Measuring, Increasing and Improving ESD

With examples from Kingston University's approach

Why do we (and SM) care about ESD?

Evidence to help convince senior management if needed

1. HEFCE and HEA care

2. Students expect and demand ESD

3. Green League and LiFE are asking about it

Why do we (and SM) care about ESD?

Evidence to help convince senior management if needed

1. HEFCE and HEA

"The greatest contribution HE can make to sustainable development is by enabling students to acquire the skills and knowledge that allow them to make a lasting difference. What they learn and what they are taught are therefore critical."

HEFCE

"Our **ESD vision** is that institutions and subject communities develop curricula and pedagogy that enhance graduates' capabilities to contribute to sustainable and just societies."

HEA

Why do we (and SM) care about ESD?

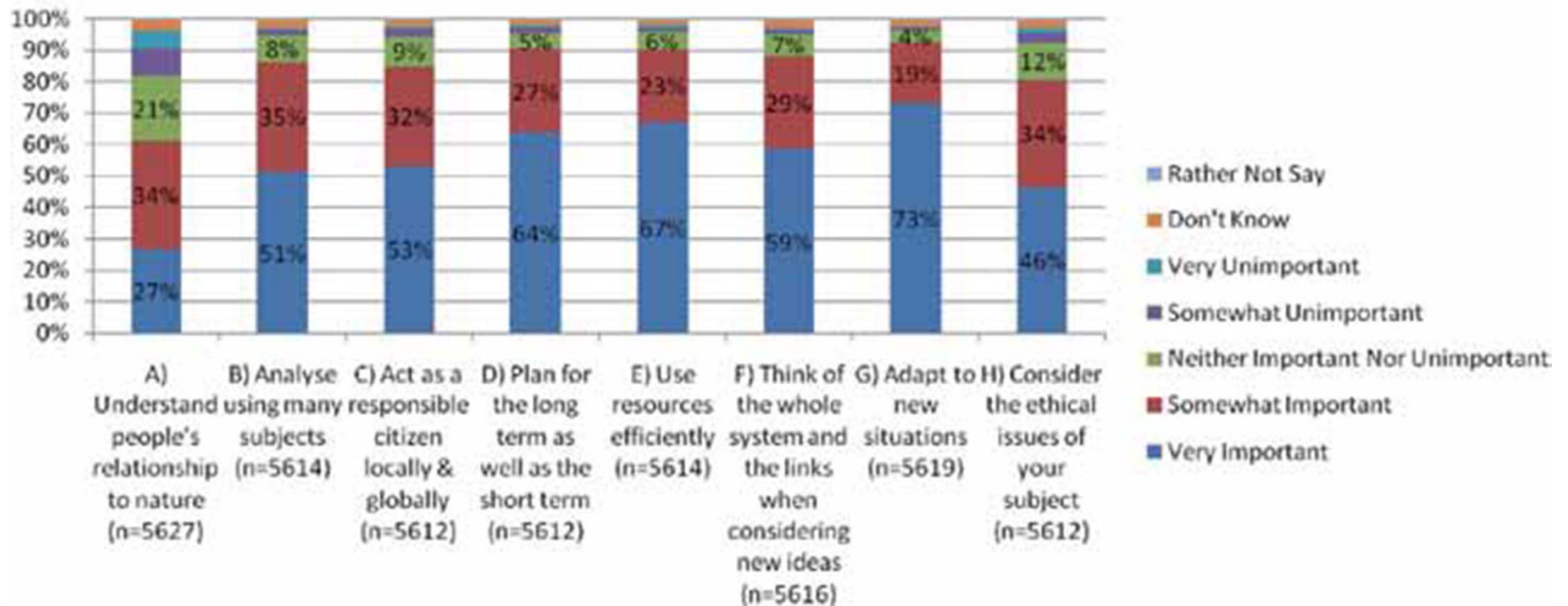**Evidence to help convince senior management if needed**

