

RESPONSIBLE FUTURES FEEDBACK REPORT

A report for the University of Strathclyde
and Strath Union

October 2025



STUDENTS
ORGANISING FOR
SUSTAINABILITY
UNITED KINGDOM



Contents

1.0 Introduction.....	5
1.1 Responsible Futures	5
1.2 Overview of the audit	6
1.2.1 Documentary evidence review	6
1.2.2 Interviews.....	6
2.0 Your Results.....	8
2.1 Your Accreditation	8
2.2 score Overview	8
2.3 Explaining your accreditation	8
2.4 Key findings.....	9
2.5 Feedback	10
2.5.1 Baselines and benchmarks (BB001 to BB007)	10
2.5.2 Partnership and Planning (PPL001 to PPL003)	14
2.5.3 Leadership and Strategy (LS001 to LS007)	15
2.5.4 Policy and Commitment (POC001 to POC010)	19
2.5.5 Interventions (IN001 to IN010)	25
2.5.6 Impacts and Outcomes (IO001 to IO005)	33
2.5.7 Outreach (OU001 to OU005).....	38
2.5.8 Self-defined Criteria (SD001 to SD003)	40
2.6 Staff Interviews Summary.....	41
Interview 1: Strath Union - Charlie Wilson (Outgoing VP Education) and Jamie Campbell (Outgoing VP Community)	42
Interview 2: Dr Scott Strachan	44
Interview 3: Professor Tracy Morse (Professor of Environmental Health and Head of the Strathclyde Centre for Sustainable Development) and Rufus Logan (Executive Lead Sustainability)	45
2.7 Key Recommendations	47
Wider staff engagement	47
Understanding impact on students	49
Making progress on innovative initiatives	49
Exploring resource and capacity for Strath Union.....	50
2.8 Auditor reflections and summation.....	51
.....	55

3.0 Further Information.....	56
3.1 What does my accreditation mean?	56
3.2 How long will the accreditation last?.....	56
3.3 How do we use the logo?	56
3.4 What's next?	56
3.5 How do we keep improving?	56
3.6 How do we compare?	56
3.7 I would like to be re-assessed, what can I do?	56

“Education for sustainable development (ESD) gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality.

It empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet. ESD is a lifelong learning process and an integral part of quality education.

It enhances the cognitive, socioemotional and behavioural dimensions of learning and encompasses learning content and outcomes, pedagogy and the learning environment itself.

UNESCO 2023

Contacts:

Responsible Futures Website:
www.responsiblefutures.org.uk

Email:

Sonya Peres (Senior Project Manager - Education)

Sonya.peres@sos-uk.org
responsiblefutures@sos-uk.org

SOS-UK:

Website: <http://www.sos-uk.org/>

Email: hello@sos-uk.org

Responsible Futures

Responsible Futures is certification of a whole institution's commitment to holistic sustainability, and ensuring an enabling environment for it to thrive, rather than an endpoint.

1.0 Introduction

1.1 Responsible Futures

Responsible Futures is a whole-institution approach to embedding holistic sustainability across the formal, informal and subliminal curriculum across both HE and FE. It is a

supported change programme and accreditation mark that works to put sustainability at the heart of education.

The framework facilitates a close working Partnership between students' unions and their institutions and was developed with significant guidance from an advisory group made up of representatives from NUS Sustainability Direction and Oversight board, the EAUC, People and Planet, UCU, SocEnv, HEA (Advance HE), AOC, Learning for Sustainability Scotland, and the Knowledge Transfer Network, as well as individual institutions and students' unions. The criteria represent best practice not only within the UK, but internationally. The programme is delivered by SOS-UK.

Responsible Futures was created because, for the last ten years, SOS-UK surveying of students has consistently shown that c60% of students have either agreed or strongly agreed with the statement 'Sustainable development is something which I would like to learn more about', and c85% with the statement 'Sustainable development is something which Universities should actively incorporate and promote' (base c15k students)¹.

Responsible Futures was piloted in 2014-15 by 13 institutions, including five Further Education institutions and eight Higher Education across England and Scotland. Following feedback from the pilot cohort, significant developments were made to the programme, and it was launched in 2015.

To date, 52 Partnerships across the UK and 11 Partnerships globally have joined Responsible Futures and collectively, they represent over 1,100,000 students.

¹ Survey results can be found here: <https://www.sos-uk.org/research/sustainability-skills-survey>

1.2 Overview of the audit



FIGURE 1 STUDENT AUDITORS WITH SOS UK FACILITATOR

As part of the accreditation process, each Responsible Futures Partnership must undergo a two-day student-led audit. The purpose of the audit is to determine the Partnership's score, accreditation level, and conduct in-depth research on the impact of Responsible Futures through:

- A documentary review of evidence to verify score
- Interviews with key individuals

There are 50 total criteria, of which 9 are mandatory and must be completed to achieve accreditation, and 41 are optional. Three criteria are self-defined, meaning that the Partnership can highlight unique actions they have taken which are not discussed through other criteria.

To achieve the Responsible Futures Accreditation Mark, the Partnership must meet or exceed the score threshold of **220 points**, out of the maximum 355 points.

If the Partnership does not meet the threshold of 220 points but their score exceeds 120 points, they will be awarded the "Working Towards" Accreditation.

Prior to the audit, each Partnership has submitted documentary evidence through the online framework tool².

1.2.1 Documentary evidence review

In keeping with the student-centred nature of the scheme, SOS-UK train teams of student auditors at each institution to lead the audit. This begins with a documentary review of evidence. Through this process, students determine scores for each criterion, with support from the SOS-UK facilitator.

1.2.2 Interviews

A key component of the audit is three student-led interviews with key individuals, including: one interview with representatives from the students' union, one with staff from the institution, and one interview with staff who are less actively involved in the Partnership working group. These inform the audit process as well as providing insights which have contributed to this report and the broader research conducted on the programme.

² <https://toolkit.sos-uk.org/responsible-futures>

Results and Feedback

“I appreciate the Partnership’s honesty about their work relating to sustainability. The audit was a great platform for transparent discussion.”

Student Auditor, June 2025

2.0 Your Results

2.1 Your Accreditation

University of Strathclyde and Strath Union gained the Responsible Futures Accreditation with a score of 255.

2.2 score Overview

Section	2025 Score	Total Possible
Baselines and Benchmarks	24	37
Partnership and Planning	14	19
Leadership and Strategy	38	50
Policy and Commitment	40	53
Interventions	42	59
Impacts and Outcomes	59	90
Outreach	12	17
Self-Defined Criteria	26	30
Total	255	355*

**Points threshold for accreditation is 220*

2.3 Explaining your accreditation

As your Partnership was awarded the “Responsible Futures Accreditation” you have been awarded the full accreditation. This means that you have exceeded the score threshold of 220 and have demonstrated and evidenced your Partnership’s commitment and progress for embedding holistic sustainability across the whole institution. This accreditation will be valid for two years, June 2027 at which time another audit will be required to re-validate your accreditation.

“Congratulations to the University of Strathclyde and Strath Union on your second Responsible Futures audit. Thank you for your continued commitment to empowering students to develop skills and knowledge needed for a more sustainable and just world and to continue progressing and improving this important work.”

Amira Campbell

SOS-UK Trustee and NUS National President

2.4 Key findings

On 4th and 5th June 2025, eight students audited the University of Strathclyde and Strath Union's (referred to hereinafter as Partnership) work on embedding sustainability throughout student learning. Auditors gained valuable employability and education for sustainable development (ESD) skills while playing a leadership role in supporting their institution to advance sustainability in informal, formal, and subliminal learning.

Across two days, SOS-UK trained the students to audit documentary evidence submitted by the Partnership and for conducting three interviews with academic, sustainability, and Students' Union staff members. At the end of the second day, auditors reflected on their experience, learnings, and recommendations for the Partnership going forward.

Below are some of their thoughts on the Partnership's efforts to attain the Responsible Futures accreditation. Further feedback and reflections from the auditors can be found in section 2.8 of this report.

- "I think the Partnership is making really positive and impactful efforts to retain this accreditation. From the interviews I felt there was a real sense of passion for retaining this which is positive to see."
- "I think [the Partnership] has tried hard to keep their accreditation which is good. I think they have done good work this year but should ultimately always be striving harder to be the best in sustainable practices."
- "I think [the Partnership] seem really keen to keep the accreditation and embed sustainability in education but it will be important to see if the pressure is kept on in the long term."
- "I think they are working well towards the retention of the accreditation and in general to address sustainability challenges."
- "I think the Partnership is doing well but there is still a lot of work required. One thing I noticed is that there is less involvement from the student union and barely any communication with the trade union, two very important parties in meeting Responsible Futures criteria."
- "The Partnership's efforts to retain Responsible Futures accreditation reflect a genuine and structured commitment to sustainability in education. The SOS-UK Responsible Futures framework has provided a strong foundation for reflection, improvement, and student involvement. Through the audit, I saw clear evidence of progress, open dialogue, and a willingness to embed sustainability more deeply across the university. SOS-UK is doing a great job in creating an inclusive, student-led model that drives meaningful change, and Strathclyde is clearly embracing that opportunity."

