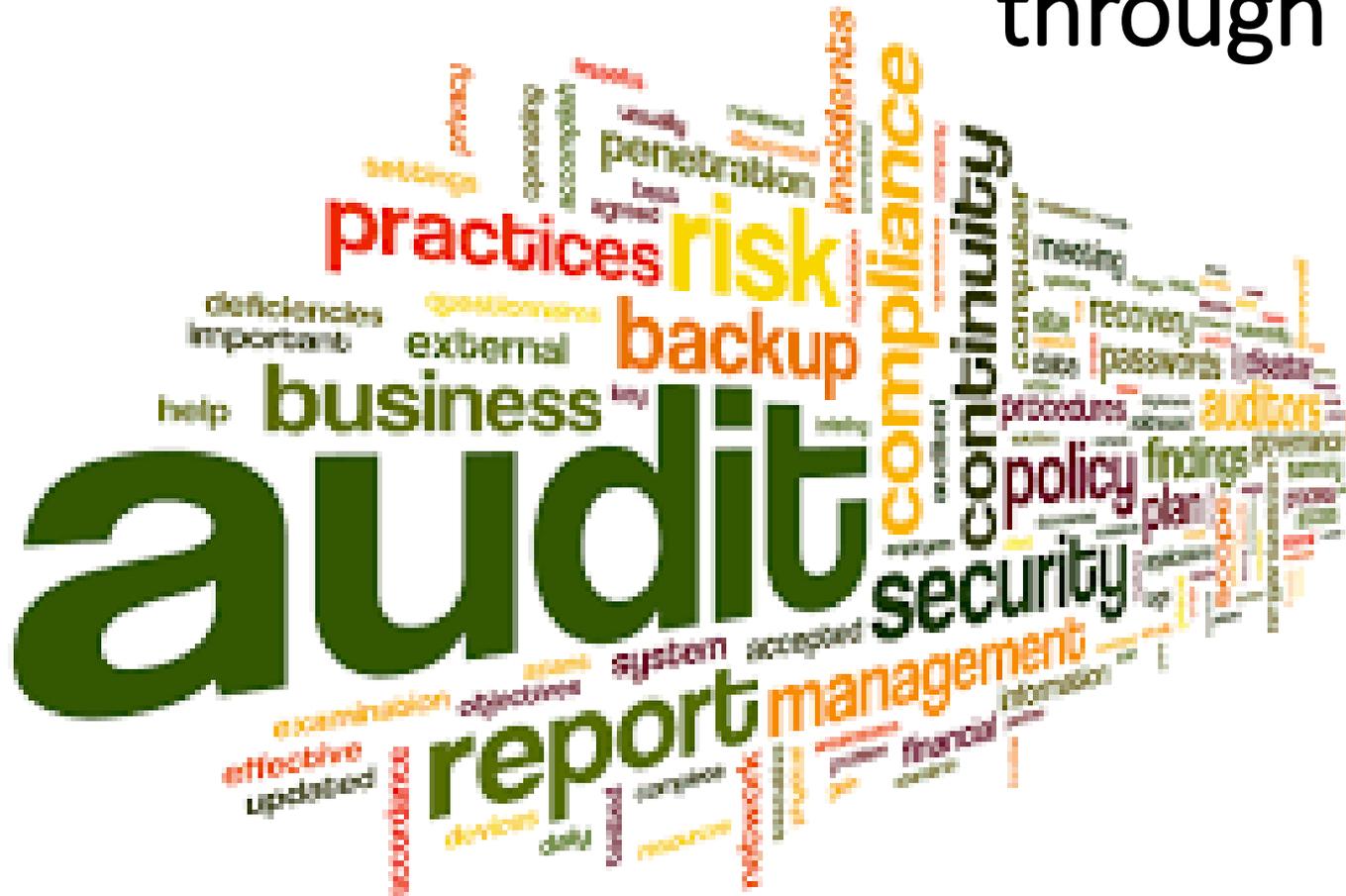


Auditing the University: Promoting Education for Sustainability for Business Management Students through audit-based learning



