



Education for sustainable development and global citizenship (ESDGC)

Review of a curriculum audit in Wales

June 2009

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Context

Wales is one of the few countries in the world to have governmental policy regarding education for sustainable development and global citizenship (ESDGC) and the Welsh Assembly Government published its strategy in 2006 as *'Education for Sustainable Development and Global Citizenship – a strategy for action'*. This includes an action plan for 2006-09 with a renewal planned for 2010-2014. Delivery of the strategy and action plan is co-ordinated by an ESDGC champion for Wales. The champion works closely with the Welsh institutional ESDGC network group which meets regularly and has representatives from all the HE institutions in Wales. One of the actions required is for *'HEIs to undertake a self-analysis of where ESDGC is being taught within their institution and where it could be further incorporated'*. In response a small number of institutions conducted internal surveys in 2006–07 of their curriculum. Then in 2008 the Higher Education Funding Council for Wales (HEFCW) sponsored a nationwide review of ESDGC in curricula using the STAUNCH (Sustainable Teaching Audit for University Curricula in Higher Education) audit tool developed by the Centre for Business Relationships, Accountability, Sustainability and Society (BRASS) at Cardiff University.

The STAUNCH approach reflects the acceptance by the Welsh Assembly Government of the Brundtlandt report definition of sustainable development as *'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'*. This report recognises three components: environmental, economic and social sustainability and these categories are used in the STAUNCH audit system. It should be emphasized that the audit tool has been developed to assess sustainable development and that information on global citizenship is gained coincidentally in the social component of sustainable development.

In recent years within the higher education sector in the UK there has generally been a focus on sustainability through environmental or green aspects of the ESDGC agenda stimulated partly by student opinion (e.g. for fair trade procurement), funding initiatives (e.g. to develop environmental management systems) and through commitment to environmental schemes (e.g. Green Dragon, Eco Campus, ISO 14001). Generally there has been less of a focus on global citizenship though attention to this has increased notably of late with consideration of social inclusion, social justice, equality and involvement with local communities. Whilst there is commonly substantial research within HE institutions on specific aspects of the SDGC agenda (e.g. sustainability and

business, environmental change, rural science) there appears to be little or no research on 'education' for sustainable development and global citizenship. Typically within an HE institution there is a small number of highly enthusiastic and committed staff driving forward the ESDGC agenda. Commitment varies across an institution depending on how staff view their discipline in the ESDGC spectrum. It should be noted that a curriculum analysis will not fully capture an institution's commitment to ESDGC. For example, social aspects of sustainability and citizenship are key aspects of courses and approaches to widening access in many Welsh institutions. Through their widening access work Welsh institutions see education as fundamental to the regeneration of communities in deprived areas.

Training in the use of the STAUNCH audit tool was provided by staff from BRASS. For the audit Welsh institutions were asked to summarise the details of their findings in an Annex B submitted to HEFCW. This present review, which has been written by Professor Howard Colley (Senior Associate with the Higher Education Academy) will focus on the STAUNCH results reported through the institutional returns for Annex B. A thorough and detailed analysis, with a view to producing an academic paper is to be carried out by staff from BRASS in collaboration with institutional representatives. This present review will also consider the findings of a complementary study presented in March 2009 by SQW Consulting: *Education for Sustainable Development and Global Citizenship (ESDGC): Analysis of good practice in Welsh Higher Education Institutions*. The SQW Consulting analysis was commissioned by HEFCW and the approach has involved review of documentation, consultation with stakeholders, national and international comparison, and case study visits to Welsh HEIs. The SQW analysis takes a broad perspective of ESDGC looking beyond the curriculum developments which are the topic of this review

The methodological approach and use of STAUNCH

In their Annex B returns, and through meetings of the Welsh institutional ESDGC network group, institutions have welcomed the application of the STAUNCH methodology as a first step in assessing the extent and depth of ESDGC within the curriculum. The audit tool breaks down sustainable development into four major categories: economic, environmental, social, and cross-cutting themes. The approach does not directly address global citizenship in the curriculum though many of the elements relating to this are captured within the social category (e.g. human rights, social cohesion, diversity). One of the elements within the cross-cutting themes was disciplinarity (a term loosely covering inter-disciplinarity and multi-disciplinarity) and as shown below this did present problems in using the STAUNCH tool. The methodology also required sustainable development elements in the curriculum to be graded from 1 (weak mention) through 2 (medium) to 3 (strong).

