



The  
University  
Of  
Sheffield.

# Education for Sustainable Development at the University of Sheffield.

# Contents

The Sheffield Five-Step Framework for Education for Sustainable Development has been developed by Dr Caroline Hart of the University of Sheffield School of Education with input from the ESD working group.

# Introduction

**Action to support education for sustainability and social responsibility has been growing across the higher education sector in England, and further afield, for many years.**

The impetus for this is multifaceted, with greater understanding of time-sensitive sustainability issues and internationally supported agendas, a recent example being the Sustainable Development Goals<sup>1</sup>.

Alongside this global movement, in the UK, the student call to action has become increasingly vocal and active with a regular annual NUS survey showing that, over the last decade, on average, '80 percent of students want their institution to be doing more on sustainability, and 60 per cent want to learn more about it (<https://sustainability.nus.org.uk/about>). This resonates well with the International Labour Organisation estimate that meeting the requirements of the Paris Agreement (2015) to keep global average temperatures to less than 2°C above pre-industrial levels has the potential to create a net increase of 18 million jobs, many requiring graduate leadership skills (ILO, 2018).

The purpose of this guide is to support staff-student collaboration to embed [Education for Sustainable Development](#) (ESD) within all of our taught degree courses at the University of Sheffield. It offers an overview of key concepts related to sustainability and education for sustainable development and introduces the Five-Step Framework for Education for Sustainable Development that has been developed as a change management tool for The University of Sheffield (Hart, 2018, 2020).

The guide ends with a proposed action plan to support the embedding of ESD across our institution with a strong focus on raising awareness and building staff and student collaboration and engagement over the coming year. Thereafter the focus shifts to the development and embedding of ESD within our curricula for all students by 2025, in line with the commitments outlined in the University of Sheffield [Sustainability Strategy](#) (2020).

<sup>1</sup>Preceded by international summits and other goals, e.g. Earth Summit Rio 1992; World Summit Johannesburg 2002; UN Decade of SD 2005-14; Millennium Development Goals.

# The nature of sustainability

**The concept of sustainability is widely used and yet defies a simple definition.**

In different cultures, disciplines, historical and political contexts the term has been used with diverse meanings in mind. Moreover, policy discourse frequently associates 'development' with the idea of 'sustainability' in such a way that the concept of 'sustainable development' is now a common term. It is used to signal ethical approaches to operating whether on an institutional, national or global basis.

At its most basic level sustainability can be viewed as the capacity to keep something going, preserving a way of being or doing or having. Often an emphasis is placed on the interactions of humans, economic, social and environmental concerns and activities. Woven throughout longstanding debates on sustainability are threads pertaining to resource efficiency, fairness and justice, both among humans and more recently with greater regard to human and other species interactions.

People, planet, prosperity, peace and partnership are five words used to highlight key targets for sustainable development (United Nations, 2015). These terms help to capture the wider power dynamics that are seen to impact on capacities and aspirations to act sustainably.

Ultimately, sustainability seems to be about the ability to live flourishing lives and yet this calls on all of us to engage with difficult choices and trade offs around what is possible to sustain on planet Earth in the short, medium and longer term. The idea that development is a necessary or positive trajectory has been contested and there is a broadening of support for 'degrowth' where planetary-related priorities and long term visions challenge human assumptions about development as conceived through a dominant expansion and consumption paradigm.

# Education for sustainable development

**The concepts of sustainability and sustainable development are therefore widely contested issues and Education for Sustainable Development offers an opportunity to explore the values, practices and research that enable us to come to terms with the enormity of preserving life on Earth.**

Education for Sustainable Development (ESD) is currently defined by the University of Sheffield as, “equipping our students, both within the formal curriculum and in their wider student experience, with the knowledge, skills, values and attributes needed to work and live in a way that will bring about solutions to the urgent, and ever-changing, environmental, economic and social challenges that we face, now and in the future.”

We have identified Education for Sustainable Development (ESD) as distinct from education about/and sustainable development to highlight that the learning in ESD will be active and applied and not only about the accumulation of topic-based knowledge and skills. The term might be further enhanced as Education for Sustainability in order to overcome the development/degrowth critique.

