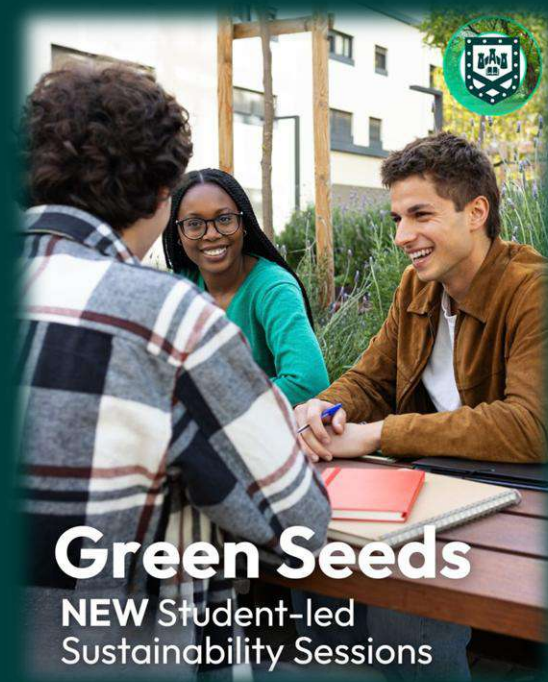




Harnessing the power of  
collaboration for sustainability

Welcome and introduction

Ewan Woodley  
UoE Advocate for Sustainability Education



**Green Seeds**

NEW Student-led  
Sustainability Sessions

# Agenda

## 1. Building communities of sustainability practice at Exeter

**12:55-13:10:** Staff communities of practice – Ewan Woodley

**13:10- 13:25:** Departmental CoP – Natalia Lawrence & Kat Ashbullby

**13:25-13:40:** Sustainability & societies – Molly Williams, Be the change; Charlotte Voyce, Athletic Union;

**13:40-13:55:** Co-delivering sustainability initiatives –  
Erin Rowe, Aaliyah Anderson, Sara Agbenro

**13:55-14:00** Summary

# Agenda

## 2. Meaningful transformative practice and transitions

**14:00-14:10** Break

**14:10-14:20** Introduction to the Three Horizons approach and interactive sessions

**14:20-14:35** Horizon 1 discussion: current practices (that you want to phase out)

**14:35-14:55** Horizon 3 discussion: where do we want to get to

**14:55-15:10** Horizon 2 discussion: interventions/disruptions to get there

**15:10-15:15** Summary

# Agenda

## 3. Successful interventions in sustainability education at Exeter

15:15-15:25 Break

15:25-15:30 Introduction

15:30-15:40 Stewart Barr – Low carbon travel for field courses

15:40-15:50 Angela Christidis – Decolonising sustainability education

15:50-16:10 Edvard Glucksman – Sustainable Solutions Minor: Future Skills Pathway

16:10-16:20 Closing remarks



# Building communities of sustainability practice at Exeter

## Part 1

Ewan Woodley  
UoE Advocate for Sustainability Education

SUSTAINABILITY  
PROJECTS  
FUND

The graphic shows a close-up of a white tray filled with small green seedlings growing in a dark, pebbly substrate. The tray is part of a larger setup in a greenhouse or nursery. The text 'SUSTAINABILITY PROJECTS FUND' is overlaid in large, white, bold, sans-serif capital letters.

University  
of Exeter

# Agenda

## 1. Building communities of sustainability practice at Exeter

**12:55-13:10:** Staff communities of practice – Ewan Woodley

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**13:55-14:00** Summary

# Staff communities of sustainability practice

Ewan Woodley  
UoE Advocate for Sustainability Education



# Sustainability governance



Our Vision

In order to achieve our purpose, in the next decade we will build on our strong interdisciplinary culture to:



Lead meaningful action against the climate emergency and ecological crisis.



Make key breakthroughs to transform human health and wellbeing.



Lead the progress towards creating a fair, socially just and inclusive society.



# The Sustainability Team



Joanna Chamberlain  
(Director of Sustainability)  
+ Team



Effective leadership of sustainability agendas and interventions



# Embedding sustainability into teaching and learning

- **Curriculum for Change:** a whole-institution approach to embedding sustainability into the curriculum
- **Sustainable Solutions future skills pathway:** preparing leaders for low-carbon societies
- **Culture Change** and development of a new **Sustainability Strategy**



Greener



Healthier



Fairer

# Student learning opportunities



Sustainable Solutions 'minor' skills pathway



Global Classrooms: Future 17



Green Consultants



Grand Challenges

# 1. The dominance of ESD in higher education



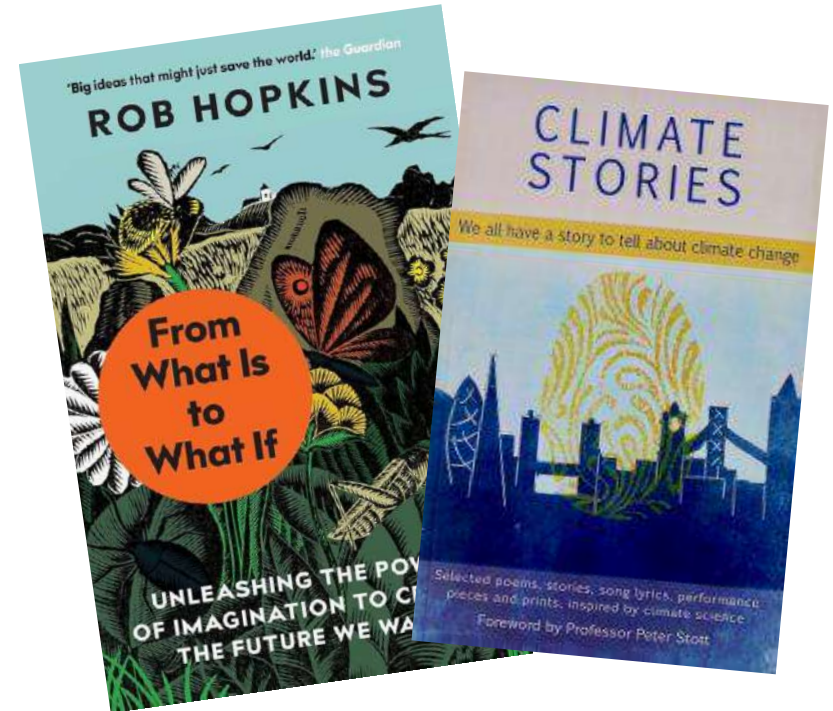
McCowan (2023)

Seven barriers and challenges to universities engaging with UN SDG framework

1. **Resources** – adequate physical and virtual infrastructure
2. **Recognition** – Disparities in HEI prestige and public recognition
3. **Marketisation** – Suppresses the space for public good
4. **Status competition** – HEIs in competition with each other, coming at the expense of community engagement
5. **Labour market links** – Universities are linked with socially and environmentally damaging activities
6. **Difficulties of measurement** – Attributing SDG-related impacts to universities is often challenging
7. **Lack of imagination** – HEIs have become homogenised

## 2. A diversity of academic perspectives exist on addressing challenges in climate and environmental sustainability

Will sustainable aviation fuels take off?



# 3. Transforming current practices

Three dimensions of human enquiry as the ‘bedrock’ of educational endeavour:

- Ontological
- Epistemological
- Axiological

Student Engagement & Deliberation on the University's Climate and Sustainability Agenda on May 8th-9th 2025



1. **Critical questioning** (beliefs, perspectives and assumptions)
2. **Deliberation** (listening to other's views, communicating own views, revising views)

“Higher education must become (or return to being) a deeply transformative experience, leading us to engage with the most profound questions of our being, knowledge and values, avoiding monocultures of the mind and instead developing critical deliberative environments and an ecology of knowledges” (McCowan, 2023:946)

# Expanding our staff community of sustainability practice

- Monthly, 1-hour Teams forum
- Open to all UoE staff, Students' Guild and SU officers (includes Student Change Partners)
- 72 members
- Good representation
- Friendly, inclusive, energetic and productive atmosphere



# Sustainability education forum: focus and contributions

- Responsible Futures activities
- University agendas and education initiatives
- Staff research and education activities
- Student sustainability projects



Sharing of learning from adopting a community engagement approach

- **Partnership** - investment in relationships and co-creation throughout the project.
- **Accessibility** - reimbursement, flexible approach to participation
- **Focus** - research question displayed on every card, prompts to move discussion forward
- **Positionality** - meanings that people ascribe to research, researcher is part of the process (correct so

A silhouette of a person sitting on the floor, looking up at several glowing circular diagrams or orbits in the air.

Co-funded by the European Union  
Erasmus+ Project number  
2022-1-DE02-KA210-ADU-000082213

A stylized blue fish icon with a white eye and a smiling mouth.

**The Thalassophile Project:**  
Universally accessible marine science and conservation educational resources

**Responsible Futures**



University of Exeter

**Student-led videos to increase awareness of United Nations Sustainable Development Goals (UN-SDG) for students in Clinical and Biomedical Sciences students.**

**Dr Patrick Hamilton and Dr Shelly Dogra**

**'From Bench to Broadcast: Biomedical Students Champion the SDGs'**

A photograph of a large, historic university building with a clock tower.

Global Classrooms

EDUCATION INCUBATOR

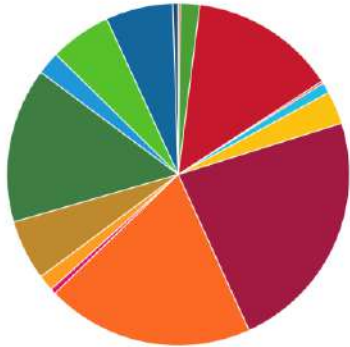
# Community progress:

1

1405 TOTAL MODULES  
16 SDGS REPRESENTED  
319 MODULES SDG # TOP  
4393 TOTAL SDG ALIGNMENTS

## Primary SDG Distribution

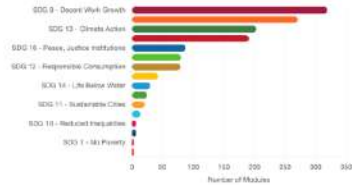
The chart showing only the primary SDG for each module.



SDG 1 - No Poverty: 3	SDG 3 - Good Health: 25
SDG 4 - Quality Education: 191	SDG 5 - Gender Equality: 3
SDG 6 - Clean Water: 14	SDG 7 - Clean Energy: 48
SDG 8 - Decent Work Growth: 319	SDG 9 - Industry Innovation: 221
SDG 10 - Reduced Inequalities: 7	SDG 11 - Sustainable Cities: 21
SDG 12 - Responsible Consumption: 79	SDG 13 - Climate Action: 323
SDG 14 - Life Below Water: 18	SDG 15 - Life on Land: 80
SDG 16 - Peace, Justice Institutions: 88	SDG 17 - Partnerships: 7

## Top Primary SDGs by Module Count

Horizontal bar chart ranked by number of modules with each primary SDG.



