

Mainstreaming teaching and learning for societal good through academic quality and student engagement processes



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Session Plan

Aim for participants to:

- Identify **opportunities to enhance academic quality and student engagement processes**
 - to trigger engagement through the taught curriculum with societal issues, such as sustainable development or equality and diversity.
- Reflect **on practical examples of such processes** and their applicability in their own institution
- Explore how aspects of the **wider institutional environment**, can help enable adoption of pedagogic agendas concerned with social good

Introduction

- Topic focus “ESD”
- Academic Quality and Societal Good

Inputs and group discussions

- Link to Strategic Priorities
- Example Processes
- An Enabling Environment

Conclusions

Academic Quality, Student Voice and Societal Good

- Academic Quality:
 - Concerned with the quality and enhancement of taught courses in universities
 - Enacted through processes related to initial approval and ongoing enhancement
 - Validation; Annual Review (modules/programmes); Curriculum Redesign...
- Student Voice:
 - Refers to any engagement process involving students in the approval, review, or enhancement of academic programmes
 - Course Representatives; Student Voice committees; Student Union...
- Societal Good:
 - Agendas pursued for the benefit of society at large, not only for direct benefit for learners or the university
 - Sustainable Development; Employability; Civic Benefit; Equality, Diversity and Inclusion; Global Citizenship...

Starter Questions: (Yes; No; Somewhat; Don't Know)

- 1) Is there a stated **commitment to sustainable development** in your University's over-arching strategy?
- 2) Do your **Academic Quality** processes encourage engagement with societal good?
- 3) Do your **Student Voice processes** encourage engagement with societal good?

Case Study Topic: ESD

AdvanceHE



Education for Sustainable Development Guidance

March 2021



See AdvanceHE/QAA guidance for the UK HE sector:
<https://www.qaa.ac.uk/quality-code/education-for-sustainable-development>

Sustainable Development – “an aspirational ongoing process of addressing social, environmental and economic concerns to create a better world.”

Education for Sustainable Development (ESD) – “the process of creating curriculum structures and subject-relevant content to support and enact sustainable development.”

ESD is best achieved when... “articulated within quality assurance and enhancement processes.”

From AdvanceHE and QAA (2021)

“ESD and Academic Quality” Project

- QAA Collaborative Enhancement Project
 - 12 partners, 15 months 2022 - 2023
- What does it **look like in practice** to address ESD within Academic Quality and Student Voice processes?
- Process
 - Peer support, learning and collective conclusions through monthly online meetings.
 - Sector survey in early 2023
 - Built on conceptual framework from EUA Collaborative Enhancement Project “Environmental Sustainability of Teaching and Learning”



Education for Sustainable
Development and
Academic Quality:
Principles and Processes for
Higher Education Providers

Andrew Reeves, Julie Gwilliam, Peter Harrison, Liz Price,
Nicki Schantz, Chris Ribchester, Tim Hughes, Sarah Gretton,
Scott Strachan, Louise Logan, Simon Boxley, Elena Lengthorn,
Heather Barrett, Sonya Peres.



QAA Collaborative Enhancement Project

Report available here: <https://www.qaa.ac.uk/en/membership/collaborative-enhancement-projects/education-for-sustainable-development/esd-and-academic-quality>

Mainstreaming: key contextual issues

Strategic
Commitment
and Fit

Measurement:
“Box-ticking”?

Staff Time and
Expertise

How-to guides
and examples

External Body
Requirements

Articulation to,
with and by
Students

Staff Buy-in
and Workload

Other cross-
cutting goals

In project report: 10 Key Issues to Consider

1: Link to Strategic Priorities

- Strategic priorities heavily influence **if** agendas for societal good feature in AQ and SV processes and **how** this is framed
 - High Priority: likely to feature
 - Lower Priority: not mentioned, or seen as optional good practice
- Challenge: should cross-cutting agendas (sustainability, employability, etc.) be addressed separately or together?



Research-inspired Education

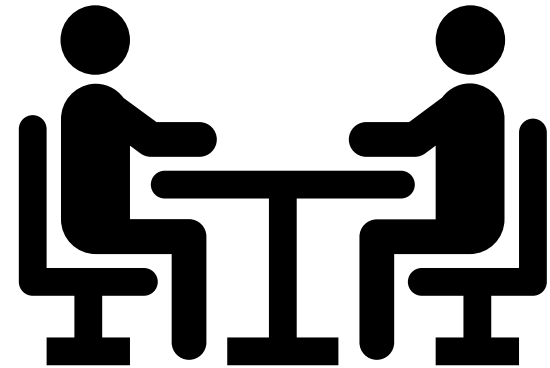
World-changing Research

Our Citizens

Example: Strategic priorities at University of Leicester

In your setting

- Which societal good agendas affecting teaching and learning are '**High Priority**' or a '**Lower Priority**'?
- Is inclusion in the curriculum of these agendas prompted/mandated within academic quality and student engagement processes **as they exist now**?
- Is doing so **desirable** and/or **achievable** in your view?