2.5 Feedback

2.5.1 Baselines and benchmarks (BB001 to BB007)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
BB001	Within the last two years, the Partnership has completed an institution-wide survey of students on their attitudes towards, expectations on, and awareness of sustainability and published the findings.	4	4	<p>Positives: The Partnership has participated in the SOS UK Sustainability Skills Survey since 2023, in close collaboration with Strath Union, reaching 1500 students from 2023 to 2025.</p> <p>The findings have been published and have helped to inform investment in the mainstreaming of ESD.</p> <p>It is interesting to see the gradual increase of postgraduate students responding to the survey and that responses are distributed evenly across all faculties. The survey report this year was more detailed and the results were clearer compared previous years. It is good to see the inclusion of student voices via quotes and to see that recommendations have been taken on board. The inclusion of cultural and colonial considerations as well as climate and environmental considerations is notable. It is also great to see the inclusion of plans to implement recommendations and change as suggested by the survey.</p> <p>Recommendations:</p> <p>Auditors note that the response rate has fallen this year and recommends exploring how to ensure a steadily increasing response rate. Auditors would also like to see more responses from international students.</p>
BB002	The Partnership has completed a follow-up to the survey conducted in BB001 and published the findings.	4	3	<p>Positives: Survey results are compared to previous years in a clear manner and published so that access from all students and staff is possible.</p> <p>It is also beneficial to see the development of a new KPI, in response to the survey, to ensure degree programmes meet a threshold of embeddedness of Sustainability and Sustainable Development skills and competencies by 2027. Furthermore, the</p>

				<p>creation of investment and recruitment to ensure there is a dedicated member of staff for Sustainability and student engagement, is commendable, and could lead to further progress in future years in this indicator.</p> <p>Recommendations:</p> <p>To achieve the top score, auditors recommend dedicating a section of the report to comparing trends in student and staff attitude. Also, the results of the survey could be available in an accessible format and proactively disseminated to all students and staff rather than a report that has to be sought out, for example, during Sustainability Week.</p> <p>Explore the possibility of involving students in the development and dissemination of the survey reports as part of student coursework or placements.</p>
BB003	<p>Within the last five years, the Partnership has carried out a thorough baseline curriculum review or audit on sustainability and Education for Sustainable Development (ESD) and published the findings.</p>	10	5	<p>Positives: The Partnership has worked in partnership with Vice Deans Academic, student representatives and other partners to develop and pilot an excel-based curriculum mapping tool measuring the quantity and quality of ESD</p> <p>Auditors are impressed by the innovative mapping approach and how students have been empowered in this mapping process through the inclusion of student interns in the process. It is also good to see the inclusion of key topics such as the UNESCO development skills and competencies and the UNSDGs. It is promising to see there is accessible information and training for all staff to make embedding ESD in curriculum more accessible. Securing funding for a thorough edit is also commendable.</p> <p>Recommendations:</p> <p>To achieve the top score, auditors would like to see the results of the mapping process and how findings are reported through relevant institutional channels. Auditors would also like to see funding available for all faculties to feed into and take part in curriculum mapping.</p>

BB004	The Partnership has completed a follow-up curriculum review or audit conducted in BB003 on sustainability and published the findings.	5	3	<p>Positives: A comprehensive mapping tool was piloted in 2024, and a faculty-led action plan has been devised to disseminate the tool to all teaching staff over three years, until 2027.</p> <p>It is clear that there is an opportunity for feedback from faculty, and it will be taken on considering trends over time. Also, progress is being monitored and will be published for student and staff to read via bi-annual reports.</p> <p>Recommendations: Work on this outcome is commendable, but it will be interesting to see if the tool can keep up to date with trends in sustainability concerns over time.</p> <p>For the full score, please include follow-up mapping data that has been reported through relevant institutional channels.</p>
BB005	The Partnership routinely asks students about sustainability in evaluation surveys.	5	3	<p>Positives: Strath Voice is a mechanism to gain insights from undergraduates beyond the annual NSS survey. Strath Voice asks students about their wider experience at Strathclyde in the past academic year, covering topics such as community, sustainability and support for learning.</p> <p>Recommendations: Considering the dedication to sustainability across faculties, it would be beneficial to have a commitment or requirement for sustainability to be included in all module feedback forms. This would allow all students to give feedback on how they thought sustainability has been taught in order to meet the criteria for this outcome and to ensure that ESD is fit for purpose and embedded within modules.</p> <p>Furthermore, Strath Voice is for undergraduates, however the inclusion of postgraduate perspectives is also needed for a fuller picture of student perspectives on sustainability education.</p>
BB006	Within the last two years, the Partnership has developed an understanding of teaching staff's	5	4	<p>Positives: In early 2025, a survey was disseminated to all staff across all faculties about their understanding of sustainability, engagement with sustainability initiatives and awareness of the University's commitments to sustainability. The survey</p>

	<p>knowledge and confidence with sustainability at the institution and informed their practices with these findings.</p>			<p>received 504 responses.</p> <p>It is good to see that the results will be communicated with leadership to inform future plans and practice and will help adapt and create tools for teaching sustainability. It is good to see that there are efforts to understand training needs of each department.</p> <p>Furthermore, it is noted that the results will also be published and made available to all levels of staff at the University.</p> <p>Recommendations: How might students be involved in publishing and disseminating report findings?</p>
BB007	<p>The Partnership has completed a follow-up survey to the survey conducted in BB006 and published the findings.</p>	4	2	<p>Positives: The 2025 staff survey highlighted in BB006 is a follow-up survey to previous staff surveys specifically targeting teaching staff. The previous surveys and findings helped to develop significant supporting resources for staff.</p> <p>There are plans to engage staff through this Sustainability Survey on a yearly basis.</p> <p>Recommendations:</p> <p>Has there been any longitudinal analysis done to understand trends from the previous surveys and the 2025 survey?</p> <p>To achieve the top score in the next audit, ensure results from the survey are monitored over time with trends identified. Resulting action plans can be designed to implement changes based on these results, beyond just reporting them in the Sustainability Report.</p> <p>Given the confidence gap that was reported in this year's staff survey, next year it would be good to see evidence on plans to help improve this, and to see if confidence in implementing sustainability education in all modules has improved.</p>

2.5.2 Partnership and Planning (PPL001 to PPL003)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
PPL001	The Partnership has a working or coordinating group that leads on sustainability.	5	4	<p>Positives: The Sustainability Strategic Steering Group (SSSG) meets four times a year through a structured approach, tracking progress on all areas of ESD within the student curricula and reporting to the Executive Team and University Court.</p> <p>Responsibility for implementation lies with the Centre for Sustainable Development (CfSD), Sustainable Strathclyde and Strath Union.</p> <p>The Strategic Alliance Framework, a formal partnership established between the University and Strath Union, uses sustainability as a core theme to drive work.</p> <p>SSSG meetings occur on a routine basis while previous agendas show a broad range of topics covered and actions raised. Responsibility is shared across SSSG members.</p> <p>Recommendations: While there are roles on SSSG representing the whole institution, including Trade Union Representatives and student representatives, auditors would like more information on how these roles filled and how TU and student reps are supported to bring in their priorities and experiences into the group.</p>
PPL002	The Partnership has a SMART action plan progressing actions for issues related to Responsible Futures.	5	3	<p>Positives: The Partnership has developed the new Social and Environmental Sustainability Strategy (SESS) which has been formally approved by the University Court in June 2024 and will progress sustainability KPIs outlined in Strathclyde 2030.</p> <p>Recommendations: For the top score, auditors would like to see an active implementation plan clearly guiding work related to Responsible Futures and delegating responsibility across the institution.</p>

PPL003	Within the current academic year, the Partnership has proactively engaged key stakeholder groups in the issues related to Responsible Futures.	9	7	<p>Positives: The Partnership is engaging with a wide range of stakeholders, with a particular focus on students and student representatives. This engagement goes beyond mere exchanges of information, including students as members of staff, educating for sustainability student representatives, among other meaningful participations.</p> <p>Recommendations: The criterion particularly highlights the importance engaging with Trade Unions to ensure a holistic approach to sustainability, that recognises how the staff capacity and workload are crucial to this work. There is no evidence of engagement with this type of social organisation.</p>
--------	--	---	---	--

2.5.3 Leadership and Strategy (LS001 to LS007)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
LS001	The Partnership has gained the support of a high-level champion within both the students' union and institution for their efforts to attain Responsible Futures.	7	7	<p>Positives: There is a clear description of how senior leadership support the Partnership's commitments, especially on the University side. Strath Union also meets the criteria by ensuring there are two full-time positions which have clear duties to champion sustainability.</p> <p>Recommendations: Ensure sustainability is embedded formally into roles to safeguard sustainability buy-in amid turnover or changing roles.</p>
LS002	The Partnership has gained the support of their trustees and/or governors within both the students' union and institution on the issues related to Responsible Futures and their efforts to achieve accreditation.	6	4	<p>Positives: Support from the University Court and senior leaders is implied from commitments to KPI 15 in Strathclyde 2030. This KPI is about embedding ESD in all programme learning outcomes by 2027. The approval and forthcoming implementation of the Sustainability Strategy is a result of KPI 15 (and KPI 16 regarding carbon reduction), reflecting support from senior leaders and the Court on issues related to Responsible Futures.</p> <p>Meeting agendas evidence presentations to University Court on talks and events held by</p>

				<p>the Centre for Sustainable Development.</p> <p>Recommendations: While senior leadership commitment to KPI 15 is positive, similar to the 2023 audit, auditors would like stronger evidence of how the University Court support the Partnership’s efforts for Responsible Futures accreditation and student leadership for sustainability in the form of minutes, presentations, trustees with allocated responsibilities, named endorsements of KPIs etc.</p>
LS003	<p>The Partnership has developed a statement on sustainability through a consultative process that defines what it means to the institution in relation to its educational purpose and values.</p>	7	4	<p>Positives: The Strategy 2030 presents its goals with a direct emphasis on sustainability, stating its contribution to different aspects of what the University views as sustainability.</p> <p>The Strategy presents the positive impacts expected from the implementation of its goals locally and globally, referring to economic, social and environmental aspects, with a particular focus on sustainability understood within the context of development.</p> <p>A work-in-progress document related to the Social and Environmental Sustainability Strategy describes how sustainability at Strath University encompasses four themes, active citizenship for all, ESD, research and innovation for a better world, and operational sustainability. It includes cross-references to relevant Strategy 2030 KPIs and action plans to achieve the four themes.</p> <p>Recommendations: What sustainability means for the Partnership is not defined and changes throughout Strategy 2030.</p> <p>Auditors would like to see more coherence and a shared institutional understanding of sustainability that can be regularly referred to in reports, webpages and strategies, and creates a unified vision for sustainability at the institution. A top score for this criterion requires Partnerships to evidence how stakeholders have been consulted on a shared understanding of sustainability.</p>

