<table>
<thead>
<tr>
<th>MEETING DATE</th>
<th>02/12/2022</th>
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<tbody>
<tr>
<td>REPORT TITLE</td>
<td>Minutes of the Annual Meeting 2021/22</td>
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<tr>
<td>CLASSIFICATION</td>
<td>PUBLIC</td>
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<tr>
<td>Report Author:</td>
<td>Hannah Quinn</td>
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<td>Sponsored by:</td>
<td>Lucinda Parr</td>
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<td>The University Court is asked to</td>
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<td>• APPROVE the minutes of the December 2021 meeting</td>
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<td>• NOTE the update from the December 2021 workshop</td>
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<td>The minutes of the meetings held in 2021 are presented for your approval</td>
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<td>Supporting Information</td>
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<tr>
<td>1. Minutes of the Court meeting December 2021</td>
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<td>2. Update from the December 2021 workshop</td>
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<tr>
<td>a. Attracting and Inspiring Students</td>
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<td>b. Sustainability</td>
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<td>c. Enterprise and Innovation</td>
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UNIVERSITY OF BRISTOL COURT

Friday 3 December 2021

DRAFT MINUTES

Sir Paul Nurse FRS (Chancellor)
(Hannah Quinn – Clerk)

Members
Category 1 – Elected Members

Category 2 – Nominated Members

Category 3 – Ex Officio
A Sheng

Category 4 – Additional Members

In Attendance
Senior Team

Board of Trustees
M Bhabuta, G Bowen, J Boyer, K Bright, J Cecil, S Clarke, I Craddock, L Fletcher, N Joicey, J Khawaja, S Robertson.

Deans
J Tavare, S Tormey.

Sabbatical Officers
S Key, L Macey, M Tahir.

Elected individuals from UoB staff
C Baldwin, M Baptist, E Clark, M Costain, R Ellis-Haque, T Henderson, R Logan, J McAllister, P Mutesva, T Mwarewangepo, A Rahman, P Walters, A Williams.

Facilitators
L Collins, D Jennings, S Johnson, C Lippert, A O’Grady, C Preist, M Wiles.

Support

Observers
L LeFaou, L O’Shea.
1. WELCOME
   1.1 The Chancellor welcomed members to the meeting and NOTED that there were no items requiring a decision, and that all questions would be answered together at agenda item 10.

2. VICE-CHANCELLOR’S ADDRESS
   2.1 The Vice-Chancellor addressed Court, noting that this would be his last Court meeting before leaving the University of Bristol after 7 years in his role.

   2.2 The following points were NOTED:
   
   2.2.1 That the response of the University community to Covid had been inspiring. Of particular note were the efforts required to quickly move educational delivery online and the outstanding research response with focused efforts on collaboration and multi-disciplinary working.

   2.2.2 The outstanding civic response, including volunteering by staff and students, the manufacture of hand sanitiser, and the key role of many academics in advising the University and the government, working in partnership with Public Health England.

   2.2.3 Plans to build research capacity in the new strategy to address the big issues of our time, for example Digital Futures. Ambitions to build research scale through partnership and impact, for example using philanthropic funding to establish the Perivoli Africa Research Centre and other bilateral agreements.

   2.2.4 Efforts to diversify the student population. Bristol had increased the proportion of UK state school entrants by 15%, and specific interventions funded by alumni were in place to address Black student recruitment.

   2.2.5 Significant research awards including funding for large multidisciplinary projects in Quantum and Digital Futures. The development of MyWorld which would focus on creative technologies, building on strengths in the University and city region.

   2.2.6 The rapidly changing external environment and significant geopolitical tensions, but also new opportunities, for example the strengthening of biomedical sciences, and the need to contribute to economic recovery in the city region.

   2.2.7 That rankings were important for students and academics choosing institutions, and for potential partners considering where to invest. Bristol aimed to be in the global top 50 institutions.

