



## Introduction

The RCM aims to be a centre of excellence for sustainability leadership in arts higher education, globally. The College acknowledges that our planet faces a climate emergency, ecological crisis and significant social challenges on a



## Artistic Projects

Artistic projects are excellent vehicles for embedding ESD, especially in the conservatoire as they provide an opportunity to study sustainable development themes using various artistic approaches.

Faculty projects have proven a useful way of exploring sustainability themes through teaching and learning activities. A recent example, titled 'Treephonia', tasked 17 composition students to develop original music inspired by 190 trees nearby Kensington Gardens. The project resulted in the development of an immersive soundscape that invites listeners to engage meaningfully with the trees of Kensington Gardens and raise public awareness of the importance of the environment and the threats it faces. It is hoped that through 'Treephonia', listeners will forge stronger relationships with their surrounding environment.

## Student Projects

Through self-directed student projects such as the BMus Open Project and the Masters Professional Project, the Centre provides resources and mentoring for students to devise and develop their own work. Through these modules we encourage students to reflect on their practice in relation to contemporary audiences and socially continue to develop this outward-looking approach among our students, with particular reference to the sustainable development goals of good health and wellbeing, quality education, gender equality, inequalities, sustainable communities, and peace, justice and strong institutions.

A further example of students developing their socially engaged practices is the Creative Careers Accelerate Scheme, where students compete to develop projects that address the following themes:



Competency	A student who displays this competency can:	ESD competencies that RCM courses already address	ESD competencies that can be further enhanced
		<ul style="list-style-type: none"> <li>Evaluate risks, their potential impacts and mitigation strategies</li> </ul>	<ul style="list-style-type: none"> <li>and may be subject to pressures and changes</li> <li>Identify and make decisions about the risks to future social and community well-being.</li> <li>Evaluate the benefits and interconnections between the activities of different generations, groups and communities</li> </ul>

Competency	A student who displays this competency can:	ESD competencies that RCM courses already address	ESD competencies that could be further enhanced
<b>Collaboration competency</b>	<ul style="list-style-type: none"> <li>• Learn from others (including peers, and others inside and outside of their institution)</li> <li>• Understand and respect the needs, perspectives and actions of others</li> <li>• Deal with conflicts in a group</li> <li>• Facilitate collaborative and participatory problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate thinking as a foundation for developing their personal ethical code</li> </ul> <p>The ability to work in combination with others on joint projects or activities. Demonstrate advanced skills of teamwork, negotiation, organisation and decision</p>	<ul style="list-style-type: none"> <li>• (stakeholders) to help resolve dilemmas and conflicts</li> <li>• Develop and implement innovative actions that further SD at the local level and beyond</li> <li>• Practise decisionmaking and analyse consequences of decisions made</li> </ul>

Competency	A student who displays this competency can:	ESD competencies that RCM courses already address	ESD competencies that could be further enhanced
			<ul style="list-style-type: none"> <li>• Develop viable, inclusive and equitable solutions</li> <li>• Effectively engage with real-life problems relevant to SD</li> </ul>

**Ways of being**

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| <b>Self awareness competency</b> | <ul style="list-style-type: none"> <li>• Reflect on their own values, perceptions and actions</li> <li>• Reflect on their own role in the world</li> </ul> |
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