SDG mapping: supporting students in understanding sustainability in the curriculum

Support for colleagues in embedding transformative design principles in practice

2



Transformative Education Design Principles

# Community progress:

3 **CLIMATE FRESK**



Climate literacy training/networking and assessing learner knowledge and understanding

Career Zone – supporting students to develop skills to build a greener, healthier and fairer world

4





# Embedding Environmental Sustainability in Psychology Education at Exeter

**Natalia Lawrence, Kat Ashbullby,  
David Parslow, Becky Rowe**



# Background

- Students **lack opportunities** to engage with **environmental sustainability** in their degrees, particularly in health and social science.
- NSS (2023-), only 20-30% in many HLS/HASS depts say their course encouraged them to think about sustainability or offered opportunities for action.
- Responsible Futures (2025) 46% (39) HLS students said sustainability was included in course (87% ESE, 58% HASS) but 92% said it was important.
- Rather than creating entire modules dedicated to sustainability, students suggested it should be **incorporated into existing modules** to demonstrate the **real-life implications of climate change relevant to their studies**.



# Aim

- Boost engagement with sustainability in psychology
- Co-produce resources and guidelines that can be adapted by other disciplines

Health science, accredited degree  
~2000 (3000) students, 70 academics

- ## Approach
- Relevance (behaviour change, eco-anxiety)
  - Good practice (here and beyond)
  - Survey psych staff and students
  - Explore real-world research/placement opportunities with community partners





# Student survey

N=138 (90 First year, 30 MSc online conversion)

✓ Personal interest (62%), role of psychology (80%).

✗ Dept opportunities to engage (31%) (vs. 57% at uni-wide level)

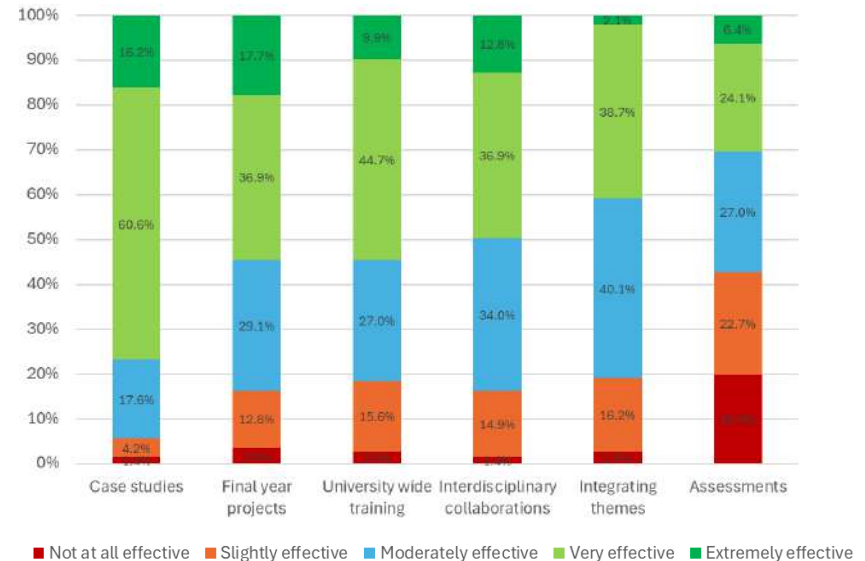
✗ Dept clearly communicates sustainability commitment (37%)

? Sustainability content included ? 49% agreed, 45% said presented relevant to psychology/career, 59% want more

✓ Few challenges; limited module-based opportunities (33%)

✓ Using real-world case studies (77%), offering final-year sustainability projects (55%), uni-wide training (55%)

Engagement	Mean	% of responses		
		Disagree	Neutral	Agree
Dept communicates commitment	3.13	25.4	37.3	37.3
Dept opportunities	2.99	31.2	38.3	30.5
Uni-wide opportunities	3.45	20.4	22.5	57
Know how to get involved	3.03	40.1	18.3	41.5
<b>Integration</b>				
Included in modules	3.31	19.7	31	49.3
Relevant to psychology and career	3.23	24.6	30.3	45.1
Interested	3.57	14.8	23.2	62
Understand Psychology's role	3.85	9.2	10.6	80.3



# Staff survey

N=21; PTAs up to Prof

✓ Important (76%), encouraged (71%)

✗ Dept strategies to integrate in teaching (24%)

? Sustainability content included?

44% do already, 79% plan to

? Challenges?

Lack of links to teaching topics or psychology (30-40%), time (35%)

✓ Final year projects (76%), real-world case studies (67%), interdisciplinary collab (67%)

✗ Uni-wide modules (29%) (55% students)

Engagement	Mean	% of responses		
		Disagree	Neutral	Agree
Sust important in department	3.86	0	23.8	76.2
Clear dept integration strategies	2.95	33.3	42.9	23.8
Participation encouraged	3.67	14.3	14.3	71.4
Student opportunities in department	3.48	19.0	33.3	47.6
Student opportunities in wider <u>uni</u>	3.86	9.5	14.3	76.2
<b>Integration</b>				
Already included in teaching <sup>85</sup>	3.06	38.9	16.7	44.4
Plan to include in future <sup>90</sup>	4.05	15.8	5.3	78.9
Discussions occur naturally in teaching <sup>90</sup>	3.16	26.3	31.6	42.1
Positive outcomes from including <sup>48</sup>	3.60	20	20	60
Students seem interested <sup>71</sup>	3.93	13.3	13.3	73.3
Greater engagement from students when linked to real-world issues <sup>71</sup>	4.0	0	26.7	73.3
<b>Challenges</b>		<b>Low</b>	<b>Moderate</b>	<b>High</b>
Lack of confidence in teaching topics	2.45	50	35	15
Lack of relevance to teaching area	2.80	45	25	30
Lack of relevance to research area	2.50	55	25	20
Lack of relevance to personal interests	1.70	85	5	10
Difficulty linking <u>sust</u> with psychology	2.55	50	10	40
Limited time or space within course	2.75	50	15	35
Inadequate resources	2.55	45	30	25
Lack of institutional support to include	2.50	45	35	20
Resistance from students	1.65	80	15	5
<b>Effective Strategies</b>		<b>Low</b>	<b>Moderate</b>	<b>High</b>
Integrating sustainability	3.48	23.8	33.3	42.9
Real-world case studies	3.95	9.5	23.8	66.7
Assessments	3.62	19.0	33.3	47.7
Final year projects	4.14	4.8	19.0	76.2
Encourage student reflection	3.76	9.5	33.3	57.2
Interdisciplinary collaborations	3.76	19.0	14.3	66.7
Uni-wide training/modules	3	33.3	38.1	28.6

**Students**



# Open Qs for Qualitative analyses

**Staff**



Is being engaged with sustainability/climate change something that should happen in psychology?

What opportunities do you know about or are you engaged in? e.g., societies, projects, extra-curricular activities

Any additional comments on course content and sustainability?

Any other challenges not covered by the survey?

Any further comments on approaches to embedding sustainability in psychology education?

Should we be teaching students about environmental sustainability (including climate change and biodiversity loss) in psychology?

What opportunities/activities come to mind when you think about students (or staff) engaging with sustainability in the department and wider university?

Additional comments about how sustainability is currently integrated into teaching in psychology?

Any positive or negative aspects of including environmental sustainability in your teaching:

What resources would be helpful for teaching sustainability effectively?  
e.g. pre-prepared slides, videos, ideas for linking sustainability to psychology topics or projects?

Any other challenges to embedding sustainability in teaching in psychology that are not listed in the survey?

Any other approaches to embedding sustainability in teaching not covered by the survey?

# Do you think being engaged with sustainability/climate change is something that should h

## NO Limited Relevance

*"Not really, I don't think it's a key part of the course."*

*"... I'm unsure, one hand I feel like it's irrelevant, on the other I participated in a practical which suggested that climate change causing stress is a thing."*

## YES Education Integration and Opportunities

*"I liked the assignment on eco-anxiety – it made me think more deeply"*

*"There should be a module on sustainability and climate change"*

## YES Universal responsibility and Interdisciplinarity

*"It should happen in all disciplines as it is one of the greatest issues we as a society face..."*

*"It should be a core value of the university..."*

## YES Mental Health and Eco-Anxiety

*"Climate change can cause a lot of anxiety so having the option to be engaged and informed can help reduce the anxiety felt..."*

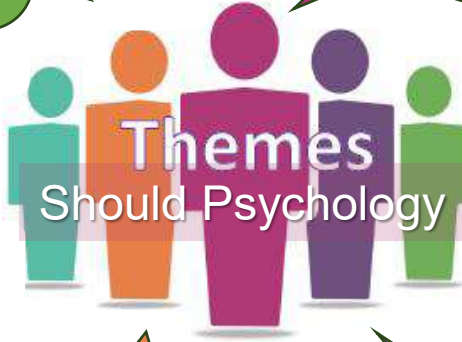
*"... nature is very important to our mental health so it is important for people learning about psychology to understand/experience this"*

## YES Real-world Applications and Professional Relevance

*"... these impacts will ultimately also affect mental health and psychological stability in those around us. Psychologists will need to be trained and prepared to deal with the affects on mental health of damage climate change causes"*

## YES Psychology's role in changing attitudes and behaviour

*"...human behaviour plays a key role in environmental issues. Understanding attitudes, decision-making, and behaviour change can help address climate challenges effectively."*



Themes  
Should Psychology engage?

# What opportunities do you know about or are you engaged in? e.g., societies, projects, extra-curricular activities

## Limited Awareness or Engagement

*"I currently have no knowledge or known opportunity to engage in." (1<sup>st</sup> year)*

*"I am an online student so am not engaged in any currently and am not really aware of any."*

## Grand Challenges and Institutional Programs

*"I'm aware that there are opportunities to work on sustainability in the Grand Challenges scheme" (1<sup>st</sup> year)*

*"Be the Change society, Green consultants (career zone), future 17 programme, grand challenges." (3<sup>rd</sup> year)*

## Course content

*"Engagement from lectures about applying content to ways to improve sustainability and support others to do the same" (1<sup>st</sup>)*

## Societies and Volunteering

*"surfing society beach clean, animal conservation activities with animal behaviour department" (1<sup>st</sup> year)*

*"Be the change society host loads of amazing activities..." (2<sup>nd</sup> year)*

## Themes

### What opportunities exist?



## Halls and campus

*"East Park - reducing the amount of parcels every month compared to last month" (1<sup>st</sup>)*

*"the recycling schemes across campus." (1<sup>st</sup>)*

## Informal Personal Practices

*"As a distance learner, I am not currently engaged in opportunities at the University of Exeter. However, I try to be mindful of these issues (I limit plane travel, use public transport wherever possible, am vegan, etc.)." (MSc)*

# Conclusions from survey

- ✓ Students and staff recognise the value and relevance of sustainability in psychology - staff should be more confident embedding.
- ✗ Gaps persist in visibility, integration, and opportunities.
- Increase visibility of sustainability commitments and opportunities to students.
- Expand module opportunities; real-world case studies and final-year research projects.
- Facilitate interdisciplinary and applied learning (e.g., collaborations with community partners).
- Support staff with resources/time to integrate sustainability, especially where links are less obvious.
- Continue to co-develop strategies and align with institutional priorities and student interest.



