

Responsible Futures Feedback Report

**A confidential report for
Manchester Metropolitan University
and Students Union**

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Officer, June 2018*

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Overview

Education for sustainable development is the process of equipping students with the **knowledge and understanding, skills** and **attributes** needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.

QAA ESD guidance 2014

1.0 Introduction

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The NUS logo consists of the lowercase letters 'nus' in a bold, black, sans-serif font. The letter 's' is partially enclosed by a blue square that extends to the right.The Responsible Futures logo features the words 'Responsible' and 'Futures' stacked vertically in a white, serif font. This text is set against a blue rectangular background that has a black shadow effect on its right side.

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

1.1 Responsible Futures

Responsible Futures is a whole-institution approach to embedding social responsibility and sustainability across the formal and informal 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 with significant guidance from an advisory group made up of representatives from the EAUC, People and Planet, UCU, SOCENV, HEA, 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.

Responsible Futures was created because, for the last eight years, NUS' 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 5 Further Education institutions and 8 Higher Education across England and Scotland. Following feedback from the pilot cohort, significant developments were made to the programme and it was launched in summer 2015.

To date, nearly 30 partnerships across the UK have joined Responsible Futures and they collectively, they represent over 500,000 students.

¹ NUS survey results can be found here: [https://sustainability.nus.org.uk/our-](https://sustainability.nus.org.uk/our-research/our-research/skills-and-sustainable-development)

[research/our-research/skills-and-sustainable-development](https://sustainability.nus.org.uk/our-research/our-research/skills-and-sustainable-development)

1.2 Overview of the Audit

As part of the accreditation process, each Partnership must undergo a two-day 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,
And student focus groups.

There are 45 total criteria, of which 10 are mandatory and must be completed to achieve accreditation and 35 are optional. An additional 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 **200 points**, out of the maximum 300 points, not including the three self-defined criteria (allowing for up to an additional 30 points).

If the partnership does not meet the threshold of 200 points but their score exceeds 100 points, they will be awarded the "Working Towards" Accreditation. Prior to the audit, each Partnership has submitted documentary evidence through the online workbook tool².

1.2.1 Documentary Evidence Review

In keeping with the student-centred nature of the scheme, NUS trained teams of student auditors at each institution to lead the audit. This begins with a documentary review of evidence. Through this process, students determined the scores, with assistance from the lead NUS auditor.

1.2.2 Interviews

A key component of the audit was interviews with three key individuals: one representative from the students' union, one from the institution, and one other individual who was

less actively involved in the partnership working group. These informed the audit process as well as providing insights which have contributed to this report and the broader research conducted on the programme.

1.2.3 Focus Groups

The third component of the audit was two student focus groups. The first was the intervention focus group, made up of students who have been actively involved in sustainability and social responsibility within the formal or the informal curriculum. The second was the non-intervention group, made up of students who, to the best of the partnership's knowledge, had not been involved in sustainability or social responsibility initiatives.

The student focus groups were for the purpose of research relating to Responsible Futures and therefore its results did not determine the partnership's accreditation. The resulting findings

² www.greenimpact.org.uk/responsiblefutures

Results and Feedback

“I have been surprised about the amount of activities MMU gets involved in and organises that I didn't already know about. It was really great to see that staff at the University have a real passion around the topic of sustainability and don't just see it as part of their job.”

Student Auditor, 2018

2.0 Your Results

2.1 Your Accreditation

Manchester Metropolitan University and Manchester Metropolitan University Students' Union gained the Responsible Futures Accreditation with a score of 233.

Please take the time to read and consider the qualitative feedback and quotes provided for each section. The scores are only one aspect of this audit and report, whilst the detailed comments highlight examples of very good practice taking place, offer suggestions for progressing this work and provide quotes to support and back-up both scores and feedback.

2.2 Score Overview

Section	Your Score	Total Possible
Baselines and Benchmarks	28	40
Partnership and Planning	17	20
Leadership and Strategy	46	50
Policy and Commitment	42	45
Interventions	42	50
Impact and Outcomes	17	80
Outreach	15	15
Self-Defined Criteria	27	Up to maximum of 30
Total	234	330*

*Points threshold for accreditation is 200

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 200 and have demonstrated and evidenced your partnership's commitment and progress for embedding sustainability and social responsibility across the whole institution. This accreditation will be valid for three years, until April 2019, at which time another audit will be required to re-validate your accreditation.

Massive congratulations to Manchester Metropolitan University and Students' Union on this significant achievement! Thank you for your dedication to creating a learning environment in which students develop the skills, knowledge, and attributes to be agents of change.

Robbie Young
VP Society and Citizenship, NUS

2.4 Key Findings

Manchester Metropolitan University and Students' Union demonstrated a deep commitment to progressing its work and offerings for the betterment of society and the environment. It was positive to see examples of how it is also providing an education system that encourages students to consider sustainable, socially responsible economic models. Curriculum development work for embedded ESD in student learning provisions is having a positive impact on the students we spoke with during the audit and those students not yet experiencing this were quick to comment on their desire to see its inclusion in their courses.

During the audit it was great to see such a wide range of interventions for sustainability being delivered by the institution and Students' Union, from community outreach education programmes, to recycling initiatives on campus. Student Focus Group participants were able to reel off a considerable number of opportunities they could engage with outside of their curriculum, whilst also suggesting there is still room for improving communication of events and activities. There seemed to be mixed levels of engagement with the Students' Union and a key recommendation from the student auditors was for partnership working between the SU and institution to be further developed.

Details of strengths, weaknesses and recommendations from the auditors are provided beneath each section of criteria. Some key points identified by the auditors throughout the process of the documentary evidence review and supported by the interviews and meeting with the partnership are highlighted below:

A culture of commitment and drive

- All student auditors commented on the incredible passion and drive demonstrated by staff interviewed for the 2018 Responsible Futures audit.
- Sustainability change is a challenging and considerable journey for any organisation. The progress and work taking place at this institution is impressive and should be rightfully celebrated. FHEIs are large organisations for which change takes time, energy and the commitment and drive of inspirational staff and students, individuals and leaders.
- Celebrating the commitment of staff through the labelling of Sustainability Champions seems to be adding to the motivation of already very active staff who are contributing to moving this work forward at the institution.
- The University has established a culture of SRS attracting like-minded staff and students, which naturally leads to a snow-balling effect.
- Carbon Literacy training for students and staff is contributing to a culture of environmental awareness, however there is still room for expanding the reach and communications of this across the institution.