The 'raw materials' for the audit were module descriptions contained in electronic databanks within institutional information management systems. This led to two major concerns. Firstly, it was noted that module descriptions were not written with guidance on ESDGC and so the descriptions may not use ESDGC key words and phrases required for data capture even where there actually could be a significant ESDGC component in a module. Secondly, it was generally accepted that the information systems were not entirely in tune with the current situation as there could be modules in the systems for programmes yet to run, or alternately modules still in the systems for programmes that had closed. In addition staff were not sure whether to include optional modules in the analysis and so there was variable practice in entering data for the STAUNCH audit.

At the core of this was a question over what the audit was trying to achieve with regard to ESDGC; an audit of what was available in the total curriculum or an audit of what students were actually studying?

With the limited time available to complete the audit most institutions chose to focus on modules for their single honours undergraduate programmes. Three institutions extended the audit to cover modules within postgraduate programmes, foundation degrees and HNC/HND courses. In most cases Annex B returns showed that module counts had been aggregated to give information for large academic units (schools/faculties/colleges). Within these larger units there was a more limited aggregation into programme or qualification scores. Most institutions have taken qualification for

STAUNCH audit to mean a degree-awarding programme though there was some uncertainty as qualification had not been tightly defined in the methodology.

Aggregation into scores for large academic units was seen very much as an averaging exercise of limited value because it did not reflect wide variations in ESDGC content in departmental programmes within the school. It was felt that real value lay in aggregating to programme level. A significant number of returns referred to problems using STAUNCH where there were very large datasets. One institution noted that the limit of 350 lines per data input sheet was problematic where the unit of analysis was the faculty as most faculties in the institution offered well in excess of 350 modules. So additional input sheets were required which made the exercise somewhat cumbersome and time-consuming. During the training stage institutional representatives agreed that the STAUNCH tool was not suited to addressing the credit weighting on modules because it would require multiple entries and considerable extra work.

Other problems with the methodology reported included double counting of a module if it appeared in more than one programme giving a misleading count of the total number of modules with an ESDGC component. Some institutions felt that the STAUNCH sub-categories were not suited to some discipline areas (e.g. health and well-being) as they had been constructed from a business school viewpoint. Another difficulty noted by a number of institutions was that STAUNCH would be unlikely to capture modules (e.g. placement, year abroad, dissertation, project, synoptic) with a 'generic' descriptor and lacking required keywords even though these modules may have a substantial ESDGC component.

Given the limitations of the STAUNCH approach four institutions decided to conduct interviews with key groups of staff and canvassed student views to see if the STAUNCH audit reflected the actual situation with regard to delivery of ESDGC in curriculum. One institution presented a clear rationale for interviewing:

- to assist validation of the STAUNCH quantitative outputs
- to begin identification of key factors responsible for shaping the emerging picture of ESDGC at the university
- to gain richer insights into relevant learning and teaching issues that may not have been revealed by the STAUNCH analysis and may inform opportunities for enhancement.

The same institution also expressed the common perception that STAUNCH offered little opportunity to reflect on the *quality* of the ESDGC provision and so there was a need to guard against equating quantity of provision with quality.

