

# Responsible Futures Feedback Report

**A report for Murdoch University and Murdoch Student Guild**

January 2026



**Students Organising  
for Sustainability  
United Kingdom**



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**“Education for sustainable development (ESD) gives learners of all ages the knowledge, skills, values, and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality.**

**It empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet. ESD is a lifelong learning process and an integral part of quality education.**

**It enhances the cognitive, socioemotional, and behavioural dimensions of learning and encompasses learning content and outcomes, pedagogy, and the learning environment itself.”**

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## Responsible Futures

**Responsible Futures is certification of a whole institution's commitment to holistic sustainability, and ensuring an enabling environment for it to thrive, rather than an endpoint.**

### 1.0 Introduction

#### 1.1 Responsible Futures

Responsible Futures is a whole-institution approach to embedding holistic sustainability across the formal, informal, and subliminal curriculum across both HE and FE. It is a supported change programme and accreditation mark that

works to put sustainability at the heart of education.

The framework facilitates a close working Partnership between students' unions and their institutions and was developed with significant guidance from an advisory group made up of representatives from NUS Sustainability Direction and Oversight board, the EAUC, People and Planet, UCU, SOCENV, HEA (Advance HE), AOC, Learning for Sustainability Scotland, and the Knowledge Transfer Network, as well as individual institutions and students' unions. The criteria represent best practice not only within the UK, but internationally. The programme is delivered by SOS UK.

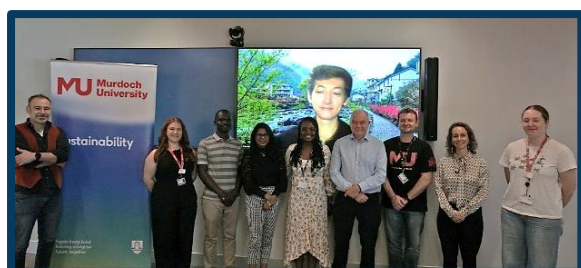
Responsible Futures was created because, for the last ten years, SOS UK surveying of students has consistently shown that c60% of students have either agreed or strongly agreed with the statement 'Sustainable development is something which I would like to learn more about', and c85% with the statement 'Sustainable development is something which Universities should actively incorporate and promote' (base c15k students)<sup>1</sup>.

Responsible Futures was piloted in 2014-15 by 13 institutions, including five Further Education institutions and eight Higher Education across England and Scotland. Following feedback from the pilot cohort, significant developments were made to the programme, and it was launched in 2015. An international pilot was launched in 2023, in which Murdoch University was invited to participate.

To date, over 50 Partnerships across the UK and 10 Partnerships globally have joined Responsible Futures and collectively, they represent over 1,100,000 students.

<sup>1</sup> Survey results can be found here: <https://www.sos-uk.org/research/sustainability-skills-survey>

## 1.2 Overview of the audit



MU and SOS UK staff and student auditors,  
October 2025

As part of the accreditation process, each Responsible Futures Partnership must undergo a two-day student-led audit. The purpose of the audit is to determine Murdoch University and Murdoch Student Guild's score, accreditation level, and conduct in-depth research on the impact of Responsible Futures through:

- A documentary review of evidence to verify score
- And interviews with key individuals of the institution

There are 51 total criteria, of which nine are mandatory and must be completed to achieve accreditation and 41 are optional. Three criteria are self-defined meaning that the Partnership can highlight unique actions they have taken which are not discussed through other criteria.

To achieve the Responsible Futures Accreditation Mark, the Partnership must meet or exceed the score threshold of **220 points**, out of the maximum 356 points.

If the Partnership does not meet the threshold of 20 points but their score exceeds 120 points, they will be awarded the “Working Towards” Accreditation.

Prior to the audit, each Partnership has submitted documentary evidence through the online framework tool<sup>2</sup>.

### 1.2.1 Documentary evidence review

In keeping with the student-centred nature of the scheme, SOS UK train teams of student auditors at each institution to lead the audit. This begins with a documentary review of evidence. Through this process, students determine scores for each criterion, with support from the SOS UK facilitator.

### 1.2.2 Interviews

A key component of the audit is three student-led interviews with key individuals, including: one interview with representatives from the students' union, one with staff from the institution, and one interview with staff who are less actively involved in the Partnership working group. These informed the audit process as well as providing insights which have contributed to this report and the broader research conducted on the programme.

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<sup>2</sup> <https://toolkit.sos-uk.org/responsible-futures>

# Results and feedback

**“I was struck by how much passion exists among both staff and students. It showed me that sustainability [at the Partnership] is not just policy-driven but values-driven.”**

Murdoch University Student Auditor, October 2025

## 2.0 Your results

### 2.1 Your accreditation

Murdoch University and Murdoch Student Guild have achieved the Responsible Futures accreditation with a final score of **231** points.

### 2.2 Score overview

Section	Partnership score	Total possible
Baselines and Benchmarks	11	37
Partnership and Planning	15	19
Leadership and Strategy	38	50
Policy and Commitment	34	53
Interventions	41	59
Impacts and Outcomes	55	91
Outreach	13	17
Self-Defined Criteria	24	30
<b>Total</b>	<b>231</b>	<b>356*</b>

*\*Points threshold for accreditation is 220*

### 2.3 Explaining your accreditation

Murdoch University and Murdoch Student Guild, referred to in the report as a “Partnership” was awarded the “Responsible Futures Accreditation.” This means that you have exceeded the score threshold of 220 and have demonstrated and evidenced your Partnership’s commitment and progress for embedding holistic sustainability across the whole institution. This accreditation will be valid for two years, October 2027, at which time another audit will be required to re-validate your accreditation.

**“Congratulations to Murdoch University and Murdoch Student Guild on this fantastic achievement with the Responsible Futures international programme! Thank you for your commitment to empowering students to access the skills and knowledge they need to forge a more sustainable education system and just world.”**

**Quinn Runkle**, Director of  
Campaigns and Advocacy, Students  
Organising for Sustainability UK

## 2.4 Key findings

On 2 and 3 October 2025, six students audited Murdoch University (MU) and Murdoch Student Guild's (hereafter both referred to as the "Partnership") progress with embedding sustainability throughout student learning. Auditors gained valuable employability and education for sustainable development (ESD) skills while playing a leadership role in supporting their institution to advance sustainability in informal, formal, and subliminal learning.

Across two days, SOS UK trained students to audit documentary evidence submitted by Murdoch University and conduct three interviews with senior leadership, academic, and Murdoch Student Guild President and Student Officer. At the end of the second day, auditors reflected on their experience, learnings, and recommendations for the Partnership going forward. The audit was held in a hybrid format, with student auditors, Partnership representatives, and interviewees joining in-person and SOS UK joining online. Student auditors provided rich feedback on the Partnership's progress in embedding sustainability and memorable conversations took place as part of the staff interviews.

Below are some of the thoughts of student auditors on the Partnership's efforts to attain the Responsible Futures accreditation. Further feedback and reflections from the auditors can be found in [Section 2.8](#) of this report.

- "MU's commitment to attaining the Responsible Futures accreditation is highly commendable. It was evident throughout the audit process that the team is genuinely dedicated to embedding sustainability principles across operations, teaching, and community engagement."
- "I think it is a very positive move, and it shows the University's commitment to achieve sustainability in their efforts."
- "The Partnership has demonstrated genuine commitment to embedding sustainability across learning, operations, and culture."
- "The Partnership's collaborative spirit, evident in the co-design of the Moorditj Boodja – Strong Country Sustainability Sub-Strategy 2024-2030 by the Murdoch community and active student participation through the Murdoch Student Guild reflects the core values of the Responsible Futures framework."
- "While there is room to build greater structural and financial support for ongoing sustainability initiatives, the progress made so far is significant. I believe the Partnership is well-positioned to gain the accreditation and serve as a model of how meaningful student-staff collaboration can drive institutional transformation."

## 2.5 Feedback

### 2.5.1 Baselines and benchmarks (BB001 to BB007)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
BB001	Within the last two years, the Partnership has completed an institution-wide survey of students on their attitudes towards, expectations on, and awareness of sustainability and published the findings.	4	3	<p><b>Positives:</b> In October 2023, approximately 400 students and 100 staff members completed Murdoch University's (MU) 'Truly Sustainable Campus Survey.' The survey captured over 750 open-text comments and various quantitative data on 'what a truly sustainable campus' meant to the MU community. Topics covered finance, campus, energy, transport, water and waste, nutrition, research and teaching, wellbeing, and Equity, Diversity and Inclusion (EDI).</p> <p>Survey findings are published in MU's internal SharePoint, accessible by all students and staff. The findings informed the development of the public Moorditj Boodja - Strong Country Sustainability Sub-Strategy 2024-2030.</p> <p><b>Recommendations:</b> Student auditors found that the majority of questions focused on the ecological and environmental pillars of sustainability. While these have produced rich findings, to achieve a full score, auditors recommend including social-cultural sustainability questions about accessibility, affordability, mental health and well-being. Auditors also noted the lack of representation of marginalised groups in survey responses so consider working with Equity, Diversity and Inclusion teams to ensure a wider distribution of the survey.</p>
BB002	The Partnership has completed a follow-up to the survey	4	0	<p><b>Positives:</b> MU noted in the evidence submission that a follow-up survey is being prepared for early 2026. This will include some comparative questions</p>

	conducted in BB001 and published the findings.			<p>from the 2023 survey to help track changes in attitude over time.</p> <p><b>Recommendations:</b> Auditors would like to see the consideration and application of feedback provided in BB001 for the follow-up and future surveys. Consider working with staff designing the Student Voice Framework (IN010) to apply this feedback. Likewise, what can the Partnership learn from participating in the Australasian Campuses Toward Sustainability (ACTS) Student Sustainability Literacy Survey Working Group (BB005)?</p>
<b>BB003</b>	Within the last five years, the Partnership has carried out a thorough baseline curriculum review or audit on sustainability and Education for Sustainable Development (ESD) and published the findings.	10	5	<p><b>Positives:</b> Between 2024 to 2025, academics mapped the coverage of the United Nations Sustainable Development Goals (SDGs) in 408 out of over 2900 units (14%).</p> <p>The mapping methodology was created in response to student feedback and asks academics to rate whether each of the 17 SDGs are explicitly covered in their content. Students can view which units are aligned to the SDGs via the online CourseLoop curriculum management system. MU is currently supporting staff to familiarise themselves with guidelines and to map the remaining units. The baseline curriculum mapping is expected to be completed by the end of 2025.</p> <p><b>Recommendations:</b> Although the SDGs are a useful indicator of how far sustainability topics are covered in the curriculum, Education for Sustainable Development (ESD) also looks at skills and pedagogies. Consider including questions related to ESD for future iterations of mapping to gain a richer understanding of sustainability in the curriculum.</p> <p>In addition, while the SDGs help demonstrate the breadth of sustainability topics, they are not an</p>

				<p>exhaustive list nor a flawless model for sustainable development. While some taught content may not include explicit references to the SDGs, this does not necessarily mean that sustainability is not covered.</p> <p>To understand a more holistic picture, SOS UK recommends future mapping includes a rating scale. For example, whether a module includes 'explicit coverage' or 'implicit/inferred' coverage of the SDGs. Providing an optional short open-text comment space could also help staff specify content related to sustainability that may not explicitly be included in the SDG framework.</p> <p>Additionally, for a top score, auditors would like to see if students were or how they can be directly involved in future sustainability mapping. As submitted in evidence for BB005, students are invited to engage with the Sustainability Community of Practice (CoP) each quarter and to discuss ways to increase sustainability literacy and integration in the curriculum. How can this facilitate space for students to inform the curriculum review and other related workstreams?</p> <p>Further ways to ensure that sustainability mapping is student-led, and therefore to achieve a top mark for this criterion, could include working in partnership with the Murdoch Student Guild and training students to map their own experience of how far teaching and learning relates to the SDGs. This would boost students' skills in reflection and systems thinking while capturing the extent to which students understand links between the SDGs and taught content.</p>
<b>BB004</b>	The Partnership has completed a follow-up curriculum	5	0	<p><b>Positives:</b> As noted in evidence submitted for BB003, the baseline curriculum mapping is still underway,</p>