"It's not necessarily just what the uni teaches that has affected my attitudes, but because I have grown up and gained maturity and being around like-minded people I've gained more passion for sustainability." – Focus Group student, RF 2018

Community Engagement

- Documentary evidence provided a wide range of interesting and innovative outreach work connecting MMU with the community locally, nationally and internationally.
- Interviews gave depth to the community engagement evidenced in the Responsible Futures workbook, highlighting the culture and identity of the institution as an integral part of the community.
- MMU staff and students recognised the institution's role in progressing social justice, inclusion and sustainability in a very cohesive and community-centric way.

Quality Curriculum Development

- The institution's commitment to providing an in-depth, high quality process for embedding ESD in the curriculum appropriately for each faculty/school deserves recognition.
- It was brilliant to hear students communicating a holistic understanding of sustainability during the focus group sessions, presumably this reflects ESD in the curriculum.
- Student auditors were impressed by the fantastic work taking place for ESD in the curriculum and naturally, were keen to see this expanded into all schools at an institution-wide level.
- It was highlighted that for effective and high-quality embedding of ESD in the curriculum, it takes time and resourcing to achieve whole-institution reach.
- Increasing the speed of this delivery appears to be only achievable with expansion of staffing.

Partnership Working

- The recent nomination of the Students' Union incoming President to join the Responsible Futures working group is a positive result to enhance the partnership working with the institution.
- Feedback from the auditors has been a resounding consensus that these students would like to see stronger working relationships between the Students' Union and the institution.
- Both parties are delivering fantastic work, which improved partnership working will only benefit.

Reflections from Focus Groups and Interviews

"We're both catalysts for change, I think we're both quite entrepreneurial ... you have to be quite entrepreneurial around the social purpose that you want, whether it's Responsible Futures or sustainability, there are a number of labels that are very similar... they mean the same thing. The University is a very big organisation, so making things happen means being collaborative and as energetic as we can. I'm thrilled to see the NUS and students putting us on the edge and holding us accountable." – Staff interview, RF 2018

"I think we have a social responsibility to the community as well as just the uni, maybe in the union they do try by taking left over food to homeless people and stuff" – Focus Group student, RF 2018

"It's quite an exciting time, because everything is changing and evolving..." – Staff interview, RF 2018.

"As a university we're all very passionate about how we situate ourselves locally and globally for sustainability." – Staff interview, RF 2018

"Very - honestly, for us at the union, it's at the heart of everything we do. We exist as a safe space for everyone - we celebrate important dates and work to ensure this is inclusive for everyone." – Students' Union President [incoming], RF interview, 2018

Staff feedback on Responsible Futures:

"It's become much more mainstream, we've always enjoyed collaborating with the estates team and Students' Union so it has given a framework for this."

"I think it helps to give a framework for conversations, meetings. spaces for interactions - learning and social, even things you see around the campus, it's in all different spaces and in the psyche of the institution. It's a great framework for pulling things together."

"I think it's really positive, to have something to set bench marks, criteria, to measure and to keep moving forward with how we're engaging with every sense of what this means."

2.5 Feedback

2.5.1 Baselines and benchmarks (BB01 to BB07)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
BB001	Within the last three years, the Partnership has completed an institution-wide survey of students on their attitudes towards, and expectations on, social responsibility and sustainability SRS and published the findings.	5	5	There is clear evidence of survey's being carried out over the past years however the auditor would like to see results published more widely. It is impressive to have an internal survey that has 100% survey response - streamlined for staff and students with inclusion of SRS related questions.
BB002	The Partnership has completed a follow-up to the survey conducted in BB001 and published the findings.	4	4	Evidence of survey being repeated annually and clear plans to continue this practice into the future. As mentioned in response to BB001 the auditor would like to see if the results could be further publicised to increase their impact.
BB003	The Partnership has carried out a thorough baseline curriculum review or audit on SRS and published the findings.	9	8	Evidence of thorough audit being carried out and detailed report, published in 2015, covering faculties across the university. The auditor would have liked to see developments of this from the previous audit, however the work is commendable.
BB004	The Partnership has completed a follow-up curriculum review or audit on SRS and published the findings.	7	6	Although it has been said that follow up audits have been carried out in the School of Science and the Environment there is no evidence of the results being published yet. The only published evidence that has been provided, as referenced above, are from 2015 - therefore it would be beneficial to see more recent data to support these claims.
BB005	The Partnership routinely asks students about SRS in evaluation surveys.	7	6	Evidence provided of three questions detailing SRS since the 2013-14 survey and the results being published in the ESS. Possible inclusion of a

				more specific or detailed set of questions to gain a better insight into the thoughts of staff and students could be beneficial.
BB006	Within the last three years, the Partnership has completed a survey of teaching staff on their understanding of SRS, and published the findings.	-	-	<i>Note: where no comment is provided, auditors simply agreed with the assessment made by the partnership working group.</i>
BB007	The Partnership has completed a follow-up survey to the survey conducted in BB006 and published the findings.	-	-	<i>Note: where no comment is provided, auditors simply agreed with the assessment made by the partnership working group.</i>

Strengths and weaknesses within this area

- Compulsory surveys as part of annual enrolment to gauge students understanding and engagement with sustainability is a fantastic example of tracking the impact of student sustainability experience at the University.
- Several criteria provided evidence from 2015, the auditors would have liked to see some more recent data to reflect potential changing cultures and shifting priorities.

