Manchester Metropolitan University

Developing sustainability education provision n business schools to address the green skills gap

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Overview

- Background.
- Global Concerns for Sustainable Development (GCSD) Case Study.
- Circular Economy (CE) Case Study.
- Developing Educational Excellence (DEE) Project.

A little bit about me…

Dr Jordan Peel: Senior Lecturer Sustainability

- L4 GCSD (Co-Unit Leader).
- L7 CE (Co-Unit Leader).
- L7 CEEL (Co-Unit leader).

- Education: BA (Hons) Business Enterprise, PG Dip Environmental Management and Sustainable Development, PhD Strategic Capability, PG Cert Academic Practice, Fellow Higher Education Authority, Chartered Management and Business Educator.
- Work Experience: 7 years HE, 4 years Corporate, 5 years Small and Medium Enterprise (SME).
- Previous research projects: Eco Hair and Beauty and REDUCES.

GCSD Case Study

- Level 4 Unit (servicing 3 programmes).
- Explores UN SDG's and role of stakeholders.
- Carbon Literacy embedded into assessment.
- Session Assistant and Trainer training included at Level 5 (Cascade Model).

2023 results (745 students):

- 96% pass rate.
- 66% good honours or above.
- Contributed to 97.7% sustainable development satisfaction (ISS Level 4).

	Sample	Responses	% Response	% Overall Satisfaction	% Teaching Satisfaction	% Feedback Satisfaction	% Academic Support Satisfaction	% Personal Tutor Satisfaction	% Resources Satisfaction	% Facilities Satisfaction	Sustainable Development Satisfaction	Organisation Satisfaction	% Community Satisfaction	% Voice Valued Satisfaction	% Wellbeing Satisfaction	% Personal Development Satisfaction
Institution Total	**9969**	**1910**	**19.2%**	**89.8%**	**93.2%**	**80.6%**	**91.1%**	**81.6%**	**94.8%**	**93.0%**	**90.2%**	**82.1%**	**73.7%**	**86.5%**	**85.6%**	**90.9%**
Arts and Humanities	**3353**	**581**	**17.3%**	**88.3%**	**92.9%**	**84.2%**	**88.6%**	**78.8%**	**93.8%**	**92.0%**	**88.6%**	**75.6%**	**71.3%**	**82.2%**	**81.6%**	**86.4%**
Art and Performance	246	35	14.2%	82.4%	94.3%	94.3%	79.4%	79.4%	80.0%	94.1%	84.4%	55.9%	64.7%	79.4%	78.1%	88.2%
Design	298	38	12.8%	89.5%	92.1%	86.8%	89.5%	77.8%	97.4%	92.1%	92.1%	89.5%	72.2%	85.7%	80.0%	91.7%
English	277	32	11.6%	93.5%	100.0%	93.8%	100.0%	90.3%	90.6%	93.8%	90.6%	74.2%	65.6%	89.7%	86.7%	81.3%
History, Politics and Philosophy	308	57	18.5%	87.3%	94.5%	89.3%	89.5%	82.7%	98.2%	94.6%	87.7%	87.7%	69.1%	84.0%	81.3%	92.2%
Languages, Information and Communications	226	33	14.6%	93.9%	100.0%	78.1%	93.9%	69.7%	97.0%	97.0%	81.8%	84.8%	84.4%	78.8%	75.0%	87.9%
Manchester Fashion Institute	660	143	21.7%	92.3%	96.5%	86.5%	88.1%	86.2%	94.4%	89.5%	96.5%	81.8%	76.3%	84.2%	82.3%	87.0%
Manchester School of Architecture	215	25	11.6%	79.2%	88.0%	96.0%	84.0%	91.7%	92.0%	80.0%	84.0%	64.0%	88.0%	79.2%	79.2%	87.5%
School Of Digital Arts	634	154	24.3%	87.7%	90.9%	85.1%	88.9%	81.7%	92.2%	92.2%	87.1%	67.5%	71.8%	79.6%	84.1%	85.5%
Sociology	489	64	13.1%	82.5%	82.8%	58.7%	85.9%	42.9%	98.4%	95.3%	79.4%	73.0%	54.0%	82.0%	79.3%	80.0%
Business and Law	**2887**	**429**	**14.9%**	**92.1%**	**91.8%**	**76.8%**	**92.2%**	**82.0%**	**93.9%**	**94.6%**	**92.3%**	**88.3%**	**76.3%**	**89.5%**	**86.2%**	**92.9%**
Accounting, Finance and Banking	422	53	12.6%	90.6%	90.6%	73.1%	86.0%	87.8%	92.5%	94.3%	88.0%	90.6%	82.4%	92.2%	91.1%	96.0%
Economics, Policy and International Business	471	48	10.2%	93.8%	85.4%	68.1%	87.5%	70.0%	95.8%	93.8%	91.1%	85.4%	55.3%	83.0%	75.0%	75.0%
Manchester Law School	364	51	14.0%	86.3%	94.1%	72.0%	92.0%	83.7%	80.4%	96.0%	88.0%	84.3%	73.5%	92.0%	91.7%	90.0%
Marketing, Retail and Tourism	475	63	13.3%	95.2%	95.2%	80.3%	95.2%	72.9%	92.1%	98.4%	93.4%	93.7%	74.6%	86.0%	86.7%	95.2%
Operations, Technology, Events and Hospitality Management	425	63	14.8%	90.5%	88.7%	77.8%	88.9%	80.6%	96.8%	84.1%	88.3%	84.1%	66.7%	80.7%	86.0%	92.1%
People and Performance	163	19	11.7%	89.5%	89.5%	76.5%	100.0%	85.7%	100.0%	100.0%	88.9%	89.5%	77.8%	94.4%	73.7%	94.4%
Strategy, Enterprise and Sustainability	567	132	23.3%	93.9%	93.9%	81.3%	95.5%	87.5%	97.7%	96.9%	97.7%	89.2%	88.0%	95.0%	87.8%	98.5%