LS004	The institution's overall strategic plan and/or the publicly-stated learning outcomes include supportive references to sustainability.	10	9	<p>Positives: Strategy 2030 recognises social and environmental sustainability as a priority, underpinning all strategic goals.</p> <p>It is positive to see Strategy 2030 building on the University's 2020-2025 strategy, "Vision 2025" ensuring sustainability is deeply embedded throughout, as well as including a KPI which commits the University to ensuring all programmes have learning outcomes related to ESD by 2027 and more.</p> <p>The SESS also notes that a Strategic Implementation Plan will be developed providing a breakdown of deliverables and metrics across all four themes from 2025-2030, ensuring accountability and progress measurement. This will be launched in late October 2025 and communicated to staff and students through newsletters, digital screens, social media and the Students' Union.</p> <p>Recommendations: Auditors feel that in some instances the overall strategic plan uses vague language when referring to sustainability. Only specific targets and actions are stated, and there is a need to be honest and transparent about progress. For instance, the university aims to reduce emissions by 80% by 2030 in relation to 2018/19, and in the past years, it has failed to meet the medium-term targets set to meet the 2030 one.</p> <p>Auditors would like to see the acknowledgement of colonial legacies, considering Glasgow's role in the British Empire and Slave Trade in the University-wide strategy. A report on Strathclyde University's historical links to slavery and actions to address this is available on the website. Hence, it would be welcomed to at least reference this in strategic documents, thus demonstrating the University's transparency and commitment to environmental and social sustainability.</p> <p>Auditors are also aware the Strategy may contradict a holistic conception of sustainability. Auditors note that the Strategy states that "frontier research is underway on current and future space</p>
-------	--	----	---	---

				<p>systems, the next generation of sustainable aerospace transport, space exploration, satellite applications and the sustainable exploitation and colonisation of space (p. 23). This statement is controversial (see The Guardian view on owning the heavens: the perils of letting capitalism colonise the cosmos Editorial The Guardian). Once again, a unified vision for sustainability can help to navigate these challenges.</p>
LS005	<p>The institution's learning and teaching strategy, academic strategy, or equivalent, includes supportive references to issues related to Responsible Futures, or it will do after the next review.</p>	10	6	<p>Positives: Complementing Strategy 2030 is the Education Enhancement team's Education Strategy. The Education Strategy is delivered by the Education Strategy Committee and the Quality Assurance Committee.</p> <p>Recommendations: It is unclear what exactly the Education Strategy entails, as the website provided as evidence only shares a statement highlighting that the Education Strategy "is articulated through our commitment to delivering an Outstanding Student Experience," referencing aim 1.3 in the Strategy 2030. The referenced aim does not include direct references to sustainability.</p> <p>The evidence provided requires clearer and more structured information outlining sustainability within the Education Strategy and how the implementation teams will ensure KPI 15.</p> <p>A proposal for 'Mainstreaming ESD' and 'assessing and approving programme changes' was also submitted as additional evidence. Please also note that a top score for this criterion requires evidence of that of including sustainability issues into education/teaching and learning strategies rather than proposals and there should be evidence of implementation. Consider exploring this for the next Responsible Futures audit.</p>
LS006	<p>The institution and students' union have whole institution/SU holistic sustainability strategies (or equivalent).</p>	5	4	<p>Positives: The University and Strath Union have successfully developed a joint agreement, the Strategic Alliance Framework, that outlines sustainability as an area of shared commitment.</p>

				Recommendations: Auditors recommend developing more overarching joint goals in future iterations, particularly in relation to and for sustainability.
LS007	The institution and students' union's marketing and communications teams (or equivalent) are fully engaged with and supportive of the Partnership's sustainability work.	5	4	<p>Positives: Positive to see the University build on feedback from the 2023 audit report to now employ a dedicated staff member, the Sustainability Engagement Officer, to work on sustainability related communications. This role enables closer coordination with central University communications and marketing teams.</p> <p>Fantastic to see student interns support the Sustainability Engagement Officer specifically through the preparation and delivery of social media content, and the promotion of events and news items on the Sustainability SharePoint site.</p> <p>Recommendations: Explore how the Sustainability Engagement Officer works formally with central University communications and marketing teams. For example, is there a shared communications plan?</p>

2.5.4 Policy and Commitment (POC001 to POC010)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
POC001	The institution has provided professional development and dedicated support for relevant personnel on the issues related to Responsible Futures.	7	5	<p>Positives: The Partnership is making progress in training and development opportunities through a broad range of learning opportunities offered to staff. For example, the 'Introduction to Sustainable Development' course (SU501) is available to staff and students and recommended as part of staff inductions.</p> <p>Other initiatives include the Strathclyde Climate Ambassadors Network (SCAN) and ESD, Me and A Cup of Tea lunchtime series.</p> <p>CfSD also delivers formal and informal training on ESD for teaching staff, supporting them to understand what it is and how to embed into their practice.</p>

				<p>The Partnership plan to leverage the StrathCAN network to develop tailored approaches for all job categories.</p> <p>Recommendations: While there is a large CPD offering available to staff, auditors recommend a stronger focus on understanding the impact of this offering. For example, how many staff take SU501 and what are the outcomes? Based on this understanding, auditors recommend exploring whether this course should become a mandatory part of inductions.</p> <p>Positive to see tailored support for teaching staff to better understand how ESD can look in their discipline. How can this be rolled out to professional staff through the StrathCAN network and what are the timelines?</p> <p>Lastly, what opportunities exist for SU permanent staff to access sustainability training?</p> <p>Auditors are interested in the Sustainability Passport and would like to see more progress in its development, as well as including student voices where relevant and appropriate.</p>
POC002	The students' union has formally passed and publicised a policy commitment to embedding sustainability in the formal and informal curriculum.	5	4	<p>Positives: Through the Strategic Alliance Framework, as well as policies like Ethical and Environmental provision of Water at Union and campus, Sustainable Futures, Strath Union Cares, Climate Crisis, Climate Assembly Agenda, Support for Palestine, the Union demonstrates its support for issues related to Responsible Futures.</p> <p>Recommendations: The criterion asks the SU to pass a publicised policy commitment for embedding sustainability in the formal and informal curriculum as a way of galvanising support from students through a democratic process.</p> <p>While there are a number of policies on issues related to Responsible Futures, explore how Strath Union can galvanise support from the wider student for, and improve awareness of embedding</p>

				sustainability specifically into the formal curriculum through democratic processes.
POC003	One or more named elected student officer has agreed to lead on sustainability issues for the students' union this academic year.	4	4	<p>Positives: Strath Union's Vice President Community (VPC) leads on sustainability and environmental issues, including collaborating closely with Sustainability teams like CfSD.</p> <p>Positive to see that all student executive roles now have sustainability embedded into remits, with the Vice President Education (VPE) taking the lead on Education for Sustainable Development.</p> <p>Recommendations: The incoming VPE was one of eight students leading this audit. This means the VPE is very well placed and primed to work with the University on further work to embedding ESD into teaching and learning.</p> <p>SOS UK recommends making use of VPE's strong position and knowledge in this area in the year ahead through regular meetings and opportunities for collaboration. For example, working with the VPE to regularly attend SSSG meetings.</p>
POC004	At least one member of staff in the students' union has responsibility for sustainability.	3	1	<p>Positives: Multiple staff contribute to advancing sustainability at Strath Union, including the Voice Manager, Volunteering Coordinator and Union CEO who sits on the SSG.</p> <p>The VP Community has sustainability included explicitly in their role and ensures continuity and accountability from the Executive and staff members.</p> <p>Recommendations: This criterion encourages Partnerships to ensure there is a dedicated Strath Union staff member to lead on sustainability work, in particular, ensuring the staff member has formal remit for this work. Formal remit ensures there is allocation and capacity to do this work, and that there is continuity amid changeover in the student executive team.</p>
POC005	The Partnership has made sufficient staff or student resource	10	10	<p>Positives: There are two teams supporting on sustainability: CfSD who ensure sustainability is embedded into teaching,</p>

	available to substantively progress the issues related to Responsible Futures.			<p>research and innovation and Sustainable Strathclyde who work to achieve Net Zero objectives. In particular, it is positive to see how CfSD is specifically dedicated to the aims for Responsible Futures. Within these teams, there are senior staff with sufficient influence and authority.</p> <p>Webpages linked as evidence demonstrate the progress these teams have made on issues related to Responsible Futures.</p> <p>Recommendations: Auditors recommend more transparency from Strath Union on funding for this work, and accomplishments from these roles on the website.</p>
POC006	The Partnership has made effective use of the relevant quality framework and/or outcome agreements to progress the issues related to Responsible Futures.	5	5	<p>Positives: The Partnership has made use of the QAA and Advance HE ESD guidance as well as QAA's Subject Benchmark Statements in trainings, KPIs and University policies.</p> <p>Recommendations: The Module Approval Policy references the QAA Benchmark Statements which have been recently revised to include sustainability. In future iterations of the policy, explore how the sustainability revisions from the QAA benchmark statements can be made clearer, or directly referenced, to ensure sustainability and ESD pedagogies are deeply embedded into modules.</p> <p>SOS UK has facilitated student reviews of QAA benchmark statements which include feedback on sustainability and ideas to enhance them. SOS UK recommends exploring how these statements can be referenced in module approval processes.</p>
POC007	The Partnership has embedded the issues related to Responsible Futures into their human resource, induction, and training processes for all types of new starters (students, sabbatical officers,	7	5	<p>Positives: There are a broad range of resources and training material available to new staff that touch on issues related to Responsible Futures, including the SU501 course (See POC001) and micro-CPDs.</p> <p>Strath Union delivers induction training to student executives on SU501, the Sustainability Passport and policies and strategies linking to sustainability.</p>

