Delivering integrated climate education, skills and professional standards

A St George's House Consultation

26 and 27 February 2024

Report and recommendations

1.0   Executive Summary

In February 2024, senior figures from Professional, Statutory and Regulatory Bodies (PSRBs), employer representatives, youth voices and education sector bodies gathered at St George's House, Windsor Castle, to explore the case for a reformed curriculum centred on responding to the climate and nature emergency. The consultation showcased the art of the possible, examined what can be done differently, sought solutions and initiated collaboration to accelerate and scale climate education through meaningful next steps.

The consultation heard from employers, students, PSRBs and representatives from tertiary education institutions and sector bodies. Much of what was achieved during the consultation was immeasurable, as new relationships were formed, existing networks were strengthened, and deeper knowledge was co-created. This report summarises the discussions and outlines the conclusions of the event, in line with the St George's House Protocol.

The agreed actions to follow this event are summarised below:

Action Area 1: Organisational Change

- AA1a: Immediate engagement with the Professional Bodies Climate Action Charter
- AA1b: Using the review cycle of benchmark standards as a critical opportunity to embed sustainability
- AA1c: Integrating sustainability into training provision
- AA1d: Integrating sustainability into internal PSRB policy and procedures
- AA1e: Thought leadership through membership, especially around climate justice

Action Area 2: Enabling student leadership and empowerment

- AA2a: More student voices in the room
- AA2b: Co-production of new systems and processes with students
- AA2c: Students and graduates empowered to change their institutions from the inside

Action Area 3: Advocating for system change

- AA3a: A new PSRB to challenge economic orthodoxy
- AA3b: Integration into global quality metrics
- AA3c: Reimagine the system, as if it was designed to progress sustainability

2.0   Foreword

Given all we know about the climate and nature emergency, it is clear to me that both our education institutions and our business organisations have an urgent and vital role to play. There is huge opportunity and potential if we collaborate. Together education and business can enable the next generation of professionals to do things very differently to what we currently call 'business as usual'-based on past practices and past curricula. Unfortunately, the climate and nature emergency is not optional and it affects every part of our professional lives. Therefore, our teaching and application of climate education is not optional and cannot be niche. Every student, every professional and every career, regardless of the subject or sector, must be able to access high-quality, futures-oriented, solutions-centred, integrated climate education, both in educational curricula and in professional body standards. We need every graduate and every professional to feel confident they can be a part of the solution to the climate and nature emergency.

I was so delighted to be able to play a role in convening notable and influential individuals to come together during our St Georges' House consultation on the role of Professional and Statutory Regulatory Bodies in responding to the climate and nature emergency. As Chancellor of The Open University, I fully recognise the vital role that these institutions play in shaping what professionals learn through accredited degrees and how professionals act through professional standards. I was delighted that we were joined at the consultation by eight formidable young people who were students of some of the subjects represented by the professional bodies at the event. I was thrilled that they played an important role challenging us, as educators, regulators and accreditors, to do much more in our response to the climate and nature emergency, and to act rapidly. It is vital that we hear our youth voices on these issues, and essential that we act now. Thank you to everyone who attended or contributed to the consultation. I now implore you to work together, at pace, to involve your students and colleagues to implement the recommendations.

Martha Lane Fox

Baroness Martha Lane Fox, Chancellor, The Open University

3.0   What are PSRBs?

There are 211 Professional, Statutory and Regulatory Bodies (PSRBs) in the UK. PSRBs have oversight or authority over a profession or group of professionals, and collectively represent around 13 million members across the UK. They engage with the tertiary education sector as regulators who accredit or endorse courses and qualifications that meet their professional standards, providing a route for graduates into their professions. PSRBs also provide Continuing Professional Development (CPD) and have ongoing professional standards requirements for their members.

PSRBs have considerable influence over tertiary curriculum content, and can shape what is taught in further education institutes and universities. Graduates from these programmes go on to become societal decision-makers, including key subjects such as STEM subjects, law, planning and health.