[Transformative Education Design Principles Teaching Psychology for Sustainability](#)

Syllabi, student activities, multimedia resources to integrate sustainability into psychology courses

<https://www.1in5project.info/project-ideas> for 3<sup>rd</sup> year dissertation projects

(Add SDGs to module descriptors that anyone can access, not just students registered for module?)



[Social Psychology](#)



[Field trips](#)

*"Climate change can cause a lot of anxiety so having the option to be engaged and informed can help reduce the anxiety felt..." (first year psychology student)*

[Career Development for Sustainability | Career Zone | University of Exeter](#)

Detailed landing page offering further resources on career development through learning about sustainability, gaining experience and relevant job sectors.

[Environmental and Social Governance \(ESG\) | Career Zone | University of Exeter](#)

Gives detailed description of what ESG is including example job roles, skills employers look for and how to improve these skills.

<https://www.exeter.ac.uk/students/grandchallenges/>

<https://www.exeter.ac.uk/students/careers/employability-schemes/greenconsultants/>

<https://www.exeter.ac.uk/study/future17/students/>

Highlight online opportunities (MSc online)

<https://my.exeterguild.com/groups/P8MHK/be-the-change-society>

<https://www.facebook.com/btcexeter/>

<https://www.exeterguild.com/article-post/be-the-change>

<https://www.exeter.ac.uk/about/sustainability/whatyoucando/>

<https://my.exeterguild.com/groups/V4H8D/esv-exeter-student-volunteers>

<https://www.exeterguild.com/article-post/community-esv-volunteering>

# Case study of student → staff research

- [Grand Challenges](#) students (2022) explored (N=45) parents' attitudes towards children going vegetarian
- Stimulated staff research in psychology (2024) in collaboration with 2 other depts funded by <https://www.exeter.ac.uk/research/networks/cypwellbeing/>
- Contributed to 2 MSc projects in 2025 (in clinical psychology, global sustainability solutions): cross-cultural comparisons with India; focus groups in parents)
- Main study [published](#) in 2026 and shared via article in [The Conversation](#)

**Help! My kid wants to go vegetarian!**

Parents and Vegetarionists

University of Exeter Grand Challenges  
Equality Group

**Why go vegetarian?**

- Health benefits - lower risk of diabetes, obesity and cancer
- Better for the environment
- Reduce animal cruelty

**Nutrition**

There are foods you probably already eat that give you the same benefits as meat:

**Protein**

Eggs, Cheese, Pina, Beans, Nuts, Peanut butter, Hummus, Whey protein, Meat substitutes

**Iron**

Eggs, Dried fruit, Brussels, Wholemeal bread, Fortified breakfast cereals (with added iron)

**Vitamins B12 and D**

Milk, Cheese, Eggs, Fortified yeast extracts (Marmite), Fortified breakfast cereals, Fruit juices

**Do we really need meat to grow?**

A 11-year longitudinal study analysing 80209 kids (Storv et al. 2022) showed that there was no notable difference in growth or nutrition between vegetarian and non-vegetarian kids.

*We all have to be mindful of getting a balanced diet!*

**Some Olympian athletes are vegetarians too!**

Peak-winning 50-year-old athlete Lucie Arnould has been a vegetarian since the age of 11. Many top athletes like Serena Williams and Carl Lewis follow a plant-based diet too.

**What vegetarian parents say:**

"... we all decided to become vegetarians together. For health reasons and ethics. The diet is easy to follow these days."

"The vegetarian and have been for years... things (have changed) a bit, so this wouldn't be an issue at all."

**THE CONVERSATION**  
Address: Open Journalism Hub

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Young people more open to ditching meat than previously thought – new study

Published: 2024-10-10 10:00 AM

© 2024 The Conversation

Eating meat and other animal products can have negative effects on our health, the environment and animal welfare.

Eating a more plant-based diet rich in whole foods could prevent 25% of human deaths worldwide, according to the EAT–Lancet Commission on healthy, sustainable, and just food systems. It could also spare the lives of more than 80 billion animals a year and cause 25% less environmental damage.

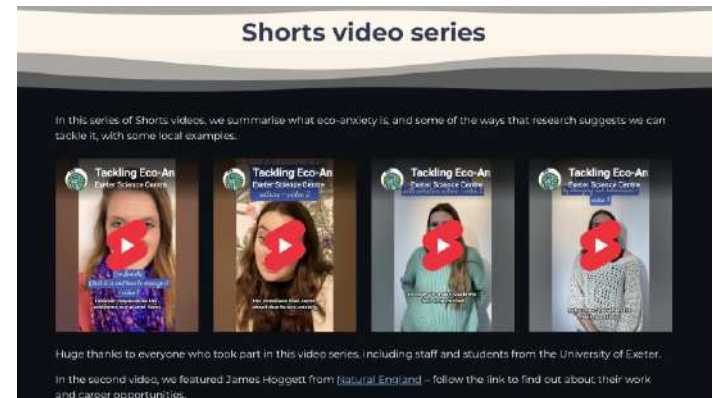
Author: Luke Wilson, Senior Lecturer in Psychology, University of Exeter

Editor: Emma, Deputy Editor at The Conversation

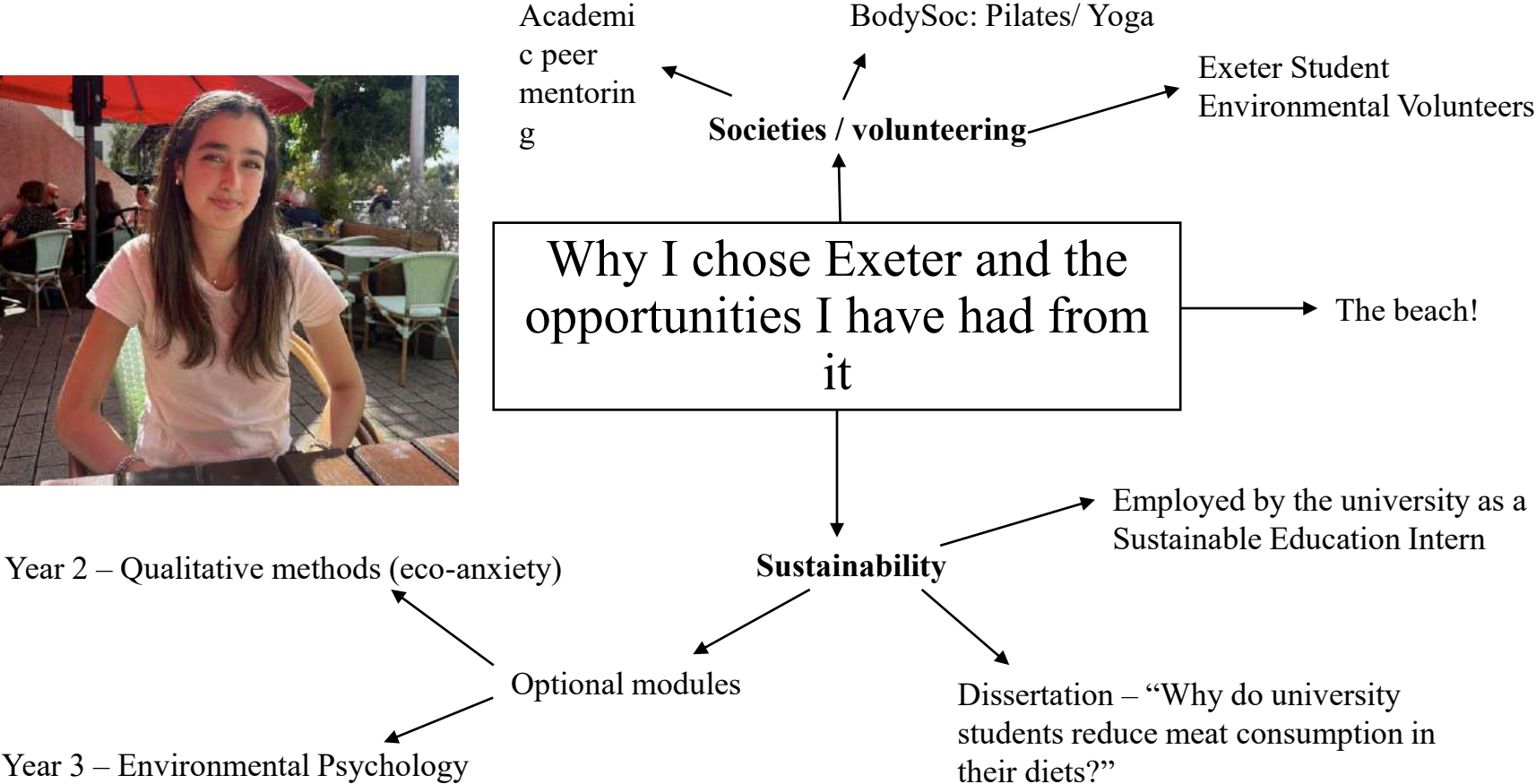
# Case study of student → Co-creation

- Co-creating content, assessments, and projects
- Be the change society, responsible futures intern, and intern on this project!
- 3rd year dissertation: A mixed methods study of university students' experiences of eco-anxiety & the impacts on wellbeing
- From eco anxiety to action: Education Incubator with Natural England & Exeter Science Centre building on third year project - co-created resources
- Inspired future 3rd year projects that built on this research and allowed 2 other students to explore this area
- Adapted interviews used with qualitative methods second year students (70-90 students per year)
- Inspired topic of Research methods and conceptual issues assessment for MSc conversion (approx 150 students per year)
- MSc project with national and local climate facing organisations on employee psychological wellbeing and coping strategies
- Future Leaders and innovators graduate scheme with senior mentor Jo Chamberlain (Director of Sustainability)
- Student guild re-use project

## Rebecca Rowe



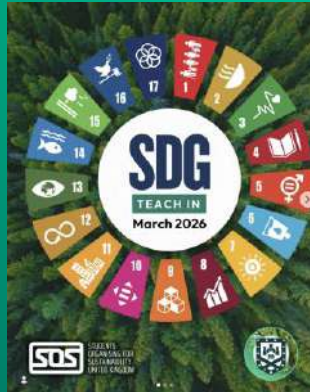
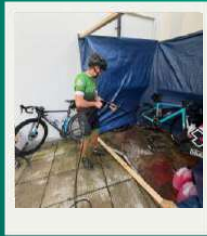
# Case study of psychology student → Sustainability journey



# BLEED GREEN

# Sustainability League

March 2026



University  
of Exeter

Sport

# Using the competitive nature of Exeter Sport Students to encourage students to compete for Sustainability Objectives

7 clubs took part in the trial throughout March, including:

- Cheerleading, Gymnastics and Dance
- Cycling
- Climbing
- Boxing
- Karate
- Womens Football
- Womens Rugby

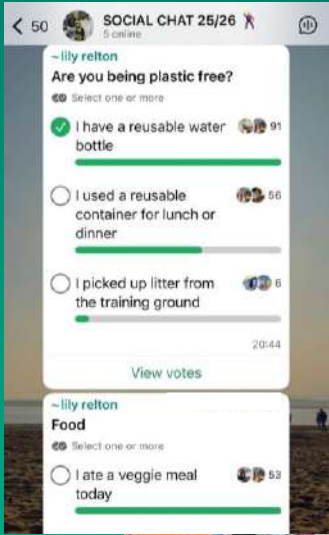
1,537

Students in  
total  
participated



University  
of Exeter

Sport



# In Teams Training Sessions:

In 2 training sessions a week, members had to tally which sustainable actions they took that day, based on key sustainability objectives, such as sustainable travel and the circular economy.