   2.2.8 The strengths and differentiators of Bristol compared to peers, which include the institution’s location within the region and the city. That the University was one of the biggest employers in Bristol and a substantial partner with most of Bristol’s knowledge and technology intensive industries. The importance of enhancing the relationship with the City of Bristol and the value of Court feedback.

3. OUR UNIVERSITY STRATEGY (CRT/21-22/001 and Presentation)

   3.1 The Deputy Vice-Chancellor & Provost introduced the item.

   3.2 The following points were NOTED:

   3.2.1 The presentation of the University Strategy 2030. That Court had received the white paper version of the Strategy and subsequently there had been consultation and discussion to finalise the Strategy and present it to the
Board of Trustees. That the Strategy was approved at Board on November 19 2021.

3.2.2 That there was a clear aim to be in the global top 50 and to offer an outstanding student experience which would drive the aim to be UK top 10 UK. There were challenging Net Zero targets for 2030, which would be discussed today. Through the breakout groups, Court were invited to contribute to these challenges and provide guidance.

3.2.3 That the Strategy was structured around key cornerstone elements, some of which would be discussed in breakout sessions. The cornerstone of Inspiring Education and Transformative Student Experience was used as an example of how the Strategy was structured.

3.2.4 The Deputy Vice-Chancellor & Provost highlighted the need to work in partnership with students to build understanding, and co-create a high-quality experience, looking at what the University teaches and how it is taught. Some challenges included how to address flexibility and offer different sorts of learning, as well as a need to invest in the physical and digital learning environment.

3.2.5 The importance of being a global civic institution, clearly embedded within the city region but with a strong global profile, reputation, and engagement. The aim to work together to co-create a prosperous and sustainable future for the city including key investments in the new University Library and Temple Quarter which would drive the civic mission and reshape how the University engaged with local communities.

3.2.6 The key enablers of the Strategy, particularly the University’s people and how to invest in people to support and nurture diverse career choices. The need for a world class campus and support for capital programmes and digital infrastructure, whilst maintaining our commitment to sustainability.

3.2.7 The three cross-cutting themes of the strategy (internationalism, sustainability, EDI) which would be embedded in all activities, in a way which would drive the University’s global ambitions whilst also mapping out a strong integration with education and learning.

3.2.8 Ongoing work on the detailed sub-strategies within the overarching strategic framework.

4. RESEARCH & ENTERPRISE SUB-STRATEGY

4.1 The Pro Vice-Chancellor Research & Enterprise introduced the item.

4.2 The following points were NOTED:

4.2.1 The key elements of the research strategy including enterprise and innovation and a shift towards asking ‘what we are good for?’ rather than ‘what we are good at?’.

4.2.2 The need to work in partnership to address core issues relating to Brexit and the pandemic.

4.2.3 That whilst Research Council funding was relatively flat, funding for innovation had almost doubled. The University needed to reshape its offer and show its relevance to attract funding.

4.2.4 A focus on impact and place, including responding to the levelling up agendas, and place-based calls which could have local, national, and international impact.

4.2.5 The need to use research for the public good, with a focus on disciplinary and interdisciplinary excellence.

4.2.6 That the University had secured £45m in investment for advanced gene therapy through a spin out company and was ranked seventh in the UK
for spin outs and joint fifth for life sciences spin outs. Significant investment had been secured from Pfizer for a new Centre of Excellence and one of the University’s spin out companies had been referenced in the government’s Innovation strategy.

4.1.7 Plans to establish a brand to pull together current excellent but fragmented provision, creating a single-entry point so that external partners could navigate the institution more easily. Efforts would be directed to work more effectively at the interface between the University, the City and Government. A Steering Group had been established with external membership to drive this forward and an Associate Pro Vice-Chancellor for Innovation had been appointed to provide leadership.

4.1.8 That the next steps were to establish a Strategic Board to provide commercial and external viewpoints and to establish engagement, awareness and culture change across the institution, raising the potential and ambition of academics.

4.1.9 Special purpose vehicles would be established in particular sectors which would be wholly or partly owned by the University, allowing access to funds which could not be awarded directly. Work was ongoing to confirm a budget, establish aspirations and appoint a core team with dedicated staff and resources.