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- EfS context - responsible education; sustainable business
- Students' context
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- Outcomes of Audit-based Learning



External Context of Sustainable Business

- Organisations can affect the environment, climate change and society through day-to-day operations - therefore need to minimise environmental and social impacts (Carbon Trust 2015; Finke, Gilchrist & Mouzas, 2016)
 - ❖ Positive proactive response not been forthcoming across all UK commercial sectors
- Larger organisations generally recognise and act on environmental and social impacts
 - ❖ SMEs generally have an ad-hoc approach to environmental and social incidents (Panwar et al., 2016) and lack engagement with sustainability management strategies (Cassells and Lewis, 2017)



External Demands for Responsible Education

United Nations 2030 Agenda for Sustainable Development - a 'plan of action for people, planet and prosperity'.



Student Context

EfS takes place within an environment in which

- Students are consumers possessing:
 - ✓ Preferences for interactive, experiential learning
 - ✓ Expectations of being taught employment skills
 - ✓ Desire for 'just-in-time learning' for successful assessment – a degree is a passport to employment
 - ✓ Low levels of lecture engagement
- Employers expect HE to provide employment ready graduates
 - ✓ Sustainability knowledge and skills
 - ✓ Employment skills such as collaboration, negotiation and influencing (higher order cognitive skills)
- Educators hope to engage students as change agents for sustainable futures
- Sustainability performance of a university is a key factor in many students' choice of where to study (Nuwer, 2014)



Employability Context: Competencies Expected of Sustainability Professionals

- 5 core sustainability competencies expected of professional graduates (Wiek et al., 2011):
 1. **Systems-thinking competence** - the ability to analyse complex systems across differing scopes and scales of sustainability
 2. **Anticipatory competence** - the ability to understand future (un)sustainable scenarios
 3. **Normative competence**- the ability to create sustainable vision for future sustainability
 4. **Strategic competence** - the ability to design and implement strategic interventions
 5. **Interpersonal competence** - the ability to work collaboratively to solve problems
- EfS lagged behind needs of businesses so sustainability, employability and higher order cognitive skills gaps now widely recognised (Benn and Dunphy, 2009; Drayson, 2014; Edie, 2015; Laurinkari and Tarvainen, 2017)

“Only 13% of organisations are confident they have the skills they need to compete in a sustainable economy”.

Institute of Environmental Management & Assessment
(2016)

“85% of employers require graduates to have knowledge of sustainability”

NUS Survey: Employer attitudes towards, and skills for, sustainable development (2015)

Audit-based Learning: Definition

- Sustainability Audit:
 - ✓ Methodical examination of a business's procedures and practices that determine or influence environmental, social or economic impacts
 - ✓ A voluntary, essential management procedure that allows an organisation to detect problems before they affect operations (Hillary, 2004)
 - ✓ Systematic approach to improving sustainability performance whilst improving economic performance (Viegas et al., 2013)
- Audit -based Learning
 - ✓ Learning achieved through preparing and undertaking an audit and reflecting on its' outcomes
 - ✓ The audit is both an outcome and a process of learning through which students recognise and take ownership of their learning needs



