skills for sustainability and direct address of UN Sustainable Development Goals.
- **Challenges:** Visibility of these goals to staff and students could be improved.
- **Opportunities:** Signposting UN Sustainable Development Goals in modules.
- **Actions:** Conduct a mapping exercise to make the coverage of goals more visible.

Warwick Manufacturing Group
- **Good Practice:** Embedding ESD into course design and fostering an inclusive environment.
- **Challenges:** Early stages in the journey of ESD.
- **Opportunities:** Sector-leading analysis of dashboard data to show the impact of sustainability measures.
- **Actions:** Have dedicated leadership in ESD and manage and monitor the process more effectively.

Warwick Medical School
- **Good Practice:** Challenge-based learning approach that incorporates ESD aspects.
- **Challenges:** Limited staff engagement with ESD initiatives.
- **Opportunities:** Integrating sustainability into the curriculum and service learning.
- **Actions:** Assess current activities, develop a service-learning strategy, and utilise opportunities in the community for experiential learning.

C1. Cluster 1 - Student Transitions, Community and Wellbeing
No relevant comments provided.

C2. Cluster 2 - Learning Beyond Boundaries
- **Good Practice:** Engagement in sustainability discussions, strong regional engagement, and partnerships with the EU for UN SDGs.
- **Challenges:** Lack of a uniform definition and clear objectives for sustainability.
- **Opportunities:** Improved internal coordination for sustainability work and long-term funding for sustainability projects.
- **Actions:** Define a clearer sustainability strategy and improve communication about opportunities across student and staff levels.

C3. Cluster 3 - Seamless Physical and Digital Learning Environments
- **Good Practice:** Commitment to sustainable building practices and operational efficiency in resource management.
- **Challenges:** Reluctance to participate in hardware reuse programmes and inefficient licensing strategies.
- **Opportunities:** Increase the emphasis on suppliers' sustainability credentials and reduce the number of printers on campus.
- **Actions:** Review procurement processes to emphasise sustainability and work towards fair and equal access to learning spaces.

C4. Cluster 4 - A Culture of Education Leadership and Innovation

- **Good Practice:** Engagement in various ESD initiatives and support for IL through initiatives like the MSc in Humanitarian Engineering.
- **Challenges:** Need for greater understanding and operationalisation of ESD across departments.
- **Opportunities:** Development of resources linked to ESD and SDGs and more nuanced departmental support.
- **Actions:** Provide workshops on ESD, create open-access ESD resources, and engage in co-creation initiatives for sustainability.

C5. Cluster 5 - A Strong Administrative Foundation for Student Success
- **Good Practice:** Addressing societal gaps for apprenticeship access.
- **Challenges:** Insufficient evidence provided to evaluate the approach to ESD.
- **Opportunities:** Need for more information and evidence on administrative support for ESD.
- **Actions:** No specific actions suggested due to lack of evidence.

C6. Cluster 6 - Enabling Postgraduate Researchers to Thrive
- **Good Practice:** Commitment to making ESD goals more explicit and successful PGR initiatives like the Global South network.
- **Challenges:** Departmental autonomy across the University may limit the scope of ESD integration.
- **Opportunities:** Need for a strategic approach to embed ESD goals within the departments to counter departmental autonomy.
- **Actions:** Pursue a more explicit connection to ESD goals and support initiatives that allow PGR voices to lead discussions on sustainability.