5. BREAKOUT SESSIONS (CRT/21-22/002)

5.1 Members of Court joined colleagues in two breakout sessions.

6. FEEDBACK FROM THE BREAKOUT SESSIONS

6.1 The Theme Leads were invited by the Deputy Vice-Chancellor & Provost to present feedback from the breakout sessions.

6.2 Attracting and Inspiring Students: Working Together for a More Diverse Future. The following points were NOTED:

   6.2.1 The challenges of balancing local and national initiatives, investment and support and the importance of establishing the context of the University’s efforts to diversify the student intake.
   6.2.2 The complexity of lifelong learning and the significant opportunities to work in partnership with the City on this issue.
   6.2.3 The level of investment required, whether internal or from government.
   6.2.4 The impact of student loans and financing, and the need to focus on disabled student provision
   6.2.5 How to seize on opportunities to keep graduates in the local area, creating more internships for local and mature students.
   6.2.6 The need to maintain focus on South Bristol and working in partnership with head teachers and how the University can support local schools to raise attainment levels.

6.3 Intensifying our Focus on Sustainability. The following points were NOTED:

   6.3.1 The excellent contribution of Court in responding to the tensions, choices and prioritisation which would be required.
   6.3.2 Consideration of restricting international research travel and the potential impacts and opportunities, including how this might impact on research excellence. The potential for a partial exemption for research seeking sustainable solutions.
   6.3.3 How to prioritise in relation to education and the challenges of the footprint of our estate.
7. **REPORT OF THE BOARD OF TRUSTEES (CRT/21-22/003)**

7.1 The Chair of the Board of Trustees presented his report to Court. The following points were NOTED:

7.1.1 That the audited statement of accounts was presented at item 7, paper CRT/21-22/004.

7.1.2 The changes to the University Charter, Statutes and Ordinances, particularly that there had been no changes made in relation to Court and that Ordinances 11 and 12 brought together information in relation to Alumni and the Students Union respectively.

7.1.3 That notwithstanding many challenges, the University was in a better financial position than many peer institutions and was well placed to address the new Strategy.

7.1.4 That the Board of Trustees had returned to in person engagement with a focus on the new Strategy, including in-depth discussion on cornerstones and challenges. The annual Board of Trustees Development Day had focused on research and additional meetings had been held in relation to Temple Quarter.

7.1.5 That the Board of Trustees had regard to the impacts of Covid and the intention to build a stronger world class University which was ready to address new and emerging challenges.

7.1.6 That there had been limited structural changes, but that membership had been rebalanced across the Board of Trustees Committees, including the introduction of Deputy Chairs.

7.1.7 That the Board of Trustees was leading the appointment process for the new Vice-Chancellor and was thankful to Professor Brady for his great leadership and enormous contribution to the City, the region and the institution. The appointment of a new Vice-Chancellor was anticipated in Spring 2022.

7.1.8 That the Board of Trustees was engaged in an external effectiveness review and findings would be reported to Court at their next meeting.

7.1.9 Thanks to Trustees who had stepped down, namely Sheila Elwood, Keith Stanton, Kate Ashley, Jason Palmer and Ore Odubiyi.

7.1.10 The appointment of new Trustees, namely Caroline Relton, Ian Craddock, Kirsty Bright, Kiran Sithamparapillai and Sarah Clarke.

7.2 The Chair of the Board of Trustees thanked the Vice-Chancellor and his team for their commitment and hard work. He acknowledged the collective endeavour of the institution, including Court, and welcomed their input in to the new strategy.

7.3 The Chair of the Board of Trustees acknowledged and thanked Court for their efforts to help the University deliver on its ambitions.

8. **ANNUAL REPORT AND FINANCIAL STATEMENTS 2020/21 (CRT/21-22/004)**

8.1 NOTED the University of Bristol Annual Report and Financial Statements 2020/21 for information.


9.1 APPROVED the minutes of the December 2020 meeting of Court and the May 2021 Court workshop,
9.2 NOTED the update from the May 2021 Court workshop.