The influence of PSRBs on curriculum content varies according to the accrediting institution, subject, course and the degree of engagement of the education institute with the PSRB. For many tertiary providers, PSRB standards or criteria form the basis for curriculum design. This is particularly the case when graduation with an accredited course is a requirement for employment within particular professions. Curriculum managers also use occupational standards and the Quality Assurance Agency (QAA)'s subject benchmark statements[1] to guide content.

4.0   Why did this consultation happen?

The education sector has a critical role in contributing to our national and international sustainability goals, including responding to the climate and nature emergency. This includes preparing learners for their future careers and developing the skills needed by employers in a rapidly changing world across all disciplines and professions. The need for education for sustainable development (ESD) competencies to be explicitly taught throughout the education sector is widely recognised by employers[2]. A wide spectrum of approaches has been undertaken by PSRBs to date to integrate sustainability into accreditation frameworks and their broader work with their members and policy makers.

Anecdotally, educators cite the lack of sustainability content within some accreditation frameworks as one of the barriers they face to integrate ESD meaningfully into courses. PSRBs are recognised as one of the influencers of curriculum from a 'top down', centralised basis – changes made to accreditation frameworks can affect changes across the UK and therefore can enable integration of ESD at a greater scale and pace than, for example, individual educators making changes to their curriculum.

This consultation was therefore held to see if a consensus could be reached over actions to address the urgent need for mainstreamed, integrated climate education, skills and professional standards.

5.0   Employers' voice

The consultation heard from key employers about the business need for graduates with 'green skills' and competencies, and the critical importance of transitioning to sustainable business and industrial models.

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[1] Full list of QAA Subject Benchmark Statements (April 2024) and list of recently revised and updated QAA Subject Benchmark Standards
[2] Aldersgate Group. 2020. Policy Briefing: Upskilling the UK workforce for the 21st century.

The challenges and benefits of delivering sustainability within business was discussed. Noting that 80% of jobs in 2050 already exist now, and that 'every job will be a green job', the importance of responding to the jobs market was emphasised, and the need for skills and continuing professional development contemporary to our rapidly changing climate was highlighted. Experiences of 'upskilling or reskilling' organisations, ranged from carbon literacy training to the development of in-house sustainability teams. Sustainability was positioned as a change management and business transformation issue, and one that poses unique challenges in a complex commercial, political and economic backdrop. There was a significant desire for consistency and certainty regarding sustainability goals, and the emergent nature of some sustainability solutions further complicates the business environment.

Key issues for employers from all sectors are the dual challenges of workforce recruitment and retention, especially in regard to recruiting qualified individuals with the right skills to enable a green future. Ensuring that training keeps up with the constantly changing picture of sustainability practice, and making sure that employees are always developing their learning, is a significant challenge. Employers noted how sustainability has been integrated into training, through 'soft skills' or transferable competencies such as critical thinking. The challenges of climate anxiety were also discussed, and employers shared how they are experiencing workforce absence due to mental health concerns related to inaction on the climate and the nature emergencies.

It was proposed that sustainability, and the need for green skills, is the single most urgent issue in business. Consequently, a huge enthusiasm and appetite for change is visible within businesses. The consultation considered how to harness this demand so that businesses and PSRBs can work together to develop sustainability education and training. It was noted that this must include significant collaborative practice, working across silos and party lines, and asking big questions to tackle systemic issues. The considerable impact of the professional bodies on the standards and occupations covered by the Institute for Apprenticeships and Technical Education (IfATE) and its 800+ standard was further noted.

6.0   Student perspectives and expectations

The consultation heard from current students and recent graduates who shared their own experiences and understanding. They led breakout groups to explore their provocations in greater depth. Delegates recognised that university and college courses can be a strong driver for social change, and that course content is often significantly influenced by PSRBs. It was proposed that many students are visionaries, creatives, problem solvers and idealists. The challenge was posed *How do we harness that passion to drive things forward*?