	review or audit conducted in BB003 on sustainability and published the findings.			and a follow-up is yet to commence.  <b>Recommendations:</b> The follow-up curriculum review is an excellent opportunity to directly empower students to map their experience of ESD including sustainability knowledge, skills and ways of teaching and learning.
<b>BB005</b>	The Partnership routinely asks students about sustainability in evaluation surveys.	5	1	<p><b>Positives:</b> It is great to see that MU is a member of the Australasian Campuses Toward Sustainability (ACTS) Student Sustainability Literacy Survey Working Group which can support peer-to-peer learning.</p> <p>The Working Group is currently exploring ways to assess the student experience of sustainability as part of end-of-unit surveys. Meeting minutes from June 2025 show that discussions with universities across Australasia are in progress on the structure, breadth, and depth of this survey.</p> <p><b>Recommendations:</b> Ensure that findings from student surveys are eventually published to maintain transparency.</p> <p>In addition, how might the emerging Student Voice framework (IN010) complement the Working Group's efforts to capture student feedback on sustainability and how this is implemented at MU?</p>
<b>BB006</b>	Within the last two years, the Partnership has developed an understanding of teaching staff's knowledge and confidence with sustainability at the institution and informed their practices	5	2	<p><b>Positives:</b> MU supports staff to understand and incorporate sustainability through practical, informal gatherings such as the Sustainability Community of Practice (CoP). The CoP has a wide reach of members (at least 89) including staff with or with less familiarity of sustainability and 29 students interested in shaping education at MU. Sustainability Roundtable meetings also feature discussions about how sustainability topics are covered in</p>

	with these findings.			<p>different courses and student feedback.</p> <p><b>Recommendations:</b> This criterion is about Partnerships actively gathering the perspectives of sustainability from teaching staff and using findings to inform institutional learning and teaching practices. This could be gathered through the MU Employee Engagement Survey (IO004, IO005), appraisals, interviews, or focus groups with staff.</p> <p>In addition, auditors noted that the evidence submitted does not clearly capture the nature of the CoP's engagements over the previous quarters and how this has developed teaching staff's knowledge or confidence with embedding sustainability into their practice. Student auditors thus recommend addressing this particularly if the CoP is positioned to help the University achieve its vision for sustainability education.</p>
<b>BB007</b>	The Partnership has completed a follow-up survey to the survey conducted in BB006 and published the findings.	4	0	<p><b>Positives:</b> It was noted in the evidence submission that a follow-up is not yet applicable as work is still progressing for BB006.</p> <p><b>Recommendations:</b> As there is a large membership of the Sustainability CoP (BB006), consider designating time within future meetings to poll and discuss staff opinions on sustainability in education.</p> <p>Likewise, is there scope to integrate sustainability-related questions into MU's annual Employee Engagement Survey (IO004, IO005)? For example, how confident staff feel about environmentally sustainable behaviours and what barriers or challenges staff may experience with engaging in sustainability at work.</p>

				Surveys could also collect staff perceptions on the different sustainability-aligned Strategic Themes of MU (First Nations, EDI, and Sustainability) to help generate a holistic understanding of their views and experiences.
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### Overall positives:

- ❖ Murdoch University has made a good start to mapping how sustainability topics are covered across courses and units.

### Overall recommendations:

- ❖ Further opportunities and evidence of how student and staff perspectives have and can inform the integration of ESD into teaching and learning on a routine basis.

## 2.5.2 Partnership and Planning (PPL001 to PPL003)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
PPL001	The Partnership has a working or coordinating group that leads on sustainability.	5	4	<p><b>Positives:</b> MU has various well-connected committees and student clubs who lead on issues related to sustainability and report to the Academic Council.</p> <p>This includes the Sustainability Committee, First Nations Committee and EDI Committee, all chaired by Pro Vice Chancellors, meeting regularly and including relevant stakeholders and voices like students, Noongar Elders, LGBTQIQA + staff and students and others.</p> <p>As raised in POC003, a student-led club, Students Organising for Sustainability Murdoch (SOS Murdoch) was proactively created in direct response to the Partnership's participation in the Responsible Futures programme. Aims of the Club include increasing student leadership for ESD, supporting the elected Murdoch Student Guild</p>

				<p>Sustainability Representative, developing innovative learning for sustainability and collaborating with the Office of the Pro Vice Chancellor Sustainability.</p> <p><b>Recommendations:</b> SOS UK would like to see evidence of how these committees actively work together on sustainability and the Responsible Futures Framework, for a joined-up approach that considers environmental, social and economic sustainability.</p> <p>Student auditors also recommend that MU work more closely with the Murdoch Student Guild and SOS Club to implement student feedback and prepare for the next Responsible Futures audit.</p> <p>For example, as the Murdoch Student Guild is represented in the Sustainability Committee, how might other members support them to play an active role in the gathering of evidence? This joined-up approach not only increases efficiency by adding further capacity to this work but also ensures the student voice is meaningfully represented before, during and after the audit. Further ways forward for Partnership working is provided in section <a href="#">2.7: Key recommendations</a> of this feedback report.</p>
<b>PPL002</b>	The Partnership has a SMART action plan progressing actions for issues related to Responsible Futures.	5	4	<p><b>Positives:</b> MU published the Moorditj Boodja - Strong Country Sustainability Sub-Strategy and Implementation Plan 2024-2027 in November 2024. This details specific actions across education, research, culture, engagement, governance, energy, biodiversity, water, circularity, transport, and climate resilience. Each action has a corresponding timeframe, qualitative or quantitative success measure, staff lead and support personnel. The Plan embraces a whole-institution approach</p>

				<p>to sustainability and recognises the importance of avoiding unnecessary duplication of efforts and workloads.</p> <p>A second iteration of the Implementation Plan for the period 2028-2030 is scheduled following stakeholder consultations in 2027. A Decarbonisation Roadmap for operations was also published in March 2025 and includes information on actions needed (also referenced in the Implementation Plan 2024-2027).</p> <p><b>Recommendations:</b> To achieve a full score for this criterion, please share evidence of how the Implementation Plan 2024-2027 and Roadmap have been endorsed by senior managers and/or relevant governing bodies.</p>
<b>PPL003</b>	<p>Within the current academic year, the Partnership has proactively engaged key stakeholder groups in the issues related to Responsible Futures.</p> <p>These key stakeholder groups should be within the institution, but also externally in the local community or more widely at the regional or national level.</p>	9	7	<p><b>Positives:</b> MU have proactively engaged at least five key stakeholder groups within the past academic year.</p> <p>The Moorditj Boodja - Strong Country Sustainability Sub-Strategy 2024-2030 and Implementation Plan 2024-2027 was developed through multiple rounds of consultations March to September 2024 with students and staff through dedicated events, formal committees, advisory groups, council and governing bodies. Over 150 staff and students provided 45 hours of engagement in this whole-institution consultation.</p> <p>The Pro Vice Chancellor, Sustainability and wider Sustainability team also proactively attend informal quarterly meetings with the student-led Sustainability Collective. Established in late 2024, this enables students to speak directly with senior decision makers and network with its 50 staff members. Students also inform the Sustainability CoP and an annual Sustainability Education Forum, while the Academic Council enables elected student</p>

				<p>representatives to inform discussions on sustainability, First Nations, and EDI.</p> <p><b>Recommendations:</b> Sharing the specific types of stakeholders involved in the ACTS workshops and Students Doing Good Challenge would help understand who is being targeted for strategic engagement, as per the criterion. Likewise, is there evidence of how engagement with these groups have taken place via formal committee structures? This helps ensure a more coordinated and joined-up approach to activities related to Responsible Futures.</p>
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#### Overall positives:

- ❖ MU has comprehensive action plans for issues related to Responsible Futures and a wide range of internal and external stakeholders represented in formal committee structures, including student representatives.

#### Overall recommendations:

- ❖ Share clear evidence of a joined-up approach between the range of committee and governance structures on sustainability issues and efforts to attain the Responsible Futures accreditation.

### 2.5.3 Leadership and Strategy (LS001 to LS007)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
LS001	The Partnership has gained the support of a high-level champion within both the students' union and institution for their efforts to attain	7	6	<p><b>Positives:</b> The Vice Chancellor, Professor Andrew Deeks, has demonstrated clear support for the Partnership's efforts to attain the Responsible Futures accreditation. Professor Andrew Deeks was also one of the interviewees for the audit and spoke at the launch of the Responsible Futures Impact Report 2014-2024.</p>

	Responsible Futures.			<p>The Pro Vice Chancellor Sustainability, Martin Brueckner, also explicitly supports efforts to attain the Responsible Futures accreditation and has attended meetings to help prepare for the audit.</p> <p>Student Guild Representative, Vedika Shirkhande was another audit interviewee and has verbally expressed their support for Responsible Futures.</p> <p><b>Recommendations:</b> Although it is great to see that student representatives are involved in the Sustainability Committee, to achieve top marks, active support for Responsible Futures should be embedded in their formal role within their institution or student governance.</p>
<b>LS002</b>	The institution's learning and teaching strategy, academic strategy, or equivalent, includes supportive references to issues related to Responsible Futures, or it will do after the next review.	10	8	<p><b>Positives:</b> MU's Education Strategic Plan (ESP) 2024-2030 includes various supportive references to issues related to Responsible Futures. Sustainability is embedded in its Shared Purpose and Educational Values and is one of the three Strategic Themes of the ESP. Other related pillars are First Nations and include Equity, Diversity and Inclusion (EDI).</p> <p>It is welcoming to see an emphasis on sustainability skills, knowledge and attributes for Action Point 4 as well as the Education-Research Nexus. This includes embedding intercultural communication skills into courses and syllabi, integrating Indigenous Knowledge systems and embedding sustainability to enhance students' 'earth literacy.'</p> <p><b>Recommendations:</b> For a top score, there should be evidence of how, for example, the Actions and Core and Enabling Goals of the ESP have been implemented and how this relates to progressing the sustainability agenda.</p>

<b>LS003</b>	The Partnership has gained the support of their highest level of governance on the issues related to Responsible Futures and their efforts to achieve accreditation.	6	5	<p><b>Positives:</b> The Senior Leadership Team and the Senate, the highest level of governance at MU, signed and approved the Moorditj Boodja – Strong Country Sustainability Sub-Strategy 2023-2030 and Implementation Plan 2024-2027 (which includes explicit reference to engaging with the Responsible Futures programme).</p> <p>Briefing papers show that the Senate and Senior Leadership Team presented the Sub-Strategy and Implementation Plan in Oct 2024. The papers were prepared by the Pro Vice Chancellor Sustainability, Martin Brueckner, and Project Manager Sustainability, Siobhan McCarthy.</p> <p><b>Recommendations:</b> To achieve a full score for this criterion, share evidence of how the Strategy and/or Implementation Plan have been approved by the Murdoch Student Guild.</p>
<b>LS004</b>	The Partnership has developed a statement on sustainability through a consultative process that defines what it means to the institution in relation to its educational purpose and values.	7	5	<p><b>Positives:</b> The Partnership has developed a vision of sustainability which is included in the Moorditj Boodja – Strong Country Sustainability Sub-Strategy 2023-2030 and the MU Ngala Kwop Biddi Strategy 2023-2030. The statement was drafted with input from the Academic Council, Elder Advisory Board, various Committees, and over 150 staff and 400 students in 2023 and 2024 and is tailored to the Partnership’s local context and priorities. For example, valuing different worldviews for addressing complex global challenges.</p> <p><b>Recommendations:</b> For a top score, expand on what this shared definition of sustainability means for student learning including the formal curriculum. Consider revisiting feedback and data findings from the consultations to help with this.</p>



				Also, consider how the sustainability definition can inform and be signposted in future iterations of the Strategy and/or Education Strategic Plan for a cohesive approach to sustainability.
<b>LS005</b>	The institution's overall strategic plan and/or the publicly stated learning outcomes include supportive references to sustainability.	10	7	<p><b>Positives:</b> There are various positive references to sustainability in MU's University-wide strategy, Ngala Kwop Bidli – Building a Brighter Future Together 2023-2030.</p> <p>Strategic themes cover social, cultural, environmental and ecological strands of sustainability. There are several qualitative and quantitative targets and actions outlined throughout including ensuring “all Murdoch students and staff learn about and embrace the challenges facing the environment and the principles of sustainable development” and that graduates are expected to be equipped with knowledge and skills in “adaptability, fresh perspectives, practical skills and a social conscience.”</p> <p>Sustainability is both a standalone Strategic Theme (focused on ecology and environmental protection) as well as embedded within other Strategic Themes of EDI and First Nations. For example, the importance of ‘Truth telling – colonial history, Indigenisation, Self-determination’, highlighting ‘strength and authority of Indigenous culture,’ and ‘commitment to a collaborative approach to achieve social just and environmentally sound outcomes.’</p> <p><b>Recommendations:</b> To achieve a full score for this criterion, provide further details about how these actions are being implemented in different departments would help gain further points.</p>
<b>LS006</b>	The institution and student	5	2	<b>Positives:</b> A Murdoch Student Guild Student Representative sits on the

	leadership group have whole-institution sustainability strategies (or equivalent).			<p>Sustainability Committee which was involved with reviewing the Moorditj Boodja – Strong Country Sustainability Sub-Strategy 2023-2030 and Implementation Plan 2024-2027.</p> <p><b>Recommendations:</b> To achieve further points, if possible, include evidence about how the Murdoch Student Guild were actively involved with shaping the Sub-Strategy/Implementation Plan and clear evidence that both parties in the Partnership are fully engaged with, and utilise the Sub-Strategy.</p>
<b>LS007</b>	The institution's marketing and communications teams (or equivalent) are fully engaged with and supportive of the Partnership's sustainability work.	5	5	<p><b>Positives:</b> MU's Marketing and Communications Office (MCO) are well-engaged and resourced to support and showcase the Partnership's sustainability activities. A role was created to help promote and publish sustainability articles, op-eds and other content.</p> <p>Great to see a variety of sustainability communications on MU's intranet with frequent staff engagement, as well as on the University's website and external news platforms. 16 sustainability news articles were published in five months in 2025.</p> <p>A 'sustainability communications catch-up' call was held in May 2025 outlining upcoming stories, events and media analytics.</p> <p><b>Recommendations:</b> What are the purposes of the 'sustainability communications catch-up,' who attends them, and can, for example, Student Ambassadors or content creators play an active role in informing these?</p>

### Overall positives:

- ❖ There is a strong level of senior support for participating in and efforts to achieve the Responsible Futures accreditation.

