# Pilots Completion Report

**Document details**

| Document owner | Catherine Millar |
|---|---|
| Document author | Catherine Millar |
| Current version | V1 |
| Issue date | 30-7-2025 |

**Version control**

| Date | Version | Change details |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

| | |
|---|---|
| **Title of the Pilot** | UCIL/SBS Sustainability Bitesize |
| **Pilot ID Number** | ID75 |

# Pilot Completion Report Template

| Report Category | Report Requirement |
|---|---|
| | **Overall Rating** <br> *(Partially Delivered)* |
| Summary | Our pilot project is not yet complete but is on track to deliver an online resource on sustainability for Year 1 undergraduate students in the School of Biological Sciences for Semester 1, 2025. Progress towards each of the original objectives is described below. <br><br> **Pilot Objective 1: To repurpose existing UCIL assets to create a bitesize online core 'education for sustainable development'.** This has largely been completed. The new 'bitesize' resource is based on the UCIL unit 'Creating a sustainable world'. We ran an initial workshop for staff in November 2024, which focused on repurposing the existing content. This involved selecting topics to create a storyboard and identifying gaps where new material would be needed. We also sought input from SBS students who had previously taken the UCIL 'Creating a sustainable world' unit. We used the resulting storyboard and feedback to reorganise the existing content into a draft resource. This is currently being built in RISE for deployment in the BIOL10000 Canvas unit. <br><br> **Pilot Objective 2: To collate a set of potential discipline-specific activities and resources that contextualize the content and can be adapted by programmes across the University.** We generated ideas for discipline-specific activities as a team, focusing on ways to contextualise the existing content for biological sciences students. These activities include online interactives and tasks to complete in face-to-face-teaching sessions. We then ran a second workshop with Programme Directors in June 2025, during which we presented the outline of the resource and ran activities to come up with more discipline-specific content for the proposed interactive elements. We collected and collated comments and suggestions on padlets to enable anyone who couldn't attend to feed in asynchronously. <br><br> The discipline-specific interactives focus on giving examples of how sustainability relates to biological sciences and prompt students to think about the content through the lens of their own discipline. Online content links to a face-to-face tutorial session where students will work in groups to select a topic relevant to their discipline and produce an assessed poster showcasing research in their discipline and how this relates to the United Nations Sustainable Development Goals. |

| | **Pilot Objective 3: To develop a model for embedding the bitesize UCIL online core into credit-bearing programme units.** |
|---|---|
| | The model of repurposing existing content, enhanced by discipline-specific activities, is easily transferable to other disciplines. The approach of linking the online core content to a credit-bearing assessment could easily be used elsewhere. Example interactives from our project could be adapted by colleagues to make the content bespoke to their programmes. |
| | **Pilot Objective 4: To be positioned to replicate the pilot to create equivalent bitesize UCIL assets addressing the other common QAA benchmarks (EDI and entrepreneurship).** |
| | This project is proof-of-principle that this approach is an efficient way to generate subject-specific content. The approaches taken in this project could easily be replicated using other UCIL courses as a starting point. |
| Deliverables | An online resource embedded in the BIOL10000 unit, based on the UCIL unit 'Creating a sustainable world' and containing bespoke, discipline-relevant, content. On track to be delivered for Semester 1 2025, as planned.<br>Two workshops – one to review and repurpose existing UCIL content; the other to contextualise this content for bioscience students. Both delivered. |
| Relevance | We captured suggestions from our main stakeholders (Programme Directors in SBS) during workshops 1 & 2. We have not yet surveyed them on whether the final product meets their needs. This will happen once the module has been delivered to students in Semester 1 2025. |
| Efficiency | The repurposing approach is more efficient in terms of staff time than generating material from scratch. |
| Effectiveness | The workshops were very effective for generating a storyboard, and for gathering ideas and suggestions for the content of our subject-specific content. |
| Outcome | So far, the pilot has been able to meet its objectives. It remains to be determined whether it will inspire staff to embed the principles of education for sustainable development into their teaching practice. We will survey students at the end of Semester 1 to assess whether they felt that this bitesize unit met their learning needs. |
| Sustainability | Using this repurposing model would be a novel approach that could efficiently create discipline-specific content across the University in the future. Communication of the output and how it was created |
| Financial | *See separate report but use this space for any financial narrative that needs to accompany the report.* |
| Lessons Identified / Learned | So far, the lessons identified include the need to allow more time to recruit interns. The time taken to do this impacted on the timeline of the project. |

| | |
|---|---|
| | Once the module has been taken by our Year 1 cohort in Semester 1 2025, we will have query the effects on student experience. |
| Materials or publications | Materials used for workshops have been produced; templates for these materials can be shared.  Padlets containing ideas for content could also be shared.<br><br>The bitesize unit, including the biological science-specific content, can be shared with colleagues from other disciplines who are interested in taking a similar approach. |
| Report approval and comments | *To be completed by a delegated person agreed by the workstream governance group.* |