	<p>staff, governors, etc.).</p>		<p>It is positive to see a range of induction resources reaching different roles across the Partnership, delivered by staff working directly on sustainability.</p> <p>Examples of ‘ESD, Me and a Cup of Tea’ sessions showcase a variety of ESD presentations from Strath educators bespoke to the Strathclyde University strategy and context.</p> <p>The Strathclyde Climate Ambassadors Network (StrathCAN) brings together staff and students and includes the provision of tailored development offerings for staff.</p> <p>Lastly, the CfSD and Sustainability Strathclyde attend the Fresher’s Fair and have a stand for staff to introduce students to sustainability activities across the University.</p> <p>Recommendations: Auditors would like to see more evidence of tailored content for all staff that demonstrates the relevance of sustainability to specific roles. For example, how does the StrathCAN facilitate tailored content for different staff and are there concrete plans to use this network for tailored support? Are there examples of previous workshops, seminars and discussions as described on the SharePoint site?</p> <p>Auditors recommend the Partnership monitor and evaluate these induction resources to determine the reach and impact on staff and whether these resources and trainings should be made mandatory to increase reach.</p> <p>Auditors would like to see more evidence of how new students are inducted on sustainability, for example, what are the fresher’s weeks activities that raise awareness for sustainability projects and initiatives?</p> <p>While it is positive to see some issues related to Responsible Futures in Safe360, the University’s safeguarding framework, how can future iterations more directly make the link between ESD, volunteering,</p>
--	---------------------------------	--	---

				gender-based violence and respect to sustainability?
POC008	The Partnership has worked with the institution's student recruitment and/or widening participation department(s) to incorporate issues relating to sustainability into their work.	4	3	<p>Positives: The University acts on its civic role and influence through a broad range of widening participation initiatives, including Asylum Seeker Scholarship, Breaking Barriers and the Glasgow Children's University. The latter has reached over 1000 pupils.</p> <p>Recommendations: Auditors would like to see more evidence of the reach and impact of Breaking Barriers and the Asylum Seeker Scholarship. Auditors would also like to see ways in which sustainability can be directly embedded into these initiatives.</p> <p>Auditors encourage a stronger sustainability web presence for prospective students. For example, on the webpage under "Why Strathclyde?" there can be more information on sustainability strategic aims, as well as Responsible Futures accreditation.</p>
POC009	The Partnership's careers team have committed to promoting careers, internships and placements that incorporate sustainability, and/or supporting and encouraging students to take sustainability values into any future career or career decisions.	2	1	<p>Positives: The Partnership has a webpage signposting sustainability related jobs and career resources.</p> <p>There are a range of projects, internships, placements available to students to get sustainability work experience.</p> <p>An online Careers Toolkit provides 52 videos of various environmental professionals.</p> <p>Recommendations: Auditors would like more evidence on the events for students focusing on careers and how they reach students. In particular, how they reach students not already engaged in sustainability or in disciplines more traditionally related to sustainability.</p> <p>Windo, a third-party provider platform, helps students to search for employers with Corporate Social Responsibility (CSR) plans. How might there be processes in place to ensure that greenwashing opportunities are filtered out of this platform? Some CSR plans are not robust enough and may make certain organisations or jobs look more sustainable than they are.</p>

				SOS UK recommends including additional professional bodies on the sustainable careers' webpage, including IEMA.
POC010	The Partnership's careers team have committed to disengaging with harmful industries (e.g. fossil fuel companies and arms companies), for example through job fairs at the institution.	6	2	<p>Positives: Excellent start to this work through Strath Union's Job Shop, ensuring the webpage listing job opportunities aligns with the Union's policies around divestment, the climate crisis and sustainability more widely.</p> <p>Recommendations: How are students signposted to Job Shop? Are there other University-based career platforms that can follow a similar approach to sharing employment opportunities?</p> <p>Explore creating an ethical careers framework in partnership between the University and Strath Union that can guide all work related to careers and employability.</p>

2.5.5 Interventions (IN001 to IN010)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
IN001	Within the current academic year, the Partnership has run one or more internal event bringing together staff and students on the issues related to Responsible Futures.	5	4	<p>Positives: Auditors are impressed by the broad range of events bringing together staff and students on issues related to Responsible Futures, particularly through the Sustainability Week and the Strathclyde Sustainability Symposium in March 2025 which included a Student Sustainability Festival and Sustainability Fair.</p> <p>The Strathclyde Sustainability Symposium (formerly named Strathclyde ESD Conference) has been running for a number of years. Around 350 students participated in the Symposium, compared to 50-60 in attendees in the past. This is excellent progress, and it is great to see how the Symposium has evolved to include 'Planet Pitches,' whereby Strath Union Societies can pitch to win funding for sustainability ideas. Symposium attendees complete feedback forms and roundtables are held to evaluate positive outcomes of the event and areas for improvement.</p>

				<p>Recommendations: How is feedback from participants evaluated and used for improvements? Are there examples of this?</p> <p>What are some outcomes from the facilitation of a number of collaborative environments for students? How might the Partnership explore monitoring and evaluating this?</p> <p>Lastly, auditors recommend more coordination with faculties and departments to maintain a strong number and diversity of participants across the Partnership.</p>
IN002	Within the last five years, the Partnership has taken part in, or is booked onto, an external change programme on the issues related to Responsible Futures.	3	2	<p>Positives: The Partnership is involved in a number of networks supporting knowledge development on sustainability, include EAUC, Sustainable Development Solutions Network, Sustainable Scotland Network, Climate Ready Clyde and Sustainable Glasgow.</p> <p>As mentioned in the 2023 audit report, the Partnership has taken part in an ESD Bootcamp delivered by ALDESD, contributing to the development of the ESD mainstreaming and mapping plan.</p> <p>Recommendations: The Partnership hosts, or plays a leadership role, in many of the mentioned networks. This criterion encourages Partnerships to undertake externally-managed learning to enhance understanding of issues related to Responsible Futures in a structured, accountable way - how can participation in these networks, or other networks, provide this kind of learning for staff and students from the Partnership?</p> <p>Additionally, there is no date for when participation in the ESD Bootcamp took place. To achieve the top score, please provide evidence of data of participation to ensure it has been within the last five years.</p>
IN003	Within the current academic year, the institution has made funding, or related resources, available to	7	5	<p>Positives: There are a number of funding pots available to staff and students relating to equality barriers, research, internships and sustainable labs.</p>

	staff and students so that they can develop their own projects that support the aims of Responsible Futures.			<p>Recommendations: Similar to the 2023 audit report, auditors would like to understand how these pots of funding encourage not only collaboration between staff and students but work on grassroots initiatives and ideas for sustainability.</p> <p>As the Research Interns programme is currently suspended for review, there is a good opportunity to explore how the programme can intentionally bring together staff, both academic and non-academic, and students to explore grassroot student ideas.</p>
IN004	During the last 12 months, four or more schools or departments have integrated innovative pedagogical approaches to their sustainability teaching, learning, and assessment.	8	6	<p>Positives: The Partnership has provided evidence via comments of innovative pedagogical initiatives across four departments.</p> <p>These initiatives involve the VIP4SD programme the ESD Agents of Change programme (Science Faculty), Engineers Without Borders (Department of Civil and Environmental Engineering), MDPs Social Responsibility Pathways (Strathclyde Business School), and embedding ESD into French language learning and Initial Teacher Education by adopting the climate card game, Climate Fresk (Department of Humanities and Institute of Education). An academic article was published about the latter. The VIP4SD has evolved overtime to include new pathways such as ‘Global Connections Through the Arts’ and ‘Achieving Equity and Equality in STEM.’</p> <p>Recommendations: Auditors request more evidence on the content of these programmes and modules, for example syllabi and reports,</p> <p>Auditors would also like to see evidence on how these opportunities impact students. Particularly for the VIP42D initiative which has been running for many years, what are the longitudinal trends and general outcomes for students?</p> <p>The 2023 audit report recommended more internal and external communications on these innovative opportunities for students - has this been explored or implemented?</p>

IN005	The institution's non-academic and research/academic teams routinely collaborate to create educational and/or research opportunities through their sustainability-related work. Some institutions would call this a Living Lab approach.	7	4	<p>Positives: There are some campus-based research opportunities evidenced, including PhD studentship, and MSc internships. The CfSD also brings together academic and non-academic staff from all career levels, Centres, and Departments for sustainability events and opportunities to collaborate on research proposals.</p> <p>StrathLab is a Living Lab approach which uses co-design to identify priorities of citizens, commercial, community, and civic partners. It entails collaborations between academics, staff and students on projects such as Girls into Physics and Engineering, Queer Social Justice Pop-Ups, Men Minds, among other examples of real-world problem-solving.</p> <p>As noted in IN006, the School of Education (Teacher training) involves current students and recent graduates on the Hidden Voices project to spotlight experiences of prison. Conferences are held throughout the year and the project works with Families Outside to support other teacher education institutions in this field and worked with the Scottish Prison Service on improving communication between schools and prisons and relationships between children and imprisoned parents.</p> <p>Recommendations: Similar to the 2023 audit report, auditors want to see more evidence of how these initiatives bring together academic, and non-academic staff to collaborate on campus and/or community learning opportunities for students. For example, evidence mentions credit-bearing industrial collaboration opportunities for students. Who facilitates this and how do non-academic and academic staff collaborate on these opportunities?</p> <p>Some of these examples, including the Global Environmental Measurement & Monitoring Centre, demonstrate interesting initiatives, but do not evidence collaboration between academics, non-academic staff and students.</p>
-------	--	---	---	---

				<p>Workshops delivered by CfSD bringing together researchers of all levels can be expanded on to include discussions with non-academic and potential living lab opportunities.</p> <p>The Decolonial Academy is an interesting initiative offering a space for debate, discussion and creative sessions. How can this opportunity be more formally structured so that students are offered living lab opportunities to go out onto campus and explore the questions brought up in these sessions, through practical learning opportunities?</p> <p>Evidence for IN010 highlights work on the University's race equality network (RESG) and their upcoming partnership with two students to do research on decoloniality and co-creation of the curricula from 2025 - auditors see this as an exciting initiative and recommends bringing in non-academic voices for more whole-institution collaboration.</p> <p>Auditors would also like to see more evidence of the impact of these opportunities on students and how many have been reached.</p>
IN006	Within the current academic year, the Partnership has actively made use of student coursework and/or dissertations.	4	3	<p>Positives: Fantastic to learn how students from the MDP course from the Business School work with the Partnership on a number of initiatives relating to Responsible Futures, including disseminating and analysing data from the SOS UK Sustainability Skills Survey, as part of their course.</p> <p>Auditor are impressed with the Hidden Voiced project, where students with experience of family imprisonment, or imprisonment themselves, are placed through their credit-bearing teacher-training, to work with prisoners and their families to improve outcomes and provide support.</p> <p>Recommendations: While the Hidden Voices project is brilliant, it is more relevant to IN005. The IN006 criterion asks for examples of how student coursework informs the</p>