- ❖ It is great to see University-specific definitions of sustainability which are tailored to the local and regional context and have been co-created through wide consultations with the Murdoch community.

#### Overall recommendations:

- ❖ Provide evidence of the Murdoch Student Guild's involvement with shaping the Moorditj Boodja - Strong Country Sustainability Sub-Strategy 2024-2030 and Implementation Plan 2024-2027.
- ❖ Explore possible feedback from students and staff produced from the consultation about what sustainability might mean for the learning environment and pedagogical approaches.

### 2.5.4 Policy and Commitment (POC001 to POC010)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
POC001	The institution has provided professional development and dedicated support for relevant personnel on the issues related to Responsible Futures.	7	5	<p><b>Positives:</b> There are diverse learning and development opportunities for MU staff and students spanning EDI, First Nations, and wider sustainability. At least 30 professional development courses are directly aligned with issues related to Responsible Futures.</p> <p>Most training is open to all staff and students and there is some evidence that these are delivered on a routine basis. There is a mixture of self-led online courses, campus tours, theatre-based learning, and in-person/online workshops.</p> <p>Almost 300 people have completed allyship training to support Murdoch's LGBTIQA+ community and 355 completed a training course facilitated by Murdoch's First Nations Training and Development team on culture, race, bias, Indigenous identity, and ways to progress MU's First Nation Strategy. The Understanding Sustainability course was launched in 2025 hence a lower</p>

				<p>completion rate in comparison (41 so far).</p> <p><b>Recommendations:</b> Are there examples of how sustainability training offered is tailored to certain groups of staff? For example, ‘Sustainability Awareness’ short online course, includes advice on taking sustainability actions personally and professionally - this could be tailored for teaching and non-teaching staff to attract more enrolments and have higher levels of impact. Consider creating sections within the existing course or separate courses tailored to different professional roles.</p>
<b>POC002</b>	The students’ union has formally passed and publicised a policy commitment to embedding sustainability in the formal and informal curriculum.	5	1	<p><b>Positives:</b> Aims of the Sustainability Department in the Murdoch Student Guild are included in its Guild Regulations available online. This includes “to act as a collective body with the resources and recognition to promote the pursuit of social, economic and ecological sustainability” and “to provide a forum in which students who are interested in sustainability can interact socially, politically and intellectually.”</p> <p><b>Recommendations:</b> This criterion asks for evidence of a dated policy demonstrating the Guild’s commitment to embedding sustainability into the formal and informal curriculum based on what members want. What mechanisms are there for members of the Murdoch Student Guild to hold it accountable to passing policies related to sustainability issues relevant to students?</p> <p>Auditors also suggest creating mechanisms to monitor sustainability actions in line with Guild regulations and creating several, ideally paid, roles for sustainability representatives in the Murdoch Student Guild. Given the expansive field of sustainability, this</p>

				could entail a policy to ensure different student representative and officer job descriptions include social, cultural, economic, or ecological issues.
<b>POC003</b>	One or more named elected student officer has agreed to lead on sustainability issues for the students' union this academic year.	4	4	<p><b>Positives:</b> Vedika Shirkhande is the elected Student Guild Sustainability Representative at the Murdoch Student Guild. Vedika was one of the Responsible Futures audit interviewees and student auditors enjoyed learning from their insights into student sustainability leadership.</p> <p>The Students Organising for Sustainability (SOS) Club was created in direct response to the Responsible Futures programme and was led by the formerly elected President, Comfort Onyaga, and Linda Tammen as the Vice President for 2024-25. While the SOS Club were not directly involved in preparing for the audit, Comfort was one of the Responsible Futures auditors and the Club has led on various interesting projects such as the Students as Change Agents programme and presenting at the SOS UK Student Sustainability Symposium.</p> <p>The SOS Club is formally supported by the Murdoch University Office of the Pro Vice Chancellor Sustainability including mentoring from Anisha Fernandes da Rocha (Sustainability Officer) and Deanne Ladle (Circularity and Transport Specialist).</p> <p><b>Recommendations:</b> Establish closer working relationships between MU, Murdoch Student Guild and SOS Club. This would help ensure that the wider student body interests and priorities are consistently taken in account with the Partnership's approach to issues related to Responsible Futures. For example, consider working directly with these student leadership groups to prepare and collate evidence for the next</p>

				Responsible Futures audit. Ensure that support for these groups and collaborations are well-resourced and clear on their aims and activities.
<b>POC004</b>	The Partnership has made sufficient staff or student resource available to substantively progress the issues related to Responsible Futures.	10	8	<p><b>Positives:</b> In 2022, MU created three high-level Pro Vice Chancellor (PVC) positions to support the development and delivery of its strategies and public commitments. This spanned a PVC Sustainability (Associate Professor Martin Brueckner), PVC Equity, Diversity and Inclusion (Dr Rebecca Bennett), and PVC First Nations (Channelle van den Berg).</p> <p>MU also resourced a Full Time Equivalent Sustainability Engagement Officer role which is held by Anisha Fernandes da Rocha. Anisha has extensively contributed to embedding sustainability across the Partnership.</p> <p><b>Recommendations:</b> Auditors would like to see evidence of resourcing within Faculties, Colleges and Schools to actively embed sustainability into teaching, learning or assessment.</p>
<b>POC005</b>	The Partnership has made effective use of the relevant quality framework and/or outcome agreements to progress the issues related to Responsible Futures.	5	3	<p><b>Positives:</b> It is great to see MU utilise several quality frameworks to progress sustainability. This includes active membership of and reporting for the Principles for Responsible Management (PRME) and being a signatory of the Race to Zero for Universities and Colleges which has supported Murdoch University's Decarbonisation Roadmap.</p> <p>Additionally, MU is a signatory to The Climate Action Network for International Educators (CANIE) Accord, committed to 16 out of 70 CANIE focus areas on leadership, emissions reduction, operations, and climate education and is in conversation to commit to other areas.</p>

				<p>MU also reports to the Climate Action Barometer for International Education and Sustainability Tracking, Assessment and Rating System (STARS) framework. This framework informed the creation of the Moorditj Boodja – Strong Country Sustainability Sub-Strategy 2023-2030 and Implementation Plan 2024-2027.</p> <p><b>Recommendations:</b> For a top mark, student auditors recommend providing further evidence of how membership of and reporting on these frameworks have progressed sustainability at MU. For example, how has active membership in PRME informed the design or delivery of curricula in the Business School and what activities have taken place to achieve elements of the Climate Education commitment for The CANIE Accord?</p>
<b>POC006</b>	The Partnership has embedded the issues related to Responsible Futures into their human resource, induction, and training processes for all types of new starters (students, sabbatical officers, staff, governors, etc.).	7	2	<p><b>Positives:</b> While the integration of sustainability into all staff and student onboarding materials is an action listed in the Moorditj Boodja – Strong Country Sustainability Sub-Strategy 2023-2030 and Implementation Plan 2024-2027, this work is due to take place in 2026, after the Responsible Futures audit. There are also plans to integrate sustainability into ‘The New Student Guide’ and online resources. MU is also cautious about the need to avoid overloading new starters with information.</p> <p>Currently, every month a member of the Sustainability Office presents key sustainability information for new staff during online onboarding session hosted by the Learning and Development team. As detailed in POC001, there are also various sustainability-related training opportunities available for staff and students. The Sustainability Office and student-led SOS Club also co-host an ‘O-Day’ market stall to signpost</p>

				<p>sustainability initiatives to new students.</p> <p><b>Recommendations:</b> Student auditors provided thoughtful advice for addressing the risk of overloading new students with information. For example, although in-person events such as O-Day can help some student groups, others such as international students or those who're neurodivergent can experience more barriers and difficulty with interacting in-person so it is important to ensure that the same level of information and opportunities shared is easily accessible online and support is proactively provided for in-person opportunities.</p> <p>SOS UK also recommends working closely with the Murdoch Student Guild so that sustainability is embedded into the induction of new staff, Officers and Representatives. For example, in training, job descriptions, and guides which can also support handover periods before, during and after student elections.</p>
<b>POC007</b>	The Partnership has worked with the institution's student recruitment and/or widening participation department(s) to incorporate issues relating to sustainability into their work.	4	3	<p><b>Positives:</b> The 'Scholarships for Good' programme (formerly known as the 'Ngala Kwop Biddi Brighter Futures Scholarship') is for school-leavers who are due to commence a Bachelor course at MU following graduation. Since 2023, this \$2.4 million programme has provided equitable access for students who have demonstrated excellence in citizenship and advocacy in either of MU's Strategic Themes of Sustainability, First Nations or EDI.</p> <p>Since 2024, campus tour and open day teams have replaced physical merchandise, which was increasing waste, with funding for charities chosen by prospective students.</p> <p><b>Recommendations:</b> Auditors recommend the Partnership works with</p>



				<p>student recruitment and EDI teams to provide prospective further resources about practical ways to get involved with sustainability in the informal curriculum. Routinely promoting these opportunities to prospective students can help set expectations of the student experience and sustainability culture at MU, so students can more easily adopt sustainable behaviour practices.</p> <p>In addition, consider positioning the core values and commitments to sustainability, First Nations, and EDI more prominently on MU's 'Why choose Murdoch' webpage and course guides so that students are aware of this culture before arriving at the University.</p>
<b>POC008</b>	The Partnership's careers team have committed to promoting careers, internships and placements that incorporate sustainability, and/or supporting and encouraging students to take sustainability values into any future career or career decisions.	2	2	<p><b>Positives:</b> Students can access various green career resources and guidance via CareersConnect online. Through the MU 'Career Learning Spine,' students are supported in career development, online skill assessments, and opportunities for real-world learning with external partners on issues related to volunteering, environmental conservation, and social impact, alongside completion of their degrees.</p> <p>During National Careers Week May 2025, students took part in 'Theory-Informed Career Conversations,' utilising academic research to support careers guidance for students. There was also a Careers Fair in March 2025 organised by the Launchpad team in collaboration with the Kulbardi Aboriginal Centre to create an inclusive space for First Nations students to connect with First Nations organisations and businesses. The Sustainability Office is in conversation with the Launchpad to organise a Sustainability Careers Expo in 2026.</p> <p>Finally, a group of academics in sustainability, international aid and</p>

				<p>community development created an online repository for students with career guidance in these fields.</p> <p><b>Recommendations:</b> Auditors noted that the Careers page is difficult to navigate and could include greater signposting of different fields and how each career or position can embed sustainability. This can also help with reaching students who may not initially be interested in a sustainability-focused role but still apply sustainability values and green skills in any career. Auditors would also like to see greater inclusion of sustainability values and skills in optional career development units for students.</p> <p>Likewise, how aware are students about these career services and support? What has been the reach of the Careers Fair and Theory-Informed Career Conversations and for the latter, are there any examples of what specific values related to sustainability students have been supported to develop or apply? Signposting these useful resources could be integrated into student onboarding, induction, and welcome back processes so that they can hone sustainability skills throughout their time at MU.</p> <p>Auditors also suggest organising practical campus events, networking and workshops to engage students on green skills and green careers. Perhaps this could form part of the 2026 Sustainability Careers Expo?</p>
<b>POC009</b>	The Partnership has critically considered their relationships with harmful industries (e.g. fossil fuel companies, arms companies) and	6	3	<p><b>Positives:</b> Proactive engagement to ensure sustainable investments and holdings is one of the key actions listed in the Moorditj Boodja - Strong Country Sustainability Sub-Strategy and Implementation Plan 2024-2027. In 2024, the Senate approved amendments to MU's Responsible Investment Charter which states that the University screens</p>