Key quotes from interviews and focus groups to back this up

"Since we've grown the environment team, with a whole new plethora of activities, yes student engagement has gone up. The survey we do has shown that students think they are gaining more skills and knowledge for SD - gone from 40 to about 60% of students saying this." – Staff interview, RF 2018

"As a team, we do a lot of curriculum/ programme reviews, with RF it now becomes part of our programmes. Before it may have been a bolt-on but now it's becoming a part of what Higher Education is." – Staff interview, RF 2018

"I feel like within art people are really open to talking about stuff but it doesn't feel particularly integrated in the art school but I've found that people I speak to there's a desire for more." – Focus Group student, RF 2018

2.5.2 Partnership and Plan (PPL001 to PPL003)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
PPL001	The [Partnership] has a working or coordinating group that formally leads on efforts to attain, or retain,	5	4	Many interesting discussions on SRS ideas to implement on the campus generated through formal meetings involving attendance of sustainability staff (covering wide spectrum of SRS topics). Regular

	Responsible Futures.			meetings of SEEG provide an institutional focus for curriculum development for sustainability and some partnership working with estates staff. The auditor would like to see a group that brings together staff from across all parts of the institution and the SU.
PPL002	The [Partnership] has an active [SMART action plan] relating to the [issues related to Responsible Futures].	5	6	Extensive evidence providing detailed plans for each of the RF requirements.
PPL003	Within the current academic year, the [Partnership] has proactively engaged key stakeholder groups in the [issues related to Responsible Futures].	9	7	Responsible Futures SEEG meeting attendees included institutional leadership team and teaching staff. Also email evidence provided about Emotional Intelligence workshop being organised in June 2018. It would be nice to see a wider variety of stakeholders at the SEEG meetings to fully meet criteria. Trade Union representation?

Strengths and weaknesses within this area

- The SEEG group provides a useful and cohesive platform for institutional leadership team members and academics across the institution to come together plan, exchange updates and ensure work is streamlined.
- The institution’s action plans to drive forward sustainability work is impressive.

Recommendations for improvement

- If the institution meets regularly on matters of sustainability it would be good to see student representation through the SU.
- The auditors would have liked to see wider representation in SEEG with potential inclusion of a Trade Union representative.

Key quotes from interviews and focus groups to back this up

"Higher up the agenda, it is the two coming together that give the extra wow factor, we couldn't do it without the students' union and they couldn't do it without something to connect with... I like to collaborate and share ideas and make sure it's to the benefit of the whole University and everybody in the University." – Staff interview, RF 2018

"SEEG... we see it like a theatre... use it as a stage where everyone comes together and shares their ideas and good practice." – Staff sustainability champion, RF interview, 2018

"It's a challenge, but RF has given a reason for us to work with the SU, although we might talk about things in different ways but we have the same end goal." – Staff interview, RF 2018

2.5.3 Leadership and Strategy (LS001 to LS007)

Criteria Number	Criteria	Estimated 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	6	Happy to see all the relevant people are represented in this group. The auditor has given a lower mark as the SU champion was only nominated one month ago.
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	5	The evidence supplied is not particularly strong for the case, would suggest providing more solid documentation or working to develop a longer term and equal working relationship with the SU.
LS003	The [Partnership] has developed a statement on [SRS] through a consultative process that defines what it means to the institution in relation to its educational purpose and values.	7	6	Although thorough SRS is evident, there is no specific evidence about it in each department. Educational standards are clearly laid out in the education strategy document. Evidence of widening participation amongst under-represented communities.
LS004	The institution's overall strategic plan, and/or the publicly-stated learning, learner or graduate outcomes, skills or attributes, or core learning outcomes include supportive references to the [issues related to Responsible Futures].	10	10	Sufficient evidence related to SRS in presentation and implementation by departments and faculties. Could provide more direct mention of responsible futures to provide more clarity in their address.
LS005	The institution's learning and teaching strategy, academic strategy, or equivalent, includes supportive references to the [issues related to Responsible Futures], or it will do after the next review.	10	10	Sustainability is mentioned within education strategy handbook multiple times as something currently being engaged with. Engaging and empowering posters, clear intent and engaging all elements of responsible futures.

LS006	The [Partnership] has embedded the [issues related to Responsible Futures] into the institution's sustainability strategy (or equivalent).	5	5	Clear and repeated evidence of issues relating to Responsible Futures. Clearly laid out aims and how they will be achieved in a broad range of areas. Could possibly be more measures taken to communicate SRS messages around the campus outside of the provided documentation.
LS007	[SRS] is embedded in the internal communication strategies for both the institution and the students' union, and/or the [Partnership] has successfully reached good numbers of staff and students across the institution with proactive communications relating to the [issues related to Responsible Futures].	5	4	Wide variety of events designed for staff and students (on SU website), SRS internal surveys and its results public ally available (university blog), implementation of variety of on-campus trainings or focus groups (SRS focused). The auditor would have liked to see more coordinated communication between SU and institution.

Strengths and weaknesses within this area

- The auditor would have liked to see more coordinated communication between SU and institution.
- The recognition given to sustainability champions within the institution was commended by all student auditors throughout the 2018 Responsible Futures Audit as it showcased the passion, drive and human faces of the SRS work taking place.
- The institutions evidenced commitment to working with under-represented communities through its widening participation work was recognised as a real asset.
- Strategic prioritisation of sustainability has been shown as a real strength at MMU and provides a robust approach to long-term progress.

Recommendations for improvement

- With the recent appointment of an engaged and committed elected SU President who is showing commitment to SRS, this is an ideal time to develop engagement with the SU for this work.
- Establishing a long-term streamlined approach to SRS through joined up working between the SU and institution will benefit progress.

Key quotes from interviews and focus groups to back this up

"Having sustainability as one of the five pillars of the university and getting to first place in People and Planet helps us reinforce our roles when we're applying for new programmes and for things to happen... strategy documents and awards we've won help us keep moving forward and progressing this work." – Staff sustainability champion interview, 2018.

"High level champions didn't come out of RF but we have now named them and this helps them for getting recognition." – Staff RF interview, 2018

"Ethical sustainability is a hot topic at the moment, me personally, I'm an advocate for it." – Students' Union President [incoming], RF 2018

2.5.4 Policy and Commitment (POC001 to POC008)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
POC001	The institution has provided professional development on the [issues related to Responsible Futures] for relevant personnel.	7	7	Proven track of engagement with communities both at the university and locally. Multiple trainings and certifications available to staff e.g. Eco Campus. Engaged in partnerships.
POC002	The students' union has formally passed and publicised a policy commitment to embedding [SRS] in the formal and informal curriculum.	4	4	The Student's Union commitment clearly outlining their policies and publicly available to everyone. The policies are inclusive, the environmental strategy applies also to external parties such as suppliers.
POC003	One or more named elected student officer has agreed to lead on [SRS] issues for the students' union this academic year.	4	4	Evidence was sufficient.
POC004	The [Partnership] has made sufficient staff or student resource available to substantively progress the [issues related to Responsible Futures].	10	9	There is good resourcing of a 13-staff environment team but the name suggests this is environment focussed, the social responsibility aspect could be made more explicit. Valeria appears to lead on SRS in the curriculum at an institution level however her role within a specific faculty could be seen as a barrier for engaging other faculty staff. The auditor suggested developing student ambassadors for sustainability.
POC005	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	The University indicated enhancement in SRS teaching, providing online resources, student engagement activities encouraging sustainable behaviour. Accreditations and frameworks are a sufficient evidence.
POC006	The [Partnership] has embedded the [issues related to Responsible	5	5	Staff specifically focused on sustainability. Policies inclusive of all of the students. Both,