2. Students expect and will demand ESD

    "This report, commissioned by the HEA and undertaken by NUS services, was published in March 2011. It reports how 1st year students believe their university should be responsible for actively incorporating and promoting sustainable development to prepare their students for graduate employment."
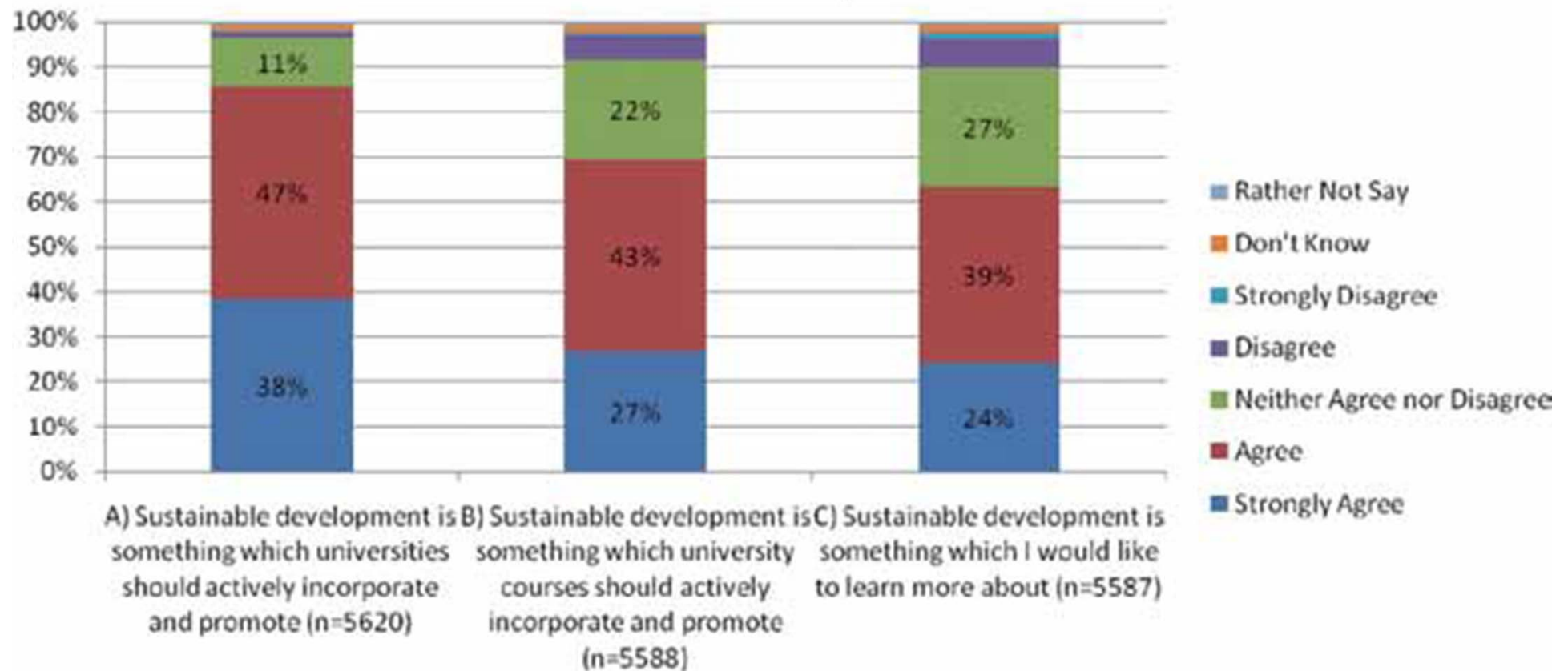
    http://www.heacademy.ac.uk/assets/documents/sustainability/FirstYearAttitiudes_FinalReport.pdf

Kingston
University
London

Perceived importance of skills to employers

Legend:
- Rather Not Say
- Don't Know
- Very Unimportant
- Somewhat Unimportant
- Neither Important Nor Unimportant
- Somewhat Important
- Very Important

Categories:
A) Understand people's relationship to nature (n=5627)
B) Analyse using many subjects (n=5614)
C) Act as a responsible citizen locally & globally (n=5612)
D) Plan for the long term as well as the short term (n=5612)
E) Use resources efficiently (n=5614)
F) Think of the whole system and the links when considering new ideas (n=5616)
G) Adapt to new situations (n=5619)
H) Consider the ethical issues of your subject (n=5612)

Agreement with statements

Why do we (and SM) care about ESD?

Evidence to help convince senior management if needed

2. Students expect and will demand ESD

   Running again this year but with first and second years involved
       contact Rachel at RDrayson@nussl.co.uk

   She is able to provide a breakdown of the results from your institution providing valuable "home" data

   e.g. Kingston students gave a higher percentage of very important and strongly agree responses than the national average

Why do we (and SM) care about ESD?

Evidence to help convince senior management if needed

3. Green League and LiFE are asking about it

Green League: Curriculum

Is there a commitment to integrate sustainability into the curriculum in their **Corporate or Strategic Plan**?

Is there a commitment to integrate sustainability into the curriculum in their **Teaching and Learning Strategy**?

Is there a commitment to integrate sustainability into the curriculum in the **Environmental Policy**?

Is **support or training made available to all staff** to help them integrate sustainability into the curriculum?

Is there a **review and reporting process in place to monitor** the integration of sustainability into the curriculum?

LEARNING AND TEACHING FRAMEWORK

Objective: The principles of social responsibility and sustainable development are embedded in the curriculum	POLICY AND STRATEGY	ACTION PLANNING	STAKEHOLDER ENGAGEMENT	MEASUREMENT
	The university's Learning and Teaching strategy(s) is explicitly aligned to the university's Sustainability Strategy. Activity is reviewed on a regular basis. There are clear reporting lines into formal university management structures.	The university understands where social responsibility and sustainability is currently being delivered across the curriculum and has developed plans to further embed and build on good practice.	Key internal and external stakeholders (including staff, students and employers) are involved in the review this activity and shape its development.	The impacts and benefits of embedding social responsibility and sustainability in the curriculum are routinely monitored and evaluated as part of existing university practice. There is evidence of continual improvement and feedback loops.
	COMMUNICATION	TRAINING AND SUPPORT	IMPLEMENTATION	LINKS TO THE CURRICULUM
	The Learning and Teaching Strategy(s) is in the public domain. There is a planned approach to communicating to relevant stakeholders the Strategy(s), its associated activities and their implications. The agenda has clear, high-level support within the university.	Commitments and/or targets to take forward ESD are linked to named individuals or teams within the university. Staff, including academics and programme leads, have either appropriate sustainability skills and knowledge or opportunities to develop them through access to specialist support.	The commitment to social responsibility and sustainability within the curriculum and through learning and teaching is embedded in university systems and processes.	The university is actively linking ESD with other campus activities and within the stakeholder communities that the university engages.