	<p>reflected on how these impact on students' learning, for example through research, career services or other funding arrangements.</p>		<p>against investments in weapon companies and other socially and environmentally harmful industries.</p> <p>There are also several pockets of evidence where academics and MU have engaged with teaching and research on issues related to climate justice and its relationship with harmful industries. For example, through research, blogs on external websites, calling on governments to increase nature-positive legislation, and organising events. In 2023 and 2024 events were hosted about 'How far should environmental protest go?' to provide philosophical perspectives of political activism against fossil fuel companies. This brought together climate activists, students and academics.</p> <p><b>Recommendations:</b> What were the learnings and outcomes of the environmental protest event and impact of research conducted into climate justice and harmful industries on the MU curriculum? Are there any examples of how these have informed teaching and learning? This can also include examples of teaching and learning about the role of historical and ongoing forms of colonialism and violence faced by First Nation peoples in environmental activism, thus applying the Truth Telling dynamic of MU's First Nations Strategic Theme.</p> <p>Also, how might the Murdoch Student Guild and SOS Club be empowered to represent the student voice over how MU critically engages with harmful industries and progress a just transition? This is particularly pertinent for addressing the legacies of colonialism on First Nations peoples, so MU's various outreach and community collaboration initiatives offers fertile ground for spearheading this work.</p>
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<b>POC010</b>	The Partnership has ensured there are opportunities to celebrate and recognise good practice amongst students and staff on work related to Responsible Futures.	3	3	<p><b>Positives:</b> There are various news stories, blog posts (as shown in LS007) and staff awards on sustainability and citizenship on the Murdoch University intranet. Notable examples of publicly showcasing sustainability-related student achievements include the Ngala Kwop Biddi Brighter Futures Scholarship/Scholarships for Good webpage and a news story about one of the student auditors and President of the SOS Club, Comfort Onyaga on winning second place in a global competition about food security innovation and sustainability.</p> <p><b>Recommendations:</b> Student auditors suggest greater promotion of these positive news stories and achievements on MU's and the Murdoch Student Guild's social media. Consider utilising the digital screens at the Boola Katitjin Building to increase awareness on these achievements for students, staff, and visitors on campus.</p>
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#### Overall positives:

- ❖ The Partnership has invested a good level of staff resourcing across senior leadership to progress issues related to Responsible Futures.
- ❖ There are various avenues and great examples of student leadership for sustainability via the Murdoch Student Guild and SOS Club.
- ❖ Staff and students can access a range of professional development opportunities related to social, cultural and environmental sustainability.

#### Overall recommendations:

- ❖ Further integrate sustainability into HR, induction and onboarding of new starters and consider access needs for different groups including through a student-supporting-students approach.
- ❖ Monitor the impacts of using different external quality improvement frameworks on progressing sustainability in the Partnership.

- ❖ Ensure the student voice is at the centre of approaches to critically engage with harmful industries in research, partnerships, and education.

## 2.5.5 Interventions (IN001 to IN010)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
IN001	Within the current academic year, the Partnership has run one or more internal event bringing together staff and students on the issues related to Responsible Futures.	5	3	<p><b>Positives:</b> In June 2025, MU held a 'Sustainability Matters' forum bringing together over 50 teaching, research and professional services staff and students. Organised by different Schools, the event showcased impactful SDG-aligned research being conducted at MU and featured keynote talks from various Schools and Institutes, debates, and networking.</p> <p>Likewise, in 2024, an event 'How far should environmental protest go?' brought together climate activists, students and academics, to provide philosophical perspectives of political activism against fossil fuel companies. Further examples of events that bring together staff and students are demonstrated elsewhere in the evidence submission and on MU's public Rubric platform.</p> <p><b>Recommendations:</b> Further information about the attendance and outcomes of these would help gain a higher score. For example, it is not clear how many, what levels, and what disciplines were represented from student attendance. Likewise, what did participants gain from the event and what lessons were learnt for future improvements? SOS UK recommends the sustainability team could work with students on the Events Policy and Evaluation unit to</p>

				<p>assess and improve how events are evaluated (IN006).</p> <p>Student auditors would also like to see more examples of internal events bringing together staff and students including ones which can appeal to people with different levels of knowledge on topics discussed.</p>
<b>IN002</b>	There are good levels of informal curriculum activity that support the aims of Responsible Futures.	8	5	<p><b>Positives:</b> Between January to September 2025, 23 events were organised by the MU Sustainability Office with some evidence of attendance and impact monitoring. This includes Nature-positive weeding, DIY plastic-free deodorant workshops, and quarterly Sustainability Collective meetings open to all staff and students. Linked with the Murdoch Student Guild, there is also the SOS Club, citizen science with The Great Cockatoo Count, and the Murdoch Community Garden.</p> <p>Likewise, the Students as Change Agents Program, running since 2020, has enabled students to leave a legacy by implementing recycling systems, creating the Sustainability Forum, and more. Other informal curricula opportunities include the First Nations Ambassador programme and the Murdoch Mettle/Boodiyar Djena Bidji ('Leadership Path' in Noongar) Certificate. This fosters students' active citizenship skills through future-focused immersive learning experiences.</p> <p><b>Recommendations:</b> While auditors welcome the variety of informal curriculum activities held, they would like to see greater evidence of monitoring and evaluation to better understand impact.</p> <p>The Rubric events listing platform is an excellent way to advertise</p>

				<p>upcoming/past events and enables reviews/ratings to learn what people enjoy and ways to improve. Are there data analytics on views, clicks or other engagement metrics available? Also, Rubric enables students to leave reviews on events – this could be a valuable source of information to complement monitoring and evaluation. Are these reviews actively monitored or used?</p> <p>Where monitoring and evaluation has occurred for some events, auditors noted that attendance levels could be improved. Auditors suggest exploring if promotions or lack of awareness, timing and capacity for students and staff to attend are the root cause for lower attendance.</p>
<b>IN003</b>	Within the last five years, the Partnership has taken part in an external change programme, or network, on issues related to Responsible Futures.	3	2	<p><b>Positives:</b> As shown in OU005, staff have systematically engaged with learning opportunities offered by other educational institutions. The Circularity and Transport Sustainability Specialist, for example, completed a ‘Using Systems Thinking to Unpack Problems’ course developed by Monash University Sustainable Development Institute and the University of Tasmania. Learnings from the course informing the development of a circularity and transport roadmap for MU.</p> <p>Other frameworks being utilised by the Partnership submitted for this criterion were also submitted for POC005.</p> <p><b>Recommendations:</b> Other evidence submitted for this criterion included frameworks from POC005. For a top score, auditors would like to see evidence that these frameworks include structured learning opportunities. Auditors would also need to see how these frameworks</p>

				have led to positive changes and progression of issues related to Responsible Futures in the Partnership.
<b>IN004</b>	Within the current academic year, the institution has made funding, or related resources, available to staff and students so that they can develop their own projects that support the aims of Responsible Futures.	7	5	<p><b>Positives:</b> Since 2017, students can receive up to \$1500 to fund sustainability, EDI, First Nations or projects to enhance the student experience and wellbeing via the Students as Change Agents programme. Students receive dedicated staff time through a mentor and access to a supportive staff network, training. Students also receive honorarium scholarship worth \$3000-\$3500 for individuals/groups or credit towards students' degrees if completed as part of the MSP201 module.</p> <p>Staff can also access Scholarships for Learning and Teaching (SoTL) to investigate innovative approaches to teaching and learning. The aim is to enhance students' learning experience through innovative assessments, integrating technology, and research-informed pedagogical practice.</p> <p><b>Recommendations:</b> Are there tangible examples of how staff have utilised the SoTL in their practice? Likewise, what projects have been implemented by students as part of the Students as Change Agents programme and how do these relate to the formal or informal curriculum?</p> <p>How aware are Undergraduate, Postgraduate and international students from different Schools about the Change Agents programme and what has its reach been like across departments? To increase reach of this high-quality initiative, auditors suggest promoting this opportunity as part of sustainability events, student recruitment and induction.</p>



<b>IN005</b>	<p>During the last 12 months, four or more schools or departments have integrated innovative pedagogical approaches to their sustainability teaching, learning, and assessment.</p>	<p>8</p>	<p>8</p>	<p><b>Positives:</b> There are at least five examples of innovative pedagogical approaches integrated throughout MU Schools.</p> <p>One notable example is eco-centric pedagogy in the Postgraduate Major, ‘Sustainable Pedagogies for Liveable Futures,’ School of Education. This features fascinating units such as ‘More-Than-Human Pedagogies’ and ‘Play-based Approaches to Liveable Futures.’ There are creative approaches to assessments including story-based Pecha Kucha presentations, podcasts, and play-based design portfolios.</p> <p>In the Murdoch Business School, action-based, ethical leadership development pedagogies aims to prepare students on the Entrepreneurship and Innovation Major for navigating a Volatile, Uncertain, Complex, and Ambiguous (VUCA) world.</p> <p>Other examples of innovative pedagogies include wicked problem presentation assessments for a unit on ‘Regenerative Tourism,’ (School of Tourism) and TED-style talks and student-led learning for a unit on ‘Passion Projects in Indigenous Social Justice’ (School of Indigenous Knowledges)</p> <p><b>Recommendations:</b> These are fascinating approaches to ESD, and it is great to see evidence of this good practice being shared across MU. Auditors recommend publicising these unique approaches to education to inspire other institutions and highlight topics often overlooked in sustainability education. This could involve presenting the units at</p>
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				<p>conferences and key features and student feedback on social media.</p> <p>In addition, how can the School of Education be used as an example of innovative approaches to ESD for other Schools? How might other Schools be supported to integrate play-based, slow and/or more-than-human pedagogies into their curriculum design, learning outcomes, and assessments?</p> <p>Finally, who was the slideshow on sustainable pedagogies presented to and has it been used by others to inform their own practices?</p>
<b>IN006</b>	The institution's non-academic and research/academic teams routinely collaborate to create educational and/or research opportunities through their sustainability-related work. Some institutions would call this a Living Lab approach.	7	5	<p><b>Positives:</b> It is great to see a long-term Living Lab project available for students on the Wildlife Biology unit (School of Environmental and Conservation Sciences). Coordinated by Dr Kate Bryant, Senior Lecturer and Associate Dean Learning and Teaching, for the past 10 years, students learn about real-world biodiversity and conservation issues on campus by collecting vital resident Quenda population data while developing various wildlife field skills.</p> <p>Other examples includes a unit run by Dr Janene Sproul to support pre-service teachers to link curriculum theory with industry practices such as dieback-control methods with Roleybushcare (community group) and stem-injection field days. Students on the Events Policy and Evaluation unit are also assessed through Living Labs by delivering and evaluating an event at MU.</p> <p><b>Recommendations:</b> For a top score, the number of students engaged in these Living Labs should be a good size relative to the size of the institution.</p>

				<p>In addition, is there evidence on how professional services staff have been involved with the Quenda Living Lab? Given the long-running nature of the Quenda Living Lab, what can other Schools and programmes learn to implement their own living labs for different subject areas and student levels?</p>
<b>IN007</b>	<p>Within the current academic year, the Partnership has actively made use of student coursework and/or dissertations.</p>	4	0	<p><b>Positives:</b> This criterion requires evidence demonstrating how student coursework/dissertations have been actively used by the Partnership on work related to Responsible Futures and Responsible Futures accreditation. Evidence submitted lacks tangible examples of implementation.</p> <p><b>Recommendations:</b> Explore how work submitted or designed by students has been used by the Partnership.</p> <p>It is good to see plans to work with Psychology students in supporting the Sustainability Office with designing questions for a 2026 culture survey. Is this part of their coursework and/or dissertation?</p>
<b>IN008</b>	<p>There are wide reaching structured interdisciplinary experiences, linked to the issues related to Responsible Futures, through the formal curriculum for students across the institution.</p>	6	2	<p><b>Positives:</b> The MU 'Career Learning Spine' features a range of assessed units to upskill students, support them with managing their career, and provide real-world learning experiences. The Spine is integrated into all Undergraduate curricula and supports students to develop MU's nine Graduate Attributes.</p> <p>One of the units, 'MSP200: Building Employability Skills,' often brings together an interdisciplinary cohort of 400 to 500 students from almost every Major offered at MU. Students are taught to critically evaluate the future world of work on topics related</p>

				<p>to global citizenship, climate change and transformative leadership, casualisation, Artificial Intelligence and ethics, and more.</p> <p><b>Recommendations:</b> Further evidence on how the Career Learning Spine and associated units facilitate interdisciplinary learning experiences is needed to earn greater points. For example, how are students from different Majors able to learn from each other in this large cohort and develop interdisciplinary perspectives of the future of work topics?</p>
<b>IN009</b>	There is demonstrable positive progress in embedding sustainability across the subliminal curriculum.	6	6	<p><b>Positives:</b> There are a number of projects demonstrating strong approach to sustainability in the subliminal curriculum. This includes the Murdoch Community Garden. Supported by MU, the Murdoch Student Guild, and community volunteers, the Garden provides native plants, fruit and vegetables sold at markets while caring for the mental health of volunteer students, staff and local residents.</p> <p>The South Street, 'Bush Campus,' has also enabled several generations of students and staff to revegetate the lands, resulting in the Perth campus having around 30% of land managed for biodiversity conservation and wildlife habitats. MU has pledged to the Nature Positive Universities scheme since 2018 and is developing a Biodiversity Baseline and updating its Biodiversity Management Plan.</p> <p>As detailed in SD003, students, staff and visitors can also benefit from experiencing innovative and sustainable architectural learning facilities in the award-winning Boola Katitjin Building.</p>