				<p>embedding of sustainability in learning and the implementation of Responsible Futures.</p> <p>How can student learning from Hidden Voices be used to inform the formal curriculum at the Partnership? Hidden Voices is a good initiative for IN005, but it would be interesting to explore how to collaborate with non-academic staff on this initiative.</p> <p>To achieve the top score, auditors would like to see examples from a range of disciplines.</p>
IN007	There are wide reaching structured interdisciplinary experiences, linked to the issues related to Responsible Futures, through the formal curriculum for students across the institution.	6	5	<p>Positives: Great to see that ‘Multidisciplinary Perspectives of Sustainable Development,’ an online module worth 20 credits, is open to all students. 1509 students have participated in this online module.</p> <p>VIP4SD also provides an interdisciplinary learning opportunity for participating students. In 2025, 200 students from all faculties participated in VIP4SD.</p> <p>Recommendations: Auditors recommend considering how interdisciplinary learning experiences can reach more students, particularly through mandatory modules, assessments or placements.</p> <p>What disciplines and courses of students have taken part in the Multidisciplinary Perspectives module? Analysing the breakdown of enrolments could highlight any under-represented student groups.</p>
IN008	There are good levels of informal curriculum activity that support the aims of Responsible Futures.	8	7	<p>Positives: Strath Union regularly runs sustainability-related campaigns and initiatives supporting informal learning for students. Some of these include litter clearing, planting trees etc.</p> <p>Other informal activities include the JUMP engagement app for staff and students, and the city-wide Glasgow Goes Green Festival in partnership with other local universities. Both of these initiatives are funded by the University of Strathclyde alongside others promoted by the Students’ Union including Dr Bike, Mend in Public, and Climate Fresk.</p>

				<p>The Partnership advertised the Glasgow Goes Green Festival on the Strath Union website, recruited volunteers via its mailing list and website, and organised Bike for Good rides as a form of sustainable transportation for the event.</p> <p>All volunteering activities are organised by the Strath Union and the University of Strathclyde supports communications and works with Accommodation Services to encourage participation from students living in halls of residence.</p> <p>As detailed in IN001, sustainability conferences and festivals have been held including one in March 2025 attended by over 300 students.</p> <p>Recommendations:</p> <p>Auditors are impressed by the Glasgow Goes Green Festival and are able to understand, through a YouTube promotional video, that the event gets “hundreds of visitors.” However, there is scope to get a good understanding, in partnership with other universities, on the impact of the Festival so it can be continuously improved and speak to the needs of students and local communities.</p> <p>Additionally, consider adding on the University’s website how students have been supported to attend the Glasgow Goes Green Festival such as through Bike for Good rides and levels of engagement.</p> <p>How is engagement with JUMP, Bikes for Good and Climate Fresk monitored?</p>
IN009	There is demonstrable positive progress in embedding sustainability across the subliminal curriculum.	6	4	<p>Positives: The Partnership has provided two pieces of evidence for this criterion: firstly, the Strathclyde Climate Ambassadors Network which delivers Climate Fresk across faculties to staff and student. Secondly, Strath Union’s Climate Emergency Action Group that brings together student activists engaged in climate action. This work includes growing the Strathclyde Community Garden, taking part in national protests, support the University’s decarbonisation and divestment from harmful industries, and</p>

				<p>campaigning for governments to drive systemic change.</p> <p>Both these initiatives contribute positively to the culture of the Partnership, allowing students to learn subliminally by the investment of time and resources for these groups.</p> <p>The Climate Emergency Action Group is promoted through the Strath Union via their website. The StrathCAN is promoted through various classes for students and on SharePoint for staff who can also register for Climate Fresk sessions via the Staff Training System. There are plans to get the VP Education and Class Representatives to promote the StrathCAN as well as embedding this into staff induction.</p> <p>Recommendations: Auditors would like to see examples of how the University supports and listens to members of the Climate Emergency Action Group - comments state that “The group further works to support the University's journey in relation to fossil fuel and harmful industry divestment and decarbonisation,” - how exactly does this work? This is a key part of the subliminal curriculum because students can gain important knowledge, skills and experiences through the culture and value of the institution.</p>
IN010	<p>Within the last 1-3 years, there have been opportunities for students to co-create teaching, learning and/or assessment approaches or content in the formal curriculum with their educators.</p>	5	2	<p>Positives: The Partnership has provided two interesting examples of how students are encouraged to actively co-create the formal curriculum with their educators. Firstly, the Decolonial Academy, facilitated by Strath Union and the Humanities faculty, brought together students to partake in a series of workshops exploring inequality in different University Settings.</p> <p>Evidence for IN010 highlights work on the University’s race equality network (RESG) and their upcoming partnership with two students to do research on decoloniality and co-creation of the curricula from September 2025.</p> <p>Evidence provided for OU003 also indicates more opportunities for co-creation models, including the design of an undergraduate</p>

			<p>module in the School of Psychological Science and Health and a postgraduate interdisciplinary module on Nature-based solutions at the CfSD. This process for co-creation and ESD integration has been outlined in a published paper.</p> <p>Recommendations: Auditors need more evidence on what exactly these processes for co-creation look like for each of the above examples, who is involved and how it will be implemented into the formal curriculum.</p> <p>For Decolonial Academy, how can this be spread across institutions? What formal mechanisms exist to embed student findings into teaching and learning through this initiative? The last post on social media for this initiative was in February 2025, what are the plans to continue this initiative?</p> <p>The VIP4SD evidence for this criterion focuses on students creating an app but does not demonstrate how this is a process of co-creation in which students play a role in determine teaching, learning and assessment approaches in their module or course content.</p>
--	--	--	--

2.5.6 Impacts and Outcomes (IO001 to IO005)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
IO001	The Partnership has reflected on and identified demonstrable positive progress in embedding sustainability across the formal curriculum.	20	16	<p>Positives: Excellent to see progress in the development of critical strategies and resources since the previous audit. The integration of ESD from senior leadership to faculty and students and its' explicit inclusion in the University's Strategy 2030 and KPI 15 demonstrates a strong institutional commitment to embedding sustainability across all curricula.</p> <p>Additionally, the CfSD has developed a structured ESD mapping and mainstreaming plan supported by practical tools (Excel-based tool, guides, training) and coordinated faculty action plans. This structured approach ensures consistency and</p>

				<p>scalability in implementation across all faculties.</p> <p>Evidence also demonstrates reflection on how surveys and initiatives have guided and progressed work in this area.</p> <p>Recommendations: It would be interesting to see if the University could strengthen communication efforts to articulate how ESD can be embedded in the curriculum and its relevance to students’ academic and career development. While many teaching staff involved in ESD report positive experiences, a knowledge gap persists among those unsure of their involvement. Tailored training and clearer guidance should be provided to ensure all staff understand what ESD entails and how they can contribute effectively.</p> <p>Please share the results from the SSSE and ESD mapping tool to indicate the level of ESD embedded into teaching and learning in the next audit.</p>
IO002	The Partnership has reflected on and identified demonstrable positive progress in relation to its institution-wide collaborative approach.	20	17	<p>Positives: The collaborative work of Partnership demonstrates horizontal collaboration across departments and faculties, and vertical collaboration through consistent engagement with senior leadership and executive teams via the LEF and SSSG. The partnership with the Careers and Employability team and Strath Inspire showcases how sustainability is being embedded into students’ future pathways.</p> <p>By promoting sustainability-related jobs and entrepreneurial opportunities, the University ensures sustainability is woven into academic, professional, and personal development contexts, therefore aligning with institutional goals for broader engagement and outcomes.</p> <p>Recommendations: Much of the evidence for this criterion has been ongoing for a number of years, including the Strategic Alliance Framework and the Glasgow Goes Green Festival. To achieve a higher score, auditors would like to see how these partnerships have progressed or changed over the years. <u>For example, how has Strath</u></p>

				<p><u>built trust and relationships with stakeholders over time and drive wider institutional collaborations? The longevity of these programs is of great inspiration for other education settings so it would be welcomed to understand how they have evolved over the years.</u></p>
IO003	<p>The Partnership has reflected on and identified their short-term impacts and outcomes in relation to positive outcomes for students.</p>	20	13	<p>Positives: Engagement of over 350 students in the Student Sustainability Festival with competitions that led to tangible follow-up projects, and 300+ students completed online course SU501, which is now being integrated into curricular activities across faculties.</p> <p>The Student Sustainability Festival has also witnessed measurable growth in engagement. For example, reaching beyond traditional academic societies, cross-disciplinary projects, the almost quadruple number of poster submissions compared to 2023/24, and student commitment to return with younger students interested in funding to extend their research through initiatives like VIPer Pit. Festival feedback also highlights increases in students' sustainability knowledge, development of peer networks across disciplines, and action plans for future projects.</p> <p>There are also anecdotal examples of positive outcomes on students' careers as shown by two students who took part in the MDP programme and later achieved paid internship roles in 2024 and 2025.</p> <p>These initiatives demonstrate both broad engagement and clear, trackable outcomes for measurable impact. It is also welcoming to see plans to collect more evidence of cross-disciplinary collaboration for example through testimonials</p> <p>Recommendations:</p> <p>Auditors are interested in whether students from different disciplines collaborated on specific projects or events. It would be good to see documents that promote interdisciplinary group work.</p> <p>Encouraging and evidencing structured</p>

				<p>cross-disciplinary collaboration would strengthen the institutional audit framework.</p> <p>To improve scoring in this criterion, provide reflection of how engagement has increased over time to develop an understanding of what has been useful in driving engagement and what has been challenging.</p>
IO004	The Partnership has reflected on and identified their long-term impacts and outcomes in relation to positive outcomes for students.	20	8	<p>Positives: It is great to see that from the Strath Voice survey, 87% of students found the sustainability-related ways of learning to be effective and it will be interesting to see how that evolves over time.</p> <p>Also great to see the strategic plan is aligned with the UNSDG agenda deadline and that the SESSS and associated action plans are committed to sustainability, which indicates long-term dedication to sustainability.</p> <p>Furthermore, the Sustainability Passport is a great initiative to ensure students are equipped with key skills and experience in sustainability when going into the working world.</p> <p>There is one isolated anecdotal evidence of an MDP Intern who progressed into an Intern in the Strath Sustainability team and is now pursuing a Master's in sustainability.</p> <p>Recommendations: For a higher score, auditors want to see more analysis and understanding of the impact of work related to Responsible Futures over the long term (3 or more years). Auditors recommend using data from Strath Voice and the Sustainability Passport to develop this understanding of student experience, from first to final year.</p> <p>Developing a collection of graduate outcome stories and case studies would provide a useful basis to draw key themes and insights. The Partnership could also work closely with careers and communication professional services to develop a longitudinal approach to tracking and learning from long-term impacts and</p>