They received points for different actions. Encouraging them to be more sustainable.



**Bleed Green Sustainability League: Training Sessions**

1.5 points per participant of Training Sessions (points are per person)

Please recycle this paper

Week: [ ]	Number of club members participated in Training Session 1	Number of club members participated in Training Session 2	Average number of club members to training sessions	
			Session 1	Session 2
Sustainable Travel	Walking to training (+2pts)			
	Cycling to training (+4pts)			
	Carpooling to training (+2pts)			
Plastic Free	Have a reusable water bottle at training (+2pts)			
	Having a reusable container for lunch/ dinner (+3pts)			
	Picking up any litter on the training ground (+4pts)			
Food	Ate a veggie or vegan meal that day (+4pts)			



The total number of members at sessions was collected to ensure scores were fair across clubs of different sizes.



University of Exeter

Sport

# Extra Activities

Clubs were encouraged to organise additional sustainability-focused events for club members to attend and help them earn extra league points.

This included:

Bleed Green Sustainability League: Extra Events		
Week: _____	Club: _____	Number of total members in club: _____
Extra sustainability events: 2-8 points (points per person)	Number of club members attended	Number of club members aware of event (e.g. likes on post/views on text)
<b>Food</b>	Hosted a team meal (+3pts, 6pts if Veggie)	
<b>Reuse and circular economy</b>	Donated clothes or kit (+8pts)	
	Donated Food (+6pts)	
	Attended a University repair café or clothes swap (+4pts)	
	Brought clothes or equipment sustainably (e.g. 2nd hand) (+5pts)	
<b>Sustainable events</b>	Participated in a team organised sustainable event (+2pts)	
	Had a sustainability focussed social (+3pts)	

Any other event description: \_\_\_\_\_

Extra +1 points are available if you...  
Please recycle this page



## Sustainability themed socials

Karate, Rugby, Climbing & Football held socials where they repurposed old outfits and items.

## Litter Picks

Women's Football did a litter Pick at Exeter Cathedral and Women's Rugby did one at the Quay.



## Tree Planting

Members from Climbing, Cycling & Football planted over 200 trees at Duckes Meadow playing fields in collaboration with the Sustainability and University Grounds team

# Overall Statistics of the Sustainability League:

## Students Travel to Trainings:



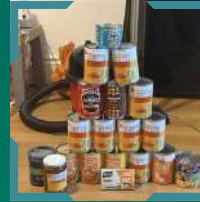
**760** Walked to Training  
students



**156** Cycled to Training  
students



**461** Car shared to training  
students



## Extra Sustainable Actions:

**189**  
students

Attended team meals

**38**  
students

Attended Bike Workshops and bike washing

**38**  
students

Brought 2nd hand items

**27**  
students

Donated Food to the local food bank

**16**  
students

Donated or Repaired Items locally

## Sustainable Actions at Training Sessions:

**1,285**  
students

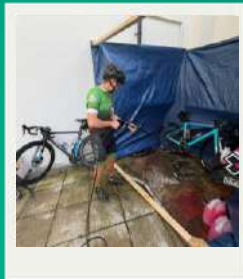
Used reusable water bottles at trainings

**798**  
students

Ate plant based meals on training days

**638**  
students

Had reusable containers for their meals



## OVERALL LEAGUE RESULTS:



Womens Football 1055pts



Cycling 958pts



Climbing 880pts



Karate 836pts



Womens Rugby 775pts

A thanks to: Cheerleading, Gymnastics &  
Dance and Boxing for also participating

\*scores were weighted and calculated as % of students participating at sessions to make the competition fair between clubs of different sizes.

# To sum up...

# The Bleed Green Sustainability League



**Erin Rowe**, Sustainable Education Intern  
**Aaliyah Anderson**, Sustainable Education Intern  
**Sara Agbenro**, Sustainable Education Assistant

# What is Green Seeds?

- Informal monthly sessions bringing students and staff together to explore sustainability themes.
- Co-designed and facilitated by student interns.
- Welcoming, non-hierarchical learning space to engage with sustainability, and gain useful skills and tools for the real-world.



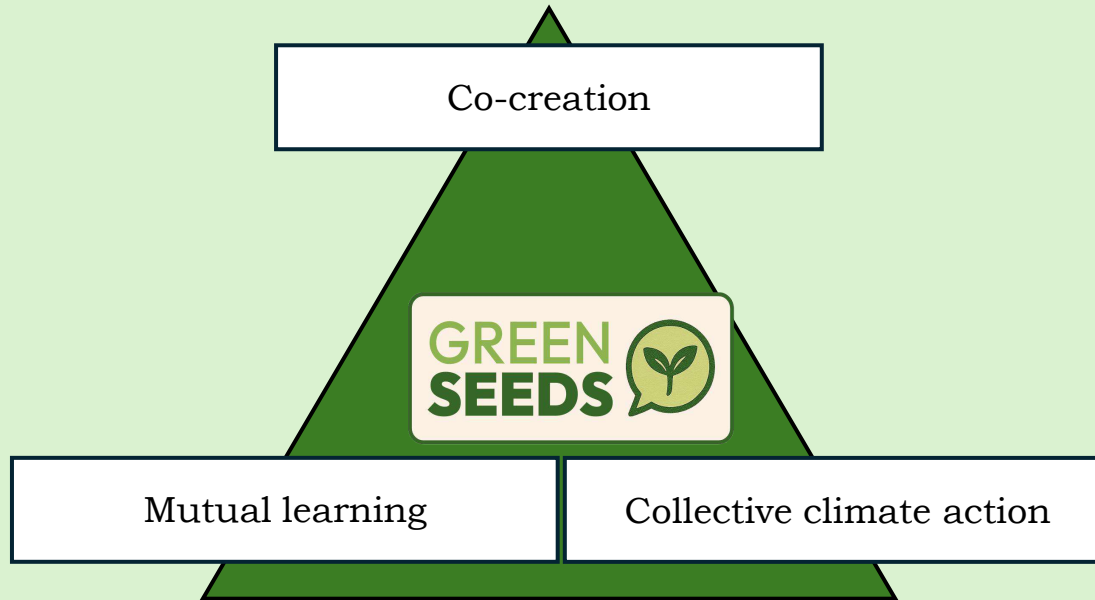
# Launching Green Seeds



Driven by student feedback and insights:

- Need for community and belonging around sustainability.
- Desire to explore topics that feel relevant to them, but are not widely covered by formal curriculum.
- Sulitest TASK data showed lowest scores for Exeter students were around 'levers of opportunities'.
- RF Survey results highlighted the value of informal, participatory learning for sustainability.

# A platform for staff-student collaborations



# Community-building around sustainability



"It pushed me **out of my comfort zone** and made me think about new sustainable habits that I may want to implement in my life. I felt **inspired by others** to be more sustainable'

"...it was nice to see that students **outside of the geography discipline** also are interested in sustainability/climate change"

'All Green Seeds sessions have [contained] this throughline of **informal community** that has led to a feeling of **solidarity** with staff and students'

'I have gained a community with other students, and an **insight** into how student and staff feel around climate issues'

How has engaging with this activity made you feel?

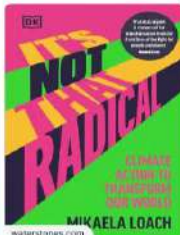
made me feel positive  
incredibly interesting  
positive connected inspired  
great to chat with people  
made me think more

What, if anything, did you gain from attending?

out of comfort zone  
encouragement and support  
less alone community resonance in caring  
community spirit  
reflections on behaviours  
thinking about new habits

## Podcasts, Reads & co.

### It's Not That Radical - Mikaela Loach



waterstones.com  
It's Not That Radical by Mikaela Loach | Waterstones

A great intersections book - powerful and hopeful! I met her at a book event and she was so inspiring - her content is great on Instagram too!

1 ❤️ 2 🗨️

Comments

I loved this book and Mikaela's work too!

### What if we get it right? Podcast



spotify

Joining the narrative battle with climate hoonigan

1 ❤️ 0 🗨️

### Green Dreamer Podcast



spotify

Members don't miss! Sustaining sustainable relationships of mutual sharing

1 ❤️ 0 🗨️

## Events and courses to continue learning



Green Consultants

Green Consultants is provided for FREE by the University of Exeter to bridge the gap between your academic studies and a career in Sustainability. Try it now - it's open all the time and there is no obligation to complete any section, although we have internships and projects for those who do.

1 ❤️ 0 🗨️



theexistenceproject.org.uk

People, Planet, Pages in Real Jobs Our Virtual Climate Book Club - The Resilience Project

1 ❤️ 0 🗨️

### Skills-building for community organising (+opportunities)



act4socialchange.com

Careers | Act4 Social Change

1 ❤️ 0 🗨️

### Youth Environmental Europe Network - Workshops, events and opportunities



yuenet.eu

Events & Workshops | YEE

1 ❤️ 0 🗨️

## Sustainability Employment resources, and jobboards

### Jobs board



environmentaljobs.co.uk

Environmental Jobs | EnvironmentalJobs.co.uk

1 ❤️ 0 🗨️



Green Consultants

Green Consultants is provided for FREE by the University of Exeter Career Zone to bridge the gap between your academic studies and a career in sustainability. Try it now - it's open all the time and there is no obligation to complete any section, although we have internships and projects for those who do.

1 ❤️ 0 🗨️

## Eco-emotions, collective care, hopecore, joy, nature content

### The Daily Climate - Positive Climate News!



dailyclimate.org

Good news on The Daily Climate's site

Always nice to hear some positive news!