It became clear that there is a wide variety of good practice across the tertiary education sector, and PSRBs were urged to advocate for cohesion, collaboration, and sharing of existing practice. There remained frustration around the lack of sustainability content within some universities, not just in courses but also within the wider university experience, and around the perceived lack of thought leadership within individual subject areas. Research from SOS-UK was shared, demonstrating that the majority of students would like to see a full integration of sustainability within their university degrees, rather than it being confined to elective or separate modules. Students had experience of siloed or 'bolt on' sustainability content, or an absence of it which led to low satisfaction with the quality of course content. It was noted that sustainability can often be seen as a 'soft skill' and thus easy to neglect or cut. There were examples of student mental health and well-being declining due to inaction on the climate and the nature emergencies by their universities.

Overwhelmingly, delegates agreed with the students that sustainability must be mainstreamed and at the forefront of teaching and learning so that higher education is 'fit for the future'.

There were some areas where students praised the integration of sustainability within courses. Certain institutions, departments, disciplines, and individuals are leading the way, with a significant integration of sustainability in content and discourse, especially since the Glasgow hosting of COP 26. This was recognised by the consultation, and particular examples were highlighted as effective practice models. It was noted that there is no PSRB for Economics, but that this provided an opportunity for stakeholder organisations to create one with sustainability at the heart of it.

The commonality of challenges facing the tertiary education sector was noted, alongside the diversity between and within universities themselves. This means there may not be a 'one size fits all' option and that solutions need to be tailored to each unique context. The wide variety of levers of change within the university system was noted, each with their own competing demands, timescales, and funding implications which can be seen as a barrier if viewed outside the pressing timescales of the climate emergency and ecological crisis.

Experiences of students and university professionals confronted with green washing and climate denial or 'soft denial' – the idea that climate change has been overstated – was discussed. Whilst there are many who observe the impacts of the climate and nature emergencies in their own lives and through global events, there are those who rely on the science and others who deny the science. It was proposed that the competency of the trainer, teacher or lecturer, rather than just the content, is often a significant barrier to integrating climate education. Delegates explored the challenges around upskilling experienced staff, especially those resistant to the scientific basis for climate change, or those who are teaching with little exposure to modern industry practices. It was noted that CPD is vitally important in this regard, in particular CPD run by, or accredited by, PSRBs.

Whilst universities have many initiatives in place, it was evident that the impact of these is not being felt comprehensively across the student community. This raised questions around student involvement in the design, creation and delivery of sustainability activities, and in decision-making more broadly, both in universities and PSRBs. The need to work collaboratively to include the diversity of stakeholders impacted by a decision, including the next generation, could enable better outcomes. It is clear that students are often not involved in decision-making within universities, and the PSRBs acknowledged that student voice could be integrated into their decision-making processes too. It was proposed that students should become integrated within these processes and there was strong agreement that we should seek new ways for young people to become embedded in the wide range of organisations influencing and delivering education.

7.0   Sustainability activity by PSRBs and other organisations

The consultation heard about PSRB experiences of integrating sustainability within their work and explored these examples as models for developing practice within other organisations.

The consultation recognised that a lot of positive work has already taken place, although it was admitted that there is still much more that needs to be done. Existing actions include curriculum development, platforming sustainable topics at annual conferences or within training programmes, developing organisational maps to track progress on sustainability, and identifying interdisciplinary working with other organisations. This was referred to as 'walking the talk' and 'doing things differently'. Some PSRBs have also included words and phrases such as 'sustainability', 'working for a better future', or 'making the world a better place' within their core organisational values and strategic objectives. It was noted that this could be an 'easy win' to raise the status of sustainability, and it was emphasised that this must be backed up with tangible action.

A major part of the discussion was around the development of accreditation frameworks and standards, used to licence other organisations and courses. The critical opportunity that the review cycle offers to embed sustainability within core content was noted. Some PSRBs have embarked on

this work already, although it was challenged that they must make sure that sustainability is properly embedded, rather than just a 'bolt on'. Delegates likened this to how equality, diversity, inclusion and accessibility are now often 'hardwired' or 'baked in' to professional frameworks. Individuals responded by admitting that fully integrating sustainability, and quality assuring this integration, is the next big piece of work for PSRBs.