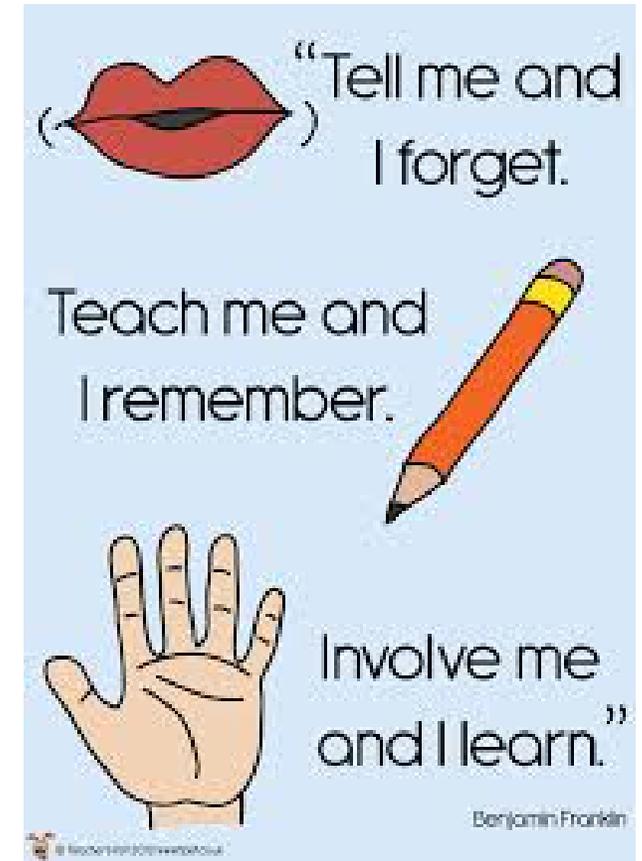
Audit-based Learning: Opportunities to Enhance LTA

- Audit based learning is designed to engage students in :
 - ✓ EfS through active, experiential and collaborative learning, teaching and assessment
 - ✓ Higher order cognitive skills development
 - ✓ Complexities of integrating social, environmental and economic responsibilities in a business environment
 - ✓ Knowledge and employment skills development through realistic and relevant experiences in contexts they find meaningful e.g. real world settings
 - ✓ Self-directed learning including consideration of what information is useful and what can be discarded



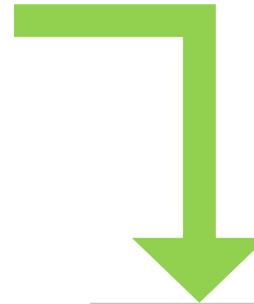
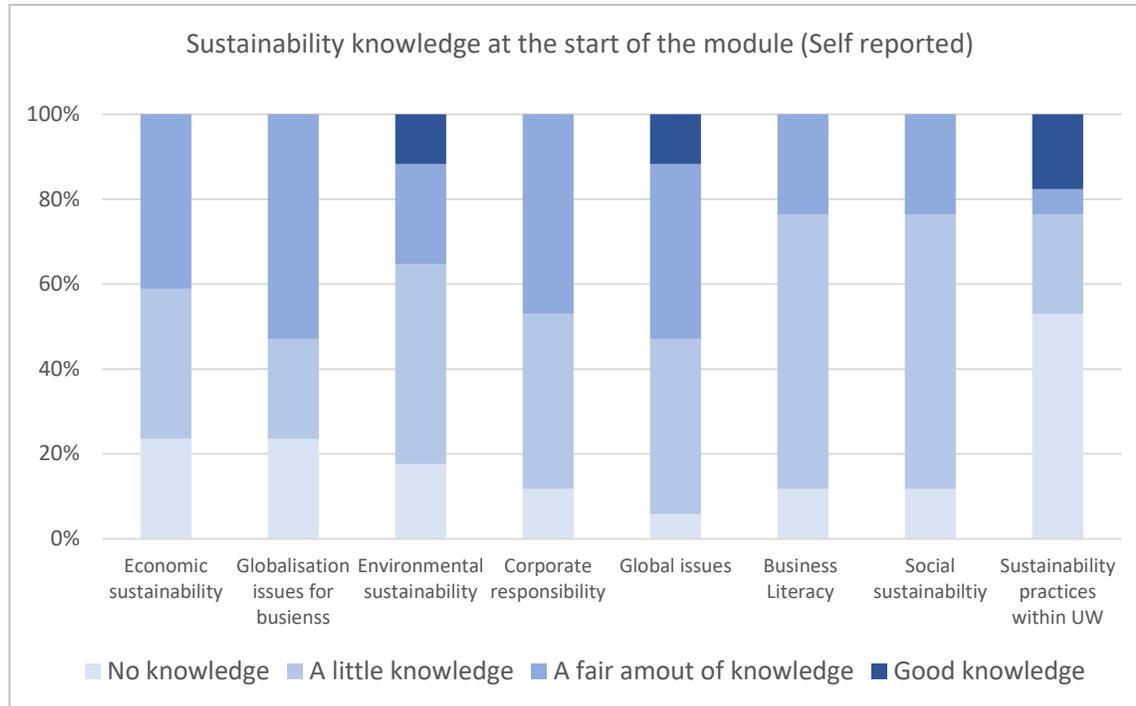
Audit-based Learning: Auditing the University (BUSM2039)