At least we must be clear about what we mean as an institution by the term ‘development’. QAA guidance for Education for Sustainable Development (2014) draws on the UN Brundtlands Report (1987) that states, ‘sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their needs’. However, this definition does not seem to adequately capture the gross social inequalities that exist locally and globally and it does not reflect the impact of conflict on the ability of individuals and communities to act in sustainable ways. Broadening the UN concept of sustainable development might entail, ‘striving for a just, sustainable and peaceful global society that meets present needs without compromising the ability of future generations to meet their own needs’. Here ‘future generations’ can be seen to refer to ‘humans and other species’ and not humans alone.

The UN Sustainable Development Goals aim to ‘Ensure all learners acquire the knowledge and skills needed to promote sustainable development’ (SDG) 4, UN, 2015, pp.17/35. Here the emphasis is on knowledge and skills but developing opportunities for value formation and reflection, and for behaviour and cultural change are also important elements of an effective ESD strategy. Indeed, some years earlier the United Nations Educational, Scientific and Cultural Organization (UNESCO) called for a ‘decade of education for sustainable development, ‘to integrate the principles, values, and practices of sustainable development into all aspects of education and learning’ with the hope of changing human values and behaviours in sustainable ways (UNESCO, 2005).

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In implementing ESD at TUoS key challenges quickly emerge including thinking about what an ESD curriculum or wider learning experience might look like, how we might teach this subject area, what the learning outcomes might be and how, if at all, we intend to evidence success and measure progress. Crucially, we need to build understanding of how ESD can be integrated in relation to our existing and emerging course curricula.

The concept of Programme Level Approach (PLA) has been a key value for learning and teaching strategy within TUoS for the last four years. In 2019-20 and 2020-21, Education for Sustainable Development has been identified as one of three priorities, alongside employability and inclusivity. PLA leads have been asked to,

- “Engage students in reflection on how to define education for sustainable development (ESD) in a disciplinary context.”
- “Work with students on embedding ESD in a way which will equip them with the knowledge, skills, values and attributes needed to work and live in a way that will bring about solutions to the environmental, economic and social challenges that we face.”

The Programme Level Approach is therefore a key mechanism through which ESD can be developed and delivered.

# The Sheffield five-step framework for education for sustainable development

The Five-Step Framework for ESD has been developed at the University of Sheffield to provide a shared pathway and common language for achieving the university aspirations to embed Education for Sustainable Development into all of our courses by 2025 and to give students a voice in sustainability decision-making.

In addition, the University has developed refreshed Sheffield Graduate Attributes (SGA) which complement the aims of ESD. Their connections to the Five-Step Framework are signposted in relation to each step throughout this document. The Graduate Attributes section of this guide contains a full list of sub-attributes for the 'Ethics and Sustainability' and 'Equality and Inclusion' TUoS graduate attributes that are most pertinent to this area of activity.

The Five-Step Framework is informed by Mitchie et al.'s (2014) COM-B model of behaviour change. Their model suggests behaviour change requires an individual to have the appropriate knowledge, skills and disposition as well as appropriate motivation and opportunity to develop and sustain new ways of being. Hence the ESD framework looks not only at the knowledge and skills needed to appreciate and respond to sustainability challenges but also includes aspects with a focus on values and motivation (Step 1) and opportunities to apply learning in practice (Step 3).

The Five-Step Framework aims to offer a steady step-by-step approach to easing staff and students forward in their endeavours to embed ESD, recognising the many wider commitments and priorities faced by departments.

We recommend that as you follow the steps of the framework you set up opportunities for ongoing reflection and support within your teams. We hope that the framework supports departments in developing and enhancing collaborative ways of working in partnership.

We know many departments are already working in this area and [Elevate](#) is keen to collate resources to share and showcase good practice. If staff or students have examples to share please make contact with the Elevate team so we can learn from and build on these success stories.

# The 'five-step framework' for education for sustainable development

## Engage

**Step 1** places a focus on engaging staff and students in thinking about what sustainability means to them and how it relates to their area of study. It aims to support thinking about what matters to each of us when it comes to sustainable development.

## Learn

**Step 2** moves on to encourage thinking around the kind of curricular activities that can support learning in this area and the specific topics that may fit well in relation to the programmes offered by each department. Departments are encouraged to identify specific topics, skills and values that they would like to integrate within their existing and developing courses.

## Apply

**Step 3** highlights the importance of opportunities to apply ESD skills, knowledge and values in order to embed learning. You are encouraged to think about immediate in-course opportunities, perhaps institutionally based, but also in the community and then also longer term opportunities beyond the programme of study.