10. OPEN FORUM QUESTION TIME

10.1 The Chancellor NOTED that any questions received in advance had been responded to and that responses were published online.

10.2 The Director of External Relations, Alicia O’Grady, facilitated the discussion. The following issues were DISCUSSED.

10.2.1 Steps that the University was taking to provide ongoing support for student and staff welfare. The Vice-Chancellor noted that mental health and wellbeing was a significant challenge for the whole sector, with increasing numbers of students seeking support, and a growing need for staff support. The University had put in place comprehensive mental health and wellbeing strategies and increased levels of support. The network of Residential Life Advisors and Student Wellbeing Advisors had served students well during the pandemic and the model had been replicated by other institutions. Support had pivoted online during the pandemic with good take up from students and staff. Significant additional support had been established for students in residences who could not return home, or were self-isolating, and students who could not return to residences had received refunds. The University was appreciative of the differential impacts of the pandemic on its communities and had engaged specialist counselling services. Staff mental health champions had been introduced and the University was part of the MIND Healthy University pilot.

10.2.2 Communication and engagement with the Emeritus Professor community, which had been somewhat frustrated by Covid. The need to enable communication within the community ACTION: Head of Governance.

10.2.3 Actions that were being taken to improve NSS performance. The Bristol Institute for Learning & Teaching was working with programme teams to design online assessment, and the Curriculum Enhancement Programme was taking an evidence-based approach to improving assessment and feedback. A common unit feedback system had been introduced across the University and would provide early indications of programmes which were not performing as expected. The Deans were leading on the timely return of feedback to students and ensuring that students had enough formative assessment in advance of the summative assessment.

10.2.4 How much of the 3% increase in staff FTE had been academic staff recruitment. The Annual Report clarified that academic colleague numbers increased from 3,326 in 2020 to 3,438 in 2021 (a 3.4% increase).

10.2.5 The University’s plans to address the removal of the Erasmus scheme. The Vice-Chancellor confirmed that Bristol was engaged in the Turing scheme but would also invest institutional funds and develop partnerships to ensure inter-institution mobility.

10.2.6 How the Strategy addressed regional challenges. Noted the introduction of a civic pillar to the Strategy which emphasised the contributions to the city region. The University had strong links which extended across and beyond Bristol, with students living in all areas of the City, the campus at Langford and regional hospitals. This was complemented by student engagement in volunteering, research and enterprise activities. The University’s enterprise agenda was an opportunity for collaboration with industry and enterprise, working with WECA and the Western Gateway.
Plans to diversify the student body were discussed in a breakout session and included extending widening participation and access initiatives beyond Bristol to the region.

10.2.7 Whether the University recognised the need to extend access and participation from outside the UK. Hardship funding had been extended with a particular focus on hardship for international students and consideration was being given to the challenge of how to make sure support services and access strategies considered international students in a more comprehensive way. Work was also underway in relation to recruitment including government arrangements, sponsorship and partnerships.

10.2.8 Whether accessibility had been considered in relation to the design of the Temple Quarter Enterprise Campus and if advice had been sought from disabled people as to the design. The Chief Property Officer noted that although good professional advice had been received and the building was designed to be fully accessible, he would follow this up further with the relevant Court member.

**ACTION:** Chief Property Officer

10.2.9 How the blended working trial had been received by staff. Feedback would be sought via a survey in December 2021, followed up in March 2022 with focus groups. Early indications were good and had shown benefits for team cohesion. The University was open to working in ways that worked for everyone, enabling flexibility and inclusivity.

10.2.10 The importance of students seeing role models who reflected their lived experiences. The University was working hard to develop a diverse talent pipeline, but acknowledged a culturally homogenous senior team. Noted the developments underway in diversifying recruitment at all levels including working with colleagues in the city through the Race Equality Strategic Leaders Group, creating employment opportunities, and changes to the promotions framework and recruitment strategy.