- BUSM2039 LTA designed around completion of a sustainability audit of UW, which engages students with sustainability through:
 - ❖ UW as a Live Case Study
 - ❖ The module as a Living Lab
- Taught content interwoven with active, participative live case study based practical activities e.g. games, creative activities, EIA, making films, etc.
 - ❖ Engages students in UW and audit process
 - ❖ Promotes ongoing support and guidance, peer-to-peer learning, reflection-on- action
 - ❖ Provides academic content, sustainability knowledge skills and values and employment skills
- Innovative support and guidance provided through guest lectures from sustainability practitioners e.g. UW Sustainability Director, Purchasing Department, Energy Consultant:
 - Students discuss university sustainability performance, check understanding, ask questions related to audit assignment.

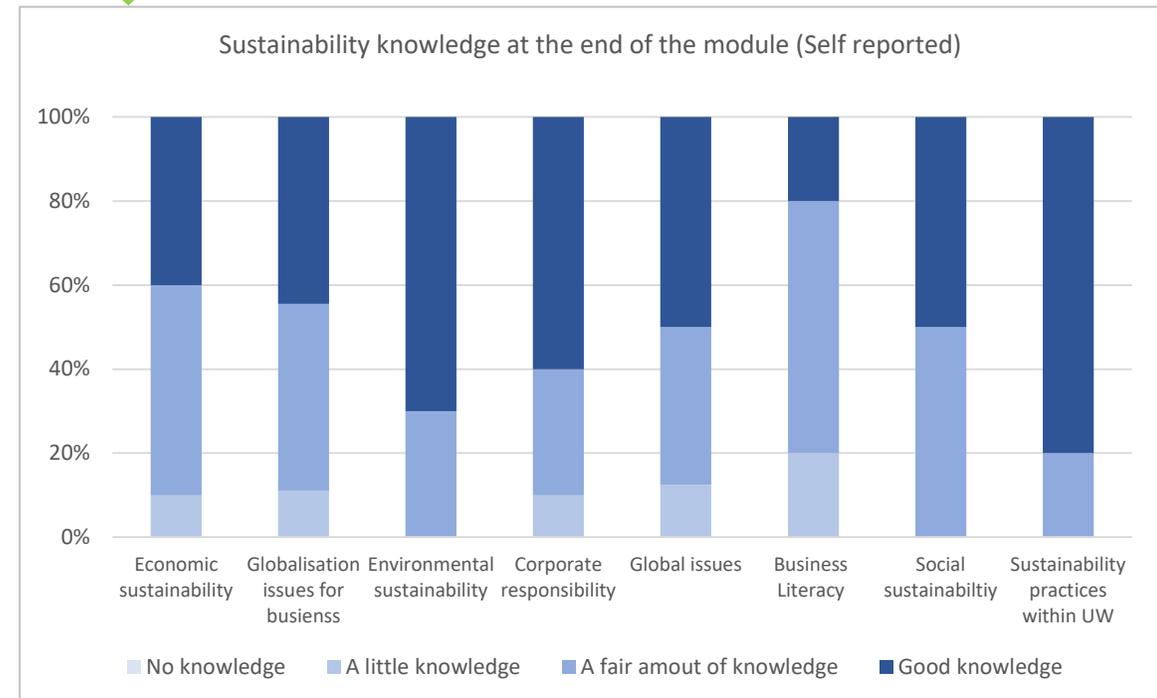


Outcomes: Development of Sustainability Knowledge?