1 ❤️ 0 🗨️

### How Greenpeace has changed the world. Positive climate news!



greenpeace.org.uk

How Greenpeace has changed the world

1 ❤️ 0 🗨️

### Exeter Science Centre Tackling Eco-Anxiety



exetersciencecentre.org

Tackling Eco-Anxiety - Exeter Science Centre

1 ❤️ 0 🗨️

### Positive Climate News



positivocnews.com

Environment Articles - Positive News

Positive News environmental section looks at positive environment stories within journalism to encourage hope

1 ❤️ 0 🗨️

## Tackling misinformation

### Should climate lies be criminalised?



theguardian.com

Climate administration facing crisis, new climate plan - major report

1 ❤️ 0 🗨️

### SIFT method: spotting misinformation



bbc.co.uk

The SIFT strategy: A four-step method for spotting misinformation

1 ❤️ 0 🗨️

## Pro-environmental actions taken after the session

I spoke with my friends and we decided to take the train for our upcoming holiday to St Ives (in Cornwall) from Exeter instead of taking two cars as the session inspired me to try and help people to consider more sustainable travel options if they are available to hopefully get more people choosing to travel more sustainably if they can

1 ❤️ 0 🗨️

I have only driven twice since the Lego session. Our discussions have prompted me to be more mindful about transport and plan ahead to avoid needing to use my car (where possible).

1 ❤️ 0 🗨️

# Our experience...



...facilitating



...building a strong community



**Thank You!**

**Sara Agbenro**, Sustainable Education Assistant, [s.a.m.agbenro@exeter.ac.uk](mailto:s.a.m.agbenro@exeter.ac.uk)

**Erin Rowe**, Sustainable Education Intern

**Aaliyah Anderson**, Sustainable Education Intern

# Meaningful transformative practice and transitions

## Part 2

Ewan Woodley  
UoE Advocate for Sustainability Education



SUSTAINABILITY  
PROJECTS  
FUND

The poster features a photograph of a greenhouse with rows of seedling trays. The trays are filled with small green plants growing in a dark, peat-based substrate. The text 'SUSTAINABILITY PROJECTS FUND' is overlaid in large, white, sans-serif capital letters at the top of the image.



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# Focus of discussions for Part 2

**How can colleges and universities move from education about sustainability to education for positive societal transformation?**



# Agenda

## 2. Meaningful transformative practice and transitions

**14:00-14:10** Break

**14:10-14:20** Introduction to the Three Horizons approach and interactive sessions

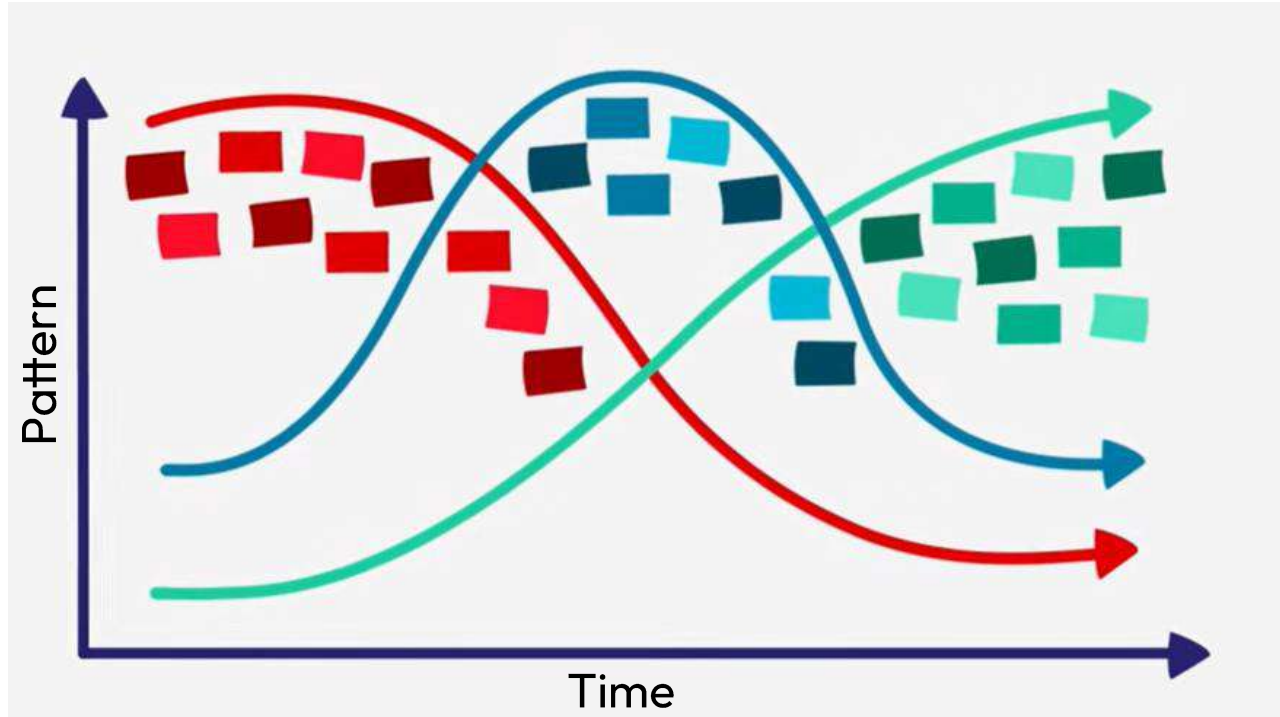
**14:20-14:35** Horizon 1 discussion: current practices (that you want to phase out)

**14:35-14:55** Horizon 3 discussion: where do we want to get to

**14:55-15:10** Horizon 2 discussion: interventions/disruptions to get there

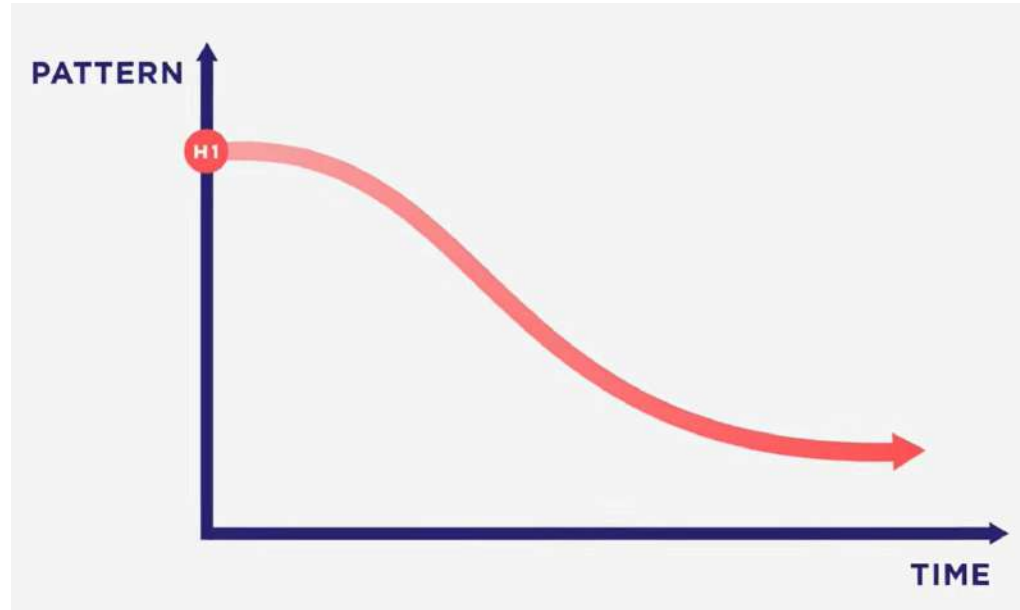
**15:10-15:15** Summary

# Structuring our discussions: the three horizons approach



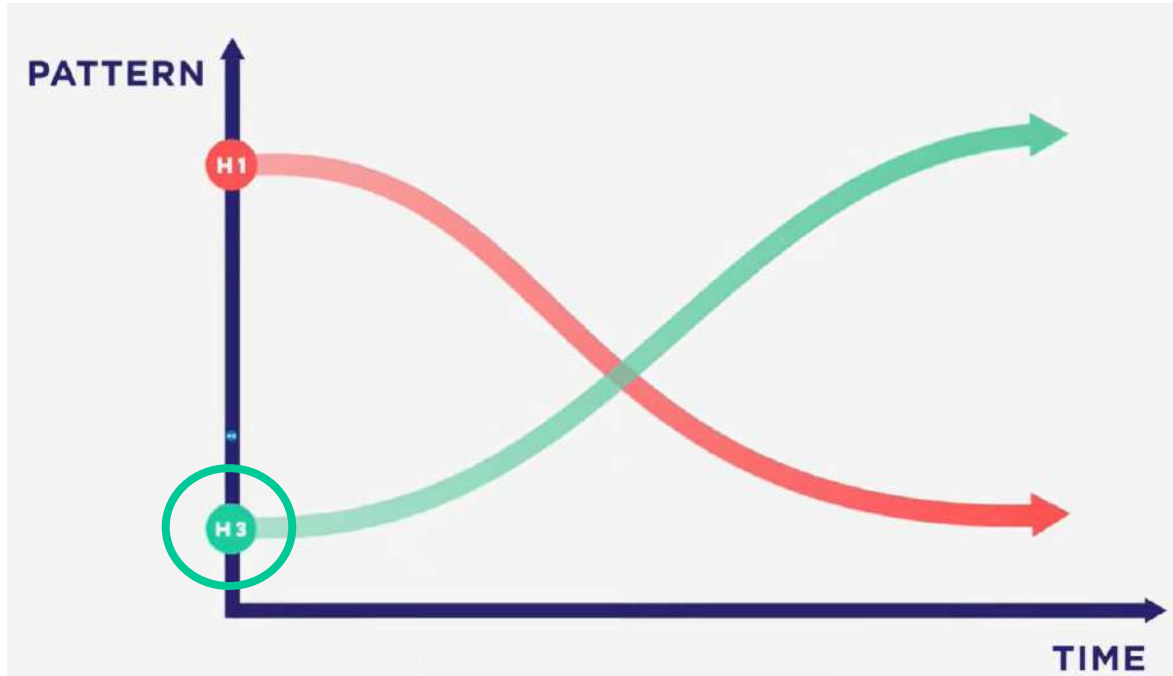
A conceptual tool that enables participants to engage with complex and often intractable challenges with uncertain futures (Sharpe, [2015](#); Sharpe et al., [2016](#)). Ref: <https://www.youtube.com/watch?v=p90ZTg0svmM>

# Horizon 1: the way we do things now



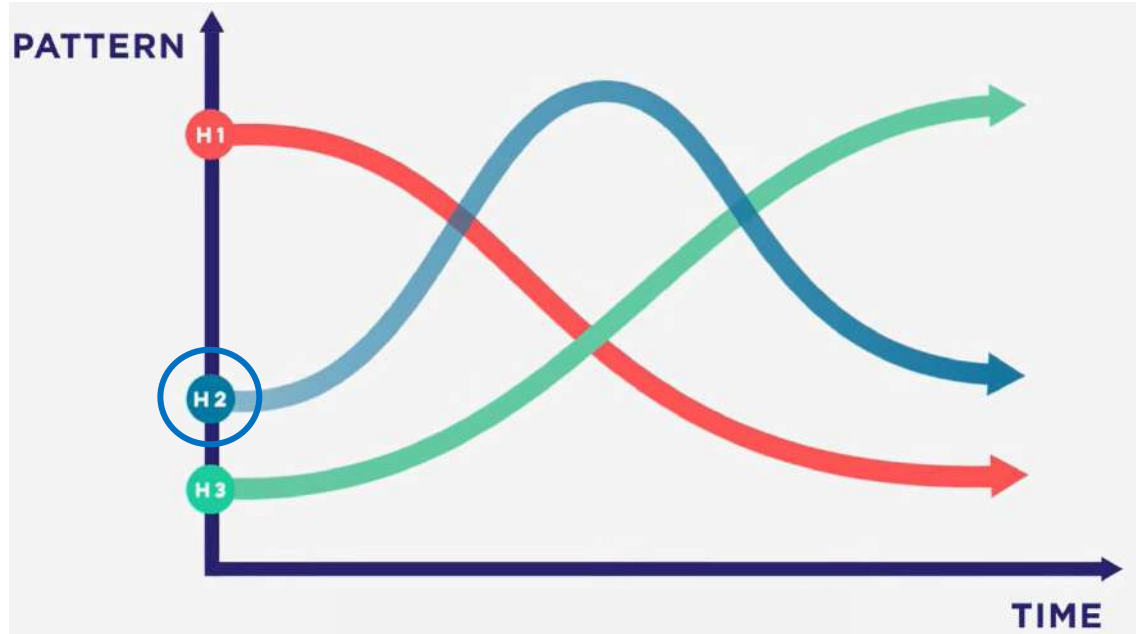
**Horizon one (H1)** represents dominant behaviours and practices surrounding the design and delivery of higher education; a 'Business-as-Usual' (BAU) analysis of practices that may become increasingly unviable due to wider sector and societal changes.