				<p>outcomes of its sustainability initiatives on graduates.</p> <p>Additionally, many institutions also use this criterion to facilitate engagement with alumni, understanding the impacts of this work beyond student time at the Partnership.</p>
IO005	The Partnership has reflected on and identified their impacts and outcomes in relation to positive outcomes for staff.	10	4	<p>Positives: Auditors are pleased to see 'Sustainability Week, ESD, Me and A Cup of Tea' events with good level of engagement giving staff an opportunity to develop their skills embedding ESD. Also, it is excellent to learn that all teaching staff being well informed about ESD and in particular having necessary tools helping them develop expertise in ESD in accordance with their disciplinary expertise.</p> <p>Recommendations: Auditors would like to see clear evidence on the identified impacts and outcomes for staff, as opposed to anecdotal comments. For example, how many staff engage with the ESD tool, how do they report on their experience and learning and what exactly do they say? What is staff experience of ESD, Me and A Cup of Tea? How has it supported staff to integrate ESD into their teaching and research?</p> <p>This criterion also recognises the importance of staff wellbeing in delivering ESD learning. SOS UK recommends developing an understanding of how ESD resources and initiatives may contribute to staff wellbeing, job satisfaction or positive feelings of community/support. Engaging with trade unions can help develop this understanding.</p> <p>To avoid and minimise survey fatigue that staff can experience, consider integrating these questions into existing staff feedback processes rather than creating individual surveys. The Partnership could also try more creative approaches of collating feedback to build a picture of the more nuanced and deep impacts and outcomes that sustainability initiatives have had on them. For example, having dedicated time for reflective exercises during ESD, Me and a Cup of Tea sessions, describing their lived</p>

				<p>experience through story-mapping, ad-libs, drawing, etc. Likewise, similar to short-medium term impacts on students, consider proactively monitoring positive impacts and outcomes on staff as and when they arise.</p> <p>A holistic and mixed methods approach to data collection can therefore reveal important insights and narratives into staff transformation over time.</p>
--	--	--	--	--

2.5.7 Outreach (OU001 to OU005)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
OU001	The Partnership has embedded the issues related to Responsible Futures into their community outreach activities.	4	3	<p>Positives: It is good to see diversity in outreach activities, not only in the types of outreach activities but also in the different sustainable impacts. There are a lot of good volunteering opportunities through the Strath Union page. The two apps, JUMP and Hazaar are also really interesting additions.</p> <p>Recommendations: How do Hazaar and JUMP link Strathclyde with the local community? Similar to the 2022 audit report, how are staff, alongside students, offered outreach or volunteering opportunities related to sustainability and how is this monitored?</p> <p>Student auditors would like to see more engagement with local religious or ethnic minority community groups, and disability or LGBTQIA+ groups. One student auditor commented, "I've been a student here for 5 years now and this is the first I'm seeing of the volunteering opportunities posted on the Strath Union page so this could also be advertised more across the university."</p>
OU002	Within the last two years, the Partnership has proactively engaged one or more students' union or educational institution	3	2	<p>Positives: The Partnership is well connected to other institutions through a range of initiatives including VIP4SD and Glasgow Goes Green. Strath has hosted the VIP Europe and Africa Hub Meeting and in 2025, the University co-designed and</p>

	on the issues related to Responsible Futures.			<p>delivered an interactive recycling workshop with Keep Scotland Beautiful, thus playing a proactive role beyond attending events.</p> <p>Recommendations: This criterion asks for evidence of how the Partnership proactively engages another institution outside of its own Partnership, to progress their sustainability work. Auditors would also like to see evidence of how the University's hosting of the VIP meeting has resulted in the progression these institutions' wider sustainability agenda.</p>
OU003	Within the last two years, the Partnership has presented on their work relating to the Responsible Futures agenda at a sector event.	3	3	<p>Positives: There is good evidence provided of presentations at various events, including Responsible Futures, VIP4SD and the Scottish Lab EAUC Forum. Events have occurred at local, national and international levels which is exciting to see.</p> <p>Recommendations: The evidence shared for this criterion includes the academic articles that informed presentations. Auditors recommend also writing up more accessible case studies on these areas of work and presentations that can be shared with staff and students.</p>
OU004	The Partnership has published case studies highlighting sustainability-related achievements, impacts and outcomes.	5	2	<p>Positives: There are a large number of sustainability-related achievements, impacts and outcomes across the Partnership and at least three blog posts on sustainability engagement activities</p> <p>Recommendations: For higher marks, auditors would like to see more narrative-based, detailed case studies and blogs shared online, beyond only academic articles and policy documents. Ideally these are publicly accessible beyond the SharePoint site, so prospective students and staff and wider stakeholders can see the range of sustainability-related initiatives and impacts of Strath.</p>
OU005	Within the last two years, the Partnership has sought out opportunities to learn from a range of educational institutions on how to	2	2	<p>Positives: There is clear and diverse engagement with a broad range of networks and institutions. Auditors find it interesting to see how the SESS was shaped through different external networks, including EAUC.</p>

	progress sustainability in learning.			<p>Recommendations: Auditors would like to see evidence of the kinds of projects that were developed as a result of the KTH visit. It is mentioned that there were joint projects that were mutually beneficial to both institutions so it would be good to have evidence of these projects and their impact at the University of Strathclyde.</p>
--	--------------------------------------	--	--	---

2.5.8 Self-defined Criteria (SD001 to SD003)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
SD001	Self-defined (Social and Environmental Sustainability Strategy Development)	10	10	<p>Positives: Brilliant to see a formal plan for progressing KPIs related to sustainability in Strathclyde 2030. There is a clear plan for implementation and governance over this work, developed in consultation with the University community, including operational staff, and Strath Union.</p> <p>Recommendations: Auditors would like clear, public information on how estates, cleaning and maintenance teams were consulted as their work directly relates to KPI 16 to ensure consultation with all key stakeholder groups.</p> <p>Through additional evidence, the Partnership provided reflection and rationale from the Partnership on why they chose to submit the development of SESS as part of the self-defined criteria, including “the depth and breadth of genuine collaboration.”</p>
SD002	Self-defined (ESD Mapping Tool)	10	8	<p>Positives: The ESD mapping tool is very important to gain an understanding of where each degree programme sits with sustainability practices in their teaching. It is good that there has been a lot of work to gain institutional buy-in and that the projected impact of this exercise has been reflected on.</p> <p>Recommendations: Auditors would find it useful to see evidence of the training given to programme leads for the mapping tool and the support they are being given in order to fulfil the mapping properly.</p>

				It would be useful to see evidence of what awareness the participants said they have made in developing staff training and in terms of curriculum mapping and how other participants are then actively doing this.
SD003	Self-defined (Collaborative Engagement for Sustainability: Glasgow Goes Green, Sustainability Festival, March 2025)	10	8	<p>Positives: This is a good representation of embedding sustainability in informal learning. The GGG festival's inter-institutional approach is very unique and innovative. Moreover, the interdisciplinary approach of the two festivals encouraged students from different backgrounds to get involved in sustainable learning, in line with equity as an important part of sustainability.</p> <p>Positive feedback from a small group of student survey respondents on the festival.</p> <p>Recommendations: Auditors suggest that the three self-defined criteria touch on one of the three learning styles: formal, informal, and subliminal. Auditors recommend sharing evidence of subliminal learning as a Self-Defined criteria in the next audit, as it can make a significant impact on students' awareness of sustainable behaviours.</p> <p>Explore how to publicly share case studies and current information and evaluation on the festival.</p>

2.6 Staff Interviews Summary

On day two of the audit, student auditors explored the purpose of interviews in an audit and learned how to formulate questions and conduct meaningful interviews to enhance their understanding of the Partnership's efforts for Responsible Futures accreditation. Students were then supported to interview key staff leading on progressing work related to Responsible Futures within the Partnership.

The purpose of these interviews was for students to capture and understand the story and narratives behind the plethora of work to embed sustainability in all learning at the Partnership. All reflections shared in this section are quotes from the student auditors.

Interview 1: Strath Union - Charlie Wilson (Outgoing VP Education) and Jamie Campbell (Outgoing VP Community)



FIGURE 2 STUDENT AUDITORS INTERVIEW STRATH UNION STUDENT EXECUTIVES

The auditors were impressed by...

- “Jamie’s involvement in helping collect evidence for the audit is quite impressive. Also, her knowledge on the significance of Strath Union and its activities for ESD is exceptional.”
- “Charlie’s knowledge on the intricacies of the University and the Union.”
- “The development of the Strategic Alliance Framework to discuss shared goals and make sure the University and Strath Union are aligned on curriculum changes and supporting mainstreaming ESD.”
- “The suggestion of one of the interviewees to cultivate more opportunities to get students involved in work and internships at Strath Union that would give the Union more time/resources that they need for this work.”
- “Their stories of staff changing their views on ESD - a member of staff from the law faculty initially thought that sustainability had nothing to do with law but went away and did the research and realised all the connections to sustainability - promising to hear progress in this way.”

“The Strategic Alliance Framework helps us to see where the overlap is between Strath Union and the University. We can start talking about the practicalities of doing things together, as opposed to just discussing the ‘why’.” - Charlie Wilson

The auditors were surprised by...

- “That the budget was so in flux for the Union, and that was a major reason as to why sustainability couldn’t be planned far in advance.”
- “Communication is a tough bit, but I think it would be great if stronger communication is better developed between the University and Strath Union.”
- “Strath Union only receives a budget for one year that makes long-term planning difficult.”

In the future, the auditors would like to see...

- “As auditors are basically looking into articulation of most of the promises made on paper. It would be good to have more facts and figures materialize showing measurable impact.”
- “Societies and clubs being asked to educate on sustainability and explore how sustainability falls into their group and get more incentive like accreditation.”
- “Create an event in fresher’s week to discuss KPI 15 and KPI 16 with students and staff and explain it to student and get key staff for showing the work done by the university and create a space for exchange. Make sure that this event is broadcasted as a principal event and does not class with other popular events.”
- “More engagement with student representatives in ESD and how it should operate within their course.”
- “The Sustainable Strathclyde staff member in charge of student engagement with sustainability, could work with Strath Union to facilitate more awareness with ESD and help them with areas that they don’t have the long-term resources to cover.”
- “A stronger partnership between the university and the student union, where the union’s limitations (e.g., yearly funding, short mandates for VPs) are acknowledged. Solutions to these limitations, such as allocating a set predictable yearly funding for the partnership’s projects or creating a VP Sustainability role at the union which could maintain continuity in project involvement.”
- “Creating a new role in the Strath Union as VP Sustainability would be really good. A full-time staff member will be able to identify opportunities for improving (e.g. external sustainability training). The role would also provide the continuity currently missing - other VPs take on jobs related to sustainability but cannot count that future VPs will continue those responsibilities or even have awareness of sustainability. However, with reduced funding in the union, a new VP Sustainability role might need a specific fund for a new full-time position. Moreover, the role would need to pre-establish the job responsibilities and clear project goals (as there are many aspects of sustainability). A voluntary sustainability rep would not be as useful as it would overlap with other reps.”