## Share

**Step 4** is about sharing learning with others, reinforcing learning as well as developing collaborations and partnerships across campus and beyond. The aim is to accelerate progress by sharing good practice and collaborating to solve any challenges we may face related to ESD or sustainability more generally.

## Influence

**Step 5** is integral to our view of TUoS students as future leaders. Many of our graduates go on to take up leadership roles around the globe and to hold positions where they have the opportunity to influence others. In creating a more sustainable world our graduates have a key role to play and so this step foregrounds leadership qualities and skills.



**Step 1**  
**Engage**

## Step 1 – engage

**Step 1 is a vital step in embedding ESD, encouraging us all to think about what sustainability means in relation to our varied subject areas and how our shared staff and student values can be reflected in our ESD work.**

Developing engagement within departments is key and so Step 1 is aimed at engaging staff and students in Education for Sustainable Development and Sustainability more generally. It is about finding common ground where individuals can coalesce and move forward to develop a shared ESD agenda for action. At TUoS the initial engagement around ESD has emerged from representatives from the SU working with senior leaders and through the development of the university's Sustainability Strategy. In order to effectively embed ESD, engagement will be needed at all levels of the institution, from individual staff and students through to departments, faculties and university-wide.

Over the coming year departments are strongly encouraged to develop ESD engagement opportunities. This might be through using existing staff-student committees and representative interactions or setting up a new forum or exploratory event. For more ideas see our [webpages on student engagement](#) or contact Elevate to discuss ideas. By the end of 2020-21 aim to be able to articulate how you have engaged

staff and students in thinking about ESD and to have a shared understanding of sustainability in relation to your subject or discipline. Some questions that might support 'engagement' conversations and activities include asking:

- a) In your sphere of influence, how can you create spaces to identify and reflect on individuals' **values, aspirations** and **strengths** related to sustainable development?
- b) What does sustainable development mean to staff and students in your area (programme, department)?
- c) How does sustainable development matter to staff and students in your area e.g. in terms of prior experiences and learning; current expertise and circumstances; their aspirations for the future?
- d) Can you develop and agree some shared values, reasons and goals for pursuing ESD, and sustainable development more generally?

Graduate Attribute 'Ethics and Sustainability' student self-audit statements associated with *Step 1 include:*

**I am aware of key concepts of sustainability in environmental, social and economic contexts.**

**I am willing to reflect on and develop my values, aspirations and principles in this regard.**



Step 2  
Learn

## Step 2 – learn

**Step 2 is focussed on the opportunities students have for learning about sustainable development as part of their course at TUoS.**

This might involve using existing topics, courses, modules as entry points e.g. related to consumption, recycling, resource efficiency, reducing social inequalities. It could also include embedding ESD in the development of new resources and learning opportunities. The QAA guidance (2014) suggests that education for sustainable development aims could include developing:

- 'Students capable of envisioning alternate futures
- Techniques for working collectively towards positive and democratic change
- Participatory engagement to explore shared and divergent interests and needs
- Challenges to the mindsets and priorities that drive unsustainable development
- Graduates who understand their professional responsibility in this area'.

Here imagination, innovation, collaboration, participation and leadership are foregrounded and you are invited to think about how to take this approach forward in your practice. We know many colleagues already have excellent practice and experience so please consider how you can share your work and ideas with others. Some questions that might support this 'Learning' step include asking:

- a) What knowledge, skills and attributes (KSA) are needed to address sustainability challenges? What KSA, could your subject area support and integrate in relation to Education for Sustainable Development? Are there particular priorities of relevance to your department/programme etc.?
- b) Looking at your learning activities, can you identify any connections between ESD and the knowledge, skills and attributes you currently develop on your courses?
- c) How can these KSA be embedded in curriculum, pedagogy, learning and assessment processes?
- d) Can you identify small incremental steps to reach your goals for learning and teaching about ESD?
- e) How can you evidence learning gains?

The pedagogical approach you use to embed ESD will be important in achieving engagement and in supporting the development of values and dispositions as well as knowledge and skills that enhance an individual's sustainability literacy. Students will benefit from understanding the multi-disciplinary and complex nature of sustainability issues, developing ownership in the responsibility to find sustainable ways of living, both as individuals and as part of wider communities. Sustainability challenges are complex and require both innovation alongside knowledge and skills.