	Futures] into their human resource processes.			university and the Student Union, have SRS as standard inclusive to all students and staff. (The inclusion and diversity evidence from the Student Union could be attached here)
POC007	The [Partnership] has embedded the [issues related to Responsible Futures] into their induction processes for all types of new starter (students, staff, governors, etc.).	5	4	There were some good examples of engagement during induction weeks. Staff engagement appears to take place through presumably reading policy documents, ideally the auditor would have liked to see some more pro-active embedded SRS in student and staff inductions.
POC008	The [Partnership] has worked with the institution's student recruitment and/or widening participation department(s) to incorporate issues relating to [SRS] into their work.	4	4	Focused mainly on inclusion and diversity. Based on previously attached evidence, there is a strong indication that SRS is widely promoted both at the Student Union and university (all students included). In the future, additional evidence would be suggested, including written statements from students about their experience.

Strengths and weaknesses within this area

- Through the documentary evidence review, the auditors had some uncertainty around the levels of engagement on the institution side between environmental focusses and social aspects of sustainability.
- Focus Group students demonstrated a good awareness of operational and environmental sustainability but did not necessarily connect this work with social responsibility.
- Interviews highlighted the Environment Team’s commitment to both social and environmental sustainability
- The auditor had some concern that Valeria’s role within a faculty may be perceived as a barrier for other schools/faculties engaging with ESD, however Liz gave assurance that she is keen to ensure Valeria’s work reaches across the institution.
- It is fantastic to see the Union has implemented a sustainability policy, perhaps some targets and goals for this work would support the SU in ensuring they are progressing this as a priority.

Recommendations for improvement

- There is so much positive work taking place at the institution it can be difficult to prioritise communications of this work; the auditors would have like to see a balance between both the social and environmental priorities of the Environment Team. It may be that the name of the team led to a preconception that social sustainability has a lower priority despite interviews suggesting this is not the case.
- The auditors would have liked to see some more active engagement with new starters (students and staff) through induction workshops and welcome agendas.
- Developing the sustainability ambassadors’ roles to include a remit for ESD could support the staff who are delivering on this.

Key quotes from interviews and focus groups to back this up

"The union now has an environmental policy as a result of Responsible Futures" – Staff interview, RF 2018

"I made Valeria's appointment permanent to drive forward sustainability across the institution as she knows so many people across the institution, [I'm] keen to ensure this goes beyond just my school." – Staff interview, RF 2018

"I think at MMU it's [SRS] really authentic, because of the University being very applied and pragmatic and you get a balancing..." Staff interview, RF 2018

"The uni actually has a good balance, even though it's called the Environment Team they still do some stuff on social aspects. Ryan has been doing a lot on sustainable fashion to try to educate people on supply chains and slave trade and we do a lot about this during Fair Trade fortnight - we did an exhibition of students work around the themes of slavery, shown in the gallery space at the university." – Staff Interview, RF 2018

2.5.5 Interventions (IN001 to IN009)

Criteria Number	Criteria	Estimated 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	Many varied events provided and many different topics covered which is great. It is clear staff and students have come together to run these events. Evidence of evaluating the impacts of these events and attendance would support the partnership in identifying what is working well and where improvements could be made. Informal and Formal curriculum has been included which is positive.
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	PRME membership and engagement with the vision of the network supports the business school to embed sustainability and ethics in its work and education. The Diversity and Inclusion project is a fantastic internal initiative to create a more inclusive and equal access education provision at MMU. The auditor would have liked to see such work reaching out to a broader range of

				courses at the institution but this is a great start and positive to see the SU is involved too.
IN003	Within the current academic year, the institution has made funding, or related resources, available to staff and students so that they can develop their own projects that support the aims of Responsible Futures.	7	7	Evidence provided of support from Environmental Education Fund. There seems to be good support provided via staff towards student campaigns. Additionally, the research institute promote staff/student collaborations in bids for external funding.
IN004	During the last 12 months, three or more schools / depts. have done one or more of the following in relation to [SRS]: discussion-based and participatory learning; problem based learning; simulation activities; and/or debates on [issues related to Responsible Futures].	8	7	Evidence of approaches to teaching and learning in relation to SRS can be seen in units such as professional geographer. The auditor commended the partnership working through Education for Sustainability & Responsible Innovation.
IN005	The institution's estates team routinely collaborate with learning and teaching staff to create educational opportunities through their [SRS]-related work.	4	4	Water foundation Project - a good initiative to incorporate the estate and staff. Success is seen for students with providing placements i.e. on the environmental team. Some good examples of Estates led initiatives. Interviews gave some good examples to support this criteria around student/staff engagement for new JD building as a Living Lab initiative with student input on discussions and development.
IN006	Within the current academic year, the [Partnership] has actively made use of student coursework and/or dissertations to support one or more of the other criteria in this workbook, or has made firm plans for next academic year.	4	3	Good evidence and promotion provided in the Environmental Scientist issue. Great to see the Sociology unit and coursework as evidence as it shows some SRS diversity across the school. Chloe Andrews coursework is a good example of how

				students are promoted to look into SRS topics.
IN007	The [Partnership] actively facilitates structured interdisciplinary experiences, linked to the [issues related to Responsible Futures], through the formal curriculum.	6	4	School research day inclusive of multiple disciplines and array of individuals and presentations gave scope for learning. The auditor would have liked to see metrics on engagement and reach.
IN008	There are good levels of informal curriculum activity that is supportive of the aims of Responsible Futures.	8	7	Many events organised around various sustainability topics and discussions. It would be nice to see evidence of quantification of impact reached.
IN009	The [Partnership] has conducted an in-depth analysis of a specific intervention listed above.	5	4	In depth info given about changes through surveys is great.