10.3 The Chancellor thanked Court for their engagement in the meeting, and noted the benefits of working with a wide group of stakeholders.

**Date of Next Meeting (updated after December 2021 meeting): 2 December 2022**
Update from Court Workshop 2021

**Breakout Session: Attracting and inspiring students: Working Together for a More Diverse Future**

**Creating diverse talent pipelines**

1. The most recent Graduate Outcomes results show that we have increased the proportion of Bristol Graduates (UK, full time, undergraduates) finding work in Bristol from 12.9% for 2018/19 graduates to 14.6% for 2019/20 graduates. In terms of our overall Graduate Outcomes performance, our graduate prospects score in September’s Times/Sunday Times Good University Guide was 84.7, placing us 13th in the sector and 9th in the Russell Group, our highest ever ranking.

2. We have developed a new skills framework with staff, students, and employers. The new framework has drawn heavily from the World Economic Forum’s The Future of Jobs Report, highlighted at December 2021 Court. We are now in a pilot year where we are developing an interactive platform (including self-audit tool and reporting functionality), whilst at the same time piloting embedding the new framework in curricular and extracurricular contexts and shaping a University-wide narrative. The new framework is divided into the following headings and categories:

<table>
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<th>What will I learn?</th>
<th>What will I be able to do?</th>
<th>What will I become?</th>
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<tbody>
<tr>
<td>Academic skills</td>
<td>Work well independently</td>
<td>Proactive about your wellbeing</td>
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<tr>
<td>Research skills</td>
<td>Work well with others</td>
<td>Clear about your direction</td>
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<tr>
<td>Knowledge handling skills</td>
<td>Work well across communities</td>
<td>Ready for the future</td>
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3. The new skills framework will be launched in September 2023 and will become a significant part of the University’s offer to both students and employers.

**Diversifying our education offer**

4. We are currently preparing a draft business and financial case for a flexible UG degree programme based at the Temple Quarter Enterprise Campus, with c.200 students per year, which will connect students from the city-region who might not otherwise enter HE with some of the south-west’s most cutting-edge industries, including the digital, creative and innovation sectors. The programme, which will have multiple pathways, will focus on futures of work and will likely be based in the new Business School, with different pathways available and contributions from Engineering, Arts and CFIE.

5. The programme responds to feasibility and survey work that has engaged civic and industry partners. It will be co-designed with a wide range of partners and will offer new opportunities for work-based learning and/or programme-length placements. We anticipate the programme accepting a first cohorts in 2024/2025, with short accredited courses (which will act as tasters/feeders) launching in 2023/2024.

6. This programme will form a timely element of UOB’s response to a shifting funding landscape, with lifelong learner loans available from 2025; will contribute to skills needs in the region and to educational recovery post-COVID; and will also be a key element in meeting the target in the refreshed UOB strategy to double the number of students recruited from the city-region to 15% of our home undergraduates.

7. In September 2022 we welcomed our first cohort of 30 students onto the Foundation Year in Science, Engineering and Maths. This alternative entry route into the University is a year-long introductory course for students without prior qualifications, focussing on...
the core subjects that underpin degree-level study in physical sciences, engineering and mathematics. Building on the success of the Arts, Humanities and Social Science Foundation Year, it has been designed to meet the needs of students returning to education, including mature learners. All those who successfully complete the course will receive an offer to study on a non-clinical degree at Bristol.

Feedback from the Court meeting which we have incorporated or addressed
8. We received helpful feedback from Court as to the need to maintain a focus on South Bristol given the persistently low levels of progression to higher education within this part of the city.
9. We continue to work closely with Merchants Academy Primary and Secondary schools, both based in Withywood through our co-sponsorship of the Venturers Trust. There is a specific focus on Post 16 and we are able to provide dedicated support from the Home Recruitment and Conversion Team on curricula, data and student voice due. We continue to co-fund the IntoUniversity centre in Withywood and fund South Bristol Youth, a charity designed to raise attainment and aspirations of young people in the region and actively participate in the collaborative Future Quest programme.
10. The impact of the pandemic on disadvantaged communities has been severe and will be longstanding. Our focus in this part of the city is building strong relationships in the community and working with community leaders to address the structural disadvantage which is faced by young people.