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Examples of the kind of knowledge that might be developed through ESD include understanding:

- Sustainability literacy (e.g. concepts of Sustainability, Sustainable Development, ESD, environmental and ecological stewardship, ethics)
- Factors contributing to climate change, loss of biodiversity and increased disaster risk
- How poverty, social inequalities and diminished human rights challenge sustainable development
- Which, and why, ways of living may not be sustainable
- Responsible citizenship and knowing how to live more sustainably
- Understanding current innovations for sustainable development

Examples of the kind of skills that might be developed through ESD include learning and developing:

- Reflexivity
- Creativity
- Leadership
- Critical Agency
- Social Confidence
- Interdisciplinary collaboration
- Support

Think about how you can engage student voices in understanding what is important for them in terms of ESD skills, knowledge and attributes as well as how you communicate opportunities to them. Ultimately, students will need to be able to articulate and evidence their learning to others, including potential employers, so think about how you can support that process. This could be through assessed work but also through community work, placements, public engagement events and opportunities to contribute to departmental research activities. If you would like help with any of these areas please contact [elevate@sheffield.ac.uk](mailto:elevate@sheffield.ac.uk).

Graduate Attribute 'Ethics and Sustainability' student self-audit statements associated with *Step 2 include:*

I have a good level of sustainable literacy and am aware of the UN Sustainable Development Goals, and concepts of environmental and ecological stewardship.

I am able to critically engage in debates on sustainability and imagine more sustainable, socially just and peaceful futures in a global context.



**Step 3**  
**Apply**

## Step 3 – apply

**The aim of Step 3 is to develop the learning in Step 2 by offering students opportunities to apply their sustainable development knowledge and skills in authentic practical ways, during and beyond their course of study.**

The way in which this may be achieved is likely to differ from one programme of study to another and the following questions may help to reflect on this further:

- a) How can you build in practical opportunities, and supportive environments, for students to put their sustainable development knowledge, skills and attributes into action, both during and beyond their studies at TUoS?
- b) Are you able to identify, create or support students to find opportunities to apply their learning inside/outside TUoS?
- c) What action can you/your programme/ department etc. undertake to contribute to the sustainability agenda now and in the future, for students in/beyond your department?

For example, this might be achieved through placements, work experience, community participation, activism, innovation, connecting with pro-sustainability employers and charities or by supporting school ESD outreach.

Direct opportunities to apply learning during a course of study might include identifying and using sustainable products. It could involve actively seeking to collaborate with pro-sustainability partners, embedding a more sustainable culture throughout your university practices and beyond and creating and supporting opportunities for students to be involved in sustainability research activities (e.g. research, webinars, conferences, knowledge exchange activities and impact work). Students may be able to self-organise and/or lead on programme or departmental student-staff projects, for example to research and encourage resource efficiency; sustainable travel; recycling; poverty and inequality reduction.

Pedagogically and practically, the University's long-standing commitment to engaged learning means that TUoS is in a strong position to support students with opportunities to apply their knowledge and skills to tackle complex, cross-cutting, real world sustainability challenges beyond the University. For example, the [Engaged Learning Network \(ELN\)](#) at TUoS combines academic rigour and disciplinary knowledge with opportunities for students to learn with and from internal and external contacts and there are many colleagues across different departments who have a wealth of experience in establishing and sustaining engaged learning projects. External partners, including local authorities, community and voluntary sector organisations, SME's and local charities have been involved in community-based ESD activities related, for example, to sustainable, low-carbon environments; health; food (production; distribution; consumption);

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energy; governance; housing; youth; skills development and lifelong learning; inclusive growth, the sharing economy and co-operative skills. Bringing together colleagues from across the University, the ELN provides a peer learning and support network for staff who are involved in, or would like to develop, engaged learning initiatives and it is well-positioned to offer support and guidance to staff and students wishing to establish and collaborate with external partners on ESD projects.

Applying ESD learning across and beyond the university campus provides students with the opportunity to consolidate learning through experiential, problem-based activities that make effective use of the city/city-region/nation/world as 'classroom'. In seeking to apply their learning in a real-world setting, students can be exposed to ethical dilemmas and uncertainties that help them to formulate the dispositions of openness, flexibility, creativity and adaptability that they will enable them to develop effective solutions to increasingly complex social, economic and environmental challenges. In this way, students can be supported in developing understanding of the way that ESD involves both the mastering of disciplinary knowledge and the development of a set ethical, practical and relational competencies.