Strengths and weaknesses within this area

- There are some fantastic examples of partnership working between students and staff, especially that of the Living Lab approach to a new building development on campus.
- The auditor was impressed by the showcase of some great examples to support progress on ESD, such as PRME membership for the Business School.
- Focus group participants stated some disappointment at the disparity between the sustainability of campus buildings.
- Collaborations between students and staff have been well evidenced.
- A wide range of extra-curricular events and initiatives have been show-cased as being delivered by both the institution and the students union. The environment team are clearly doing a lot of work in this area.
- Some initiatives highlighted by focus group students included: Green Drinks, Man Met Munch, Clothes Swaps, sustainable fashion events, Carbon Literacy and Go Green Week.

Recommendations for improvement

- The auditor would have liked to see expansion of the reach of student-staff collaborations.
- As discussed by student focus groups, it is important to find a balance between showcasing success stories and communicating recognition that there are still areas for improvement.
- It would be good to see more evidence of how the SU and environment team work together on extra-curricular events/initiatives to increase the impact and communications.
- Evidence of evaluating the impacts of events and attendance would support the partnership in identifying what is working well and where improvements could be made.

Key quotes from interviews and focus groups to back this up

"The student voice is so important and treating the student body as a partner in the whole process."
 - Staff interview, RF 2018

"We have different entry points for sustainability, it can be the social side too and we've been using the SDGs to help/ support engagement with sustainability. This has been really good for gaining entry points for students interested in different things." – Staff interview, RF 2018

"We value diversity, so it isn't a one size fits all... we're getting a new build and we have it as Living Lab, working with the Estates team. Right from the early stages, this has just become part of the normal way of doing things here." – Staff interview, RF 2018

"The Burley campus is pretty good- the business school is something like the biggest geothermal plant in the UK. I think the science and engineering building is lacking massively... John Dalton building all the lights are on all the time." – Focus Group student, RF 2018

"The packaging situation really annoys me - you can't get coffee in a reusable cup... can't recycle sandwiches, straws, cutlery.... easy thing to do but they don't seem to be doing that in a hasty fashion." – Focus Group student, RF 2018

"It's good in halls they have recycling bins so it's really easy to do it right there, the RAs gave us a prize for being best at recycling but no-one had told us that was happening so there was no incentive." – Focus Group student, RF 2018

"I think the extra-curricular stuff is really important... It's developing those talents and skills that helps them apply leadership and support them with the next stage of their career, so the feedback we get from students that have been more engaged is that it sets them up on a path to show employers that they have that next level of thinking and that's often around problem solving, working in teams and across disciplines." -Staff interview, RF 2018.

"A lot going on but never very visible unless you're in the circles - sustainability ambassadors need to be more visible as walking adverts by wearing hoodies" – Focus Group student, RF 2018

"I think they don't advertise events well enough either - sometimes you get emails but they're not very well advertised." – Focus Group student, RF 2018

"In halls they sometimes come around and collect any unwanted food but it's awkward and give it to homeless but it's tricky when we're students and don't have much money and stuff... it could work at the end of the year though" – Focus Group student, RF 2018

2.5.6 Impact and Outcomes (IO001 to IO004)

***"This university has taught me to critically evaluate and analyse things and that's nothing but a good thing, I think you should always do this, ... like the uni being number one for green stuff, that is something to be proud of"* – Focus Group student, RF 2018**

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
IO001	The [Partnership] has reflected on and identified demonstrable positive progress in relation to embedding [SRS] across the formal curriculum.	20	17	Good evidence within the school of science and the environment. Unclear to see ESD over the whole of the institution in other faculties i.e. arts & humanities. Interviews found that scholarships of teaching and learning with links to the curriculum are funded by Centre of Excellence in Teaching and Learning - gives staff time to

				develop their curriculum in different areas - significant ESD related projects. Some excellent examples were provided; however the auditor would have liked to see this progressing more widely across the institution.
IO002	The [Partnership] has reflected on and identified demonstrable positive progress in relation to its institution-wide collaborative approach.	-	-	<i>No scores can be allocated due to lack of documented evidence; however the auditor has commented based on other criteria evidence. Staff have been provided with sound opportunities to get involved in SRS opportunities such as 'ideas into action' call 2014-2018 and carbon literacy training.</i>
IO003	The [Partnership] has reflected on and identified their short-term impacts and outcomes in relation to positive outcomes for students.	-	-	<i>No scores can be allocated due to lack of documented evidence; however the auditor has commented based on other criteria evidence. Short-term positive impacts for students can be seen in terms of their well-being in welcome week, also within 'what's on & events.' It is unclear to see statistics on short-term positive impact for students.</i>
IO004	The [Partnership] has reflected on and identified their long-term impacts and outcomes in relation to positive outcomes for students.	-	-	

IO002 – 4 are optional criteria for which the partnership did not submit documentary evidence. Only IO001 for this section was mandatory for achievement of Responsible Futures accreditation. The student auditors felt compelled to provide comment for IO002 – 3, based on other evidence they reviewed and interview feedback however they felt unable to offer a score.

MMU has potential to really excel in this area of work given the on-going efforts to grow institution-wide collaborations and broad student offerings in SRS. The score given here is not reflective of the Impact and Outcomes of the University and Students' Union's work for SRS, however work needs to be done to evidence this formally.

Strengths and weaknesses within this area

- The auditors were impressed by the strength and quality of the change process taking place to embed SRS in the curriculum.

- Great progress has been made in some faculties of the University and this should be used to show case and encourage other faculties to join the momentum that is building for a whole-institution embedding of ESD in the curriculum.
- Staff interviews highlighted professional and academic staff identifying increased student understanding of sustainability as demonstrated by the annual student survey.

Recommendations for improvement

- Increased monitoring and evaluation to support reflections on the impacts of this work it will also support the case for increased resourcing and prioritisation at the University.
- Communicating successes and transparency of the process taking place to embed SRS in the curriculum may support the process of engaging other academics in this work whilst also raising students' awareness to institutional development.
- The SU could play a pivotal role in raising the wider student body's awareness to the partnership's efforts and mission for SRS. E.g. regular updates on social media, creating opportunities for students to vlog and blog about SRS engagement. Increased evaluation of engagement and impact with events and initiatives such as well-being, sustainable fashion, period poverty campaigns and volunteering will provide reflections to showcase and learn from.
- Communications to University staff could be enhanced through staff inductions, annual teaching and learning conferences and events or other such collaborative staff events. Successes could be show cased through annual staff awards or monthly highlights/ stories shared in staff/ VC newsletters or updates.
- The auditors suggested initiatives such as Ideas into Action are evaluated in terms of numbers and quality of staff engagement (surveys, vlogs, informal interviews). This would provide opportunity to identify progress or areas for improvement in terms of cross-faculty/ institution-wide collaborations for SRS.
- It was suggested more collaboration between faculties such as science and languages could provide innovative and cross-disciplinary learning opportunities.
- The annual student survey should be drawn upon as a vital resource for identifying changing student perceptions of and for sustainability by assessing the impact of teaching, learning and student experience for SRS.