# Horizon 3: radical vision for transformation



**Horizon three (H3)** illustrates a radical vision for transforming sustainability in higher education that represents a significant departure from H1/BAU.

# Horizon 2: emergent/disruptive innovations



**Horizon two (H2)** outlines responses to the challenges of H1, exploring emergent, often ‘disruptive’ innovations that may either temporarily allow continuation of BAU practices, or enable more radical and sustainable transformations to be realised.

# Structuring our discussions: the three horizons approach

**Horizon one (H1)** represents dominant behaviours and practices surrounding the design and delivery of higher education; a 'Business-as-Usual' (BAU) analysis of practices that may become increasingly unviable due to wider sector and societal changes.

**Horizon three (H3)** illustrates a radical vision for transforming sustainability in higher education that represents a significant departure from H1/BAU.

**Horizon two (H2)** outlines responses to the challenges of H1, exploring emergent, often 'disruptive' innovations that may either temporarily allow continuation of BAU practices, or enable more radical and sustainable transformations to be realised.

# 1. What are we teaching and learning?

“The purpose of [mainstream] education is to give people the ‘right’ knowledge and skills to feel empowered to ‘solve’ the CNE, while leaving the modern/colonial system in place. Further, the ‘right’ knowledge is generally presumed to be western knowledge, especially western science meanwhile, the place-based knowledges of Indigenous Peoples and others on the frontlines of the CNE are devalued or engaged in extractive and tokenistic ways”  
**(Stein et al., 2023)**



## 2. How are we teaching and learning?

“Education for sustainability’—and specifically, more recent discussions of the ‘Circular University Campus’ - need to take seriously the imperative not just to teach students about sustainability in the classroom, but to facilitate experiential skills-based learning that challenge taken-for-granted socio-material relations outside the classroom and extend the sustainability competencies students currently graduate with” (**Hobson and O’Byrne, 2024**)



### 3. What does meaningful progress look like?

“Universities must reflect on the extent to which their stated environmental values, set out in climate emergency declarations and carbon reduction goals, and promoted in university teaching and learning, are reflected in how education is practiced” (**Woodley, 2025**)



# Successful interventions in sustainability education at Exeter

## Part 3

Ewan Woodley  
UoE Advocate for Sustainability Education



# Agenda

## 3. Successful interventions in sustainability education at Exeter

15:15-15:25 Break

15:25-15:30 Introduction

15:30-15:40 Stewart Barr – Low carbon travel for field courses

15:40-15:50 Angela Christidis – Decolonising sustainability education

15:50-16:10 Edvard Glucksman – Sustainable Solutions Minor: Future Skills Pathway

16:10-16:20 Closing remarks



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# Low-carbon travel in higher education: walking the talk

Professor Stewart Barr  
Department of Geography



# 1. Travel and higher education

- Student and staff daily commuting
- Travel of students to campuses (domestic and international)
- Study abroad students and exchange students
- Research travel (conferences, workshops, meetings and fieldwork)
- Travel for recruitment and reputational enhancement
- Student field courses



## Go Abroad



› A range of global opportunities abroad for current Exeter students

## International Summer School



*Step into the footsteps of Charles Darwin and immerse yourself in the unparalleled natural beauty and scientific significance of the Galapagos islands.*

# 2. Academic aeromobility

CLIMATE CHANGE HOSPITALITY & TOURISM SUSTAINABILITY STUDIES

## Addicted to flying: Why it's so hard to kick this carbon-intensive habit

Craving clouds? Kicking the flying habit is tough. Speed, convenience, wanderlust...but the carbon cost is soaring. Can we ground our addiction & explore sustainably?

 Stewart Barr  Gareth Shaw  
March 5, 2024



CONTEMPORARY ISSUES IN AIR TRANSPORT  
SERIES EDITORS STEPHEN ISON AND LUCY BUDD

## Low-Cost Aviation Society, Culture and Environment

Volume Editors  
Weiqiang Lin  
Jean-Baptiste Frégnigny



Received: 11 July 2024 | Revised: 4 October 2024 | Accepted: 18 October 2024  
DOI: 10.1002/geo2.158

COMMENTARY

 WILEY



## The future of geography field course pedagogy in UK higher education

Ewan Woodley<sup>1</sup> | Stewart Barr<sup>1</sup> | Lesley Batty<sup>2</sup> | Karen Bickerstaff<sup>3</sup> | Christopher Darvill<sup>3</sup> | Raihana Ferdous<sup>4</sup> | Naomi Holmes<sup>5,6</sup> | Ihnji Jon<sup>7</sup> | Kenny Lynch<sup>8</sup> | Julian Martin<sup>9</sup> | Alan Marvell<sup>10</sup> | Derek McDougall<sup>11</sup> | Hannah Pitt<sup>7</sup> | Aled Singleton<sup>12</sup> | Catherine Souch<sup>9</sup> | Lynda Yorke<sup>13</sup>

**GEOGRAPHY DIRECTIONS** CLIMATE POLITICS CULTURE INEQUALITY LANDSCAPES ORIGINAL CONTENTS



## From plane to train: promoting low-carbon travel for geography field courses in UK higher education

January 30, 2025

Save a Comment

By Ewan Woodley, University of Exeter

Royal Geographical Society with IBG

# 3. Walking the talk



**Professor Stewart Barr: From ACCESS Guiding Principles to Travel Guidance: reflecting on tensions in travel choices**

PUBLISHED ON 12 NOVEMBER 2024



## GUIDING PRINCIPLES



**To fly or not to fly? How did we make this decision? A reflective Q&A with the ACCESS team.**

PUBLISHED ON 12 NOVEMBER 2024



View the recording of the ACCESS webinar: How can we de-carbonise travel in the workplace from values to action



# Walking the talk

- Developing low-carbon field courses in Geography at Exeter
- Developing low-carbon, inclusive and accessible field courses at the University: Field Course Task & Finish Group
- Low-carbon business travel at the University: Enabling Rail Travel Task & Finish Group
- Transforming travel at Exeter: The PS Connect Travel Project



Bay of Naples Field Course 2023  
Travel and Accommodation Itinerary

**IMPORTANT: please remember to bring:**

- Passport.
- EHIC / GHIC Card (if you have one).
- Sufficient money to purchase lunches and any other items (e.g. drinks).
- Any medication you need.
- Any non-perishable, nut-free (see below) snacks you may need.

*Please refer to the module handbook for details of other items to bring with you.*

Travel bubbles



# Walking the talk

- From 2026, Geography at the University of Exeter **only offers no-fly field courses to Europe**
- Changes Geography has made to field course travel emissions (to and from the destination):
  - 2019 estimated tonnes CO<sub>2</sub>e: 249.21
  - 2025 estimated tonnes CO<sub>2</sub>e: 13.75

<b>2026 Destination (calculations based on travel to and from destination, based on 44 people per trip)</b>	<b>Total no-fly tonnes CO<sub>2</sub>e</b>	<b>Comparison total tonnes CO<sub>2</sub>e by flying</b>	<b>No-fly % carbon saving</b>
Freiburg, Germany	1.58	11.55	86.32
Avignon, France	1.65	15.56	89.36
Paris, France	1.28	6.48	80.20
Antwerp, Belgium	1.25	8.34	84.97
Picos de Europa, Spain	9.53	17.37	45.14
<b>All trips</b>	<b>15.30</b>	<b>59.30</b>	<b>74.20</b>

*Table: Indicative comparison between no-fly and flight-based carbon emissions for 2026 field courses (all Geography field courses in 2026 are no-fly)*

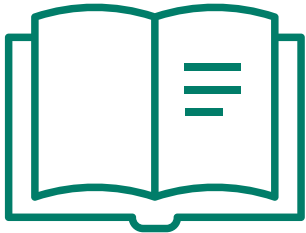


*I really liked travelling by train and on the whole had quite a positive experience with this slower form of travel. It was nice to have a bit longer in Paris on the way there too :) The double decker train was amazing and I loved being able to take in the scenery on the way.*

# Sustainability within taught curricula



Transforming content, practice and assessment across modules and wider programmes





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# Futures Reimagined: Decolonising Curriculum for Inclusive and Sustainable Education

Professor Angela Christidis  
Associate Professor of Finance

6 May 2026



# The Challenge

Sustainability education is growing but...

- Dominated by Western perspectives
- Often technocratic, finance-led, or carbon-centric
- Limited inclusion of Global South/indigenous knowledge
- Student demand for meaningful, inclusive sustainability





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# Why 'Decolonising' Matters

- Climate crisis = justice issue
- Unequal responsibility vs unequal impact
- Knowledge hierarchies shape curricula
- Risk of reproducing inequalities through education

**Decolonising the curriculum: it's in the detail,  
not just in the definition**

Published: March 9, 2017 4:12pm GMT



The "de-" in decolonisation is a chance to break away from colonial ways of doing things. Shutterstock

Source: Behari-Leak et al. (2017, March 9). [The Conversation](#).