Graduate Attribute 'Ethics and Sustainability'  
student self-audit statements associated with  
*Step 3 include:*

**I strive to operate as sustainably as possible, and regularly reflect on my values in this respect.**

**I can apply my knowledge, skills and values, and collaborate with others to develop fair solutions to sustainability challenges in my own community and beyond.**



Step 4  
Share

## Step 4 – share

**Step 4 goes beyond individual learning to underscore the importance of collaboration and sharing of support and good practice in relation to sustainable development.**

It encourages staff and students to work in partnership to discover ways of sharing good practice and ideas to support the embedding of ESD across all our students' learning experiences. The premise is that we can make an exponential difference as an institution if we encourage and enable our students to share their learning on SD with others.

This could be sharing learning with peers or in wider academic/policy networks as well as in roles as ambassadors in schools, charities and the wider community, through work placements or internships or through academic and knowledge exchange pathways (including student research opportunities such as the [SURE scheme](#)).

We know that many colleagues already have excellent examples and insights into ways of cultivating values, dispositions, knowledge and skills that can support sustainable development. Indeed many colleagues are engaged in both teaching and research in subjects and issues that are central to achieving the Sustainable Development Goals. We are very keen to showcase and learn from your expertise and experience and we encourage you to think about how you can share your work with others. This might be by organising a webinar, workshop or

community partner event or contacting Elevate to see how they can help you. This could be by working with you to develop a case study or brief audio-visual recording or by offering network opportunities, and sharing resources that could support CPD.

Look out for public engagement funding opportunities as this is an excellent way to reach a wider audience and potentially to support students in embedding their learning through public events. Questions that might support thinking at this step include asking:

- a) How can you and your students identify, share and celebrate good practice in ESD, within and beyond TUoS? For example, at department/faculty/university level; within the wider HE environment; through public engagement activities and knowledge exchange?
- b) How can you learn from experiences elsewhere within TUoS or beyond?
- c) What networks can help you to develop effective ESD practices?

Graduate Attribute 'Ethics and Sustainability' student self-audit statements associated with *Step 4* are:

*I lead & stimulate inter-disciplinary debate on sustainable and ethical practices, promoting culture change, and raising awareness of others.*

*I have a capacity for critical agency and can independently influence a more sustainable future for myself and others, addressing local and global challenges.*



Step 5  
Influence

## Step 5 – influence

**Step 5 in the Five-Step Framework for ESD is 'influence' and arguably this is the step that will ultimately make the biggest difference.**

Research has shown that graduates make up around 80% of world leadership roles (NUS, 2020) and it is likely that many graduates from TUoS will take on leadership roles in their future careers. This means that they will have a significant opportunity to effect change within organisations if they develop the knowledge, skills, values and attributes to do so. Even if graduates are not in leadership positions they can still develop influence through working collaboratively with others to effect change. Students will require relationship-building, leadership and critical thinking skills. The following questions may help you to think further about how this step can be achieved:

- a) How can you develop students' leadership skills for sustainable development?
- b) How can you encourage the development of students' 'critical agency', in other words the 'freedom and power to question prevailing norms and values' (Sen, 2002:258).
- c) How can you work with potential graduate employers, and wider society, to work towards more sustainable development?
- d) How can you engage with employers to foreground the importance of sustainability to our graduates and to elevate profiles of pro-sustainability employers, e.g. on your departmental webpages, guest speakers etc.?
- e) Are you able to gather any examples of former students who have been able to influence others in terms of sustainability practices?

Graduate Attribute 'Ethics and Sustainability' student self-audit statements associated with *Step 5* are:

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*I have a capacity for critical agency and can independently influence a more sustainable future for myself and for others, addressing local and global challenges.*

# Graduate attributes

**The University of Sheffield Graduate Attributes framework has recently been reviewed and updated and the opportunity was taken to integrate thinking about these key attributes in relation to sustainable development goals.**

Alongside the skills and attributes gained through study and within academic programmes, the updated [Attributes framework](#) has been extended to recognise that many skills and behaviours can be gained and developed through participation in extracurricular activities and wider life experiences. We are preparing our students not simply to succeed in their academic studies but also for their lives and ongoing careers beyond university.