				<p><b>Recommendations:</b> How can students play an active role in delivering on Nature Positive Universities and MU's biodiversity workstreams? For example, using campus-based wildlife surveys and citizen science as an extra-curricular or integrated curriculum activity? This could also be an interesting opportunity to facilitate living labs for students and staff involved with the Sustainable Pedagogies for Liveable Futures Postgraduate Major.</p>
<b>IN010</b>	<p>Within the last 1-3 years, there have been opportunities for students to co-create teaching, learning and/or assessment approaches or content in the formal curriculum with their educators.</p>	5	5	<p><b>Positives:</b> There are various examples of co-creation with students and excellent plans to develop and formalise structures for co-design.</p> <p>Firstly, as part of the opening of the high-tech sustainable Boola Katitjin Building, the MU Support and Learning team created paid Technology Enhanced Learning (TEL) roles for students to co-develop technology support resources, gather student feedback on MU's website and digital accessibility, and provide direct support for teaching staff using the building. MU Teaching and Learning design and technology staff presented about the initiative as part of the THETA 2025 digital learning in Higher Education convention.</p> <p>Secondly, Students as Change Agents participant, Tara Innes, is creating an online hub where students and staff can find opportunities to collaborate on research, course design, volunteering and more.</p> <p>Finally, as part of the Chief Experience Office's Strategic Plan, staff are developing a comprehensive Student Voice Framework, Student Forum and co-design groups for student feedback.</p>

				<p><b>Recommendations:</b> It would be invaluable to work with the Murdoch Student Guild on ensuring student priorities and interests are embedded into the Student Voice Framework, spreading awareness of the planned Student Co-design Groups, and co-designing/co-delivering the Student Forum to ensure good visibility and reach of these important initiatives.</p> <p>Given the variety of interesting responsibilities of the TEL student roles, what skills and knowledge development did students gain as a result and are there plans for similar initiatives in the future?</p>
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#### Overall positives:

- ❖ There are innovative examples of teaching, learning and assessment methods across different Schools at MU and potential for MU to be a leading body in more-than-human and creative pedagogy.
- ❖ Students and staff are exposed to a diverse range of informal and subliminal learning experiences.
- ❖ MU demonstrates a clear commitment to co-creating learning experiences with students and plans to develop mechanisms to expand and improve on this important work.

#### Overall recommendations:

- ❖ Develop further interdisciplinary learning experiences so students from different disciplines can learn from each other.
- ❖ Monitor engagement, impacts, and outcomes from the various informal curriculum events held throughout the year.

## 2.5.6 Impacts and Outcomes (IO001 to IO005)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
IO001	The Partnership has reflected on and identified demonstrable positive progress in embedding sustainability across the formal curriculum.	20	11	<p><b>Positives:</b> There are established approaches for integrating ESD through different methods outlined in the Moorditj Boodja – Strong Country Implementation Plan 2024-2027.</p> <p>There are at least five notable examples of embedding sustainability at a unit, programme, or School-level. On a unit-level, this includes the creation of the Sustainable Pedagogies for Liveable Futures Major and the inclusion of SDG Goal 3: Good Health and Wellbeing in all Learning Outcomes of the unit, Food and Nutrition in the Community (School of Medical, Molecular and Forensic Sciences), among other examples in different Schools (IN005).</p> <p>On a programme-level, the redesign of the Undergraduate Major, Entrepreneurship and Innovation (Murdoch Business School, MBS) which has embedded all 17 SDGs, integrates project-based learning to prepare future ethical leaders in a Volatile, Uncertain, Complex and Ambiguous (VUCA). Graduate testimonials demonstrate how the course has positively shaped their outlook on leadership with and for others and wider ecosystems. Likewise, Dr Kimberley Beasley (Researcher and Lecturer in Early Childhood and Primary Education) has delivered interesting presentations to MU staff on their experience of and advice for embedding 'Slow Pedagogies' (prioritising in-depth teaching and critical learning over 'impatient schooling' and speed) and nature-based learning.</p>

				<p>On an inter-School-level it is excellent to see approaches to embedding cultural sustainability as part of a partnership between the School of Indigenous Knowledges and School of Nursing. In 2025, this led to the co-creation of a groundbreaking First Nations Peoples' Health unit for Nursing students. The course weaves in a narrative-based approach so students can critically contrast Western biomedical models with holistic Aboriginal and Torres Strait Islander health perspectives.</p> <p>Finally, MU continues to play a leadership role in hosting the longest-running tertiary education programme, the Masters of Renewable and Sustainable Energy. In the past three years, the programme has evolved to respond to new societal challenges in decarbonisation and climate risk and adaptation while equipping students with technical and transferable skills.</p> <p>These examples demonstrate how MU is embedding sustainability in the formal curriculum by being agile to a dynamic societal context.</p> <p><b>Recommendations:</b> While there are fascinating approaches to how sustainability is being actively embedded across different courses, further reflection on the scale and extent of efforts to embed the SDGs, sustainability skills, and transformative teaching and learning methods, would help achieve a higher score for this criterion in the future. The 2024-25 baseline curriculum mapping (BB003, BB004) of 408 units alignment with the SDGs is a good start, but what changes these have/will spark across all programmes and Schools ahead of the next Responsible Futures audit would be important to share to secure further points.</p>
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				<p>Similarly, current approaches to embedding ESD appear to be scattered across the institution so it would be great to utilise the wealth of expertise, passion, and shared sustainability agendas between Schools to nurture a coordinated, whole-institution approach, so that all students within and beyond STEM courses can benefit from transformative education at MU.</p>
<b>IO002</b>	<p>The Partnership has reflected on and identified demonstrable positive progress in relation to its institution-wide collaborative approach.</p>	20	10	<p><b>Positives:</b> An ethos of proactive collaboration is engrained at MU through various initiatives. These range from the extensive cross-institutional consultations on MU's strategic, sustainability, and implementation plans to numerous informal curricula events aimed at staff and students to engage with environmental sustainability on campus.</p> <p>The Students as Change Agents program is a long-term example of a horizontal and vertical approach to collaboration. Academic and professional staff mentorship for students combined with real-world project-based led by students is a notable approach to facilitating this cross-institutional partnership.</p> <p>In addition, the MU and Murdoch Student Guild student-staff working group to reduce food waste at events and support students' cost of living is a good example of an internally collaborative approach to sustainability.</p> <p>Finally, as shown in IO002, there are examples of how Schools and external community partners are working in collaboration to progress issues related to Responsible Futures.</p> <p><b>Recommendations:</b> To achieve a higher mark, SOS UK would like to see further reflections on how inter-committee</p>

				<p>collaborations have played out and what impact this has had for stakeholders involved and the wider MU community, including measurable outcomes.</p> <p>In addition, given the long-running nature of the Student as Change Agents programme since 2017, this is an ideal time to reflect on its impact to date and how it has fostered a whole-institution approach on issues related to Responsible Futures. How many and what staff groups have been involved? What internal/external communities have students' projects collaborated with and supported? How have programmes like this contributed to interdisciplinary or transdisciplinary activities in MU? Auditors would also like to see analysis of the impacts of student-led projects such as food waste prevented and emissions saved from repair cafes and how an institution-wide approach has helped with driving this.</p>
<b>IO003</b>	The Partnership has reflected on and identified their short-term impacts and outcomes in relation to positive outcomes for students.	20	11	<p><b>Positives:</b> Public articles reflect how MU has equipped students with skills and knowledge to thrive in sustainable agriculture and food security.</p> <p>Some students are choosing to study at MU because of its extensive agricultural and animal health science expertise and emphasis on practice-based learning in degrees. One example is from Jasmin Hanlon, awarded with the AgriFutures Horizon Scholarship, who has developed knowledge in real-world challenges such as biosecurity and sustainable agriculture. Further documentations of the positive impacts felt by students have also been demonstrated throughout Interventions criterion.</p> <p>There are also several case studies reflecting on the stories from First Nation Student Ambassadors and the</p>

				<p>impacts that MU's Kulbardi (Noongar term for magpie) Aboriginal Centre's 'K-Track' course has had on supporting students from Aboriginal and Torres Strait Islander's navigation of tertiary education. Following K-Track, First Nation students are supported in taking the Ngoolark program to transition into a Bachelor of Arts, Business or Nursing, or the Warrdong support unit for Veterinary and Life Sciences Undergraduate degree students.</p> <p>Likewise, the annual MU Ecology Camp recruits up to 80 Undergraduate students from the School of Environmental and Conservation Sciences to benefit from nature-based learning, ecological surveys, networking with professionals, and professional development.</p> <p>Student Experience Surveys conducted by the Social Research Council every August shows a general increase in the sense of belonging felt by First Nation and non-First Nation students, LGBTIQ students, and students with disabilities' perceptions on MU's Student Support and Services.</p> <p>Quality Indicators for Learning and Teaching (QUILT) surveys on the online ComparED platform show that in 2024, 77% of students had a positive overall experience (n=3296) and 81.1% of students were positive about skills developed during their studies (n=3182). It is great to see that MU is exploring ways to include sustainability questions in future QUILT surveys.</p> <p><b>Recommendations:</b> How has the K-Track scheme supported students' knowledge, skills and/or confidence development in tertiary education and during their time at MU?</p> <p>Auditors also noted further evidence of positive outcomes for international</p>
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				<p>student experiences is needed to understand a fuller picture of this criterion throughout the student body.</p> <p>Regarding future QUILT surveys, consider including questions about what specific ESD competencies and other green/sustainability skills students have developed as part of their courses and a breakdown of results for different Schools/programmes. This would complement future efforts in curriculum mapping by identifying how far students are aware of the skills they're developing as a result of ESD being embedded in the curriculum.</p>
<b>IO004</b>	The Partnership has reflected on and identified their long-term impacts and outcomes in relation to positive outcomes for students.	20	16	<p><b>Positives:</b> There is a range of impressive long-term impacts and positive outcomes for Murdoch graduates. It is excellent to see that many MU graduates return to work at the University because of the match between their personal values and MU's culture. Data collected by the People and Culture Office shows 50% of the 2400 staff are Alumni which is very impressive. This proportion has gradually increased 2023 to 2025.</p> <p>The Sustainability Alumni Network Coordinator has also found that 2152 Alumni on the mailing list have graduated with a Major or Minor in Sustainability or International Aid, while 2649 have graduated with the word 'Environment' / 'Environmental' in their title.</p> <p>A LinkedIn search also highlights over 3300 alignments with social, environmental or economic sustainability topics, and around 300 Alumni who go onto work in Politics or Local/State/Federal Government.</p> <p>Since 2024, MU has also allocated resourcing for the Sustainability Alumni</p>

			<p>network, retreats, networking events, and an Alumni Sundowner (IO005).</p> <p>The representation of First Nation students in MU's domestic cohort has increased from 2% in 2022 to 2.5% in 2025, and it is on track to achieve 3.5% in 2030. MU's first Aboriginal graduate (Class of 1982), Isabelle Adams, has gone on to become a trailblazer for Indigenous education and by establishing the first Aboriginal Support Unit at MU, the Kulbardi Aboriginal Centre, referenced throughout the evidence submission. During an Alumni interview, Isabelle shares how MU changed "their whole way of thinking about academic and university studies."</p> <p>Other Alumni interviews, part of MU's 'Back on Campus' series, included graduates' reflections on applying Murdoch values such as allyship and social justice into the workplace and supporting students to achieve their potential at university. There also are numerous stories documenting the long-term impact that MU's EDI and Widening Participation projects have had on current staff and former students.</p> <p>Since 2020, 13 First Nation students have graduated from a programme formed in partnership between MU and the Fiona Stanley Fremantle Hospitals Group to help embed Indigenous Knowledges into the Nursing curriculum. 30 First Nation students are also undertaking placements in these hospitals.</p> <p><b>Recommendations:</b> The strong number of Alumni staff provides a unique opportunity to integrate and target questions in the annual Employee Engagement Survey (see IO005) about what encouraged them to return to MU. It would be interesting to see if there are correlations between this and</p>
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				<p>different factors including values of the institution, the subliminal and informal learning environment, CPD, and MU's approach to sustainability, EDI and First Nations.</p> <p>Additionally, how might MU's Alumni engagement team capture data on outcomes and career journeys of graduates through formal mechanisms beyond LinkedIn? Maintaining contact via mailing lists and the various Alumni networks are great starting points. Is there scope from resourcing for the Sustainability Alumni Network to bring together current and former students so that they can learn from and mentor each other?</p> <p>Finally, SOS UK recommends MU to continue publicising the special long-term impacts it has had on graduates for example through social media, strategic communication channels, and student recruitment (POC007).</p>
<b>IO005</b>	The Partnership has reflected on and identified their impacts and outcomes in relation to positive outcomes for staff.	10	6	<p><b>Positives:</b> The 2024 Employee Engagement Survey found that staff satisfaction increased from 69.8% to 78% 2023 to 2024 following implementation of the Leadership Capability Framework and Development Program and Annual Career Development Conversations (ACDC) among other factors. The ACDC adopts a conversational and coaching-style approach to facilitate meaningful dialogue between employees and leaders.</p> <p>The survey also showed that 65% of staff feel valued for their unique contributions to MU and 92% believe that what MU does is important. To ensure staff feel valued, MU has created staff awards, a People at Murdoch series to increase staff community connections, and videos about a long-term staff experience.</p>