Key quotes from interviews and focus groups to back this up

*"I would recommend the partnership should continue the great work they are already doing and **try to engage all faculties at the university and encourage them to have the same passion as some of the examples we have seen throughout the audit process.**" – Student auditor, 2018*

*"**SEEG is trying not to work too quickly to ensure work is done properly and thoroughly.** Design is so important to RF and I don't think we've quite got there yet." – Staff interview, RF 2018*

*"I think since I came to uni I have got much better about being more sustainable, mainly **because I did a module on environmental design, I feel the more education people get the better...**before I started uni I had no idea of what a wide spectrum of things you can get involved in for SRS." – Focus Group student, RF 2018*

*"... the idea is to go from school to school as they go through their [curriculum] reviews naturally and doing this at the right time is essential. **This is a detailed, time consuming process and we don't have the resources to do this any quicker...** It's important to have someone who has a deep understanding of the programme, the culture and the discipline within the school... it needs to be led by someone in the school. Some universities have done strong top down approaches, but in my experience, the meaningful side of this for teaching and to be engaged I doubt this can be effective." – Staff interview, RF 2018*

"I think people are more aware - they're a lot more aware now, we have to become sustainable socially and environmentally. Students are becoming more aware and want to be involved with the sustainability agenda." – Staff interview, RF 2018

"...things are more sophisticated now. I've been part of the MMU community for 15 years, it used to be focussed on recycling, waste and consumer focus on sustainability and now as an institution we look at the wider responsibilities in a more sophisticated way. Our students are more sophisticated and aware now too." – Staff interview, RF 2018

"It would be a miracle to have all our students engaged in some way shape or form, but we have a core group of students engaged. There are large groups of students impacted in some way by what we do. We call it the subliminal curriculum at MMU... students walk into a room and see recycling bins so they know this is something we do." – Staff interview, RF 2018

2.5.7 Outreach (OU001 to OU004)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
OU001	The [Partnership] has embedded the [issues related to Responsible Futures] into their community outreach activities.	4	4	Great number of community outreach activities spread across various years. It would be nice to understand if these events and activities are covered or organised on an annual basis? How many people did these outreach activities have an impact on?
OU002	Within the current academic year the [Partnership] has proactively engaged one or more students' union or educational institution on the [issues related to Responsible Futures].	3	3	Good evidence of collaboration with member of Derby university in helping them with ISO 14001 audit and engagement with a German institution. Photos may be evidencing further engagement with another institution internationally.
OU003	Within the last three years, the [Partnership] has presented on their work relating to the Responsible Futures agenda at a sector event.	3	3	Evidence given that an MMU representative consented their attendance at EAUC Conference. They also confirmed they will present at the event representing MMU.
OU004	The [Partnership] has published case studies case studies promoting [SRS]-related achievements, impacts and outcomes.	5	5	Great examples of various case studies. Easy to see that it covers positive changes. It would be nice to see the full case study as not all information can be reach - only first few lines of case study.

Strengths and weaknesses within this area

- There are a great number of community outreach activities spread across various years.
- The auditor would have liked to see impact evaluation from outreach activities.
- It is great to see MMU showcasing it’s good practice for Carbon Literacy through its outreach work and attendance at EAUC conference 2018.

Key quotes from interviews and focus groups to back this up

"This is part of our culture and extends to the city as well, Manchester has a really strong ethical background - it was the first nuclear free city in the 80s... the recognition of a multicultural society has existed for a long time in Manchester and the university is a product and contributes significantly to this but it's not insular it's a global thing." – Staff interview, RF 2018

"It's part of the university being very embedded within the wider community... you get less of the theory ... we try and balance that up looking at the future of the planet, the future of happiness and well-being – they don't always equate to profit. That authenticity is one of the reasons that I came to Manchester. When you start to build this agenda in an authentic way, you attract like-minded people. This values system around access for students and access to social entrepreneurialism..." – Staff interview, RF 2018

I know with the redevelopment of the Burley campus - they've put on events and things to sustain relations with the community around there which is really good, like working with local schools too... they worked with the garden centre to put on food nights and create a community feel." – Focus Group student, RF 2018

"I was doing stuff personally before university but wasn't doing much activist stuff, being in a uni around people with ideas and stuff with encouragement and enthusiasm I've got really excited about being more active for sustainability and the uni has been really encouraging of that too." – Focus Group student, RF 2018

2.5.8 Self-defined criteria (SD001 to SD003)

Criteria Number	Criteria	Estimated Score	Student Auditors' Score	Student Auditors' Comments
SD001	Self-defined	10	8	The encouragement of reusable products through stocking them in the Union shop promotes students to carry out a sustainable lifestyle in a simple way, which is really good. However, the promotion of why they are sustainable and good for the environment could be communicated better. Implementing and promoting these products could be applied across all university shops, but this is a good initiative coming from the Student Union.
SD002	Self-defined	10	10	There is impressive expansion of the Carbon Literacy project

				<p>within and beyond Manchester. Particularly impressive that students have been involved in the delivery of this programme in France. MMU has responded well to the recruitment of international students and the consequential carbon emissions of their travel.</p> <p>The potential for Carbon Literacy training in conservation organisations is well evidenced.</p>
SD003	Self-defined	10	9	<p>Evidence shows students have been engaged in the development of an inclusive curriculum where SRS issues have been engaged with. Good evidence that MMU has been involved in the understanding and practical delivery of global citizenship.</p>

Strengths and weaknesses within this area

- The auditors were pleased to see the Students’ Union taking a lead on reusable products on sale.
- It was incredible to visit an institution where there is such wide-spread awareness of a training and learning opportunity such as Carbon Literacy.
- Collaborations with other institutions is commendable and demonstrates positive knowledge exchange and working at a sector-wide level, i.e. the CLP4BS programme.
- The university is clearly passionate about developing students’ understanding of equality and its relevance to sustainability, this is emphasised by the provision of research grants in this area.
- It is brilliant to see such a thorough approach to embedding SRS in the curriculum.