The extent of ESDGC within the curriculum

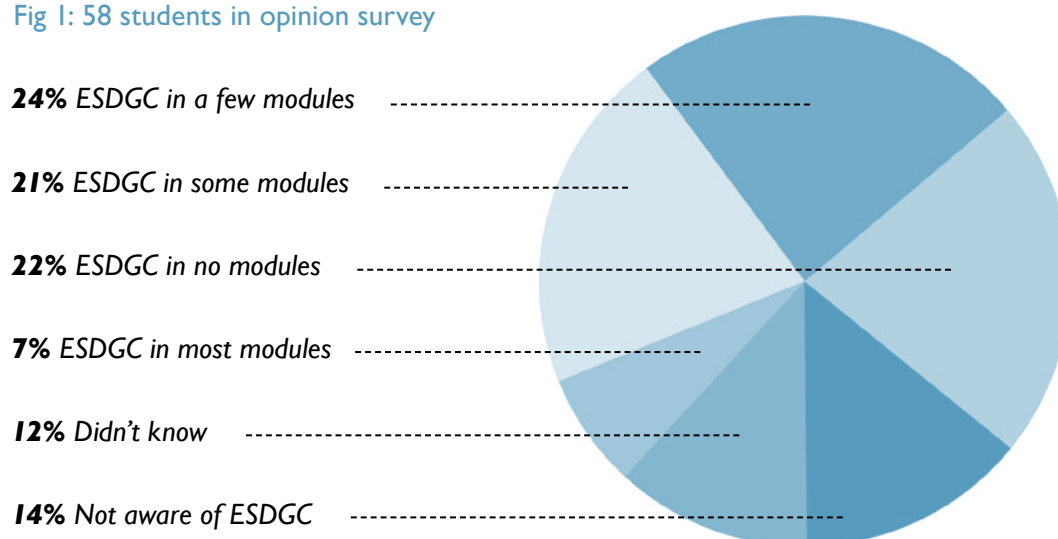
The institutional returns for Annex B were made in a number of ways and Tables 1 and 2 attempt to summarise the main results. Variability on Annex B returns means that the Tables do not capture the full sectorial picture and can be regarded only as indicative. Returns show that the categories for economic, environmental and social aspects could be extracted without too much problem from module records. However, many returns voice concern about the cross-cutting category because the disciplinary sub-component captured modules delivered on more than one programme; a very common occurrence in modular systems. It was stated that many of these modules would not necessarily have a significant ESDGC component, or indeed could have no ESDGC component, and that the audit was mainly reflecting module sharing within a modular system. In compiling an institutional picture it was felt that inclusion of this category led to skewed and misleading results. For example, one institution had programmes in English Language & Literature, Computing, Mathematics & Statistics and Information & Computing Technology which scored 0% in economic, environmental and social aspects and 100% in the cross-cutting aspect. As shown in the institutional returns (Table 1) this cross-cutting sub-component appears to have had variable interpretation with about half the HEIs reporting a very high percentage of modules (75–100%) with an ESDGC element and commenting that this reflects shared modules. The other HEIs appear to ignore the sharing of modules and the ESDGC element is typically found in 15% to 35% of modules on offer to students.

Table 1: ESDGC within modules and programmes at Welsh institutions

Institution	% of modules with ESDGC	% of programmes with ESDGC
Aberystwyth University	75%	100%
Bangor University	60–100%	not available
Cardiff University	about 30%	about 40%
University of Glamorgan	14%	35%
Glyndŵr University	90%	about 100%
University of Wales, Lampeter	16%	about 55%
University of Wales, Newport	88%	not available
Open University in Wales	not available	100%
Swansea University	35%	90%
Trinity University College	94%	73%
University of Wales Institute, Cardiff	15%	not available

Taking into account the disciplinary component in the cross-cutting category it was common to see aggregates for large academic units showing 60-100% of modules with an ESDGC component the great majority of which were at grade 1 (weak relation/mention). If the return was focused on the economic and environmental aspects then aggregates for large academic units showed about 35-40% of modules on offer having an element of ESDGC; again with the majority at grade 1 and a few at grade 2 to 3 (medium-strong relation/mention). Overall the STAUNCH returns showed that modules with a grade 2 or 3 were comparatively rare across all institutional curricula. Where presented, data for programmes with an ESDGC component (Table 1) indicated that the percentage of programmes showing an ESDGC element was significantly higher than the percentage for modules. The main reasoning to explain this was that modules were shared across programmes so it would be unlikely for a programme not to have a module with an ESDGC element. One institution canvassed student opinion from across a wide range of disciplines on the extent of ESDGC within their programmes and their perception shown below indicated they felt that there was quite limited ESDGC within the curriculum.

Fig 1: 58 students in opinion survey



Just a few institutions presented information on the breakdown of ESDGC in programmes into the four major categories of the STAUNCH methodology (Table 2). The results confirmed the way in which the cross-cutting component skewed returns as percentages for this category were substantially higher than those in the other three categories.

Table 2: Percentage of programmes referenced to STAUNCH categories for ESDGC

Institution	Economic	Environmental	Social	Cross-cutting
Aberystwyth University	26%	50%	82%	100%
University of Wales, Newport	not available	3%	29%	63%
University of Wales Institute, Cardiff	15%	15%	not available	not available

As mentioned previously module descriptions extracted from institutional electronic archives were used but a recurring problem was that they had been written without guidance about ESDGC. In those HEIs conducting interviews with staff it was apparent that modules commonly had a higher ESDGC component than indicated in the descriptions. During a discussion of the STAUNCH results by the Welsh institutional ESDGC group it was suggested that staff could receive specific guidelines about recording ESDGC content in module descriptions. However, there were worries that this could lead to the sudden appearance of ESDGC in all modules as staff might feel ‘compelled’ to refer to ESDGC.

