

Education for Sustainable Development (ESD) Action Plan 2025/26

Introduction

This action plan sets out how we intend to continue to provide staff and students with opportunities to develop their sustainability skills, knowledge and experience and contribute as global citizens.

Key principles

Our efforts are based on the following principles:

- Collaboration between students and staff at the core of activities and creation of new resources and activities. Ensuring this collaboration is empowering, accessible, and non-hierarchical.
- Democratic decision making when discussing priorities and strategies.
- Avoiding greenwashing by acknowledging and investigating the interconnectedness between sustainability and social/racial justice and inclusive education.
- Providing opportunity for deep reflection of own and community practices and allowing critique of SDGs.
- Supporting staff through this process to support students and teach ESD.
- Focus on community/outreach opportunity in activities to increase problem-solving and realworld application of studies.

Strategic aims

Through this action plan we aim to:

- Raise the profile of sustainability across our education offerings.
- Provide accessible and inclusive opportunities to learn about the climate and environmental crisis and the UN Sustainable Development Goals.
- Develop an effective approach for student engagement in the climate and environmental crisis and the UN Sustainable Development Goals.
- Provide opportunities for students to develop the knowledge, skills and experience required to be global citizens.
- Reduce the environmental impact of our education activities.
- Develop ways to effectively measure the impact of our work.

Action Plan

This plan sets out the actions we intend to take to meet our strategic aims. It is divided into the following themes:

- Formal curriculum (courses/ programmes)
- Staff training
- Employability and student success
- Engagement: informal curriculum (campus/community activities) and subliminal curriculum (via organisational policies and practices)
- Operations

	Activity	Delivery	Timescale	Contribution to strategic aims
	<i>Formal curriculum</i>			
1	Developing student-led mapping exercises for the UN Sustainable Development Goals (SDGs) and the three pillars of Transformative Education across the formal curriculum.	SEA; GBP; SCP	Ongoing	a, b, d
2	Furthering curriculum enhancement supportive activities to embed sustainability into the curriculum aligning with Curriculum for Change (e.g. via the design principles)	CfC; SEA; SETF	Ongoing	a, b, d
3	Further development of the Exeter Sustainability Minor, building on the pilot (Penryn Campus). The Sustainability Minor will be developed and offered to specific cohorts of students on the Streatham Campus.	ESE DSE	Ongoing	a, b, c, d, f
4	Developing a plan to embed Sulitest TASK into curricula to assess student knowledge, skills and mindset on sustainability.	SEA	Ongoing	f
5	Responsible Futures: Use the RF framework to further embed sustainability within our educational offerings and maintain accreditation.	GBP; SEA; SCP	Ongoing	a, b, c, d, f
6	Responsible Futures: Prepare for and undertake audit	GBP; SEA	25/26	a, b, c, d
	<i>Staff training</i>			
7	Development of a Climate Literacy Training module for all staff (accessed via LearnUpon).	SETF; GBP	To be completed in 25/26	b, d
8	Provision of in-depth CPD courses on Learn.Exeter .	SETF; GBP	Ongoing	b, d
9	Develop carbon auditing of field courses across UoE programmes (SCP Internship)	SEA; ST; SCP	Commencing Oct. 25	a, e, f
	<i>Employability and Student Success</i>			
10	Scale up Green Consultants to enable increased participation. Provide a £100 stipend for each student that successfully completes an on-campus project (target 75 students).	ST	Ongoing	b, c, d
11	Continuing delivery of Future 17 : the Sustainable development Goals Challenge Programme.		Ongoing	b, c, d
12	Delivery of Grand Challenges : a project week in which students work in interdisciplinary groups with other like-minded students to design innovative solutions to real world challenges.	SEAS	Annually	b, c, d

	Activity	Delivery	Timescale	Contribution to strategic aims
	<i>Employability and Student Success (continued)</i>			
13	Provision of paid internships (SCP) within the sustainability team to support the delivery of this action plan as well the University's wider commitments to sustainability.	ST	Annually	b, c, d
14	Provision of resources to support career development in sustainability .	SEAS	Ongoing	b, c, d
15	Sustainability Theme of the Exeter Award .	SEAS	Ongoing	b, c, d
16	Development of an Education Incubator project to support student empowerment and future-skills.	GBP	Completion 25/26	a, b, c, d, e, f
	<i>Engagement</i>			
17	Analyse the results of the sustainability questions within the NSS and use to drive further activity.	SEA	Annually	f
18	Provision of sustainability information as part of student induction and Welcome Week.	ST; GBP	Annually	c
19	Contribute to a dialogue-based communications campaign to engage staff and students in exploring sustainability issues and co-developing solutions. This may include Climate Assemblies; debates; speakers etc.	SETF	24/25	c, d
20	Regular engagement with the Guild and SU, and sustainability student societies such as Be the Change	ST	Ongoing	c
21	Invite student representatives to be members of all key sustainability governance groups .	ST	Ongoing	c
22	Deliver and scale the Climate Fresk workshop, to teach participants the fundamental science behind climate change and empower them to take action.	GBP; ST	Ongoing	c
23	Promote the SDG Teach In.	GBP, ST	Annually	a
24	Engage with the development and delivery of Faculty Sustainability Plans to ensure that activity is aligned and supported.	SEA	Ongoing	a, b, c, d

	Activity	Delivery	Timescale	Contribution to strategic aims
	<i>Operations</i>			
25	Sustainability representation on Education and Student Experience Executive Committee (EdSEEC) through the Education Advocates for Sustainability.	SEA	Ongoing	a, b, c, d

Delivery key:

CfC: Curriculum for Change Team

GBP: Graduate Business Partner (Sustainability Education Assistant)

GSI: Global Systems Institute

SEA: Sustainable Education Advocates

SEAS: Student Employability and Academic Success

SETF: Sustainable Education Thematic Forum

ST: Sustainability Team

TE: Transformative Education Team

SCP: Student Campus Partnership Interns

ESE DSE: ESE Director of Sustainability Education

Delivery

The delivery of this action plan is led by the Sustainability Education Advocates on the [Advocate Climate Taskforce \(ACT\)](#) and overseen by the Sustainability Education Thematic Forum. A Graduate Business Partner coordinates several of the projects including Responsible Futures, Curriculum mapping and staff training.

Several teams are involved in its delivery including Curriculum for Change, Student Employability and Academic Success, Sustainability Team and Transformative Education Team.

Governance and reporting

We will monitor the outcomes from delivering this plan through the NSS sustainability questions and Sulitest TASK.

Progress against the action plan will be reported to ACT and the Climate and Environmental Crisis Board (CEC board) with highlights included in the University's Annual Sustainability Report.

Authors

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