BUSM2039 WEEK 1

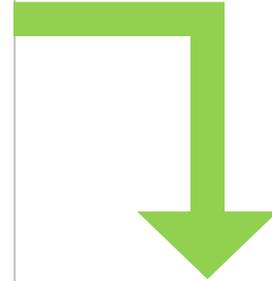
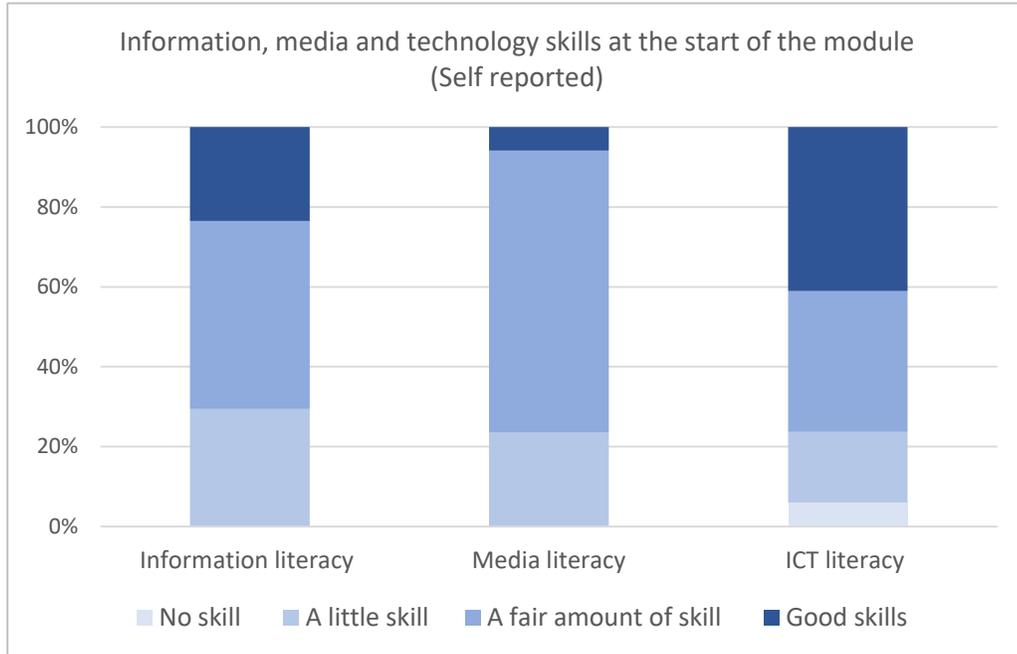