# Project Overview

- Education Incubator Project
- Co-creation with students
- Focus: Sustainable Finance education
- Aim: Inclusive, intercultural, future-positive curriculum



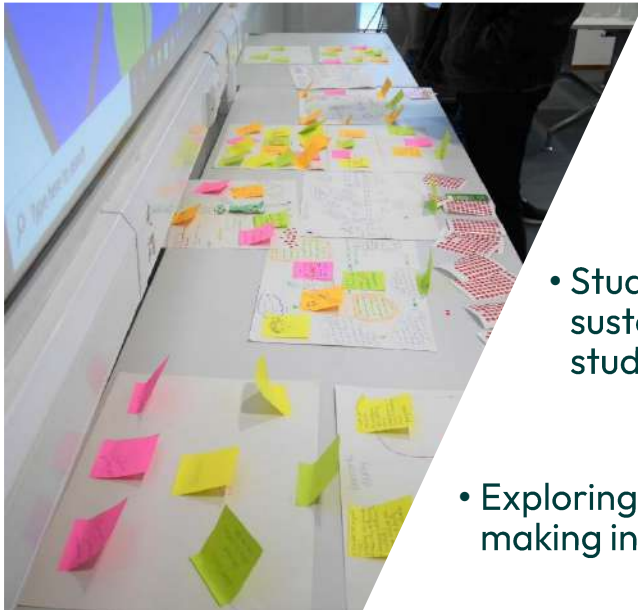
# Approach – Responsible Futures

- Student-staff partnership
- Curriculum co-creation workshops
- Reflexive teaching practices
- Mapping to institutional strategy



# What this looks like in practice?

## Focus Groups



## Co-creation workshops

- Student voices shaping inclusive and intercultural curriculum
- Students co-designing sustainability content and case studies
- Exploring integrity & decision-making in sustainable finance

## Role-play seminars



# Early Impact

What we observed was a clear shift...

- Increased student engagement
- More critical thinking in assessments
- Stronger sense of relevance
- Enhanced intercultural dialogue



# Sector Debates

## Responding to key debates in higher education

- Add-on vs embedded sustainability
- Technical vs critical approaches
- Top-down vs co-created curricula
- Global vs Western perspectives



# Scaling & Institutional Change

- Links to Responsible Futures framework
- Whole-institutional potential
- Transferable across disciplines
- Supports accreditation and strategy



# Key Takeaways

## A practical pathway to more inclusive sustainability education

- Decolonising = essential, not optional
- Students are partners, not consumers
- Small curriculum changes → big impact

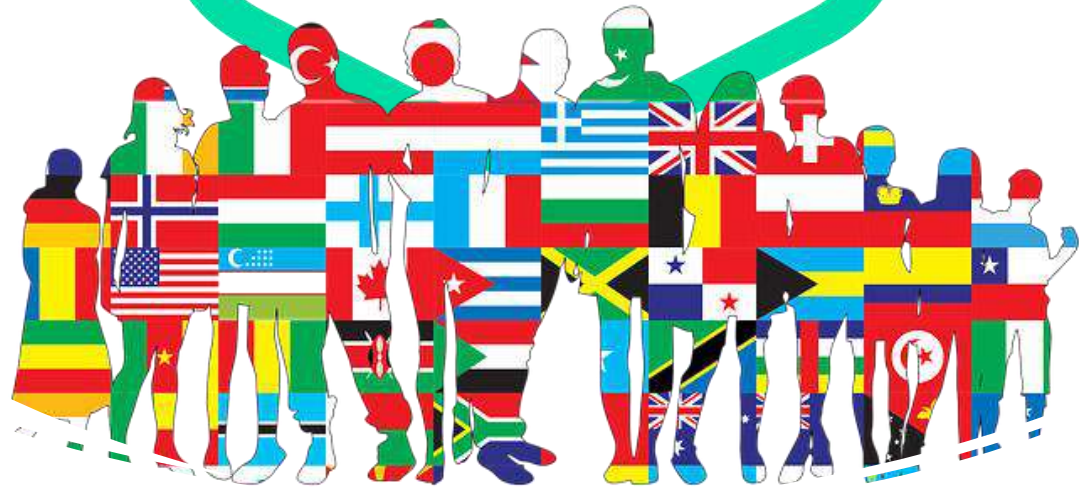




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# Thank You

Prof Angela Christidis  
[A.C.Christidis@exeter.ac.uk](mailto:A.C.Christidis@exeter.ac.uk)





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# **Future Skills Pathways: Introducing a *Minor in Sustainable Solutions***

**Edvard Glücksman, UEBS-Penryn  
Alasdair Jones, Geography-Streatham**

**6 May 2026**

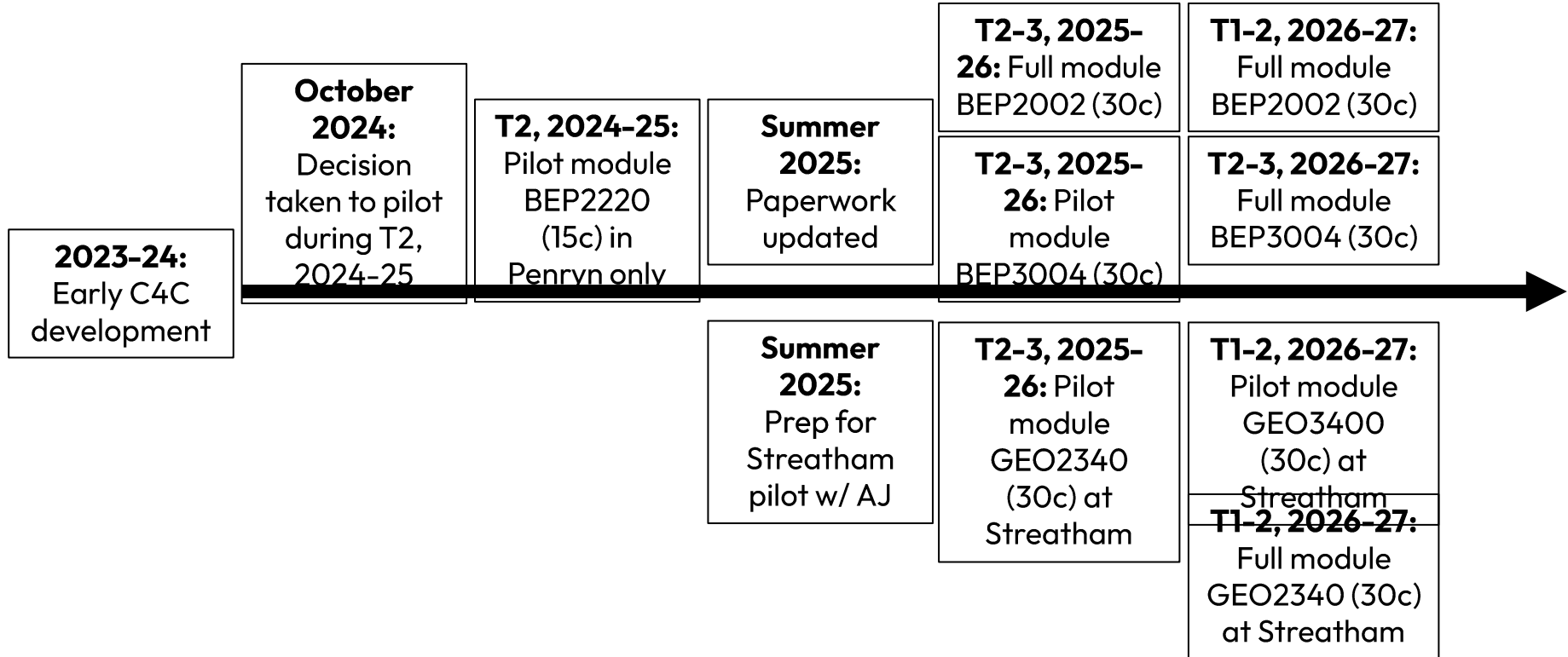
# Future Skills Pathways (Minors)



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- Curated groups of elective modules that most students can choose from during **Stage Two and Stage Three** of their programme.
- **Employability skills-focussed** to give students an edge when entering the job market.
- Thirty credits will run in Stage Two and 30 in Stage Three. Successful completion of all 60 credits will add “**with a Minor in X**” to the student’s degree title.
- Students may elect to take a minor during their **module selection process in March of Stage One**. Minors cannot be directly applied for through UCAS.
- In most areas **minors will replace our current ‘with proficiency in’ (WPI)** pathways.
- Minors are Future Skills Pathways that will enhance students' employability and develop in-demand skills in areas including: Entrepreneurship / Data Science / **Sustainability Solutions** / Applied Artificial Intelligence / Leadership and Management / Intercultural Communication / Education / Digital Cultures

# Timeline: Sustainable Solutions



# Structure and delivery



- 60 credits total (2 x 30c new bespoke modules)
- Taken in Terms 1-2 of Y2-Y3
- 'Flipped learning' format
  
- Parallel delivery in Penryn and Streattham with a lead on each campus
  
- ELE identical on both campuses but submission points visible to relevant students
- Weekly asynchronous materials: lecture recordings, papers, videos etc.
  
- Local delivery of interactive classroom sessions mostly by locally-based educators
- Classroom sessions aim to develop an 'artefact' (digital or physical)
  
- Educators receive appropriate SWARM for their time

# Aims for the student experience



- Transdisciplinary
- Focus on skills
- Practical
- Collaborative
- Informs broader degree
- The university as a 'living lab'
- Underpinned by key theory, i.e. systems and design thinking

# Sessions

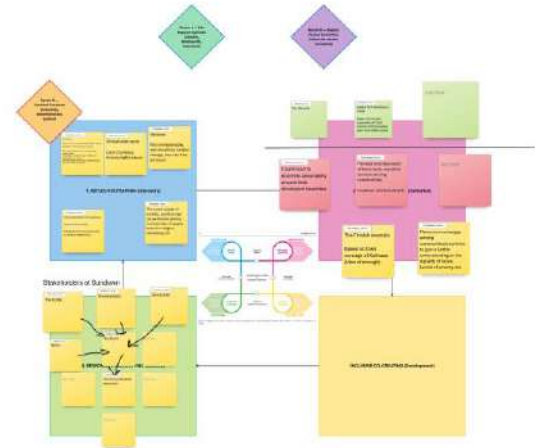
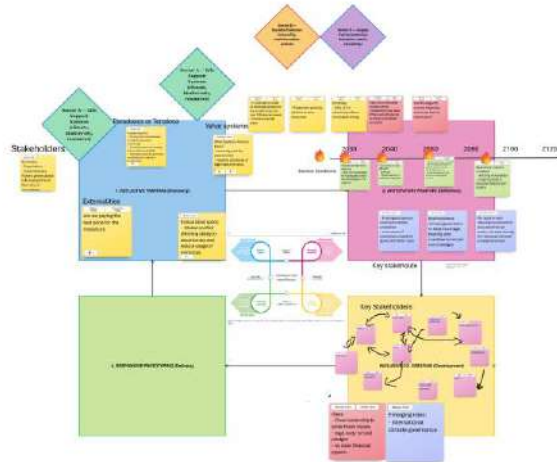
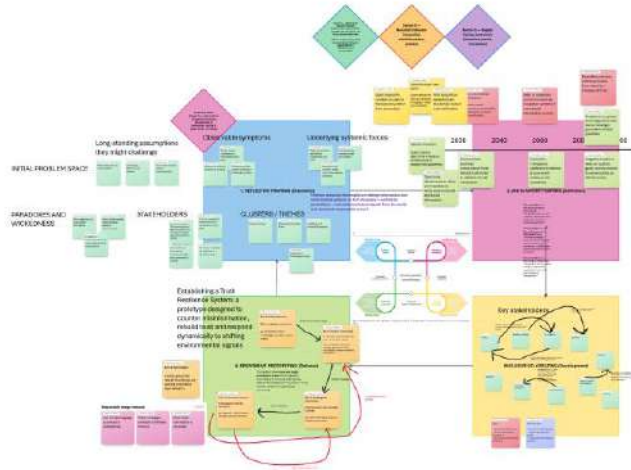