CE Case Study

- L7 Unit MSc Management and Sustainability.
- Explores enablers and barriers to Circular Economy transition.
- Embedded REDUCES Project research.

2023 results (25 students):

- 100% pass rate.
- 100% of students achieving good honours or above.
- Contributed to 92.2% sustainable development satisfaction (ISS Level 7).

	Sample	Responses	% Response	% Overall Satisfaction	% Teaching Satisfaction	% Feedback Satisfaction	% Academic Support Satisfaction	% Personal Tutor Satisfaction	% Resources Satisfaction	% Facilities Satisfaction	Sustainable Development Satisfaction	% Organisation Satisfaction	% Community Satisfaction	% Voice Valued Satisfaction	% Wellbeing Satisfaction	% Personal Development Satisfaction
Institution Total	**7075**	**1373**	**19.4%**	**84.5%**	**90.1%**	**87.2%**	**89.6%**	**83.9%**	**92.9%**	**89.6%**	**87.4%**	**75.1%**	**77.1%**	**81.1%**	**84.5%**	**88.0%**
Arts and Humanities	**1442**	**309**	**21.4%**	**85.5%**	**88.3%**	**88.9%**	**87.9%**	**84.1%**	**92.9%**	**88.2%**	**87.5%**	**73.8%**	**78.5%**	**79.1%**	**83.9%**	**87.5%**
Art and Performance	73	11	15.1%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	72.7%	100.0%	100.0%	66.7%	70.0%	87.5%	90.0%
Design	131	38	29.0%	83.3%	86.8%	89.2%	86.8%	84.2%	92.1%	92.1%	91.9%	81.6%	78.4%	86.1%	80.0%	86.1%
English	239	50	20.9%	94.0%	94.0%	95.9%	85.4%	66.7%	89.8%	96.6%	77.1%	74.0%	75.0%	74.5%	83.3%	91.9%
History, Politics and Philosophy	80	15	18.8%	86.7%	93.3%	73.3%	93.3%	83.3%	100.0%	85.7%	86.7%	80.0%	64.3%	80.0%	85.7%	93.3%
Languages, Information and Communications	89	24	27.0%	83.3%	91.7%	95.7%	91.7%	90.9%	75.0%	79.2%	77.3%	75.0%	70.8%	79.2%	71.4%	72.7%
Manchester Fashion Institute	103	22	21.4%	81.8%	81.8%	95.5%	86.4%	66.7%	100.0%	100.0%	95.5%	72.7%	63.6%	85.7%	94.4%	95.2%
Manchester School of Architecture	613	121	19.7%	84.0%	86.7%	86.7%	89.1%	88.7%	95.0%	85.1%	92.6%	70.2%	82.6%	79.0%	84.6%	86.4%
School Of Digital Arts	64	16	25.0%	68.8%	81.3%	87.5%	81.3%	80.0%	93.8%	93.8%	75.0%	43.8%	93.8%	73.3%	93.3%	87.5%
Sociology	50	12	24.0%	91.7%	83.3%	66.7%	75.0%	83.3%	91.7%	91.7%	63.6%	91.7%	100.0%	80.0%	80.0%	91.7%
Business and Law	**1533**	**317**	**20.7%**	**87.3%**	**92.1%**	**89.5%**	**92.0%**	**83.4%**	**94.3%**	**89.4%**	**91.2%**	**83.3%**	**83.7%**	**81.4%**	**83.9%**	**90.8%**
Accounting, Finance and Banking	186	49	26.3%	87.8%	91.7%	95.8%	98.0%	82.2%	98.0%	87.5%	95.7%	81.6%	86.4%	87.5%	81.8%	89.6%
Economics, Policy and International Business	128	20	15.6%	100.0%	95.0%	89.5%	90.0%	100.0%	85.0%	85.0%	90.0%	80.0%	90.0%	90.0%	83.3%	85.0%
Manchester Law School	255	15	5.9%	86.7%	100.0%	80.0%	100.0%	66.7%	86.7%	86.7%	69.2%	80.0%	73.3%	80.0%	85.7%	92.9%
Marketing, Retail and Tourism	186	43	23.1%	90.7%	95.3%	93.0%	95.3%	97.7%	95.3%	88.1%	92.9%	93.0%	87.8%	88.1%	87.5%	93.0%
Operations, Technology, Events and Hospitality Management	271	86	31.7%	88.2%	90.7%	91.9%	91.7%	82.3%	93.0%	89.4%	94.1%	88.4%	85.7%	79.5%	84.1%	91.7%
People and Performance	235	40	17.0%	72.5%	87.5%	80.0%	82.5%	83.3%	95.0%	86.5%	83.8%	57.5%	76.9%	68.4%	86.1%	86.5%
Strategy, Enterprise and Sustainability	272	64	23.5%	89.1%	92.2%	87.1%	90.5%	75.4%	96.9%	95.3%	92.2%	89.1%	81.3%	80.3%	81.0%	93.3%