In the institutional returns discipline areas cited as having a significant ESDGC element tended to be those with a strong focus on the environmental and economic subjects and included Earth Sciences, Engineering, Physics, Life Sciences, Health Sciences, Sport & Exercise Science, Rural Sciences, Outdoor Learning, Law, Social Sciences, Politics, Business Management, Accounting & Finance, City & Regional Planning, and Leisure & Tourism. Social aspects of ESDGC were mainly found in education and lifelong learning programmes. One institution with a strong focus on engagement with the local community and its region reported that inclusion of the social aspect of SD and GC was encouraged across the curriculum.

There was some reluctance among institutions to name discipline areas with weak ESDGC owing to the limitations of the STAUNCH methodology. It was also stated that for some disciplines there was no strong reason for inclusion of a significant ESDGC element. Disciplines that were commonly mentioned as having little ESDGC included computing, the humanities, modern languages, art and design, and performing arts. It should be noted that this selection of disciplines in some institutional returns was described as having a significant ESDGC component. The conclusion to be drawn is that it is possible for all disciplines to have a significant element of ESDGC.

Interestingly the STAUNCH audit revealed similar results in terms of subject engagement with ESDGC as the November 2005 Dawe *et al* report for the Higher Education Academy: *Sustainable Development in Higher Education: Current Practice and Future Developments*. This report showed the following pattern for the inclusion of ESD in the curriculum.

The survey identified three categories of response to ESD by subject disciplines:

- *Subject disciplines that have adopted a major process of embedding ESD curricula into undergraduate and post-graduate programmes. Examples include Engineering and Materials subjects which are dealing with the day to day realities of industrial processes, English with its strong tradition of 'eco-literacy' and Geography, Earth and Environmental Sciences.*
- *Subject disciplines that have made some limited progress in embedding ESD into their curricula although acknowledging that these disciplines have some significant curricular content opportunities to do so. Examples include Biosciences, Economics, Hospitality, Leisure, Sport and Tourism, Philosophy and Religious Studies.*
- *Subject disciplines that have an interest in ESD, but have found it much more difficult to embed ESD widely or deeply into their curricula. Examples include Information and Computer Sciences and Mathematics, Statistics and Operational Research, Performing Arts and Psychology.*

Examples of good practice

There was a request for institutions to highlight good practice and about half of them provided examples in their returns. Most of these focused on particular programmes within the curriculum and occasionally on broader institutional initiatives. A more comprehensive review of good practice is provided by the complementary SQW Consulting analysis.

The Institute of Rural Science at Aberystwyth University offers a degree and sub-degree programme in Agriculture and Animal Science both of which are focused entirely on sustainable food production, with environmental issues integrated into all modules. In the same institution a mandatory module in Computer Science features professional ethics and the computing industry's responsibility for climate change. The institution has also been commended by the Carbon Trust for the induction weekend for human geography students which focused on a 'Mock Earth Summit'. The School of Lifelong Learning at Bangor University offers a module 'Global Citizenship' to any student within the university (timetable permitting). Almost all the modules that make up the award BA (Hons) in Event Management at the Business School at Glamorgan University integrate some aspect of sustainable development into their content.

At the Open University the Environmental Control and Public Health course which has been available since 1994 requires students to spend four weeks each year classifying their domestic waste into 15 categories as part of work for course assessment. The data are analysed by students and supplied to DEFRA for long-term trend analysis and this work is published by DEFRA. In similar fashion students within the Centre for the Built Environment at Glyndŵr University review institutional energy data with managers responsible for both estates and the staff and students working in the university buildings.

The Business School at the University of Glamorgan is working with the Welsh Assembly Government to provide funded places for a Doctor of Business Administration in Sustainable Development which is due for validation in 2009. The university is also committed to take part in the *Universities that Count and Business in the Community* initiative which involves a benchmarking exercise to demonstrate transparency in strategic and operational management in terms of sustainability and responsibility. At Bangor University for a number of years Initial Teacher Training (ITET) courses have addressed ESDGC and this is also an element for PGCE trainees on school practice. This approach has now been emulated across Wales with guidance produced in July 2008 from the Welsh Assembly Government on the inclusion of an ESDGC component within initial teacher training programmes. Trainee teachers and new teachers must now meet a new Welsh QTS (Qualified Teacher Status) standard on ESDGC. Finally the Department of Adult & Continuing Education at Swansea University as part of its widening participation offer has a Certificate in Sustainability.