There was also a challenge and opportunity identified around the membership of benchmark review panels, and the need to make sure that members and chairs fully understand sustainability and its relevance to their subject area. It was agreed that the membership of panels and competencies of panel chairs must be carefully considered going forward.

The consultation discussed the role of the Sustainable Development Goals (SDGs) and how these can be integrated within benchmark standards. Some individuals advocated for the SDGs to be used as an important starting point, however others argued that there are limitations with their use, and they must not be seen as divisible, rather as an holistic systems approach to operationalising sustainability. The Inner Development Goals (IDGs) were also discussed as soft and transferable skills, applicable in all disciplines and related to UNESCO's 21st century competencies.

PSRBs were challenged to indicate their key drivers for change. It was proposed that employers and industry are significant drivers for many bodies (not all), along with subject communities, councils and academic bodies as well as the passions and interests of individuals within the PSRBs themselves. There are often clear business reasons for PSRBs to want to deepen their commitment to sustainability, from attracting new members to developing new organisational links. Attracting membership and securing recruitment was referenced as a key influence on organisational approaches, however it was challenged that this also can enhance competition and dampen collaboration between PSRBs.

Several individuals from PSRBs reflected on how current work around sustainability 'feels like' the conversations that were had around digital integration over the last twenty years, and equality, diversity and inclusion (EDI) over the last ten years. There was a widespread acceptance that these shifts have not happened quickly enough, and the climate and nature emergency must be viewed with more urgency. The rollout of General Data Protection Regulations (GDPR) may offer an example of an effective approach for mass rollout, minus the threat of large fines for non-compliance. When exploring the parallels with work on embedding EDI, individuals also referenced the deep links between the two, often referred to as intersectionality. Climate and environmental justice was noted as a new and growing theme alongside social justice.

The Professional Bodies Climate Action Charter, developed in the run up to COP26, currently has 19 professional body signatories, and was highlighted as a good example of collaborative working across organisations, breaking down silos. This Charter could be developed further to become a key mechanism by which PSRBs can indicate their commitment to sustainable practice, report on their participation in sustainability work, collaborate with other organisations, and develop integrated training and resources. Individuals also proposed that the Charter could be developed to provide every subject benchmark advisory group with principles around developing sustainable development knowledge, competencies and learning environments. It was suggested that this could be a positive tool for future working between organisations, especially in regard to joint influencing of other bodies. This received a positive reaction from the room. It was suggested that more PSRBs should sign up to the Charter, and individuals indicated that they would action this following the consultation event.

8.0   Reflections on current challenges

Despite the complexity of the challenges, the varied nature of the organisations involved, and differing levels of individual experience with sustainability, there was significant commonality within the reflection space. Individuals agreed to organisational actions, collaborative working, and ensuring pace and scale. Common challenges were acknowledged as the group began to formulate a response and call for action. These included a current lack of, and agreement to start work on:

- **Action -** 'walking the walk' not just 'talking the talk';

- **Collaborative practice** - participants were surprised how aligned their aims and objectives are, which offers opportunity for integration to collaboratively deliver common outcomes across different bodies;

- **Training provision -** the importance of training, especially continuing training for experienced professionals, educators and trainers – it was proposed that educating these practitioners might be the bigger opportunity and of greatest urgency and potential impact;

- **Clarity within definitions -** the group reflected on the need to get beyond concerns over 'the right' definition by sharing existing resources, adopting and tailoring a definition and being open to updating and expanding as experience of 'green' or 'climate' skills, and 'soft skills' evolves;

- **Youth voices** – including young people within PSRB activity, listening to their voices and enabling participation in decision-making;

- **Integration of sustainability –** sustainability as a baseline, 'baked in' and meaningfully embedded;

- **Understanding of climate justice and intersectionality** – an integrated approach;

- **Urgency** – science on ecological boundaries indicates that we must act urgently and make sustainability 'everyone's job';

- **Capacity -** enabling action through management of workload and priorities, responsiveness to shifting regulations, and the development of an incentive framework to drive new behaviours.