BUSM2039 WEEK 12

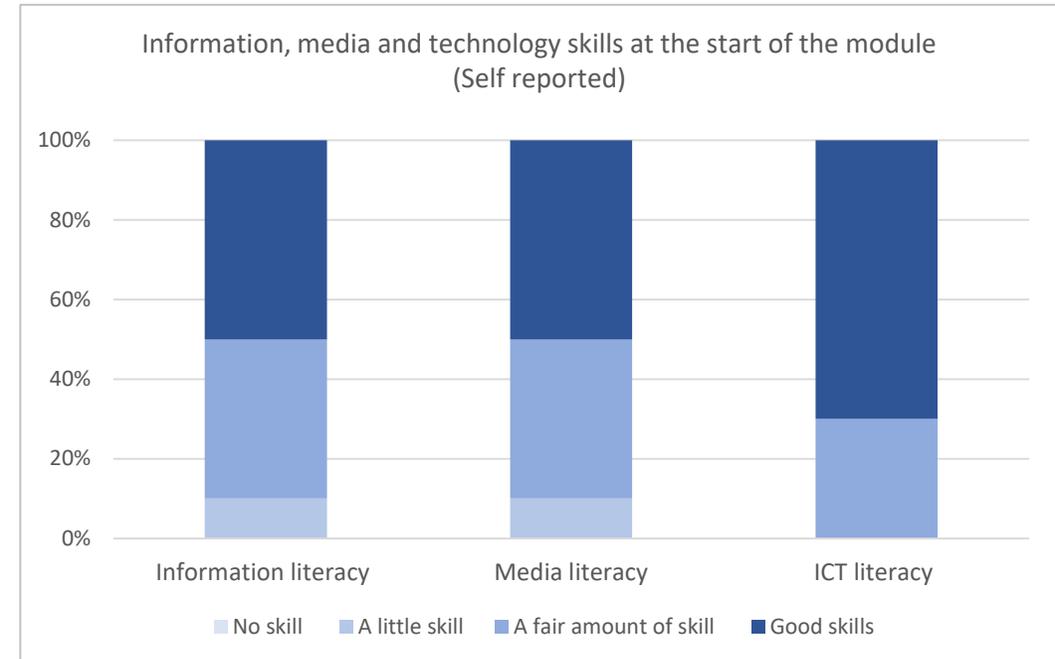


Outcomes: Improvement to Information, Media and Technology Skills?