Barriers to the promotion of ESDGC

Most returns referred to staff concern with further promotion of ESDGC in learning and teaching. This was mainly expressed as staff lacking confidence, usually because of perceived lack of sufficient knowledge and understanding, to deliver ESDGC components within their modules. Nevertheless it was also apparent from staff interviews that they were delivering ESDGC components, particularly the social and global citizenship aspects, without realising that this could be classed as ESDGC. Some institutions noted a tendency for staff to see ESDGC in a narrow way that is more or less restricted to environmental or green concepts. Overall the returns saw a need for a raising of staff awareness and staff training on the delivery of ESDGC. The returns reported two other recurring problems with promoting an increasing ESDGC content. Firstly, the curriculum was already congested and staff felt there was little or no 'space' to expand the teaching of ESDGC. Staff cited curriculum constraints arising from professional bodies and subject benchmarks. Allied to this was a staff worry over an anticipated increase in workload if ESDGC was further developed in the curriculum. The second problem was the internal funding formulae and mechanisms for teaching. These encouraged academic units to maximise 'internal' teaching and there was difficulty in funding an interdisciplinary approach to ESDGC which many staff saw as a very appropriate way to teach ESDGC.

At present the ESDGC agenda in almost all Welsh HE institutions is driven by a small number of highly enthusiastic and committed staff commonly with support from a member of the senior management team. A high proportion of the ESDGC-dedicated staff is on a fixed-term contract funded from external sources and with this uncertainty staff turnover can be significant. There is always the possibility of a post being discontinued or a hiatus in activity as a new post-holder is sought. In these circumstances it can prove difficult to deliver medium and long term aims for ESDGC initiatives.

Similar barriers to the progress of ESD were reported in the 2005 Dawe *et al* report.

The research revealed four major barriers to the successful embedding of ESD into many of the subject disciplines in higher education:

- *overcrowded curriculum*
- *perceived irrelevance by academic staff*
- *limited staff awareness and expertise*
- *limited institutional drive and commitment.*

Appendix I provides a comprehensive listing of the challenges and barriers to promoting ESDGC compiled from the institutional Annex B returns.

Approaches to promoting ESDGC

All the returns provided opinion on ways of further promoting ESDGC in the institution and some of the suggestions below are already in train at some institutions. Many saw future development of ESDGC as requiring stronger institutional policy with leadership from a member of the senior management team who could act as a champion for the institution. It was also acknowledged that there could be stronger support through the appointment of champions within academic Schools, Faculties, Colleges and Departments. Further promotion of ESDGC activities could be driven by a dedicated and more formalised committee or working group. Such groups were already established in a small number of institutions.

With regard to raising staff awareness and staff training a number of the returns spoke of introducing an *'Educate the Educators'* style of programme and the Centre for Excellence in Learning and Teaching at one institution was providing workshops in tune with this concept. Another institution had introduced ESDGC into its PGCert/DipHE programme to ensure that new HE lecturers had the confidence to include ESDGC elements within their modules; this approach was also under consideration at another institution.

Returns also raised the issue of increasing student awareness of ESDGC because of the discrepancy between staff and student perceptions on the amount of ESDGC in the curriculum. Associated with this was a debate raised in some institutional returns as to whether to focus on embedding ESDGC across as wide a range of modules and programmes as possible or to provide highly visible individual ESDGC modules to a wide range of students.

Within the institutional returns there was little or no mention of monitoring or evaluation of ESDGC activity though one institution provided an annual monitoring statement on its strategic plan with a section on sustainability. The template for the Annex B returns did not specifically seek out information on monitoring and evaluation and it is likely that annual monitoring of activity is well established. In terms of evaluation the SQW Consulting report recommended a baseline survey in Welsh HEIs to cover all aspects of ESDGC within an institution against which further progress could be measured. The report also noted that Further Education Colleges in Wales have established a baseline survey for learning and teaching.

Conclusion and recommendations for action

The STAUNCH audit has generally been welcomed by institutions in providing a fuller institutional picture of ESDGC in the curriculum. However, owing to the shortcomings of the methodology outlined above, institutions have regarded this audit as a first step in addressing the ESDGC content in the curriculum. The Annex B institutional returns are generally short, succinct documents, nevertheless a number of important messages can be gathered to provide support for a set of proposals. The following recommendations include some taken from individual institutional returns, some gained through a synthesis of the returns and some arising from discussion of the STAUNCH audit within the Welsh institutional ESDGC network group.