“The two interviewees were friendly and honest. They didn’t try to steer away from questions and were transparent when things weren’t perfect. I think Responsible Futures is a transparent platform that brings out the real picture with an audit. Both interviewees were very cooperative and honest with their answers to our questions especially, they appreciated our budgeting question which was a tough one but still they tried to answer quite well.” - student auditor

Interview 2: Dr Scott Strachan



FIGURE 3 STUDENT AUDITORS INTERVIEW DR SCOTT STRACHAN

The auditors were impressed by...

- “The ESD mapping tool and how this will inform modules and how they can incorporate ESD more.”
- “Learning from subliminal sustainability education and incorporating that into mainstream education e.g. through the use of workshops.”
- “Establishing KPI15 despite competing university interests.”
- “How the ESD Mapping is being used as a tool to understand how other members of staff are already implementing ESD and how to generally implement ESD within all departments.”
- “Scott highlighted the space that has been created by Responsible Futures to reflect on sustainability, have a holistic approach to sustainability and to reflect on progress or lack of progress and communicate this to senior leaders.”
- “How the faculty of engineering has combined ESD with EDI and entrepreneurship. It demonstrates of sustainability in education can be linked to improving other outcomes in the university system.”

“Responsible Futures gives us time and space to reflect. It allows us to draw all of our work together and to look at it.” - Dr Scott Strachan

The auditors were surprised by...

- “Surprised by his lack of emphasis on timelines for KPI15. I recognise that this will be challenge but it is still important to ensure ESD is incorporated in mainstream education as soon as possible and keep the heat on the topic.”

- “By the lack of a general guideline on how the KPI15 will be implemented at a university level. I recognise that the implementation will be carried out differently based on the department, but I would expect that this will be enacted based on a general guidance.”

“Success for me is progress.” - Dr Scott Strachan

In the future, the auditors would like to see...

- “Better communication across the Partnership and the university about ESD, especially in relation to success stories and gaps that need attention.”
- “More collaboration between the Partnership involved in Responsible Future and ESD to ensure consistent message and united front on sustainability across the university.”
- “Although the ESD mapping tool is still in the early stages it would be helpful to see the tool monitored effectively and have it evolve with key themes in sustainability.”
- “A stronger partnership between the University and the Strath Union, where the Union’s limitations (e.g., yearly funding, short mandates for VPs) are acknowledged. Solutions to these limitations, such as allocating a set predictable yearly funding for the Partnership’s projects or creating a VP Sustainability role at the union which could maintain continuity in project involvement.”
- “There is an ESD working group within engineering which is great to see but it would be nice to see this replicated across all faculties and also if there are any progress reports or monitoring information that were publicly available for all students and staff.”

“For too long we relied on subliminal / extracurricular curriculum [for sustainability learning]. It is not inclusive as not everyone has access to it, so we need to focus on the formal curriculum.” - Dr Scott Strachan

Interview 3: Professor Tracy Morse (Professor of Environmental Health and Head of the Strathclyde Centre for Sustainable Development) and Rufus Logan (Executive Lead Sustainability)



FIGURE 4 STUDENT AUDITORS INTERVIEW PROFESSOR TRACY MORSE AND RUFUS LOGAN

The auditors were impressed by...

- “The transparency the Responsible Futures process facilitated. It was really interesting to be able to do a deep dive into what the University and Strath Union have been doing to integrate sustainability.”
- “The friendliness the interviewees showed throughout this process.”
- “The expertise displayed by both interviewees. Their passion for sustainability was obvious in their answers, and we were impressed by their self-awareness in the areas they are lacking evidence or action.”
- “Sustainable Strathclyde’s engagement with Glasgow City Council to implement changes was really interesting. Rufus’ example of how they are trying to make student travel easier and more student budget friendly.”
- “How the ESD conference broadened from just VIP4SD undergraduates to a wider audience involving postgrad students.”
- “Commissioning students to do research for implementing sustainability in university. Students on 100 hours contracts which contribute to sustainability and get to allocate their time to useful learning instead of other part times.”

The auditors were surprised by...

- “The lack of communication and collaboration between the Partnership and the trade unions was surprising. Trade unions are being very active in their sustainability efforts so it would be good to see this highlighted in future.”
- “The challenges in communication of opportunities and initiatives were also very surprising - this was a common challenge mentioned in all interviews.”

“Communication is the main issue across the university, and we are seeking ideas and ways to overcome this challenge using fresh ideas from young generations.” - Professor Tracy Morse

- “The lack of involvement of the trade union in the sustainability groups. More interactions with trade unions especially representing non-academic staff are necessary. The training and involvement of non-academic staff in university sustainability matters should also be focused on.”

“I am surprised by the massive work behind the different teams across the university and how they continue with great passion and enthusiasm despite challenges.” - student auditor

In the future, the auditors would like to see...

- “Mandatory student union and university staff training on sustainability matters. There is no centralised sustainability induction available. Moreover, there is a need for a sustainability training refresher for permanent staff (maybe every 2 years?). Also, the training could be tailored to different role within the partnership (e.g. academic staff, cleaners).”
- “A sustainability working group that has representation from trade unions, Sustainable Strath and the university.”
- “Communicate and show-off progress to the general University’s public. Maybe through social media, leaflets, newsletters or similar channels.”
- Increase the involvement of staff and not only focus sustainability training on the academic groups.”
- “Mandatory sustainability training across Departments and roles.”
- “Create an event in fresher’s week to discuss KPI 15 and KPI 16 with students and staff and explain it to student and get key staff for showing the work done by the university and create a space for exchange. Make sure that this event is broadcasted as a principal event and does not clash with other popular events.”
- “A stronger emphasis on the need of recognising the link between the cost-of-living crisis with the capacity of students of engaging with sustainability and look for ways of connecting with students to sustainability through issues that impact them.”

2.7 Key Recommendations

The following recommendations summarise key themes that auditors noted during the documentary evidence review, interviews, and general reflections.

Wider staff engagement

Much of the auditor feedback from the documentary evidence review and interviews relates to engaging with staff.

Engaging non-academic staff and trade union representatives

Firstly, auditors are impressed with the myriad of ways academic staff are engaged in sustainability, particularly through training on the ESD mapping tool and conferences and events put on by the CfSD. To build on this, auditors recommend more engagement with professional services staff, including staff who may directly work in cleaning, waste and maintenance (SD001). Part of the recommendation comes from student auditors who have

held these roles at the University and feel that they play a significant part in achieving KPIs related to net zero. Auditors recommend engaging these roles by including them in consultations, and delivering mandatory sustainability training tailored to these roles.

Additionally, auditors recommend engaging with the trade unions representing both academic and professional staff. Auditors in reviewing the documentary evidence feel there can be stronger collaboration between trade unions and the Partnership, in particular to ensure a strong working environment in which there is support and capacity to meaningfully integrate sustainability in learning (PPL001, PPL003, IO005). This can look like actively engaging trade union representatives by inviting them to join the SSSG or inviting trade union representatives to feed into the SSE implementation plan. There is also scope for Strath Union to work closely with the trade union, for example through the Climate Emergency Action Group (IN009).

“I think the Partnership is doing well but there is still a lot of work required. One thing I noticed is that there is less involvement from the student union and barely any communication with the trade union, two very important parties in meeting Responsible Futures criteria.”- student auditor

Auditors want to see the Partnership further engage staff working in careers and employability, specifically to explore developing an ethical careers framework that can provide more insight into ethical roles for students, as well as greenwashing of sustainability roles (POC010).

Approaches to wider engagement

There are a number of ways auditors recommend further engagement with staff including mandatory sustainability training for all staff. Auditors believe the ‘Introduction to Sustainable Development’ course SU501 available to all staff and students is fantastic, and there should be more incentive for staff to complete it (POC001). Auditors also want to see tailored to specific roles for both academic and non-academic, or professional staff.

Auditors also want to see more collaboration between academic and non-academic staff, particularly for living lab opportunities (IN003, IN005, IN006). For example, the Hidden Voices initiative partners students with experiences of family imprisonment to work with prisoners and their families to improve outcomes and provide support. The initiative is run by the Humanities faculty, but there is interesting potential to bring in other colleagues into the project, for examples colleagues in Widening Participation or outreach. Other examples include ensuring non-academic voice in the Race Equality project working with two history students to co-create curricula around decolonising.

While auditors are impressed with the level of activity around sustainability, they feel the evidence can be clearer, stronger and less anecdotal. They believe there is a good opportunity to use the evidence collection process for the Partnership’s next audit to engage more staff. For example, developing an online submission form and sharing the form with staff will allow them to contribute evidence in a streamlined and accessible way, and also support them to reflect on the way their work contributes to the Responsible Futures framework and the wider sustainability agenda. This approach may also provide future auditors with stronger evidence as it will be coming directly from colleagues who work on the initiatives.

Lastly, auditors feel another way to engage more staff would be through the development of case studies and sharing success stories both internally and externally (OU005). Auditors recommend encouraging staff to write case studies and articles and sharing it on the University website or even in physical spaces on campus. This may help staff to feel more engaged on sustainability work, and to understand how their work relates to sustainability. It can also encourage staff and students to get involved and contribute to subliminal learning by creating a culture where work related to sustainability is regularly shared and celebrated.

Understanding impact on students

Auditors recommend stronger mechanisms to understand the impact of sustainability initiatives in both the formal and informal curriculum on students (IO003, IO004). Currently, evidence may include information on the number of students reached but does not include evaluation of impact on students. Developing this understand can guide the Partnership's work and ensure it is reaching key beneficiaries, students. For example, the ESD mapping has been developed to determine how ESD is currently embedded in modules. How might students, for example, course representatives, be supported or train to use the tool to include data on student experience?

This year's sustainability week was very successful, with the Sustainability Festival component reaching around 350 student participants. This is a large number of students whose experiences can be understood to improve and update the festival for next year. Being mindful of survey fatigue, there are ways to reach students while they attend the festival. For example, a sticker board where students can answer a question by placing a sticker the board.