Corporate or Strategic Plan

The University is committed to making sustainable development an integral part of the curriculum, research, operations and outreach – University of Worcester

By delivering a first-class learning experience within an inspiring physical, intellectual and virtual environment which is underpinned by the concepts and practice of diversity, employability, enterprise and sustainable development across the curricula
– University of Bradford

We will have a focused approach to the development of our curriculum. We will promote employability, continuing professional development, internationalism, sustainability and entrepreneurship to prepare our students to succeed in their careers and optimise their return on investment – University of Derby

Corporate or Strategic Plan

We will be a University of choice for those with the ambition to thrive in the complex world of globalization developing courses that address their needs

We are self critical, we observe and learn from what we and others do

We will include broader issues such sustainability and ethics into the curriculum and research

We will encourage volunteering and engagement with the local and other communities

All students are able to go on placement, to work in an international environment and have broad opportunities outside the curriculum

Sustainability/Environmental Policy

"Curriculum: through our Teaching and Learning Directorate and led by the Centre for Sustainable Futures we will develop our learning and teaching, scholarship and enterprise activity to inform and illuminate sustainability understanding and practices"

University of Plymouth

"To ensure that the curriculum takes full account of the challenges of sustainable development and globalisation. To adapt the curriculum so as to increase the preparedness of Brighton graduates to operate in a complex global context, with an understanding of sustainable development."

University of Brighton

Teaching and Learning Strategy

"Our Teaching and Learning Strategy has five core principles, learner empowerment, active engagement, learning in communities, education for sustainable development, and learning for equality, diversity and intercultural understanding."

University of Gloucestershire

"We will encourage students (on programmes at all levels) and staff in developing the cross-cultural ethos and sustainability skills needed by global citizens in the 21st century."

University of Plymouth

Support training made available to staff

There is a lot out there already so linking your staff to the facilities that exist is a good first step

General /Spread
http://www.hefce.ac.uk/susdevresources/curric/
http://www.heacademy.ac.uk/education-for-sustainable-development
http://www.brad.ac.uk/academic-development/ecoversity/case-studies/

IT
http://www.ics.heacademy.ac.uk/resources/supp_learning/esd/casestudies.shtml

Education
www.eauc.org.uk/sorted/files/somerset_final_onnline.pdf

Law
http://www.ukcle.ac.uk/resources/sustainability/

Review and reporting process

Choose your method - Option 1

Searching through courses on http://www.kingston.ac.uk/courses/ for environment and sustainability programmes
Counting by eye on 7/11/11 = 13.56%

Level of course	Total number of courses	Number of Sustainability related programmes (listed below)
Undergraduate	187	19
Postgraduate	266	44
Foundation	26	2
Totals	**479**	**65**

Review and reporting process

Choose your method – Option 2

Go down to module level
a)   Search module titles for key words

Review and reporting process

Key words

(Bio)diversity	CSR
Climate Change	Poverty
Environment	Peace
Renewable	Conservation
Ecolog(y/ical)	Waste management
Water management	Habitat
Equality	Carbon
Ethic	Recycling
Wellbeing	Deforestation
Health	Human Rights
Sustainab(le/ility)	Social Justice

Review and reporting process

Choose your method – Option 2

Go down to module level
a) Search module titles for key words

236 modules found out of 3759 currently active

0.06%

Review and reporting process

Choose your method – Option 3

Go down to module level

b)   Search module descriptions for key words

1118 modules found out of 3759 currently active

Not including Faculty of Health and Social Care Sciences

29.7%

Review and reporting process

Choose your method – Option 4

Go down to module level and link back to courses

b)   Link modules found back to courses that they are taken on

614 courses found out of 2653 currently active

Not including Faculty of Health and Social Care Sciences and only modules taken in winter semester

23.1%

Suggestions of where to start

1. Get senior level buy in
   a) At the minimum for conducting an audit as this released a lot of data and help to me
   b) Find out when Corporate, and Teaching and Learning Strategies are planned for renewal
   c) Find out who leads on the strategy renewals

2. Start to speak to academic groups e.g. Academic Directorate, Academic Development Centre, Quality Enhancement Committee, Learning and Teaching coordinators, Course Directors away days

3. Find out where information on module descriptions is stored and who manages it

4. Get access to Student information system (SITS) through offices such as Student Systems Support and Development

5. Refine your keywords (watch for red herrings ecology pulls out gynaecology!)