Changes, challenges and achievements since last year
11. Within our admissions processes we have a range of policies designed to ensure that students from underrepresented groups receive appropriate consideration in a fair and transparent manner. In recent years, these have included: contextual offers; the Bristol Scholars programme with a tailored offer; guaranteed offers for project participants and ‘boost’ within the scoring process for those who meet specific widening participation criteria.
12. For 2022-23 admissions cycle, this has expanded to:
   • Making contextual offers to applicants who have been in receipt of free school meals at secondary school;
   • Guaranteeing offers to applicants from the local area, or who are applying on the basis of an Access to HE diploma;
   • Assessing the GCSE grades of contextually eligible students as if they were those of an applicant with two-grade better A-level predictions (effectively a seven-grade boost across eight GCSEs on 9-1 scale).
13. In response to the cost-of-living crisis we have secured space at the Wellspring Settlement in Barton Hill for a warm spaces homework club. The club will accommodate 20 students per session, for three nights a week. The sessions will be for local students in years 7-9, based on feedback from schools. We plan to offer the service from December until June next year and are exploring the possibility of extending to a Saturday morning (based on demand).
14. The sessions will be supervised by members of IntoUniversity staff, will be promoted to students at City Academy and those on the waiting list of the East Bristol IntoUniversity centre (incorporating Bristol Metropolitan and Bristol Brunel academies)
15. An outline proposal for Bristol Innovations was presented to Court in December 21. This paper provides a short update on developments since that meeting.

16. Bristol Innovations is a new initiative that seeks to grow, accelerate and diversify the University’s enterprise and innovation activities. Bristol Innovations will maximise research and societal impact through industry collaboration, licensing, commercially funded research, and new commercial entities. It will position the University for the future, and will create mechanisms for the University to take advantage of innovation-related funding opportunities. Bristol Innovations was approved by University Executive Board and launched by Professor Hugh Brady in June 2022. Funds of £1.8M were allocated to support the initiative in academic year 22/23.

17. After considering a range of potential delivery structures, Bristol Innovations has been established as a new team within RED. The Bristol Innovations Director and Programme Director have been recruited and take up post in mid-November, a programme manager for comms and a finance director have been seconded into the team, and strategic and admin support are being recruited. The partnerships team has been moved into this new structure, and recruitment is underway to provide additional capacity in research commercialisation and partnerships to allow for an expansion in these activities.

18. The Bristol Innovations Advisory Board has been established, and comprises senior internal representatives of the University alongside a selection of high-profile external Board members drawn from diverse sectors. The Board provides expert advice on Bristol Innovations’ opportunities and strategic priorities to the University Executive Board.

19. An important part of the Bristol Innovations initiative is marketing, communications and branding of our profile in this area. A dedicated marcomms team has conducted a series of branding workshops conducted through August-October and are formulating a branding strategy with a launch of a communications plan expected in January.

20. A key part of delivering Bristol Innovations’ aims is the creation of new Innovation Special Purpose Vehicles (ISPVs) where this provides the best route to realisation of impact. The first ISPV, UKTIN, has been established. UKTIN is a collaboration between Digital Catapult, Cambridge Wireless, West Midlands 5G and UoB, established to encourage diversification and supply chain development in the Telecommunications sector. Bristol’s role is through Prof Dimitra Simeonidou’s expertise and Jon Hunt’s innovation support leadership. UKTIN will provide a national brokerage service for businesses seeking Telecomms solutions. Consideration of other ISPV candidates is well underway, alongside the formulation of principles and process to select and prioritise ISPVs. Possible next candidates include Creative Technologies, Quantum, Digital Chemistry, Space, and Hydrogen.

