

Presentation by

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# Responsible Futures: *Lessons and advice from UWE Bristol*

**UWE  
Bristol** | University  
of the  
West of  
England

**THE STUDENTS'  
UNION**  
AT UWE

**nus**

**Responsible  
Futures**

Accredited institution

# Session Overview

- 15 minutes us
- 15 min breakout activity: WHY Responsible Futures?
- 15 minutes us
- 15 minutes breakout activity: WHO is your team?
- 15 us
- 15 Q+A

# As early as possible...

## Committing to Responsible Future

### **Why is your partnership engaged with Responsible Futures?**

- Political
- Motivational
- Guidance
- Assessment/evaluation
- Competition
- Responsibility

# Multi-beneficial process? Setting objectives

- Intended benefits (not just passing but what else?)
- How can you make the process of preparing useful?
- How can you ensure that the evidence gathering is not just for the audit?
- Creating a community?
- Whose objectives?

# Why are we still in it?

- What else?
- Supporting others
- Mechanism for collecting student feedback
- Maintaining momentum

# ACTIVITY

- In groups of 3, discuss motivations for taking part in Responsible Futures.
- Identify your partnership's top 3 motivations.

# Working in Effective Partnerships

- Identify key individuals
- Understand role of all team members
- Identify core project team for both institution and SU
- Plan the work
- Share responsibility
- Agree priorities. Which criteria?
- Involve institution and SU at every stage

# ‘Doing the work’/ Delivering ESD

- Who is doing what?
- How to find out who is doing what?
- Who knows what is going on?
- Collecting the evidence
  - RF steering group to each identify their responsibilities for evidence gathering.
  - Identify key contacts for each criteria

# ACTIVITY

- In groups of 3, discuss key stakeholders in your Responsible Futures partnership.
- Who are your allies and information sources?
- Identify 3 people who you will contact/identify after today.

# Preparing for your audit

- Self-evaluation as a starting point
- Scheduling: evidence gathering AND audit
- Setting realistic goals given time, resources and commitment within both institution and SU
- Set goals in between meetings
- Meet regularly to stay on track
- Use SOS-UK – ask questions as they arise

# Evidence: What and how much?

- Existing documents
- Bespoke narratives
- Links to web content
- Meeting agendas/notes
- Images?
- **WHAT ELSE ARE YOU TRYING TO ACHIEVE?**

# Auditors, interviewees and focus groups: Who?

- Plan the student evaluation team and focus groups carefully and ensure they are committed
- Timing of audit
- Feed and water audit team
- Recruitment process (RC)

# Audit experience

- All good! 😊
- SOS-UK support great
- Student evaluators were happy/ challenging
- 'Interrogation' for clarification was very helpful
- Immediate feedback and moderation was useful

# Post-audit experience

- Success shared internally and externally
- Logo used on email signatures and relevant promotional material
- Material prepared for RF proved useful for web refresh, ISO 14001 audit and ESD report
- **Has it changed anything?** Provides external verification that what we are doing meets current national standards and guidance
- **Will we put ourselves forward for audit again?**  
Yes?

# ANY QUESTIONS?

- How to evidence certain criteria?