Recommendation for the audit methodology

- I. To make the STAUNCH audit tool more applicable for use right across the curriculum BRASS should consider improving guidance with:
 - more explicit definition of words and glossary of categories
 - extra categories and dimensions to capture a broader range of programmes
 - redefinition of the cross-cutting themes category so that it is much tighter and does not merely reflect module-sharing across programmes
 - improvement in the entry procedures for large datasets.

Recommendations for institutions

1. In carrying out curriculum audits institutions need to be clear as to whether they are aiming to show the extent and content of ESDGC across the available curriculum or whether the audit should have a student-centred focus and try to audit what a student actually experiences in terms of ESDGC.
2. If it has not already been carried out institutions should consider drilling down through the STAUNCH data to extract information at course or

qualification level as analysis at this level would give a better idea of what ESDGC elements students have studied. This would also provide further feedback to academic units at departmental or school level on the extent of ESDGC within their programmes and modules.

3. A substantial number of institutions did not audit postgraduate programmes though a number did indicate that these programmes commonly had a strong ESDGC component. The STAUNCH audit should be extended to include postgraduate programmes.
4. In the Welsh institutional ESDGC network group opinion was divided on the value of rewriting module descriptions to a template that included reference to ESDGC. Progress in this respect is probably best left to an institution to make a decision. However, given that student perception of ESDGC in a programme appears to be variable, there would be merit in improving information and guidance on ESDGC in, for example, student handbooks as well as increased dialogue with students on ESDGC in the curriculum.
5. Much existing good practice has built up around environmental aspects of ESDGC owing to a focus on green issues since the early 1990s. There is now a need to bring the economic and social aspects up to a similar level of importance within the curriculum. This expansion of focus could engage those discipline areas (e.g. arts and humanities subjects) currently with low scores in the STAUNCH audit to address ESDGC social concepts within their programmes.
6. Institutions should consider enhancing staff training on ESDGC to build knowledge, awareness and confidence. As a start institutions may wish to assess their current capacity in terms of staff experience and expertise to deliver ESDGC. To assist the teaching of ESDGC an institution could encourage, through internal funding, the creation of teaching materials and approaches that support a cross-disciplinary approach to ESDGC. Useful guidance in this area is contained within the Welsh Assembly Government July 2008 information document (066/2008): ESDGC: Information for Teacher Trainees and new Teachers in Wales. Also

Appendix 2: Subject Centre Questionnaire and Briefing of the Dawe et al report has much useful on raising staff awareness.

7. Institutions may consider an integrated approach where curriculum development and enhancement of the student learning experience builds on the considerable expertise in environmental management in the area of estates management. The attainment of BS EN 14001 and other green awards is a clear demonstration of the commitment of institutions to the ESDGC environmental agenda. Institutions may also make a Fair Trade commitment and promote other activities such as paper minimization with extensive use of electronic media.
8. Institutions should review the integration of ESDGC into other institutional policies and strategies (e.g. L&T, 3rd Mission, Research, GO Wales). ESDGC aspirations could be supported by an institutional strategic statement and action plan to increase communication and raise awareness among staff and students. Some institutions have proceeded in this manner with one institution having sustainability and global citizenship as a priority in its Learning & Teaching Strategy and another incorporating ESDGC into the template for institutional concept papers. There was also the suggestion from one institution for planning and review procedures to address ESDGC development and from another to use validation procedures to check for ESDGC in programmes.
9. Where there is no specific group addressing ESDGC, institutions could establish a cross-institutional group to promote ESDGC in teaching and research and to raise awareness among all staff of ESDGC concepts. Two institutions have already established sustainability task groups and another has a sustainability forum. The driving force for many institutional initiatives comes from specific ESDGC staff mostly employed using short-term 'soft' money. Institutions should consider establishing permanent posts to give continuity to their ESDGC developments.
10. The focus of the curriculum audit so far has been largely on aspects of sustainable development. As the SQW Consulting report points out the lack of a clear definition of global citizenship has hampered

analysis of this area within the curricula and institutional activities in general. Nonetheless Welsh institutions have a strong commitment to global citizenship, for example, through the Reaching Wider regional partnerships and widening access strategies. A way forward for getting a more inclusive approach to global citizenship would be for institutions to foster links between staff and students involved with ESDGC, widening access and regional partnerships.