The Attributes framework now reflects the breadth of the student university experience, beyond academic knowledge and competence, and the skills, attributes and behaviours now being sought by graduate recruiters across the world.

The Attributes have been designed to align with the focus of the new University Strategy, work on Education for Sustainable Development, the Race Equality Strategy, and the emerging Civic University Agreement. The following attributes are of particular relevance to embedding ESD across our taught courses.

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### Attribute:

Ethics and Sustainability

### Sub-attribute:

Sustainability - briefly defined as 'Acquiring the knowledge and skills to promote societal and environmental sustainability'.

Students are prompted to assess their own level of understanding or competence

1. I am aware of key concepts of sustainability in environmental, social and economic contexts. I am aware of the United Nations Sustainable Development Goals.
2. I understand good practice in sustainable development and make informed choices about my own lifestyle and behaviour. I am aware that sustainability issues extend beyond environmental and climate change concerns.

3. I strive to operate as sustainably as possible, and regularly reflect on my reactions and motives to enhance my understanding and approach to global sustainability and the UN Goals. I seek opportunities to enhance local and global sustainability.
4. I have an advanced understanding of a broad range of sustainability challenges and responses, and have a capacity for critical agency, with sufficient independence and influence to develop a more sustainable future for myself and others and address local and global challenges.

### Attribute:

Equality and Inclusion

### Sub-attribute:

Global awareness - briefly defined as 'Global competence and cultural intelligence, engaging with global issues and contexts'.

Students are prompted to assess their own level of understanding or competence

1. I have an awareness of different cultures and inter-cultural relationships, and some understanding of world affairs and the impact on people and economies locally and globally.
2. I read widely to better understand different global perspectives and discuss local and global issues such as social justice, climate change, trade links and world politics. I make informed decisions based on my knowledge.

3. I work to develop informed opinions and invest in improving my inter-cultural understanding and awareness eg. joining a cultural society or volunteering with a global charity. I try hard to minimise my own negative impact on the world.
4. I am a positive advocate for local and global issues such as human rights, cultural diversity, ethical trade and environmental issues. My deeper knowledge helps me to inform and educate others about global issues and positive action.

# Elevate staff support and development

**Through staff development focused activity, Elevate supports individuals and departments to engage with key learning and teaching priorities.**

Elevate will be a key source of support to departments as they develop their ESD offer. Through the Elevate learning and teaching enhancement offer, we will continue to support staff to embed ESD in all subject areas. Elevate will be responsive to the needs of academic departments and, through a rich programme of seminars, one-to-one support and web-based resources, will help our academic staff to recognise opportunities for incorporating Education for Sustainable Development into the curriculum.

Through Elevate we will also share good practice in ESD, within and beyond the University, to celebrate those who are making good progress in this area, and inspire those who find it more challenging. Specific events, peer support relationships and communities of practice will enable practice to be shared within and across disciplines.'

Elevate will act as a key mechanism for supporting the embedding of ESD in the curriculum, through the following activities:

- Elevate website - there is currently a [webpage](#) providing basic information about ESD. This section of the Elevate site will be developed further to become a hub for information for staff on ESD, hosting guidance based on the Five-Step Framework, as well as collecting and curating case studies to support practice.
- Events - Elevate will run events to provide staff with opportunities for staff to share good practice and learn from others on the topic of ESD.
- Training/development activities for departments - Elevate offers focused support sessions to departments upon request, on any learning and teaching topic identified by that department as a key priority. A session on embedding ESD in the curriculum (including the Five-Step framework) will be developed and offered for those departments that identify ESD as a priority.
- Support for curriculum development - this is a growing area of work for Elevate, and is largely delivered through one to one teaching support appointments, and work with departments on request, when new programmes or courses are being developed. ESD will be integrated into this activity as part of a holistic approach to programme development that is aligned with strategic priorities.
- Professional development programmes (PGCertTLHE, Learning and Teaching Professional Recognition Scheme) are aligned with University L&T strategy and consideration of key priority themes is built in to learning activities and reflective practice.
- Support for any wider communities of practice that might arise from ESD activity, in line with the support offered for other L&T communities of practice (e.g. hosting in the Elevate Hub, promotion of sessions/activities).

# Resources

[Education for our future](#): SU video on why students feel ESD is key.