				<p>A Senior Leadership Sundowner series was introduced in February 2025 by the Vice-Chancellor, Andrew Deeks. The Sundowner enables staff to connect and learn more about decision makers at MU.</p> <p><b>Recommendations:</b> Auditors would like to see evidence of how the Partnership has reflected on the impact that EDI and wellbeing services have had on staff. A LinkedIn post about the Sundowner suggests the event was well-received by staff so it would be good to see further reflections and experiences they gained.</p> <p>Likewise, are there examples of what the Leadership Capability Framework and Development entails and of ACDC coaching sessions and how they align with issues related to Responsible Futures?</p>
<b>IO006</b>	The Partnership has reflected on and identified their impacts and outcomes in relation to their civic engagement and duties within their local or national context.	1	1	<p><b>Positives:</b> The Ngank Yira Institute for Change applies research to serve Aboriginal Peoples and to honour self-determination with partnerships between Elders and (non)Aboriginal stakeholders.</p> <p>In July 2025, MU hosted a Water Roundtable, Boola Kep Boola Koort – ‘Many Waters, Many Hearts’ with representatives from seven remote communities in Western Australia and Torres Strait Islands, government and industry partners. It is a heart-warming example of community-led discussions, workshops and research to address water, health and infrastructure injustice long-faced by First Nation peoples.</p> <p>Outcomes of the Roundtable will help shape the next phase of this collaborative project’s environmental advocacy. A news article published on</p>

				<p>MU's website features reflections from one community leader on the power of universities with their research, understanding of issues faced, and drafting policies to be part of the solution.</p> <p><b>Recommendations:</b> Continue publicising the impacts that the Ngank Yira Institute for Change has had by working in partnership with First Nation peoples and MU's role in water justice advocacy. What can other education and civic institutions learn from the Institute's approach to community and place-based partnerships?</p>
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### Overall positives:

- ❖ MU has evidenced pockets of good practice in integrating ESD at a unit, program and inter-School level.
- ❖ There are in-depth and diverse examples of reflecting on and tracking graduate outcomes including an impressive number of Alumni who return or stay to work at MU due to its culture and values.

### Overall recommendations:

- ❖ Continue to integrate ESD at different levels and in all disciplines so all students can meaningfully engage with transformative education.
- ❖ Utilise opportunities to analyse data collected from long-term programmes like Students As Change Agents and K-Track to monitor and evaluate positive short to long-term impacts on students and staff.

## 2.5.7 Outreach (OU001 to OU005)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
OU001	The Partnership has embedded the issues related	4	3	<b>Positives:</b> The Moorditj Boodja – Strong Country Implementation Plan 2024-2027 includes active monitoring of outreach activities that provide education, training and awareness on sustainability.



	to Responsible Futures into their community outreach activities.			<p>For example, research institutes at MU working directly with local communities have embedded various sustainability issues into their projects. The Ngangk Yira (the 'rising sun') Institute for Change prioritises research benefitting First Nation peoples by working in close partnership with community Elders and (non)Aboriginal researchers. Projects include understanding the impacts of climate change and the social, cultural, and environmental factors affecting Aboriginal lives. Likewise, the Harry Butler Institute comprises multiple research centres that seek to champion harmonious relations between communities, business and biodiversity.</p> <p>Additionally, MU has and continues to work with local governments, environmental and wildlife NGOs, schools, Friends of Bushland groups, and Aboriginal communities on a multi-year Black Cockatoo conservation programme in Perth.</p> <p><b>Recommendations:</b> What has been the reach and impact of these outreach programmes? Consider working with MU's various partners to create bespoke monitoring and evaluation methods for outreach. Likewise, how aware are staff and students about these opportunities and how are they communicated to all students and staff?</p>
<b>OU002</b>	Within the last two years, the Partnership has proactively engaged one or more student leadership groups or educational institution on the issues related to	<b>3</b>	<b>2</b>	<p><b>Positives:</b> There are good examples of the Partnership's proactive engagement with different educational institutions. MU provides a free eight-week, 'Fauna at School' programme for teachers of Years 10 to 11 Science, introducing students to real-world conservation problems, biodiversity monitoring and building wildlife refuges using local materials. Delivered by MU staff, lessons are curriculum-linked and can be integrated into the school's curricula.</p> <p>Likewise, the Kulbardi Aboriginal Centre offers programmes for high schools to</p>

	Responsible Futures.			<p>empower Aboriginal and Torres Strait Islander students in understanding and experiencing university life, critical thinking to challenge stereotypes associated with Aboriginality, and wellbeing care.</p> <p><b>Recommendations:</b> This criterion also requires evidence of how stakeholders involved have been able to progress their own sustainability agendas. Perhaps there are testimonials, case studies, videos, or feedback from schools illustrating this?</p>
<b>OU003</b>	Within the last two years, the Partnership has presented on their work relating to the Responsible Futures agenda at a sector event.	3	3	<p><b>Positives:</b> In March 2025, three MU staff presented at the Sustainable Development Solutions Network regional forum on ‘Putting Education for SDGs into practice in Higher Education.’ Associate Professor and PVC Sustainability, Martin Brueckner spoke about priorities and approaches to SDG Goal 4.7: ESD and global citizenship, while Dr Simon Minaee (Lecturer, Management) and Vasna Sampson (Lecturer, Management, Entrepreneurship and Innovation and one of the audit interviewees) spoke on their experience in transforming entrepreneurship and innovation at Murdoch Business School.</p> <p>MU staff and students have presented about the Murdoch Community Garden’s impact on students’ mental health at a research conference (IN009), while one of the student auditors, Comfort Onyaga, has presented at the international Student Sustainability Symposium 2025 about the SOS Club and Students As Change Agents programme. MU staff have contributed to an ACTS webinar on climate change impact scenarios for Australia’s tertiary education sector.</p> <p>Dr Janene Sproul (Education Lecturer) and Kirsten Labert (PhD student) have also presented about the MU Community Garden’s longitudinal impact on students’ mental health at the 39th WAIER Annual Research Forum: Research Catalyst(s)</p>

				<p>(University of Notre Dame, Fremantle, 2024).</p> <p><b>Recommendations:</b> Consider offering routine opportunities for students to present at local, regional, and (inter)national sector events as this is an excellent space to enhance public speaking skills while showcasing the rich level of student leadership for sustainability in the Partnership.</p>
<b>OU004</b>	The Partnership has published case studies highlighting sustainability-related achievements, impacts and outcomes.	5	3	<p><b>Positives:</b> At least five case studies have been published including multi-university collaborations as part of MU's Students Doing Good Challenge and joint research between MU, Edith Cowan University, Telethon Kids Institute, the Youth Pride Network, Wungening Aboriginal Corporation and Yorgum Healing Services to safely discuss how LGBTIQA+ identities can be accepted and celebrated within culture, and more.</p> <p><b>Recommendations:</b> While there are various case studies highlighting the range of sustainability education and research activities being undertaken at MU, it would be helpful to clearly demonstrate details about how these cases have progressed the integration of sustainability in the formal curriculum, benefited student outcomes, and whole-institution approaches.</p>
<b>OU005</b>	Within the last two years, the Partnership has sought out opportunities to learn from a range of educational institutions on how to progress sustainability in learning.	2	2	<p><b>Positives:</b> It is great to see dedicated resourcing and budget allocations for Sustainability Office staff to attend sector-relevant events, training, conferences and CPD courses.</p> <p>In the last two years, staff within the Partnership have systematically engaged with relevant learning opportunities offered by other educational institutions, such as Monash University, on topics including sustainable transport, systems thinking and carbon literacy. A road map for MU has been developed following these sessions.</p>

				<p>The PVC Sustainability, Martin Brueckner is using their Carbon Literacy Training to create a bespoke version for MU to run during CoP 30 in November 2025. Finally, the Sustainability Engagement Officer, Anisha Fernandes da Rocha has joined an international working group on systems thinking for Higher Education as a result of attending an online forum for Global Climate Change Week in 2024.</p> <p><b>Recommendations:</b> Consider publishing a case study about Martin's experience of CLT and delivery the bespoke version for MU staff and students and ensure that different staff and student groups can benefit from the training.</p>
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#### Overall positives:

- ❖ There is a range of examples demonstrating MU's proactive approach to sustainability-focused community outreach.
- ❖ It is also great to see resourcing dedicated to providing staff with opportunities to learn from wider institutions and evidence of how this is being applied to progress MU's sustainability agenda.

#### Overall recommendations:

- ❖ Establish mechanisms to monitor and reflect on impacts of outreach projects on external stakeholders.
- ❖ Continue publishing public case studies and articles illustrating MU's proactive approach to community engagement and serving the needs and interests of different groups.

### 2.5.8 Self-defined Criteria (SD001 to SD003)

Criteria Number	Criteria	Maximum Score	Student Auditors' Score	Student Auditors' Comments
SD001	Self-defined (Aboriginal-led School of	10	8	<b>Positives:</b> The Aboriginal-led School of Indigenous Knowledge (SIK) exemplifies MU's commitments to the formal recognition

	Indigenous Knowledge)		<p>and integration of Indigenous Knowledge with Western ways of knowing and being.</p> <p>Nine courses have been co-designed with Indigenous Elders, Knowledge holders, and wider communities to ensure a collective wisdom-based approach to the curriculum.</p> <p>The Wandju Boodja (Welcome to Country) and Katitjin Bidi (Learning Journey) have been approved as University-wide Discovery Units. From 2026, Discovery units will be a mandatory part of all MU degrees. Other evidence submitted demonstrates the unique features of Wandju Boodja and another unit, Two-Way Science.</p> <p>The Wandju Boodja unit immerses students in understanding Australian Aboriginal culture and history, while developing cross-cultural competence and intercultural skills. Experiential by design, students visit culturally significant sites and workshops led by local Noongar community representatives and organisations. The Two-Way Science unit exposes students to Indigenous Pedagogy and how Indigenous and Western cultures can benefit from Indigenous Science, covering fields of ecology, astronomy, medicine, engineering and sociology. Students directly learn from Aboriginal and Torres Strait Islander Elders and Knowledge holders.</p> <p>The SIK is passionate about working with academics across the University. Impacts of such collaborations are becoming evident with events such as the 20<sup>th</sup> Murdoch Colloquium: Philosophy and Indigenous Knowledge themes in 2024. This included talks on Two-Way Science, decolonising, and case studies of co-producing knowledge from speakers around Oceania.</p> <p><b>Recommendations:</b> It is great to see a range of pathways for students to learn from and with the SIK. For a top score, what has the uptake and feedback from students been like with these units? Consider sharing evidence of the engagement and impact with the</p>
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				<p>Discovery Units for the next Responsible Futures audit.</p> <p>The Minors in Indigenous Social Justice, Community Development, and Strategic Communications are also a great opportunity for fostering inter- and transdisciplinary learning experiences for students from different fields.</p>
<b>SD002</b>	Self-defined (Citizen science engagement programme)	10	8	<p><b>Positives:</b> The Miyawaki Forest Program is a multi-faceted project created by MU Ecologist, Dr Grey Coupland. The project started in 2020, inspired by a method of revegetation developed by Japanese botanist Professor Akira Miyawaki. The Miyawaki method is proven to yield plant growth 10 times faster than the average planting, which helps to address the critical issue of canopy loss in Perth due to housing, agricultural and mining development. This in turn re-creates habitat for threatened species much faster.</p> <p>Dr Coupland has adapted the method to create a citizen science programme for primary schools in Perth. By engaging the whole school community, the project diverts waste from landfill and upskills students and staff and composting and urban ecology. Students collect data on plant health and animal diversity, and 15 forests have taken root across Western Australia thanks to this programme. Case studies have been published by participating schools and articles on ABC News. The programme is listed as one of UNESCO's 150 'Green Citizens' programmes.</p> <p>The project is currently reaching out to local governments to propose the rejuvenation of 200 metres squared of land for volunteer and young people-led wilding, thus supporting South Perth Urban Greening Strategy to achieve 30% canopy cover and boosting place-based environmental education.</p> <p><b>Recommendations:</b> This is an excellent model for demonstrating the power of civic</p>