21. A programme of activities to engage, enthuse and empower academic staff has been initiated and is led by the Associate Pro Vice-Chancellor: Enterprise and Innovation who took up office in Feb 22. This includes University Enterprise Fellowships, The Festival of Enterprise, Enterprise Roadshows, and The Enterprise Sessions. Investment has also been made in supporting student entrepreneurship through upscaling of existing activities and new interventions.

22. All of the above activities are being conducted in close collaboration with other teams within RED, the central communications and social media teams, student enterprise teams and DARO and with dedicated efforts to uphold principals of equality, diversity and inclusion.
Breakout Session: Sustainability

23. The University of Bristol has long had a commitment to addressing climate and ecological impacts, and making a contribution towards the sustainable development agenda. Recently, it has expressed this in a number of ways, most notably the declaration of climate emergency in 2019, and by being one of the first signatories of the global University and College sector SDG accord.

24. Our Strategy includes ‘Embedding Environmental Sustainability’ as a cross-cutting theme, which includes the following commitment:

"Future citizens: Make sustainability a core competency of a Bristol education by mobilising our curriculum, our student experience and our partnerships in support of the development of tomorrow’s global citizens. Because: knowing how to live and work sustainably will be an essential skill for all future graduates and will be an absolute expectation of a world-class university education."

25. The Education sub-strategy builds on this, making a commitment to:

"Provide opportunities for students to engage meaningfully with issues such as inequality, sustainability and the climate emergency both within and outside of the curriculum."

26. We are working to the following education-specific objectives:

a. Integrate discipline-relevant sustainability education into the learning outcomes and experience of every University of Bristol student through the Curriculum Enhancement Programme.

b. Introduce further interdisciplinary sustainability options, pathways and programmes into the educational offering of the University through the academic programme portfolio review process.

c. Expand the University’s online educational offerings and critically interrogate the viability of delivering degree programmes overseas as an alternative to requiring all international students to travel to Bristol, whilst considering the importance of efforts to re-localise our educational endeavours.

ESD activities at the University of Bristol, 2021-22

27. In response to feedback from Court last year regarding the need to more systematically collect data from schools on how they embed sustainability in their teaching, discussions have taken place at the University Education Committee and other stakeholder boards. Currently, there is concern about burdening schools with more compulsory reporting, and so an optional reporting mechanism is being explored, and is being trialled with 12 programmes in 22-23. This sits alongside workshops and support packages for these schools, developed as part of the Curriculum Enhancement Programme.

28. Our suite of specialist Masters programs with a Sustainability focus has been expanded this year. The new MSc in Society, Politics and Climate Change has been launched, and MScs in Environmental Humanities, and Science Communication for a Better Planet are under design and plan to be launched in 2023.

29. The team of Student Sustainability Champions worked with a number of Schools to galvanise conversation between staff and students and ensure student contribution to
the sustainability agenda. Notable successes in this area include work in Law, Physics and Education. The scheme is being repeated and expanded in 22-23.

30. The Education for Sustainable Development Staff Network now has 80 members, and meets regularly to host discussion sharing best practice and ideas.

31. The Bristol Institute of Learning and Teaching Annual Staff conference had a Sustainability session, where a number of staff presented innovative learning techniques, including outdoor activities used in Health Sciences education.

32. The CAME school of engineering has launched a new shared first year for its students, which includes an interdisciplinary project based on global sustainability challenges and inspired by Engineers without Borders.

33. Extracurricular Activities: The four week Sustainable Futures online course offered through FutureLearn (https://www.futurelearn.com/courses/sustainable-futures) continues to be offered three times a year and has been taken by over 14500 learners around the world, including several thousand UoB students. Its innovative blending of education around sustainability challenges with personal reflection led to it winning the 2019 Green Gown Award for Future Generation Learning. It is one of three Bristol Futures: Unleash Your Potential courses which can be taken as part of the Student Bristol+ Award.

34. The staff training session on Education for Sustainable Development which forms part of the PG Cert in Academic Practice qualification is now offered more widely, allowing members of staff not enrolled on the PGCAP to attend.