[Guidance on engaging student academic reps in Faculty](#)

[Guidance on engaging and consulting students](#)  
Hart, C.S. (2020) *Education for Sustainable Development – the Five-Step Framework for Education for Sustainable Development*, Elevate presentation, University of Sheffield, January.  
Hart, C.S. (2018) Education, Capabilities and Sustainable Development in Comim, F., Fennell, S. & Anand, P.B. (eds) *New Frontiers of the Capability Approach* (Cambridge, Cambridge University Press).

[HEA Future Fit Framework](#) provides a good list of examples of what ESD might look like in different disciplines and includes 'Simple Change Tools'.  
Mitchie, S.F., West, R., Campbell, R., Brown, J. & Gainforth, H. (2014) *ABC of Behaviour Change Theories. An essential resource for researchers, policy makers and practitioners*, Silverback Publishing.

[NUS Sustainability and Skills Annual Survey](#)  
NUS survey conducted annually over the last decade showing a consistent majority of students calling for more ESD in HE.

[Millennium Development Goals Update](#) on the UN's international development goals for 2015.

[Nations United](#) - 30-minute video, created by the United Nations on its 75th Anniversary and to mark five years since the adoption of the Sustainable Development Goals. A thought-provoking stimulus that could help spark discussion about what matters to students and staff in your department and how sustainability relates to your discipline.

[Plymouth 7 Steps to embedding ESD](#): An example from Plymouth about how to embed sustainability in university teaching.

[QAA Guidance on ESD](#) A useful guidance for incorporating graduate attributes relating to ESD into programmes and includes a list of potential learning outcomes that could be adapted for your context.

[Sheffield Graduates Attributes Framework \(2020\)](#)  
The refreshed Sheffield Graduate Attributes.

[Slide Deck on ESD and PLA](#) - good for PLA but note definitions and graduate attributes have been updated since this resource was developed.

[Unesco \(2005\)](#) UN Decade of ESD.

[United Nations 2015](#) Transforming our world: The 2030 Agenda for Sustainable Development.

[University of Sheffield Sustainability Strategy and Action Plan \(2020\)](#) giving details on the Sustainability Strategy launched in November 2020 and ESD as a key pillar of activity.

[UN Sustainable Development Goals](#): good to support sustainability literacy and a common starting point for thinking about what sustainability might mean and how it can relate to your discipline

[www.peopleandplanet.org](#) produce an annual Sustainability league table of universities work on sustainability, from ESD to policy and strategy on campus and related e.g. to banking and investment. They use data drawn from HESA and university websites.

# Useful contacts

## **Elevate**

The Elevate Team is available for staff development and to support embedding ESD in all our courses. Please get in touch for advice, to share good practice, or to suggest/request development activities to support ESD. Contact [elevate@sheffield.ac.uk](mailto:elevate@sheffield.ac.uk). Check out their university webpages for further resources to support ESD and please share your own good practice.

## **Sheffield Student Union Sustainability**

Sheffield Student Union has a number of key contacts engaged in [Sustainability](#) and Education for Sustainable Development. For further information and to engage with students contact the SU Development Officer at [development.officer@sheffield.ac.uk](mailto:development.officer@sheffield.ac.uk) or the SU Education Officer at [education.officer@sheffield.ac.uk](mailto:education.officer@sheffield.ac.uk). Watch their launch of ESD and the Five-Step Framework [here](#).

## **Five-Step Framework for ESD**

For more information on the Five-Step Framework for change contact Dr Caroline Hart at [c.hart@sheffield.ac.uk](mailto:c.hart@sheffield.ac.uk).

## **TUoS Graduate Attributes (2020)**

For support with developing Graduate Attributes related to ESD contact Helen Smith, Head of Careers at [helen.smith@sheffield.ac.uk](mailto:helen.smith@sheffield.ac.uk) or Claire Conway, Deputy Head of Careers at [c.conway@sheffield.ac.uk](mailto:c.conway@sheffield.ac.uk).

## **Engaged Learning Network**

The ELN is available to discuss and support engaged learning as part of Step 3 of the Five-Step Framework for ESD, particularly in terms of developing opportunities to apply learning beyond the classroom.

## **Sustainability at Sheffield**

For general information about the wider sustainability strategy and goals of the University, contact the central sustainability team: [sustainability@sheffield.ac.uk](mailto:sustainability@sheffield.ac.uk)