9.0   Actions and next steps

From the outset, the consultation sought to collectively agree meaningful next steps. This report serves as a call to action by all key stakeholder groups whilst also providing a set of guidelines that PSRBs can use to drive the mainstreaming of solutions-centred, integrated climate education through the professions.

Using the Three Horizons model (Business as Usual; Transformative Innovation; and Vision of a Viable Future), the consultation split into groups to carefully consider recommendations. Next steps were identified through the dialogue and can be categorised into three key 'action areas':

Action Area 1: Organisational change	Action Area 2: Enabling student leadership and empowerment	Action Area 3: Advocating for system change
- Deep integration of sustainable practice within individual PSRB activity - High levels of collaboration between organisations. - PSRBs as 'good ancestors'	- Involvement of students within the decision-making process at every level - User-led co-production processes to meet user needs and expectations in a rapidly changing climate - Student voices are listened to as representatives of future leaders and future generations	- Changing the nature of the education system within the UK and globally to align with climate safety ('Paris-aligned'*) - Integrated objectives for climate safety, nature protection and restoration in all organisational strategy - Bold and radical new ways of thinking, acting and working for sustainability

The specific recommendations represent the range of views expressed across the entirety of the event and do not necessarily reflect the views of all attendees, nor of the organisations that they represented.

9.1   Action Area 1: Organisational change

The call for action at an organisational level was agreed to be the most immediately achievable with five key actions:

AA1a: Immediate engagement with the Professional Bodies Climate Action Charter

- Collective engagement with the Charter leading to collaborative development work to further its aims and objectives, including influencing benchmark and professional standards
- Increasing membership of the Charter.
- Using the Charter as a mechanism with which to lobby government and policy makers, and as a demonstrable example of collaboration.
- Development of collaborative data and resource sharing agreements to move at scale and pace.

AA1b: Benchmark Standards

- Use the review cycle of benchmark standards as a critical opportunity to embed sustainability.
- Ensure that a deep understanding of sustainability is a key criteria for panel members, especially for panel chairs.

- A student-led 'tracked changes' approach to benchmark standards, with individuals suggesting small changes that could be made to ensure that sustainable practice is 'baked in'.
- 'Big discussions' around revalidation and review cycles, and ensuring these are agile and responsive to the urgency of the climate and nature emergency.
- Principles developed for every subject benchmark advisory group on sustainable development knowledge, competencies and learning environments.

AA1c: Training provision

- Integration of sustainability into the definition of key skills required as part of professional accreditation and continuing professional development.
- Monitoring lifelong, continuing learning on 'green skills', especially for more senior and experienced members who are often decision-makers.
- Development of mandatory CPD on sustainability as part of membership of individual PSRBs, rewards for and recognition of members for taking part in this training as part of encouraging behaviour change.
- Skills assessments of staff and members in relation to the climate and nature emergency, to immediately identify gaps and provide avenues for training.
- Developing training to include learning models from education for sustainable development, such as project-based learning and the 'flipped classroom' model.
- Accrediting experienced, knowledgeable members as 'Paris-aligned professionals' to indicate their commitment to sustainability and support and mentoring to others.

AA1d: Internal policy and procedures

- Integrating sustainability within core stated values and objectives.
- Identifying a senior leader or team within each PSRB to focus solely on sustainability and the urgency of action.
- Developing sustainable HR practices, including making sustainability a standing feature on job descriptions and as part of the hiring process, objective setting, and performance reviews.
- Working to remove jargon and obstructive language that can confuse or obscure sustainable practices.
- Normalising low carbon business choices for PSRBs, such as not flying domestically for business, and prioritising ethical funding choices.
- Clarifying the risks of not acting on sustainability, and embed this in risk and audit processes.