Recommendations for improvement

- The auditors would have liked to see ESD and global citizenship embedded in courses across the whole institution as mentioned previously.
- It was suggested the sale of reusable products (water bottles etc) is promoted through University outlets as well as the Students’ Union and that the sustainability benefits of these should be communicated more clearly.

Key quotes from interviews and focus groups to back this up

“I think the implementation of carbon literacy has been really successful in getting students interested in sustainability.” – Student auditor, 2018

“Programmes such as the carbon literacy training is increasing student and staff knowledge and awareness of the impact carbon is having on the environment.” – Student auditor, 2018

“Need to increase capacity to deliver the carbon literacy training as we have seen a definite interest in that.” – Staff interview, RF 2018

"for my flat mate she does an environmental course so she gets opportunities like this carbon thing and I don't know why they don't offer that to students on other courses as well" – Focus Group student, RF 2018

"In English we never did any units on it but had it as a unit in French and how we become more international as a world, like the impacts of importing food. It was really relevant to us because we were all talking about what we'd seen when we were abroad... we had a recycling club night where everyone brought something to be recycled to the night club, it was random but really cool." – Focus Group student, RF 2018

"It never has in my course - I do half Arabic language but half was politics and I think that it could be integrated there somehow never even been an option on it." – Focus Group student, RF 2018

"I think carbon literacy should be integrated into research degree first year programmes within their workshops. Lindsay Munroe - runs two weeks of activities and she colour codes them by themes and carbon literacy goes towards scientific engineering award." – Focus Group student, RF 2018

"I've only found things out in my final year because I've grown up a bit and actively seek it out, but in my group of friends we'd never have walked into the student hub, maybe in induction week these things need to be better advertised." – Focus Group student, RF 2018

2.6 Key Recommendations

The 2018 Responsible Futures audit at Manchester Metropolitan University and Students' Union was a brilliant opportunity to learn about some of the futures facing, community engaged work taking place. Where initiatives for sustainability are rolling out for students, staff and the community there are numerous examples focussing on a wide range of themes to support positive social, environmental and economic benefit. The success of the institution in progressing this work has been celebrated through the achievement of 1st place for the 2018 People and Planet Universities League, which many students and staff spoken with were aware of. Some key recommendations that have been identified from the combined documentary evidence review, interviews and focus group discussions have been outlined below.

Build on momentum

A resounding theme that came out of the interviews was staff noticing increased engagement and awareness of sustainability amongst the student body. There are some fantastic examples of collaborative working and the institution empowering students to engage with operational developments and outreach work for the university. It is recommended this is built on with monitoring and evaluation to ensure the momentum continues to grow and progress. Through effective and regular on-going monitoring and evaluation (i.e. using the annual student survey) it will be possible for the partnership to assess areas that require more work whilst also providing opportunities to showcase and share success stories through quantifying impacts and outcomes of the innovative work taking place at the University and Students' Union. By sharing and highlighting progress made for SRS it will encourage other staff to engage with this work and support sustainability champions to continue driving this forward.

During the interviews, a member of staff made a great suggestion that alumni engagement is utilised to capture how graduated students identify what it looks like to be an MMU student.

Growing ESD provisions

The high-quality delivery of ESD in the curriculum is a real highlight of the institution's academic delivery of SRS. By regularly showcasing this work to students across the institution it will raise

awareness of the breadth of this endeavour. Student auditors would have liked to see ESD in the curriculum across all schools/faculties, however it is understood that resource limitations mean the process takes considerable time. Focus group students suggested sustainability electives could be offered to students from all courses, which would also facilitate inter/multi-disciplinary offerings.

Partnership working

The absolute commitment of staff across the partnership was communicated explicitly throughout the two-day audit. Clearly both the institution and the SU are working hard to engage students in social, environmental and economic sustainability through a wide range of initiatives and approaches. Solidifying and taking this to the next step will be best achieved by ensuring the partnership working between the SU and institution is drawn upon as a valuable asset for successful whole-institution engagement with sustainability. By working together as a united front, the University can learn from the SU's on-the-ground knowledge and awareness of trends and changes to student engagement, whilst the SU can learn from the expertise of institutional staff for progressing innovative Education for Sustainable Development learning opportunities that can be embedded in the formal, informal and subliminal curriculum.

The turnover of elected sabbatical officers ensures that energy and enthusiasm is retained and refreshed annually or bi-annually. This should be utilised and encouraged for the positive student and staff engagement that can be drawn from these officers. Ensuring an officer is formally included in the partnership's Responsible Futures/ Sustainability committee as well as retaining a permanent SU staff member in the group will ensure the SUs commitment to the Responsible Futures partnership is formalised and legacy of officer ideas and input are insured on their departure.

Disparity in practices

In addition to these thematic recommendations, it would also benefit the partnership to be aware of focus group students' observations of some disparity across the institution in terms of sustainability practices and offerings. This ranged from differences in availability of ESD in the curriculum to varying recycling practices and the institutional emphasis on specific show-cased operational sustainability in buildings.

Connected with this is that both Focus Group students and interviewed staff reflected on variation in levels of student engagement with SRS. It was mentioned several times that although there is a core group of passionate student sustainability advocates there is still a large proportion of unaware/unengaged students. Increased partnership working with the SU and institution, as well as evaluating areas for improvement both parties could work together to reach out to the wider student body.