				<p>role engagement at MU through community-based active learning for environmental and ecological literacy.</p> <p>Auditors would like to see how the project can be more widely integrated into MU's outreach, teaching and learning strategies and delivery plans. Consider exploring ways to track the learning outcomes on school students and staff who take part and creating guides on what other institutions can learn from and get involved with this quality example of transformative education for people and planet.</p>
<b>SD003</b>	Self-defined (Boola Katitjin Building)	10	8	<p><b>Positives:</b> The Boola Katitjin ('Lots of Learning' in Noongar) Building opened in 2023 and is the largest mass engineered timber building in Western Australia. MU's hybrid Responsible Futures audit took place in the Boola Katitjin Building and enabled a smooth hybrid learning experience for student auditors and staff.</p> <p>Winning two architectural awards, the building provides a near-360 view of local landscapes including 26,000 native plants. There are audio mindfulness sessions created by School of Psychology and School of Communications and Media students and staff, to help visitors of the building experience emotional awareness, nature connection meditation. The building also house First Nation peoples' artworks and case studies, and news stories online illustrate the various positive impacts felt by MU's community.</p> <p>The building has 55% lower embodied carbon compared to concrete buildings and 60% of energy is powered by the roof-top solar system which have reduced its operational footprint by 90%.</p> <p><b>Recommendations:</b> How can or are the artworks and their cultural and historical stories be integrated into the teaching and learning of staff and students at MU? Consider creating opportunities for the</p>

				internal and external community to co-create artworks and have a tangible influence on learning environments, by harnessing the community and civic engagement culture of MU.
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## 2.6 Staff interviews summary

On day two of the audit, student auditors explored the purpose of interviews in an audit and learned how to formulate helpful questions and conduct meaningful interviews to enhance their understanding of the Partnership’s efforts for Responsible Futures accreditation. Students were then supported to interview key staff leading on progressing work related to Responsible Futures within the Partnership.

The purpose of these interviews was for students to capture and understand the story and narratives behind the plethora of work to embed sustainability in all learning at the Partnership. All reflections shared in this section are quotes from the student auditors.

### Interview 1: Professor Andrew Deeks (Murdoch University Vice-Chancellor)

#### The auditors were impressed by...

- “I was impressed by how Andrew spoke of implementing the Moorditj Boodja - Strong Country Sustainability Sub-Strategy 2024-2030 through lived experience and the importance of socialising such strategies with the MU community.”
- “I was impressed by the level of involvement of the Vice Chancellor in leading the Responsible Futures framework and ensuring stakeholders get involved beyond a tick-box approach.”
- “How Andrew brings everyone together, ‘like a conductor, rather than a senior leader, to ensure that everyone is committed to Responsible Futures.”
- “Andrew’s provoking responses to big questions and the detail provided on areas of the Moorditj Boodja - Strong Country Sustainability Sub-Strategy 2024-2030.
- “I was impressed by the congeniality, willingness, readiness, and collaboration Prof Deeks exhibited during the interview.”



### **The auditors were surprised by...**

- “I was pleasantly surprised by Andrew’s storytelling approach to MU’s vision for sustainability and I could tell from that moment that Andrew genuinely cares about the student experience.”
- “The creation of Discovery Units aligned with MU’s Sustainability, EDI, and First Nations Strategic Themes.”
- “Andrew provided a lot of authenticity and honesty during the interview and didn’t avoid answering challenging questions.”
- “The level of work conducted by senior management in issues related to Responsible Futures.”

### **In the future, the auditors would like to see...**

- “I would like to see more integration of Indigenous Knowledge in the sustainability initiatives on campus. This would also enable international students to gain insights on Indigenous Knowledges.”
- “I would like to see the effect of these ‘Discovery Units’ that are going to be introduced.”
- “What Murdoch does in the future to continue to strive for a sustainable institution and future for prospective students.”
- “Further engagement from students and staff and proactive thinking about the future.”

### **Notable quotes from Professor Andrew Deek’s interview include...**

- When asked about how the success of sustainability at Murdoch University is measured, not only through operational targets, Professor Andrew Deeks responded, “ensuring the University and graduates not only talk the talk but also walk the walk of sustainability and collective responsibility.”
- “Conversations are key. If you ask many universities staff students what their strategy is, they don’t know. Our strategy is lived experience. It’s a strategy that emerged from consultation with the community within and beyond Murdoch.”
- “Sustainability is a symphony of collective actions and transformation.”

**“I love that Andrew is not thinking short-term, but-long term in terms of sustainability. The responses to the questions reinforces the Partnership’s commitment to attaining Responsible Futures accreditation and validates the evidence collected.” - Student Auditor**

## **Interview 2: Vesna Sampson (Associate Lecturer, Murdoch Business School)**

### **The auditors were impressed by...**

- “Vesna’s passion for embedding suitability into business practices, disciplines that do not always come to mind when reflecting on sustainable actions.”
- “Vesna’s achievements with integrating sustainability into her teachings on the Entrepreneurship and Innovation Major is outstanding!”
- “I was impressed by Vesna’s approach to sustainability which focuses on nature connection and integration of biomimicry in the curriculum. This approach allows students to draw innovative solutions directly from natural systems, making sustainability both tangible and creative.”
- “Vesna’s way of equipping graduate students with the tools to embed sustainability into their professional roles. There were some interesting examples from the logistics and hospitality industry, demonstrating clear links between academic learning and real-world application.”
- “I was impressed by Vesna’s emphasis on emotional, social, and ecological dimensions of sustainability because this highlights a holistic teaching practice that goes beyond environmental issues alone.”
- “The extent to which Vesna is actively leading sustainability changes in the Murdoch Business School towards a better future. It is great to see their approach of implementing changes from a grassroots level so students can then apply learnings into their personal and professional lives.”

### **The auditors were surprised by...**

- “How Vesna includes biomimicry in teaching and learning.”
- “The interview revealed some surprising and innovative approaches in the way Vesna embeds sustainability into her teaching. It’s not only

about the student learning experience but also assessment, while creating opportunities to work closely with Indigenous students. For example, one of the units requires students to undertake deep reflection on how they can play an active role in leading systems change.”

- “I was surprised by how well Vesna has incorporated sustainability and the themes of the Ngala Kwop Biddi Strategy 2023-2030 into a Business Major by rejuvenating it.”
- “I loved the comparison of spreading nature-connected ways of teaching with osmosis.”

#### **In the future, the auditors would like to see...**

- “I am interested to see how the reformulation of the Business Major will go in the long term, in terms of employability skills as well as the culture of the Business sector on the ground level.”
- “How these the Murdoch Business School as a whole will introduce and implement sustainable practices into their curriculum.”
- “What other Schools can learn from Vesna’s achievements and progress.”

#### **Notable quotes from Vesna Sampson’s interview include...**

- “As a teacher, I can only plant the seed, hoping to see it grow into a full action towards sustainability.”
- “Nature does sustainability very well, when you look to nature you will understand sustainability very well.”
- “At Murdoch, we have all the ingredients for being a living lab and planting the seeds of graduate who will continue to germinate and grow.”

**“I was impressed by Vesna’s approach to sustainability which focuses on nature connection and integration of biomimicry in the curriculum. This approach allows students to draw innovative solutions directly from natural systems, making sustainability both tangible and creative.” – Student Auditor**

### **Interview 3: Tshering Gyeltshen (Murdoch Student Guild President) and Vedika Shrikhande (Murdoch Student Guild Student Sustainability Representative)**

#### **The auditors were impressed by...**

- “The Guild has shown innovation in trialling initiatives like mushroom-based cups, this shows a willingness to experiment with creative, environmentally friendly solutions.”
- “We were impressed by the Guild’s commitment to policy and cultural sustainability, including efforts to encourage students to adopt reusable plates when purchasing food on campus and to engage with water fountain infrastructure as an alternative to single-use bottles. Their use of social media reels for communication and visibility has been highly effective in reaching a broad student audience.”
- “The Guild plays an important bridging role between students and the University, amplifying student voices while delivering tangible social, financial, and environmental impacts.”
- “It was heartening to see how our student representative has taken additional efforts to foster a sustainability culture amongst students.”
- “The Guild demonstrates a strong commitment to transparency and accountability, for example by publishing meeting minutes on their website to ensure student access. This practice strengthens trust and encourages continuity across leadership terms.”
- “Their focus on education alongside practical initiatives shows that they view sustainability not only as environmental practice but also as cultural change.”

#### **The auditors were surprised by...**

- “The nuanced understanding the representatives had of sustainability across social, economic and ecological spheres.”
- “The Guild’s proactive approach to sustainability on campus despite limited resources.”
- “I was surprised by the Guild’s leadership in embedding sustainability into everyday student experiences through initiatives such as the Thursday market. The use of this space to gather direct feedback from students about sustainability issues they want prioritised reflects a responsive and inclusive approach.”

- “They showed an absolutely amazing amount of knowledge around sustainability as their roles covers so many different tasks. They’re truly committed to this role and helping Murdoch students.”

#### **In the future, the auditors would like to see...**

- “The Guild playing a bigger role in the next Responsible Futures audit.”
- “Greater collaboration and resourcing from Murdoch University so the Partnership can work towards shared sustainability goals.”
- “There is clear potential for the Guild to expand its role in embedding sustainability across campus life. Building on successful initiatives such as the Thursday market, reusable plate schemes, and student feedback mechanisms, the Guild could strengthen its leadership by scaling these practices more widely.”
- “There is scope to further develop educational campaigns around cultural sustainability, ensuring students not only participate in sustainable practices but also understand their long-term value.”

#### **Notable quotes from Tshering Gyeltshen and Vedika Shrikhande’s interview include...**

- “The Guild is really a bridge between the University and the students. We’re not just here to represent, but to actually create positive impact, financial, social, and environmental.”
- “Responsible consumption will root and remind you of where you come from.”
- “Sometimes there are no solutions that are perfect, so need to compromise. The student voice gives a framework to how we understand and approach an issue.”

**“[The Murdoch Student Guild’s] focus on education alongside practical initiatives shows that they view sustainability not only as environmental practice but also as cultural change.” – Student Auditor**

## 2.7 Key recommendations

The following recommendations summarise key themes that auditors noted during the documentary evidence review, interviews, and general reflections.

### **Recommendation 1: Increase the integration of innovative ESD approaches to reach greater students and subject areas**

Auditors and SOS UK were impressed by the various units, programmes and examples of inter-School partnerships to embed holistic sustainability in teaching, learning and assessment (IN005, IO001). Pockets of excellent and high-quality pedagogical approaches to ESD were most notable in the School of Indigenous Knowledges, Murdoch Business School, and School of Education. Consider using the Sustainability Community of Practice (BB006) to explore other examples in the Schools of Humanities, Arts and Social Sciences, Law and Criminology, and Media and Communication and how they can be supported to embed ESD.

Student auditors also enjoyed hearing about Vesna Sampson's (Associate Lecturer, Murdoch Business School) teaching and learning approaches in the redesigned Entrepreneurship and Innovation Major. Auditors were impressed by grounded approaches to equipping the leaders of tomorrow with a sense ethical responsibility for collective change in a dynamic and uncertain world. Auditors are therefore keen to understand the impact that the redesign of the Entrepreneurship and Innovation Major course will have on graduate's careers (see Recommendation 3 for further guidance on monitoring impacts and outcomes).

**“I am interested to see how the reformulation of the Business Major will go in the long term, in terms of employability skills as well as the culture of the Business sector on the ground level.” – Student Auditor**

**“Other Schools can learn from Vesna's achievements and progress.” – Student Auditor**

Student auditors also thoughtfully noted that some Schools and courses may have less autonomy in reforming curricula to this degree. Given the strong level of senior buy-in to embed ESD in the formal curriculum (as shown in the Moorditj Boodja - Strong Country Sustainability Sub-Strategy 2024-2030 and Implementation Plan 2024-2027, PPL002), MU faces an ideal opportunity to create an enabling environment, so all Schools can be supported with overcoming possible barriers to integrating ESD.

In addition, MU has made some progress in gaining an understanding of how the Sustainable Development Goals (SDGs) are embedded across the formal curriculum (BB001). Future mapping efforts are encouraged to also assess the different ways of teaching and learning methods (such as innovative pedagogies as above) and the skills and competencies which students can develop/apply during their courses. This

is vital for gaining a holistic picture of ESD and areas in need of improvement. Centring the student voice in this process is vital because as the audit discussions and evidence submitted have demonstrated, the student experience is a key measure of the effectiveness of ESD efforts. MU can take advantage of the momentum generated in embedding sustainability in curricula by enabling students to map their experience of sustainability knowledge, skills and pedagogy, thus helping to evaluate how far students are consciously developing these attributes while at university.