Recommendations for the Welsh Institutional ESDGC Network Group

1. The Welsh institutional ESDGC group could develop procedures that will consider the quality of ESDGC to complement the STAUNCH approach which is primarily quantitative.
2. A recommendation arising from the complementary SQW Consulting report on ESDGC is that institutions should look toward baselining their ESDGC activities. The STAUNCH audit offers an opportunity to progress with baselining with regard to the curriculum. The ESDGC institutional group is well placed to consider the elements that could be extracted from the audit to provide an institutional baseline for Welsh institutions. Future progress within an institution can then be measured against the baseline data. For example, baseline elements might include:
 - percentage of modules with a grade 1 SDGC component
 - percentage of modules with a grade 2/3 SDGC component
 - percentage of programmes with a grade 1 SDGC component
 - percentage of programmes with a grade 2/3 SDGC component
 - percentage of students studying a module(s) with SDGC component
 - percentage of students studying a programme with SDGC component
3. The baseline approach could be applied to the curriculum for whole institution and also, if appropriate, to major academic units (Faculties, Schools, Colleges). Tables within this report give a baseline indication for the HE sector in Wales. It would also provide very useful information for senior

management and committees (e.g. learning and teaching) within an institution on the progress of developing ESDGC within the portfolio of programmes.

4. The STAUNCH audit has shown that Welsh institutions have progressed substantially with delivery of a key priority of the Welsh Assembly Government ESDGC action plan for higher education: *HEIs to undertake a self analysis of where ESDGC is being taught within their institution and where it could be further incorporated.* With a baseline approach institutions will be able to demonstrate clearly to the Welsh Assembly Government progress on curriculum development of ESDGC.

Recommendation for HEFCW and Welsh Assembly Government

1. At present there appears to be very little research on ‘education’ for sustainable development and global citizenship. There is a strong argument for promoting research into ESDGC in Wales, for example, its progress within secondary schools and the awareness of students entering higher education or how ESDGC is embedded within HE curricula. Recently one institution has appointed two doctoral students to carry out research of ESDGC. Institutions, research funding councils, HEFCW and the Welsh Assembly Government should consider ways of promoting ESDGC research.
2. In consultation with institutions and the ESDGC network group, HEFCW should seek to establish an approach to baselining within institutions that extends beyond the curriculum development. For example, the Welsh FE Sector is looking to have a baseline approach that is based on the Assembly Government categorization of ESDGC into commitment and leadership, teaching and learning, institutional management, community and partnership, and research and monitoring. Another approach to baselining being taken forward by HEFCE is to consider sustainable development in teaching, sustainable development in research, and HEI estates management and procurement

References

Dawe G, Jucker R & Martin S 2005 *Sustainable Development in Higher Education: Current Practice and Future Developments*. Report for Higher Education Academy.

SQW Consulting 2009 *Education for Sustainable Development and Global Citizenship (ESDGC): Analysis of good practice in Welsh Higher Education Institutions*. Report for the Higher Education Funding Council for Wales.

Appendix I — Challenges, opportunities and barriers to promoting ESDGC reported by institutions

- To raise awareness of ESDGC issues across the teaching spectrum as a first step.
- To increase cross disciplinary work on ESDGC within faculties.
- To ensure integration of activities between faculties.
- To ensure a focus on economic and social aspects of sustainability as well as the more accessible 'green' element.
- To implement management practices that support ESDGC integration into the curriculum.
- To ensure senior management are seen to take the initiative on ESDGC for the University. The leadership of senior management is considered essential.
- To adopt ESDGC as an institutional goal in its own right, as a means through which to open and maintain an ongoing debate at all levels as to the developing role of the institution in a fast-changing, highly-tensioned global society.
- To develop a dedicated and consensual ESDGC policy.
- To develop a consensual ESDGC strategic plan.
- To attend to metrics for ESDGC, which are generally in their developmental infancy.
- To address staff's self-assessed low level of understanding and patchy active commitment to ESDGC goals, at all levels; where this exists at senior management levels it represents a significant challenge to institutional progress on ESDGC.
- To address the generally low level of knowledge, know-how and confidence amongst staff committed to, or implicitly engaged in, ESDGC.
- To challenge HE curriculum-related structures and procedures that militate against more integrated and more innovative models of learning and teaching.