BUSM2039 WEEK 1

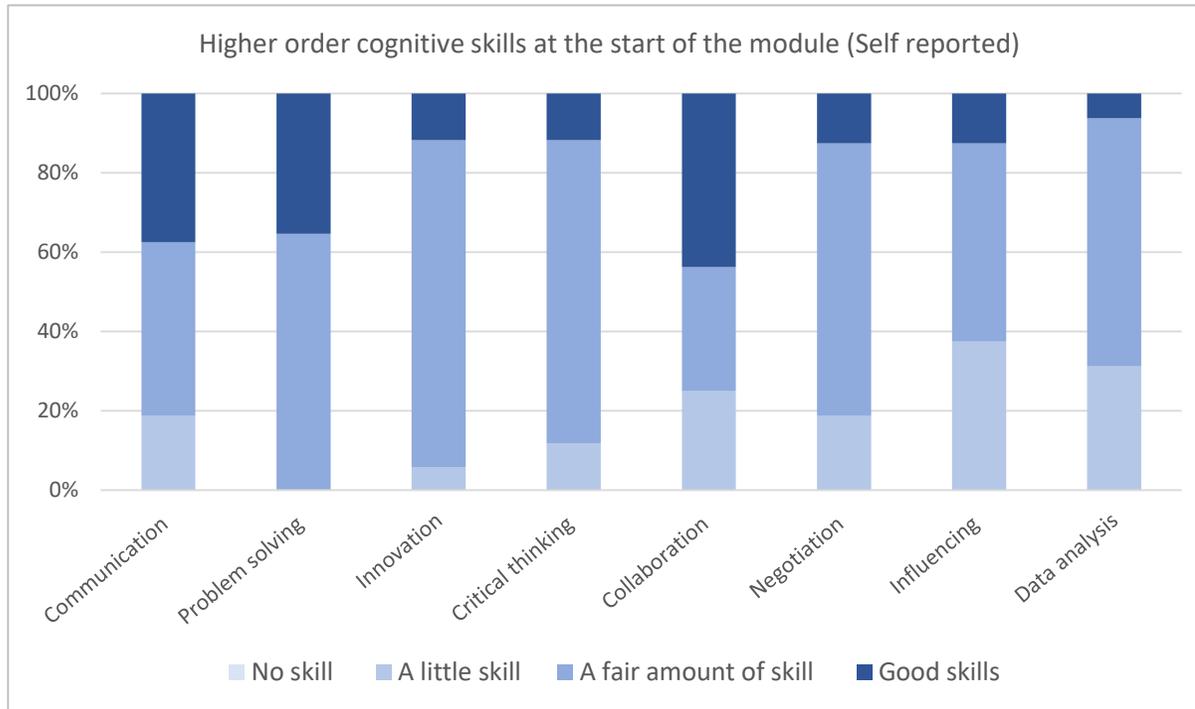


BUSM2039 WEEK 12

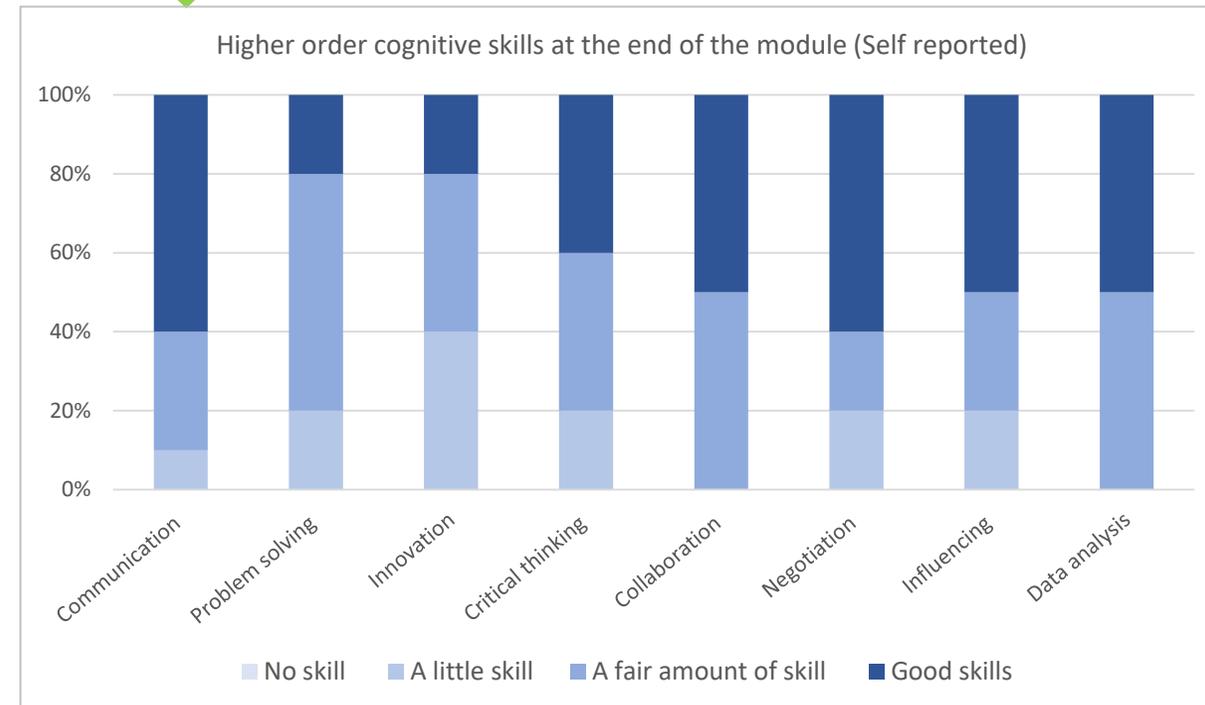


Outcomes: Development of Higher Order Cognitive Skills?

BUSM2039 WEEK 1



BUSM2039 WEEK 12



Outcomes of Audit-based Learning

- Audit-based Learning on BUSM2039 has delivered:
 - ✓ Interactive, experiential learning experiences
 - ✓ Active, real-world LTA methodology for EfS
 - ✓ Sustainability knowledge, skills and values
 - ✓ Challenges to thinking and behaviours of individuals
 - ✓ Engagement of future sustainability professionals
- Audit-based Learning supports development of employment ready graduates with:
 - ✓ Knowledge and skills needed to promote sustainable futures
 - ✓ Employment skills for successful careers
 - ✓ Tools to feed forward into future (or current) workplace



Students' Views on their Development of Knowledge, Skills and Values

BUSM2039 has engaged me in:

“How global challenges actually present an impact on an organisation”

“Taking personal responsibility for research”

“Deeper thinking”

“Becoming more confident when demonstrating opinion”

“Being able to question, analyse media literacy material”

“Collaborating with individuals who provide interesting views”

“Doing my best in class”