Integrating ESD is also about engaging with bespoke approaches to education in context of wider social, historical and cultural contexts. Indeed, where the SDGs lack in providing transformative alternatives to today's extractive and colonial systems, this an opportunity for MU to spotlight and scale staff's innovations in more-than-human pedagogy and institutional commitments to serving First Nation peoples through the nexus of education and research. Combined, MU could aim to become a sector leader in active, eco-centric, place-based and social-ecologically just outreach, learning, teaching, and assessment (IN005, IN009, IO001, OU001-OU005).

## **Recommendation 2: Increase collaboration between the Murdoch Student Guild and Murdoch University to progress shared sustainability goals**

Student auditors enjoyed interviewing Tshering Gyeltshen (Murdoch Student Guild President) and Vedika Shrikhande (Murdoch Student Guild Student Sustainability Representative) and appreciated their commitment to fostering sustainable behaviour practices amongst the student body.

There is some evidence of projects involving both MU and the Murdoch Student Guild which highlight the Partnership's passion for ensuring sustainability is the norm. For example, the After Bite campaign (IO002) and supporting students, staff and wider community' mental health with the Murdoch Community Garden (IN009). The Students Organising for Sustainability Club has also played a key role in mobilising student engagement on sustainability in the informal curriculum (POC003, IN002), as well as providing audit recommendations.

However, greater resourcing and a more collaborative approach between the Murdoch Student Guild and MU was a clear priority shared by student auditors. The Murdoch Student Guild is a pivotal body representing the interests and needs of students. Stronger and more frequent collaborations would ensure that the student voice consistently underpins how the Partnership progresses issues related to Responsible Futures. SOS UK recommends exploring resourcing so that the Murdoch Student Guild and other student leadership groups are actively supported with this work in the long-term. For example, collaborating on curriculum mapping (BB003), on the design/delivery of the MU Student Voice Framework (IN010), on integrating sustainability in inductions and professional development (POC006), and consulting students on how MU critically engages with harmful industries in education, research and partnerships (POC009).



Other ways to improve collaboration beyond resourcing, includes optimising existing ways of working in the Partnership. For example, Both Vedika and Tshering voiced a strong appetite for leveraging handover periods between elected students to continue momentum on sustainability efforts and legacies. This is an excellent opportunity for the Partnership to reflect on how they can mutually support each other's priorities. Consider embedding sustainability into handover periods as one of the action areas in the second iteration of the Implementation Plan 2028-2030 (PPL002). The Partnership could also integrate sustainability responsibilities into multiple student officer roles to ensure a holistic and shared approach to implementing sustainability in all parts of student life and experience.

Finally, one of the many highlights from the documentary evidence review, was MU's ambition to be a leading university recognised for Student Co-design and Partnerships and the development of a 'Student Voice Framework' so that the University is held to account for actioning student-staff co-creation and closing the feedback loop. SOS UK highly recommends that the Murdoch Student Guild is empowered to shape what this accountability mechanism looks like as well as design/deliver the planned Student Forums and Co-design groups. As aptly described by Tshering and Vedika during their interview:

**“The Guild is a bridge between the University and the students. We're not just here to represent, but to actually create positive impact, financial, social, and environmental change Sometimes there are no solutions that are perfect, so we need to compromise. The student voice gives a framework to how we understand and approach an issue.”**

### **Recommendation 3: Embed opportunities to monitor and evaluate impacts by design in the formal and informal curriculum**

Monitoring and evaluating (M&E) is important for demonstrating the short and long-term impacts and outcomes on staff and students engaged in various exciting sustainability projects in the formal and informal curriculum at the Partnership. A stronger focus on M&E would not only increase scores in the next audit due to the emphasis many criteria place on understanding impacts and outcomes but also contribute to iterative improvement over time.

Auditors recommend integrating M&E into the design and delivery of informal learning events for students, staff, and local communities. Incorporating active and consistent monitoring of attendance, outputs, short and long-term impacts was partly evident through case studies and news articles published on the MU website and Intranet, but further and deeper reflection of progress in embedding sustainability in the informal curriculum is recommended. Consider how the Partnership could co-design efforts to monitor and evaluate impacts and outcomes



with the Murdoch Student Guild and what processes to use for tracking engagement and impact of student volunteering and clubs. In addition, it would be interesting to explore partnerships with students on the Events, Policy, and Evaluation unit (IN001, IN006) to review and implement M&E processes for events on issues related to Responsible Futures. This unit already uses Living Lab approaches (IN006) as part of the assessment, so consider reaching out to unit leads on ways to collaborate.

It will also be interesting to see how future curriculum mapping, aided with the integration of the SDGs into the CourseLoop system (BB003), tracks progress in integrating ESD. Combined with findings from student and staff surveys about their perception/experience of sustainability, this would help to formally document and enable the Partnership to reflect on the impacts that revisions or creation of new courses have had on student's learning and professional development.

Much can also be learnt from Professor Andrew Deek's (Murdoch University Vice-Chancellor) perspective on how high-level sustainability strategies can translate into on-the-ground experiences of the MU community and beyond. It was noted in evidence submitted for IO004 that a key reason MU has 50% of staff who are former graduates, is because of the affinity they have with the institution's culture and values. Hence, the Sustainability Committee, student engagement and staff development teams could work together to capture and analyse this unique relationship to see how far MU's sustainability ethos and activities influences the experiences of students and staff. This would ensure a tailored approach to designing and implementing M&E at the Partnership.

## **2.8 Auditor reflections and summation**

At the end of the two-day audit, students had the following to say about their personal experience:

### **What has surprised you most through your role as an auditor?**

- "I was surprised by how engaged people were in improving sustainability practices."
- "This experience has shown me that sustainability is not just a policy goal but a community effort that thrives on collaboration and awareness."
- "I was mostly surprised by how deeply sustainability is already being embedded across different areas of the University, often in ways that go beyond formal strategies. Academic and non-academic staff and student groups are embedding sustainability into their teaching, leadership, and everyday studies activities without always labelling it as such."

- “I was struck by how much passion exists among both staff and students. It showed me that sustainability at MU is not just policy-driven but values-driven.”

### **What change implemented by the Partnership do you think has achieved the most impact?**

- “Food wastage mitigation initiatives that engage students and staff, turning sustainability from an institutional goal into a shared culture.”
- “The University has started working on sustainability initiatives as a standout initiative in 2023. Thus, a lot of the work is still in progress. I feel the Moorditj Boodja - Strong Country Sustainability Sub-Strategy 2024-2030 has influenced most of the work e.g., ‘the mapping of SDGs in course units.’”
- “The Partnership has created a shared structure for collaboration between students and staff, particularly through the co-design of the Moorditj Boodja - Strong Country Sustainability Sub-Strategy 2024-2030, the education plan, and the Implementation Plan 2024-2027. This has made sustainability feel like a collective responsibility rather than a niche area.”

### **What would you recommend the Partnership focuses on next?**

- “MU could strengthen its sustainability impact by expanding outreach programs beyond the University community. Collaborating with local schools, community organizations, and industry partners would help share knowledge, promote sustainable practices, and build broader environmental awareness.”
- “Promote sustainability, ownership, and a sense of responsibility across all areas of the Partnership. For example, sustainable and responsible supply chains, mapping how each university activity contributes to greenhouse gas (GHG) emissions, and audit reports should be made public.”
- “The University should also develop a gender budget to assess how much funding is allocated to gender-inclusive representation. Which activities contribute to advancing different dimensions of gender equity? This would help ensure transparency and accountability in promoting gender inclusion across all university operations.”
- “I would recommend that the Partnership focuses on strengthening implementation and continuity, especially in supporting student sustainability leadership. Providing financial incentives for roles like the Sustainability Representative could enhance engagement and retention.”
- “There is a need for MU to communicate its efforts to external stakeholders through its website for prospective students and staff to see the partner’s impact in this space.”

- “Build stronger links with Indigenous Knowledge systems and community-led sustainability practices to further ground Murdoch’s approach in respect, inclusivity, and local relevance.”

### **Is there anything else you have learnt through your experiences as an auditor?**

- “I would have to say this experience has been, by far, my best university experience to date.”
- “Interviewing the senior leadership can feel intimidating. However, it is essential that all student auditors know we are facilitating a process for the University which may involve asking some difficult questions, and that’s okay.”
- “I developed stronger analytical and communication skills through evaluating evidence, interpreting sustainability practices, and articulating findings clearly and objectively.”
- “I gained an insight into the world of sustainability on campus and how an auditing process can work. The insight was valuable to me as it helped me understand the complexities of sustainability when applying it in an institution as big as a university.”
- “The extensive work that goes into producing data sets and accreditation submissions.”
- “Day two reinforced my understanding of the critical role that leadership plays in driving institutional change. Listening to the Vice-Chancellor speak, and being given the opportunity to ask questions, made it clear to me that when senior leaders are visibly and genuinely championing sustainability, adoption becomes much easier across all levels of the institution.”
- “I have gained insights on the things tools used to ensure integration of sustainability (across all pillars) and possible challenges in institutions.”
- “It showed that when leadership commitment is strong, stakeholders do not have to push as hard or lobby extensively for buy-in. Sustainability naturally becomes part of the institution’s culture and priorities. This moment strengthened my belief that leadership from the top is a powerful enabler of embedding sustainability and advancing frameworks such as Responsible Futures.”

### **How, if at all do you think you might use the knowledge and skills you have developed during this experience?**

- “The knowledge and skills developed during this experience will be directly applicable to my field of studies especially in soil sampling and outreach programs. The ability to analyse data objectively and communicate findings clearly will enhance both the accuracy of my research and the effectiveness of knowledge transfer to farmers or community stakeholders.”
- “The interviews gave me a chance to practice my communication skills which I definitely use in my PhD work. I also liked how we were tasked to evaluate documents as a means of verification of various parameters of the Responsible Futures audit.”
- “This experience has reinforced my interest in advancing efforts to mainstream sustainability within institutions and the built environment. I hope to build a career that supports organisations in adopting and localising sustainability frameworks such as Responsible Futures, particularly as the SDG 2030 deadline approaches.”
- “I have developed skills in collaboration, systems thinking, and strategic communication which will be valuable in helping institutions design, implement, and evaluate sustainability strategies that are inclusive, measurable, and impactful.”

**“There are promising activities in the Partnership’s approach to Aboriginal and Torres Strait Islander outreach and civic engagement, creative and ecocentric pedagogy, and deep commitments to creating an inclusive learning environment for students and staff. The hybrid audit in the Boola Katitjin Building was a thoroughly enjoyable experience, and it was wonderful learning with and from the diligent student auditors, sustainability staff, and interviewees. Student auditors have provided invaluable feedback on the Partnership’s achievements and various areas to continue progress. I am excited to see how the University and Guild continue to progress innovative approaches to integrating holistic sustainability.”**

**Oliver Yu Hurst, Project Manager – Education**



MU Student auditors, sustainability staff, Vice-Chancellor and SOS UK staff



Student auditors interviewing the MU Vice-Chancellor

# **Further Information**



### **3.0 Further information**

#### **3.1 What does my accreditation mean?**

The “Responsible Futures Accreditation” means that you have gained the full accreditation by exceeding the score threshold of 220 (out of 356) and have demonstrated and evidenced your Partnership’s commitment and progress for embedding sustainability and social responsibility across the whole institution.

#### **3.2 How long will the accreditation last?**

Accreditation is valid for two years, so until October 2027, at which time another audit will be required to re-validate your accreditation.

#### **3.3 How do we use the logo?**

Each institution will be given the appropriate logo – please use this widely to recognise your accomplishment and your Partnership’s commitment to holistic sustainability. If you would like to provide further information about the programme, please link to [www.responsiblefutures.org.uk](http://www.responsiblefutures.org.uk)

#### **3.4 What’s next?**

After the audit, the annual membership fee will cover all future audits to attain or maintain accreditation as well as ongoing support. This membership fees and sign-up form can be found here: <https://www.sos-uk.org/programme-sign-up>

#### **3.5 How do we keep improving?**

We encourage you to use the feedback from this report and through the audit process to inform your work moving forward.

In conducting your next audit, we would hope to see progress against the recommendations outlined in this report.

The Responsible Futures accreditation will push the sector for continuous improvement, and we hope you will continue to actively engage with other institutions in the cohort to share learning and good practice.

#### **3.6 How do we compare?**

Responsible Futures is not a league table and therefore individual scores will not be published. SOS UK will not share your scores; however, you are welcome to share them with others if you wish.

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

If you do not agree with your score/accreditation and would like to be re-assessed, please contact the Responsible Futures team on [responsiblefutures@sos-uk.org](mailto:responsiblefutures@sos-uk.org).

The documentary review can be re-conducted if the Partnership feels that the assessment is inaccurate.