AA1e: Thought leadership through membership, especially around climate justice

- Consciously influencing networks and membership in a sustained way, including raising sustainability at each meeting and within key communications.
- Vocally and clearly demonstrate commitment to EDI and ensure underrepresented groups are included in any new design.
- Share learning outcomes relating to sustainability, and work collaboratively with other PSRBs to share this good practice and learn from each other.

9.2   Action Area 2: Enabling student leadership and empowerment

The call for action to enable student leadership and empowerment was seen to be critical and require innovation for rapid implementation:

AA2a – Student voices in the room

- Central ongoing support for student climate campaigners to engage with PSRBs on these issues.
- Student voices to become standing features of boards, committees and change-making institutions, especially in regard to the development of benchmark standards.
- Ensuring that this engagement is iterative to include ongoing generations of students.

AA2b – Co-production of new systems and processes

- Student voices to influence conversations around the adaptation of benchmark standard review cycles, and provide challenge and accountability regarding the agility of these processes.
- Securing external funding to position students as agents for change, through ideas like 'Tracked Changes' versions of benchmark standards, a sustainability ratings scheme for PSRBs, delivery of a 'Teach the PSRB' course and co-mentoring of key staff.

AA2c – Students and graduates empowered to change their institutions from the inside

- Benchmark standards are adapted to provide students with key advocacy skills, encouraging them to raise their voices and make change happen with their individual institutions.
- PSRBs and universities to vocally celebrate the activities of students and graduates.

9.3 Action Area 3: Advocating for system change

Transforming the systems and structures that govern and influence the education and political sectors was seen as essential, so they are responsive and future-proofed:

AA3a – A new Professional Body to challenge economic orthodoxy

- The creation of a new professional regulatory body for economists, to redesign out-dated structures and approaches that run counter to sustainable, climate-safe and ethical economics.
- The integrated inclusion of student voices within this new body from the very start.

AA3b – Integration into global quality metrics

- Mainstream sustainability in educational league tables, such as PISA and global university rankings.

AA3c – Reimagine the system, as if it was designed to progress sustainability

Creation of further forums and spaces that facilitate thought leadership on the transformation of the education system to progress sustainability. This might include any of the following suggestions made at the consultation:

- o Reaching a societal consensus on the purpose of education, through a properly informed debate on whether we can overlay or weave in sustainability to existing the system, or whether it requires a new structure;
- o Co-learning through a nimbler education system, so that young people feel empowered to make change and feel part of processes;
- o Full integration of sustainability and ESD across the global education system, from early years to higher education and into lifelong learning provision;
- o Education helping politicians to see sustainability as a vote winner, and place climate-safety and nature protection and restoration at the heart of manifestos, policy and practice;
- o Education ensuring sustainability is holistically understood as a social, political and environmental issue and addressed through collaborative, integrated approaches.

10.0 Glossary of Terms

Benchmark standards	The set of minimum or threshold standards expected for students successfully completing a university degree within a particular discipline, set by a specific PSRB.
Benchmark standards review panels	The body set up to review and approve amendments to the benchmark standards for a particular PSRB at the end of a review cycle, usually five years.
Climate denial	Rejecting, refusing to acknowledge, disputing, or fighting the scientific consensus on climate change.
Climate justice	An approach to climate action that focuses on the disproportionate impacts of climate change on marginalised or otherwise vulnerable populations.
COP26	The 2021 United Nations Climate Change Conference, more commonly referred to as COP26, was the 26th United Nations Climate Change conference, held in Glasgow from 31 October to 13 November 2021. The president of the conference was UK cabinet minister Alok Sharma.
Education for Sustainable Development (ESD)	Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. (UNESCO, 2014).
Inner Development Goals (IDGs)	A detailed framework for achieving the 17 Sustainable Development Goals (SDGs).
Professional Bodies Climate Action Charter	The Professional Bodies Climate Action Charter, developed in the run up to COP26, currently has 19 professional body signatories, and is a mechanism by which PSRBs can indicate their commitment to sustainable practice.
Professional, Statutory and Regulatory Bodies (PSRBs)	Regulators who accredit or endorse courses and qualifications that meet their professional standards.
Sustainability	Meeting the needs of the present without compromising the ability of future generations to meet their own needs.
Sustainable Development Goals (SDGs)	The 17 Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