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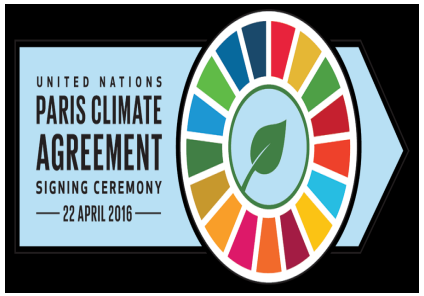
DEE Project



- Builds on existing work within the Department for Strategy, Enterprise, and Sustainability (SES) in the Faculty of Business and Law.
- Contributes to a current gap in our education provision within the Faculty of Business and Law.
- Engaging with inter-disciplinary academics, industry and professional bodies, to contribute to our University and UK Government Sustainability and Education strategy, and meet student needs.
- Aim is to contribute to addressing the green skills gap in industry which is essential to the future of work as we progress closer to the Greater Manchester carbon neutral target of 2038, and the UK Net Zero target of 2050, which are both aligned to the international Paris climate agreement 2015.

BUILD KNOWLEDGE AND CAPACITY TO MEET CLIMATE CHANGE

Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

Department for Education

Policy paper

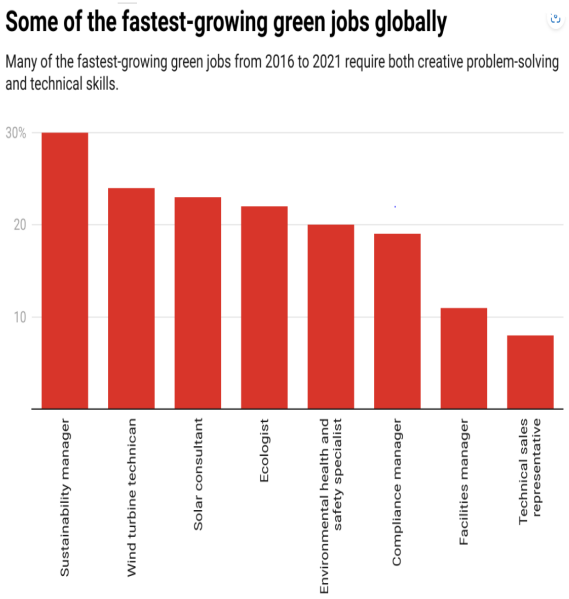
Sustainability and climate change: a strategy for the education and children's services systems