VIP4SD is a long-running programme at the University. In Dr Scott Strachan's interview, he mentioned that students in the programme are getting support to better articulate and reflect on their competencies. How can this work be included in the Partnership's next audit? Importantly, how can it be replicated so that students in other programmes and modules can go through similar reflexive processes to understand the impact of their learning?

Lastly, auditors recommend more engagement with alumni as a way to understand long-term impacts of teaching and learning beyond the University (IO004). The Partnership can utilise its strong civic role in the city to reach local alum, for example, by holding an alumni event during Glasgow Goes Green. More informal approaches, like finding alumni on LinkedIn, may also be helpful approaches to better understanding long-term impacts on students.

Making progress on innovative initiatives

Auditors are aware of the large number of resources and initiatives that have been developed, but yet to be implemented fully. Auditors encourage the Partnership to focus on implementation and to ensure the potential of these initiatives is harnessed and utilised to the best of the Partnership's abilities. Auditors recognise the constraints experienced by the Partnership but also want to emphasise the urgency of this work.

Auditors are hopeful that the SSE's implementation plan will provide a clear and structured plan to implement KPI 15. In the implementation plan, they recommend including staff who may not already be engaged, including cleaning staff and trade union representatives.

Auditors are particularly excited about the ESD Mapping Tool and are keen to understand how data captured through the tool can help guide work on KPI16. They want to ensure the tool is utilised widely by staff, with potential for students to be involved in capturing data as well. They are interested in learning more about how data will be used, and how even the tool itself will evolve over time.

“Although the ESD mapping tool is still in the early stages it would be helpful to see the tool monitored effectively and have it evolve with key themes in sustainability.” - student auditor

A final example of an existing initiative that auditors are keen to see progressed is the Decolonial Academy as well as the decolonising the curricula work that will be taken on by two history studies in the Autumn 2025 semester. Auditors feel there is a lot of potential to continue, or replicate the Decolonial Academy, and use it as a way to centre student voice and justice through co-creative approaches. Auditors are keen to ensure the work done by two history students in September, as part of the Race Equality Steering Group, is communicated and celebrated through relevant channels as it can inspire other students or staff to explore similar approaches to co-creation.

Exploring resource and capacity for Strath Union

During audit training, auditors were made aware of the increasing challenges in the higher education sector, including financial challenges. Auditors recommend a number of approaches to supporting resource and capacity for Strath Union and recommend the Partnership explore these areas when there is more stability.

Firstly, auditors would like to see a sustainability coordinator staff role in the Union. Auditors feel this would help with capacity but also ensure continuity amidst student executive turnover. The sustainability coordinator can directly support a student executive with responsibility for sustainability. There is also interest amongst auditors to develop a VP Sustainability role to provide a student with more capacity to fully engage with sustainability initiatives.

Auditors are surprised to learn that the Union can only make one-year plans due to budgets being determined yearly. If unable to change the processes for budgeting, auditors would like to see an approach that can support the Union to plan long-term, which may allow more concrete actions and plans, as well as

During the interviews with student executives, auditors facilitated conversations on the need for student internships offered by Strath Union that may be able to provide the Union and executive team with more capacity and also provide students interesting opportunities to support sustainability initiatives within student unions.

Lastly, auditors would like to see more criteria within the Strategic Alliance Framework outlining how the University can support the Students' Union with time, expertise, resource etc.

2.8 Auditor reflections and summation

At the end of the two-day audit, students had the following to say about their experience:

What has surprised you most through your role as an auditor?

- “I was pleasantly surprised by the honesty and transparency from the interviewees. My past experience with talking with university staff is they are usually quite reserved in what information they give so it was really interesting to hear their honest thoughts. I was also surprised by the lack of evidence given for some of the criteria. Specifically in PL and OU. Some of the evidence given was really poor but there is potential for them to give really interesting evidence.”
- “How much I've enjoyed the training.”
- “I'm surprised how it quickly my critical thinking skills evolved and how accessible the process was.”
- “It was a good experience; I could find more about the University's work for a transformation towards sustainability.”
- “Learning interesting facts about budget limitations and [capacity challenges] to sustainability work. It is quite surprising to hear this from such a big University.”
- “I think I expected the topics discussed during auditing to be more practical and factual. I was surprised by how most criteria focused more on the organisational, leadership side.”
- “I was surprised by how much meaningful sustainability work is happening behind the scenes at the university, from curriculum development to student-led projects. It also made me realise how committed staff are to embedding sustainability across all areas. I think SOS-UK's Responsible Futures programme is doing a great job in bringing visibility to these efforts and creating a platform where students can play an active role in driving change. It's an eye-opening and empowering experience.”

What change implemented by the Partnership do you think has achieved the most impact?

- “The official introduction of the KPIs will hopefully have the most impact if this is university wide and it is a requirement these KPIs must be reached.”
- “Sustainable accommodation has had a good impact.”
- “I think the commitment to ESD through the KPI and the mapping tool.”
- “I am particularly impressed by the work done by the University's Sustainable Development Centre and Sustainable Strathclyde.”
- “I think the implementation of KPI15 will have the most significant impact on the university in the long term.”
- “The creation of the Strategic Alliance Framework between the University and Strath Union has had a major impact by aligning both leaderships around shared sustainability goals. It enabled structured collaboration, leading to actions like Sustainability Week, integration of ESD into the curriculum, and greater student involvement. Additionally, the partnership with SOS-UK's Responsible Futures has brought external structure, accountability, and

motivation, helping embed sustainability deeper into university culture while giving students an active voice in the process. Together, these partnerships have created a powerful foundation for long-term, meaningful change.”

What would you recommend the Partnership focuses on next?

- “Improving communication. By asking the relevant people what good communication looks like to them there can be improvements to the challenges currently faced by the Partnership. This could be facilitated through a working group or a mural board that is shared across faculty.”
- “Helping ensure key sustainability legislation go through like the ethical investment policy.”
- “Communication and identifying areas where they could learn and support each other where there are gaps and opportunities.”
- “Collaboration and communication between Departments/ stakeholders/ trade unions/students/staff.”
- “Articulation and implementation of strategies, having a designated sustainability position in Strath Union and making sure to have measurable impacts for all work.”
- “I would say building stronger communication between the different working groups but also between different departments will facilitate faster more efficient development of sustainable action in the University and Strath Union.”
- “I would recommend that the Partnership focuses next on increasing visibility and engagement across the wider student body. There is a lot of great work happening, but many students are still unaware of it. Clearer communication, more co-curricular opportunities, and stronger faculty-level integration of sustainability into all courses could significantly enhance impact. It would also be valuable to expand the training and involvement of students from diverse backgrounds to ensure inclusivity in shaping the University’s sustainability future.”

Is there anything else you have learnt through your experiences as an auditor?

- “How to ask questions properly. I’m always conscious I don’t know how to ask questions, so it was really good to get some training this.”
- “That I have gained much more confidence in my interviewing skills.”
- “I gained skills in auditing, report writing and document reading. It was nice to develop critical thinking skills and have sure developed interviewing skills.”
- “I have learned how to interview in a more formal and professional manner which turned out to be an amazing activity. I also got to exercise my critical thinking in different ways from how I would in classrooms.”
- “On day two, I gained a deeper understanding of how important it is to have consistent communication and visibility around sustainability efforts. Many impactful initiatives are already in place, but they’re not always well known among students. I also saw how the audit encourages honest, constructive conversations between staff and students, which is key to creating lasting

change. It reinforced the value of student voice and how much potential there is when we're actively involved in shaping sustainability on campus."

"This experience has significantly strengthened my skills in critical thinking, stakeholder engagement, and sustainability auditing, all of which are directly relevant to my academic and professional journey. Personally, it's deepened my commitment to sustainability and shown me the power of student-led change." - student auditor

"Academically, I now better understand how Education for Sustainable Development (ESD) can be embedded in institutional frameworks. Professionally, these insights will support my future career in sustainability, energy, or management roles where systems thinking, evaluation, and collaborative problem-solving are key. This audit has been an inspiring and practical step forward in my development." - student auditor



FIGURE 5 STRATHCLYDE STUDENT AUDITORS AND STAFF AND SOS UK FACILITATOR

“Thank you to the University of Strathclyde and Strath Union for all your work on issues related Responsible Futures, as well as all the effort that has gone into preparing for the audit. This is my fourth year working with the Partnership, and the second audit I have moderated - in this time I have seen much progress, especially in terms of mainstreaming education for sustainable development. The new KPI for ESD, as well as the ESD mapping tool and SSE are significant and meaningful steps in fully integrating sustainability across the formal curriculum. I very much look forward to continuing to support and facilitate the student voice in this work. Congratulations on your second successful audit and in building on your work over the past two years.”

Sonya Peres, Senior Project Manager - Education

Further Information

3.0 Further Information

3.1 What does my accreditation mean?

The “Responsible Futures Accreditation” means that you have gained the full accreditation by exceeding the score threshold of 220 (out of 355) and have demonstrated and evidenced your Partnership’s commitment and progress for embedding sustainability and social responsibility across the whole institution.

3.2 How long will the accreditation last?

Accreditation is valid for two years, so until June 2027, at which time another audit will be required to re-validate your accreditation.

3.3 How do we use the logo?

Each institution will be given the appropriate logo - please use this widely to recognise your accomplishment and your Partnership’s commitment to sustainability and social responsibility. If you would like to provide further information about the programme, please link to www.responsiblefutures.org.uk

3.4 What’s next?

After achieving accreditation, the annual membership fee will cover all future audits to maintain accreditation as well as ongoing support. These membership fees and sign-up form can be found at: <https://www.sos-uk.org/programme-sign-up>

3.5 How do we keep improving?

We encourage you to use the feedback from this report and through the audit process to inform your work moving forward.

In conducting your next audit, we would hope to see progress against the recommendations outlined in this report.

The Responsible Futures accreditation will push the sector for continuous improvement, and we hope you will continue to actively engage with other institutions in the cohort to share learning and good practice.

3.6 How do we compare?

Responsible Futures is not a league table and therefore individual scores will not be published. SOS-UK will not share your scores; however, you are welcome to share them with others if you wish.

3.7 I would like to be re-assessed, what can I do?

If you do not agree with your score/accreditation and would like to be re-assessed, please contact the Responsible Futures team on responsiblefutures@sos-uk.org.

The documentary review can be re-conducted if the Partnership feels that the assessment is inaccurate.