- To address an insufficiency in dedicated human and other resources, to support effective strategic development of this work.
- To correct perceived confounding institutional ethos and image.
- To improve communication about, and co-ordination of, existing ESDGC activity.
- To increase opportunities for students to access courses across schools and colleges.
- To increase the emphasis on ESDGC within modules.
- To advertise what it is already available in relation to SD and GC teaching, both internally and externally.
- To increase cultural awareness within the University that ESDGC issues are practiced well in pockets.
- To maximise the opportunity to take an integrated approach and make ESDGC a strategic source of difference and advantage for the University.
- To build on existing senior management support in directorate for sustainability and responsibility and cascade ESDGC priorities through the tactical and operational levels of the structure.
- To build on WAG support for HE initiatives (through HEFCW) and the sustainability agenda more broadly.
- To continue to raise the profile of ESDGC issues at the strategic planning level within the University.
- To embed ESDGC issues within all degree programmes at the level of common core modules and within the whole ethos of the university experience.
- To ensure criteria are embedded within all new module specifications.
- To build on the good practice already in existence and disseminate across the institution.
- To explore further the opportunity for inter-School collaboration; developing trans-disciplinary approaches for the delivery of ESDGC content.

- To engage ALL academic staff with SDGC and provide suitable training and support for its wider integration into module delivery, without diminishing the professional objectives of the courses.
- To build on the considerable expertise in environmental management and the positive reputation in the area of estates management.
- To redevelop our module and course descriptors to ensure that SDGC is being promoted properly as a concept and to ensure that all Departments truly understand the SDGC theme.
- A key challenge is to help all Schools and all staff within them to understand in essence what the ESDGC agenda is, and how it relates to what they teach in a way that is meaningful and non-threatening to them (in terms of the amount of work and change that orientating their curriculum more towards ESDGC will involve). This requires us to develop and communicate a vision of the total ESDGC 'jigsaw' so that each part of the institution can understand what their place within it is.
- A lack of awareness in some Schools and amongst many staff delivering teaching and learning of the relevance of SD to their subject area and vice versa (which perhaps need tackled through an 'Educate the Educators' style programme as has been used elsewhere).
- The devolved nature of curriculum management may mean that Schools which view this as not sufficiently relevant nor important may choose to opt out.
- Existing perceived pressure on the curriculum and concern about accommodating something 'new' (which is a misconception, but may act as a barrier).
- A 'hangover' from the attempts to integrate SD into the curriculum following the Toyne Report in the mid-1990s, and staff with long memories may assume that this will be similarly short-lived.
- The tendency of academics to enjoy a good debate about complex and multi-dimensional issues. With over 100 working definitions of 'sustainable development' to choose from, progress might be delayed almost indefinitely whilst twenty years of debate about the meaning of SD is rediscovered and replayed within the institution.

- One of the major barriers is the innate protection of courses by many Programme Leaders (sometimes supported by professional bodies where courses are accredited by them) – to add in elements of SDGC means (potentially or perceived) removal of some other content.
- Sustainability is still seen by some as peripheral or irrelevant to narrow elements of their disciplines.
- Sustainability is still seen as predominantly an environmental construct (in the 'green' sense).
- University systems do not always facilitate cross faculty initiatives.
- Overcrowded curriculum and perception that ESDGC issues are 'additional' or irrelevant.
- Limited staff awareness, expertise and confidence in dealing with ESDGC issues.
- Seen as just another initiative.
- Little evidence of any significant 'demand pull' from students or professional bodies.
- Conservative nature of some professional bodies (although this is changing).
- Traditional HE practices mitigate against some developments e.g. paper-based meetings and communication systems.
- The (subject) benchmarking statement requirement, given that the establishment of learning outcomes and assessment criteria for each module often leaves little time in the curriculum for additional elements.
- As the audit result is based on the course description, specific course content might need to be analysed to assess whether the audit result reflects the actual course material.
- The key issue will be achieving this degree of integration whilst maintaining the integrity of the programmes and the validity of ESDGC as a topic in its own right i.e. not paying lip service to the matter.
- The main barrier that we anticipate is the relatively low profile of SDGC as a concept within the Departments and the need to increase its profile.

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www.heacademy.ac.uk

The Higher Education Academy
Innovation Way
York Science Park
Heslington
York YO10 5BR

Tel: +44 (0)1904 717500

Fax: +44 (0)1904 717505

ISBN 978-1-907207-02-01

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June 2009

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