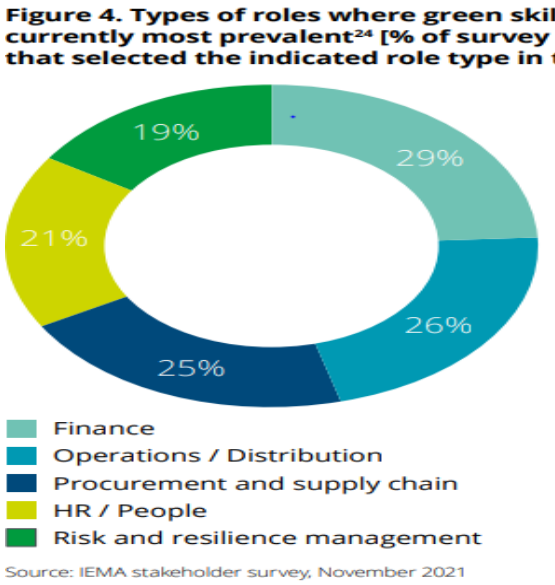
Updated 20 December 2023

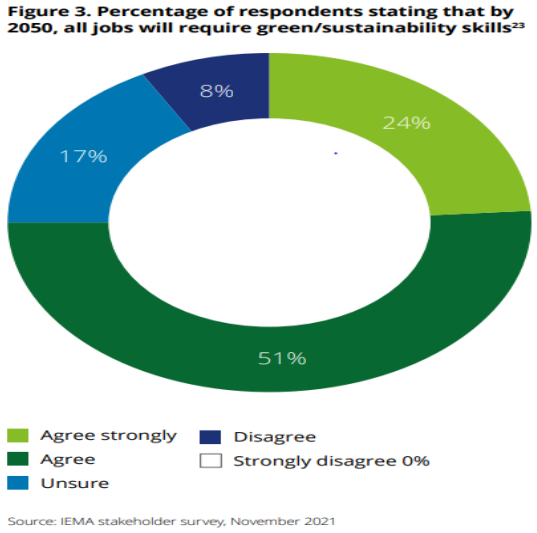
Action area 1: Climate education

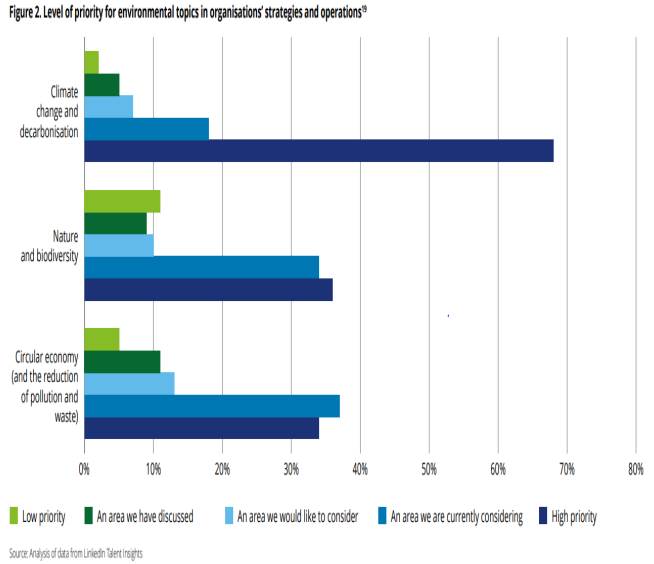
Action area 2: Green skills and careers

Industry Statistics









Sustainability Manager role growing at fastest rate in this space.

Gaps in range of business related areas.

76% agree/strongly agree sustainability skills will be required across all jobs.

Climate Change and Decarbonisation highest priority.

Student Statistics

Internal Department report identifies,

- Student demand for courses using the key terms “Sustainable” or “Sustainability” have seen a large spike in student demand, though this is isolated in a small number of institutions.

- Courses using the key terminology “Sustainable” or “Sustainability” have 86.8% more enrolments than those using the term “Environment”.

Similarly, a consultation with L4 students on the Business Management programme identified,

- 68% of students would like to have professional accreditation in sustainability embedded into their programme.

IEMA Education Partnership

- Ensuring the degree programme is aligned with current industry requirements and skills, through the external verification process.
- Free access to student membership for those on the approved programme, gaining access to webinars and current industry information and online publications.
- Grad IEMA suffix on completion of the degree programme.
- Fast track to PIEMA status once the student is in industry (3 example cases).
- Promotion of the approved course for the University on the IEMA webpage and magazine (20,000 readership).
- Part of an approved network of 50 Universities and over 80 accredited programmes (such as University of Oxford, University of Manchester and University of Warwick).