11.0 Participants

Julia Adamson	Managing Director of Education and Public Benefit, **BCS, the Chartered Institute for IT**
Jamie Agombar	Executive Director, **SOS-UK**
Danielle Arbeiter	Law student, and Co-President of Sustainability Society, **City University**
Paul Bailey	CEO, **The Engineering Council**
Jodie Bailey-Ho	Environmental Science student, **University of Manchester** and Youth Focal Point, **Department for Education**
Charlotte Bonner	CEO, **EAUC**
Joy Carter	Emeritus Professor of Geochemistry and Health, **University of Winchester**
Dr Kerr Castle	Quality Enhancement and Standards Specialist, **The Quality Assurance Agency for Higher Education (QAA)**
Dr Robert Charnock	Director, **RSK Group**
Beth Chaudhary	Strategy Director, **Institute for Apprenticeships and Technical Education**
Aditi Chowdhary-Gandhi	Head of Standards, **Nursing and Midwifery Council**
Dr Colin Church	CEO, **Institute of Materials, Minerals and Mining**
Matt Dicks	Director, **Chartered Institute of Housing**
Adam Donnan	CEO, **The Institution of Environmental Sciences**, and Chair, **The Science Council**
Hannah Fitzpatrick	Senior Project Manager (Development and Advocacy), **SOS-UK**
Dr Lee Graves	Member of the **BASES** Climate Action and Sustainability Advisory Group
Dr Kay Hack	Lead Consultant, Education, **Advance HE**
Dr Victoria Hands	Director of Sustainability, **The Open University**
Alan Hatfield	Executive Director, Content, Quality and Information, **Association of Chartered Certified Accountants**
Mark Jordan	Head of Education, **Royal Society of Chemistry**
Nico King	Biology student, **University of Liverpool**, and Teach the Future
Dr Alison Kitson	Programme Director, Centre for Climate Change and Sustainability Education, **University College London**
Ria Konkumalla	Investment and Financial Risk Management student, Bayes Business School, **City University**
Phil Martin	Assistant Director for Education Policy, **General Medical Council**
Dr Justine Mercer	President, **University and College Union**

Shloka Murarka	Economics student, **SOAS**, and **Rethinking Economics**
Frank Peters	CEO, **Chartered Society of Designers**
Dr Elly Philpott	Senior Quality Manager – International, **Chartered Management Institute**
Tom Pridmore	President, **Tourism Management Institute**
Dr Jenny Russell	Director of Education and Learning, **Royal Institute of British Architects**
Amit Singh	Medicine and Surgery student, **UEA**, and **Mock COP**
Rachel Solomon Williams	Executive Director, **Aldersgate Group**
Dr Judith Taylor	Head of Education, **Royal Town Planning Institute**
Josh Tregale	Engineering student, **Imperial College**, and **Teach the Future**
Anna Turrell	Chief Sustainability Officer, **Decathlon**
Michelle Wang	Alumni, Architecture, **UCL**, and **The Edge**
Donna Ward	Director of Strategic Policy, **Department for Education**
Wilf White	Director of Communications and Public Engagement, **Bar Standards Board**

12.0 Core organisational team

The following organisations and individuals were involved in making the consultation happen, through funding, shaping the event and outreach.

EAUC	Charlotte Bonner, Chief Executive
SOS-UK	Jamie Agombar, Executive Director
The Open University	Baroness Martha Lane Fox, Chancellor, and Dr Victoria Hands, Director of Sustainability
University of Edinburgh	Dave Gorman, Director of Social Responsibility and Sustainability
University of Southampton	Professor Simon Kemp, Deputy Director, Sustainability and Resilience Research Institute
University of Winchester	Professor Joy Carter, Emeritus Professor of Geochemistry and Health

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