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## BEP2002 / GEO2340 – Foundations in Sustainable Solutions

- Introduction and overview
- Systems thinking (UEBS)
- Theory of change (Geography)
- Tell a different story (HASS - Politics)
- *Digital poster presentations*
- The sustainable university (PS – Sustainability team)
- Working in sustainability (PS – SEAS)
- Sustainable food systems and planetary health (HLS - ECEHH)
- Data science and the environment (UEBS)
- How to be a changemaker (external: Alex Budak, UC-Berkeley)
- Systems thinking and climate (GSI)
- Courage and conscientiousness (UEBS-Geography)
- Wikipedia and citizen science (GSI)
- Citizen juries and the role of citizens (HASS – Law)

# Artefacts

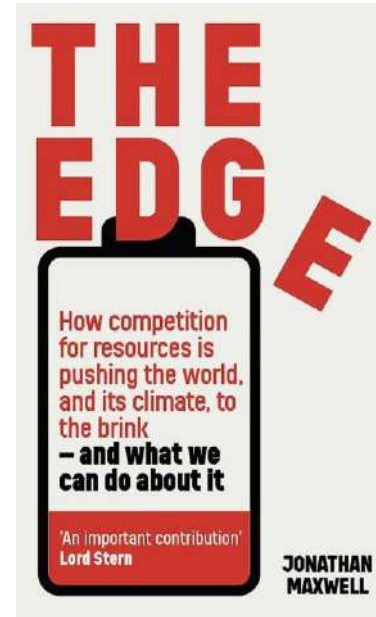


# Weekly student workload



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- Asynchronous materials on ELE
- Attend classroom session
- Attend one-to-one/group tutorials and book club sessions\*
- 1-3 chapters from book
- Write 500-word reflective piece based on an 'artefact'



\* Not every week

# 2000-level assessment (1/3)

## The university as a 'living lab'

- Digital poster, in groups
- How does the university contribute to sustainable solutions and what could be improved?
- Initially presented to the class (low % summative + formative feedback)
- Final mark 20% of total

### Reduction of Water Consumption at the University of Exeter

#### 1. Introduction

- In Cornwall, the increase of the average temperature is increasing the risk of extreme drought (Cornwall Council 2022)
- This threatens the maintenance of SDG 6: Ensuring the availability and sustainable management of water and sanitation for all


#### 2. Policies in Place at UoE

To address sustainability challenges, higher education institutions should adopt an adaptive, holistic approach (Fin 2022). Part of the University of Exeter's UoE Environment and Policy Governance 2023 in Target 50: Implement a 50% water use reduction by 2040.

Initiatives that the UoE has implemented to reduce water consumption:

- Sustainable lab practices
- BREETAM (Building Research Establishment's Environmental Assessment Method)
- UoE Water Resilient Policy (Last Reviewed 2024)

The UoE has partnered with the Centre for Resilience in Environment, Water and Waste (CREWW) to achieve water conservation goals, not necessarily relating to consumption but more in terms of reducing impacts from combined sewer overflow, lead pipe replacements and catchment systems thinking (University of Exeter 2018).



#### 3. Necessity of the Water Resilient Policy

The water crisis is considered to become one of the major challenges to sustainable development in the 21st century (Vasile et al., 2023). Serious water shortages are possible for the UK in the next 25 years if our population continues to grow (University of Exeter 2024).

- Water consumption across the University estate has increased by 3% due to university growth (2022/23 Sustainability report). That is equivalent to:

**2.1 million bathtubs for 2022/23!**

- In the UoE we are on track to a 50% water use reduction by 2040?
- To meet the aims of the Water Resilient Policy, UoE must continue to integrate water management into areas where water use is taking place.
- In the context of total water consumption at the University the supply of freshwater and greywater accumulation is around only 0.36% (Estates Management Record 2022/23).

#### 4. Solutions

People and Planet have not had different divisions of UoE, including sustainability goals (People and Planet 2025).

- Water Reduction is the 2nd weakest division with 77.5%.

How can this be remedied?

Solution	What is it?	Pros	Cons
Light Greywater	Wastewater originating from showers, baths, sinks and showers (Downard et al., 2019)	Reduced freshwater demand Reduces wastewater discharge Cost savings	Water must be properly treated Potentially costly Sinks to reuse and maintain
Self-cleaning taps	Taps automatically sense if emergency tap, preventing it from being accidentally left on	Reduces use of water Reduction in spread of bacteria Cost savings	Initially more expensive than regular taps Potential change in plumbing
Maximum five min showers	Limiting the pressure of water that can come out of shower tap heads	Reduced use of water Cost savings Less energy used as there is less water to heat	User might stay in the shower for longer to offset reduced flow Cost planning work might not work with low flow rate

#### 5. Case Studies

- Degree of treatment system at the Haidar-e-Masruriah University (Ismail Shomoudi et al., 2017)
  - Recommended the application of trickling filters with suspended plastic media
  - Was successful, but noted that kitchen effluent would need to be pre-treated to remove fat.
- SDG 6 at the University of Melbourne (Rajabir et al., 2022)
  - Linked key phrases and sentences from SDG 6 into water targets to ensure their alignment.
  - Coded these keywords from targets into subject content from the curriculum to increase student awareness of SDG 6.

#### 6. Considerations and Limitations

- Perception are a key element of success in water reuse (Bernhardt et al., 2015)
- Sustainable development needs to include life-cycle consideration and assessment of different factors. For universities, this includes educational reforms, management, etc. (Bernhardt et al., 2015; Wals 2016)
  - Is this implementation economically and physically feasible for UoE?
- Increasing student awareness of the issue to target it from the source
  - According to Vasile et al., 2023, students respond positively to messages to decrease water consumption
  - Results needed to be reinforced through new campaigning

#### 7. Plan of Action - Light Greywater

Phase 1: Awareness raising through social media and posters

Phase 2: Installation of light greywater systems in selected buildings

Phase 3: Regular maintenance and monitoring of systems


Phase 4: Evaluation of the impact of the systems on water consumption

Phase 5: Expansion of the systems to other buildings

Phase 6: Long-term monitoring and reporting on progress

Greywater represents 50-80% of the total volume of wastewater globally (Follett et al., 2022). That's a significant amount to re-use!

- For this initiative to succeed, educating the students to raise awareness and set perceptions is of the utmost importance



# 2000-level assessment (2/3)\*

## ePortfolio: My sustainable solutions journey

- Digital showcase using Microsoft Sway
- Based on the weekly 500-word reflections and artefacts
- Teases out key concepts, areas of interest
- Encourages creativity and multimedia skills
- Final mark 60% of total
  - Will become final assessment 26/27 onwards

**My Sustainable Solutions EPortfolio**

By Doctor Beakley

University of Exeter

I would utilise this approach throughout my reflections on a subject related to an area of reflection of a university and hence life.

### Skill Development

Throughout this reflective piece, I will also be assessing skills in relation to the Exeter Graduate Skills Framework (2019) over 11 pages. 3. Whilst I had interest in including 'Industry' I was well equipped in all subjects of the ESGF. I would soon realise that I still had to grow in many of the framework's areas.

I will discuss these skills in the following articles:

- Learning to Learn
- Tell a Different Story
- Personal Connections
- The Sustainable University
- Becoming a Changemaker

During these articles, I will include an individual source designed to be learned to whilst looking at the article to emphasise the intended focus or skill being covered. These will be included at the beginning of each article and should be placed where you want it to be experienced with headlines.

### The Sustainable University

[Insights for The Sustainable University - CLICK HERE](#)

"A sustainable university is an educational institution that prepares the young citizens of the world (about 20) [Sustainable Development], provides relative awareness of pressing societal issues, and maintains the support of campus operations on the environment and society" (Angelidis et al., 2022, p. 5902).

The exploration into how our university approaches sustainability highlighted issues that further progressed in environmental sustainability.

The first issue we encountered was funding. The university's funding is achieved through various sources with some being developed partnerships and donations from abroad. This funding is essential to the large majority of sustainable initiatives (Exeter, n.d.) with funding sustainable initiatives such as the Nature and Climate Impact Team and the Green Transition Student project at University of Exeter. 2025 can operate at their full potential and make significant change.

The other significant issue is opposing stakeholders. I was interested to learn that Exeter was recently against the construction of 'Energy Professor' in a recent bid proposing doing nothing to off-load

**Appendix**

**Three columns of text and images:**

- Column 1: Text about 'Three columns of text and images'.
- Column 2: Text about 'Three columns of text and images' with a small image of colorful sticky notes.
- Column 3: Text about 'Three columns of text and images' with a small image of a red and white banner that says 'PENRYN'.

# 2000-level assessment (3/3)



## Opinion piece

- First run in Term 3 of this year
- Written in the style of THE Opinion section and focusing on the role of universities in higher education
- Take a position and present a clear, evidence-based argument for it, related to sustainable solutions
- Final mark 20% of total

# Extending and scaling up

- Minor modules extended (to 30-credits) in 25-26, with the Stage 2 module piloted on Streatham campus
- Opportunity to review what worked in 24/25 Penryn pilots and build in new materials (incl. third summative assessments)
- E.g. session added on 'theories of change' and legal aspects of sustainability solutions (in response to student input in Week 1)
- Really enjoyable delivering the module on Streatham and collaborating with Ed and the session contributors – truly interdisciplinary experience!
- Class size has helped (9 students)
  - Scaling 26/27 onwards will be challenging – student numbers tbc, but modules will likely need to be team taught with cap of 15-20 students
  - Clear, reproducible taught sessions (w/appropriate inductions) invaluable

# Student feedback: embedded sustainability



## Based on 2024-26 pilots, students appreciated:

- Sustainability **as a practice, something that is done and enacted (not simply studied)**. Material was set out throughout their learning and not treated as a standalone topic.
- Interdisciplinarity as **central to sustainability understanding**. This was identified as a USP and core strength of the Minor.
- Sustainability **framed through systems, changed and agency**. Students reported shifting how they understood their role in contributing to sustainable solutions.
- Learning environment **enabling critical engagement**. Small, inclusive cohorts where students reported feeling confident asking questions, being critical, testing ideas without fear.
- **Assessment as a driver of learning**. Students valued that all module learning was assessed through the iterative ePortfolio and opportunities to revise work and incorporate feedback.
- **Links to future pathways**. Students appreciated links between their learning and employability skills, career intentions, internships and dissertation development.