Alignment to Manchester Met ESD

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Embedding Education for Sustainable Development (ESD)

Programme Learning Outcomes

Upon successful completion of this Embedding ESD programme you will be able to:

1. Discuss the concept of sustainability and give examples of links between the Sustainable Development Goals (SDGs) and your discipline.
2. Explain Education for Sustainable Development (ESD) and its role and importance for curricula and pedagogy in Higher Education.
3. Describe and explain learning design concepts, including transformative pedagogies, and give examples of a range of active learning methodologies.
4. Apply the three pillars of the CoDesignS ESD Toolkit (transformative pedagogies and learning types, key competences, and specific learning objectives for the SDGs) to design curriculum elements that embed Education for Sustainable Development.
5. Analyse existing curriculum elements using the CoDesignS ESD Toolkit, and explain and justify how refinements can enhance learning design.

Interactive Learning Resources:

- Introduction to Embedding ESD Programme
- Step 1: Key Competencies for Sustainability
- Step 2: Sustainable Development Goals
- Step 3: Learning Domains
- Step 4: Learning Activity Types
- Step 5: Transformative Pedagogies
- Learning Design and Analysis
- Digging Deeper (All Steps)

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Business Management Programme

Level 4
Global Concerns for Sustainable Development
Professional Development

Level 5
Investigating Responsible Enterprise
Professional Development

Level 6
Business Ethics, Sustainability and Responsible Leadership

Level 6
Sustainability Management Project
Planning Unit Semester 1
Delivery Unit Semester 2

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Outputs to Outcomes

	Outputs	Outcomes
1	L6/(L7) units co-created with Industry, professional bodies and wider University faculties.	• Contribution to Climate Change targets. • Contribution to improved Health and Wellbeing. • Contribution to graduate outcomes. • Continuous support for local/regional organisations. • Contribution to Department, Faculty and University Profile.
2	Embedding (including) Carbon Literacy from Level 4-6 with the Strategy, Enterprise and Sustainability Department (providing access to this provision to wider departments).	
3	Alternative Formats for delivery including, RISE Programme and (Exec Short Course).	
4	Live projects with industry developing student skills and supporting net zero agenda.	
5	Impact Case Study.	
6	Conference Presentation.	

Road Map

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- Content development
- IEMA application
- Teaching delivery from September/October
- Existing and new Programme Development
- Living Lab

June 2024 - September 2025

- Ethos application
- Client projects
- RISE course development
- Share resources
- Collaboration.

Process Evaluation - Impact Report

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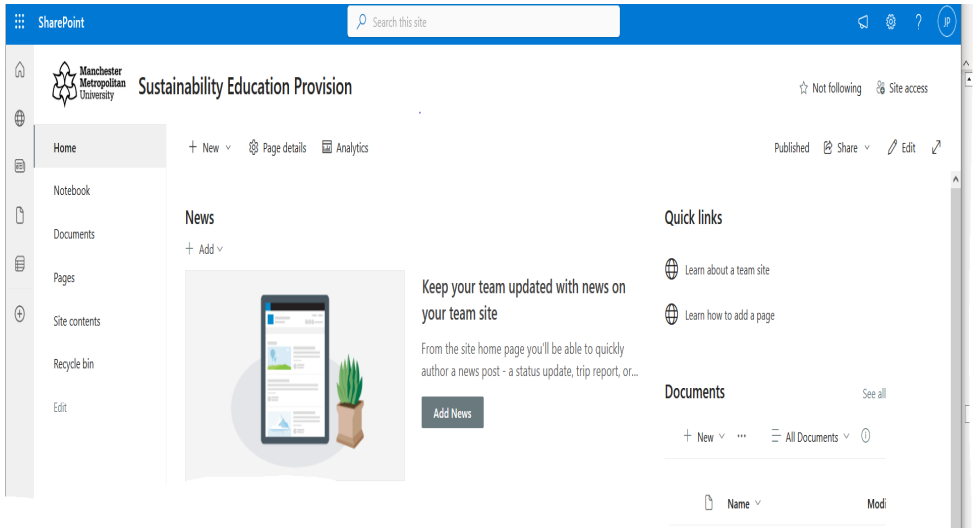
Opportunity for Collaboration

- Sharing best practice and learning.
- Student exchange / collaborative working.
- Student competitions.



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Q&A

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