Auditor feedback on the Responsible Futures partnership

- *"By working with the president of the SU will hopefully change and provide a driving force in a MMU social sustainable future."*
- *"The union in my opinion needs someone who can be a more consistent representative with a thorough understanding of the program."*
- *"Improving relationships, getting someone who will be consistent in the union to be a part of the partnership."*
- *"I think the partnership are working very well with each other and have many different examples to support this. It is great to see that there is a genuine interest and passion around sustainability. It would be nice to quantify engagement figures more if possible to see the increased numbers but overall, I think this programme is great for the university."*
- *"Getting to know each other better to collaborate more efficiently."*
- *"There seems to be need of improvements of relationship between the uni and union which may not have been addressed otherwise."*

- *"Building a better relationship between the student union and the university. Having a permanent position in the student union who is aware of RF and actively engages with university activities."*

Auditor general feedback on Responsible Futures

- *"mainly as a reflective tool for the university and union, it seems to help them compile evidence and reflect on the efforts of themselves and the other."*
- *"I learned how to approach audit task, what factors to consider in the evaluation as well as the actions taken by the university to promote SRS."*
- *"I would suggest that the next step for the partnership is to work on their outreach to students as I found that although they were doing good work and hosting events they were not being effectively publicised and therefore are often not given the attention they deserve."*

Auditor feedback on their auditing experience

- *"[It surprised me] how group discussions can shift your thinking and make you pay attention to different perspectives; how the knowledge of what is happening at the university and SU varies from one person to another."*
- *"It was great meeting other like-minded students from other faculties and learn about approach to SRS in their schools. Interviewing staff involved in RF and SRS at the campus was also a great experience providing extensive insight into actions taken within university and SU, that I was not aware of before."*
- *"Today [I] gained insight first into sustainable work that is being done both on a global and local scale and the gained some useful skill during the audit and interview process"*
- *"I have enjoyed being able to be heard and get real genuine answers on questions you ask. I have enjoyed feeling part of the process and the respect that the staff had for us."*
- *"The thing that has surprised me the most has been the amount I have learned both in terms of the actual audit of the university and the skills that I've learnt through the process of the audit and the interviewing of staff members."*
- *"I have enjoyed reviewing evidence and learning about what large organisations can actually do in order to engage students with social responsibility and sustainability. I have also enjoyed assisting with interviews and gaining understanding of a range of staff opinions."*
- *"Personally, I feel the most enjoyable part of the audit process was being given the opportunity to pick the brains of influential staff members and learn more about their own ideas and thoughts."*

Recommendations from Focus Group students:

- Integrate SRS into induction and emphasise that it doesn't have to be difficult
- More education and more incentive for other people to get a grasp on SRS
- More penalties - if it costs more for a plastic bag or container people will start bringing their own
- More mention of green events and more of them - there's so many sports events and nights but just one green event and it wasn't well advertised or attended
- Advertise on the massive projector on campus
- A more efficient centralised events page with themes for them and the events listed that you can click on for more information - at the moment there's a lack of clarity
- Not just emailed - could be done by students using social media
- Use sustainability ambassadors; they're not very well advertised
- Jobs for students isn't well enough known but once you're on their list you know more
- Use Eventbrite it tells you 2 days before so you can't forget
- Optional placement years or terms for all courses

2.7 Lead Auditor Summation

Six students led the audit process for Responsible Futures, gaining valuable employability and ESD skills as a result. At the close of each day of the audits students participated in

reflection activities to track their development over the two days. At the end of the audit, they had the following to say about their personal experience:

"A display of great passion, and enthusiasm which is very refreshing. I can see lots of great work being undertaken with real impact, and this is very impressive. I am excited to see the future of this partnership and how it will filter across the whole of the university."

"The team within the university were dedicated and knowledgeable on the subject, and seemed to be very passionate."

"[I was surprised by] how much has been going on in general, and the passion of the staff, especially in the environment team. The extensive knowledge of the staff of what is happening throughout the university in to do with sustainability."

"Manchester Metropolitan University actively engages in a number of activities to raise sustainability and social responsibility awareness within the academic setting which I think is really impressive."

"I think the most impacting change has been the increase in awareness of sustainability both for students and staff on campus and I think the support that Responsible Futures has given staff members who were already working on sustainable issues has massively boosted their work."

"I think everyone was keen to take SRS to the next level and make students more aware adults better prepared for their life after university. From plenty of pieces of evidence, the partnership has accomplished a lot but I am hoping there will be more platforms provided for students to propose their suggestions/ initiate SRS related actions/campaigns (bottom up)."

"The members of the partnership that we interviewed all seemed to be genuinely passionate about sustainability issues and the work they are doing with the university and also very interested in how they can further develop their work in the future."

As highlighted by quotes from staff, student auditors and focus group students throughout this report, the culture of community engagement for social responsibility and sustainability was recognised a distinguishing feature of this Responsible Futures audit. There is clearly a highly committed staff group at the institution who are working alongside ambitious, socially conscious Students' Union Officers and an energised core group of student sustainability advocates to make Manchester an incredibly positive place. It was a real pleasure to spend two days working with your students and gaining an understanding of the fantastic initiatives at Manchester Metropolitan University and Students' Union. Thank you so much for the dedication, passion and enthusiasm demonstrated by both SU and university staff throughout not only the audit process but the Responsible Futures programme as a whole. You have made a valuable contribution to this year's cohort and we look forward to continuing to work with and support your ESD work in the future.

Further Information

3.0 General 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 200 (out of 300) and have demonstrated and evidenced your partnership’s commitment and progress for embedding sustainability and social responsibility across the whole institution.

The “Responsible Futures – Working Towards Accreditation” recognises your commitment and progress when you have not met the score threshold to be awarded the full accreditation. Through being awarded the “Working Towards Accreditation” your partnership should request a follow-up audit when you feel that you are prepared to go for accreditation. Follow-up audits will be charged the standard audit fee.

3.2 How long will the accreditation last?

Accreditation is valid for two years, so until May 2020 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.nus.org.uk/responsiblefutures

3.4 What’s next?

The 2018 Responsible Futures Awards Ceremony will take place in Autumn 2018, further details to come.

Following the awards ceremony, you will be provided with a photograph of your team receiving your award and the physical certificate. We encourage you to make use of local media outlets to celebrate your achievements.

After achieving accreditation, the annual membership fee will cover all future audits to maintain accreditation as well as ongoing support. This membership fee is £500 +VAT for higher education partnerships and £100 +VAT for further education partnerships.

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. NUS will not share your scores, however, you are welcome to share them with others if you wish.

Note that 2014/15 pilot year participants worked to a maximum score of 260 points which the accreditation threshold being met at 130 points before the threshold was raised to 200 points out of a maximum 330 in summer 2015.

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

If you not agree with your score/accreditation and would like to be re-assessed, please contact the Responsible Futures team on responsiblefutures@nus.org.uk. The documentary review can be re-conducted if the partnership feels that the assessment is inaccurate.

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