Agenda	High/Lower	Done now?	Desirable?	Achievable?

2: Example Processes

- Processes can bring a range of benefits...
 - Triggering engagement with ‘societal good’ issues by students/staff
 - Enable measurement of how this is being adopted (what/how)
 - Prompt further staff learning about these agendas
- Can include
 - Forms to complete
 - Accompanying guidance
 - Signposted information
- Differ between institutions

Example 1: DMU School of Fashion and Textiles

University of Derby's Curriculum Design Framework states:

“The university is committed to putting sustainability at the heart of education. We aim to embed social responsibility and sustainability throughout our students' journey so that they are both capable and motivated to contribute actively to a more sustainable future in their professional and personal lives.”

De Montfort University's School of Fashion and Textiles added the following default text to all module specifications:

Content: The ethos of responsible design and the relevant UN Sustainable Development Goals will be reflected in this module.

Assessment notes: In these assessments, students will be expected to reflect on an ethos of responsible design and where possible the appropriate United Nation's Sustainable Development Goals.

University of Leicester Programme Approvals

Citizens of Change

[Education for Sustainable Development](#) (ESD) is a vision of education which provides students with the knowledge, skills, attitudes and values to shape a sustainable future and become socially responsible global citizens. In the 2022 NUS Sustainability Skills Survey, 88% of Leicester student respondents believed that universities should actively incorporate and promote sustainable development and 81% believed that it should be incorporated within courses.

As part of the [Research Inspired Education Strategy](#) and [Climate Change Strategy](#), we aim to embed sustainability into all our programmes by providing all students with access to teaching aligned to the [UN Sustainable Development Goals](#) (SDGs). This means that they have teaching relating to one or more UN SDGs in a core or optional module(s). The data provided in this section is used for recruitment purposes, such as the prospectus and course webpages.

University of Leicester Programme Approvals

Please indicate [how the](#) programme incorporates Education for Sustainable Development (ESD), through **module-level intended learning outcomes** that engage with one or more of the UN SDGs. For each, please identify: the ILO evidencing ESD; the related UN SDG(s); the Code of the Module in which the ILO appears; is the Module Core or Optional

Please fill in the table below to answer this section. Please add any other comments underneath the table. Targets and Indicators can be found by clicking into each goal and switching from the 'overview' section to 'targets and indicators'.

Module (including module code); Core or optional?; Specific ILO(s) relating to the UN SDGs; Related [UN SDGS](#); Specific SDG [Target or Indicator](#)

Example: CH1207 Chemistry of the Real World; Core; "Identify and describe how chemistry impacts on everyday life in such areas as the environment, sustainability & materials."; SDG 12, 13, 14 and 15; 12.2, 13.3, 14.3, ; 15.5

Please add below any other comments you have about how the programme incorporates Education for Sustainable Development (ESD):

University of Winchester: Reflection Tool

1.Name of programme:

2.To what extent will the programme encourage students to explore issues related to climate justice, environmental and ecological justice? (Not at all/very little/quite often/very often)

3.If you wish to add any additional notes or ideas relating to your answer to question one above, please do so below:

4.To what extent will the programme allow students to understand the causes and origins of climate, environmental and ecological injustice and omission in this field of study, in its historical context? (Not at all/very little/quite often/very often)

5.If you wish to add any additional notes or ideas relating to your answer to question three above, please do so below:

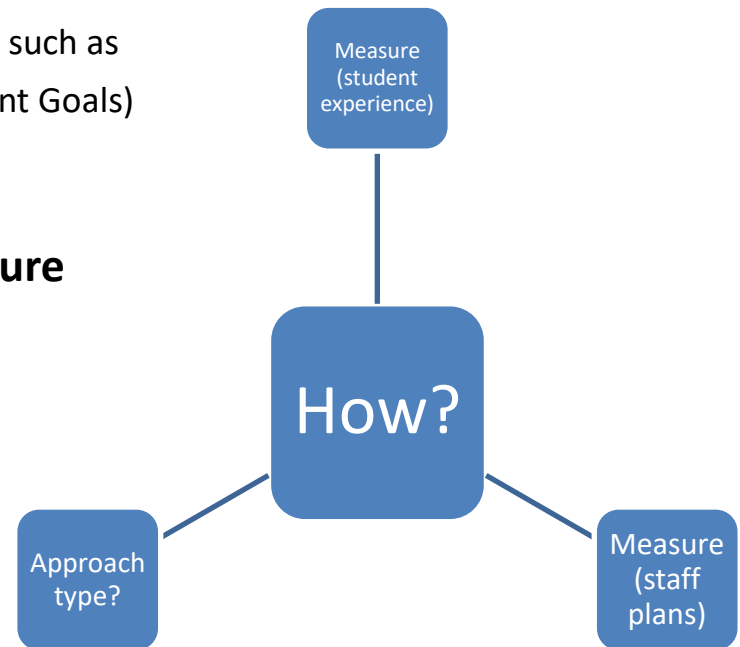
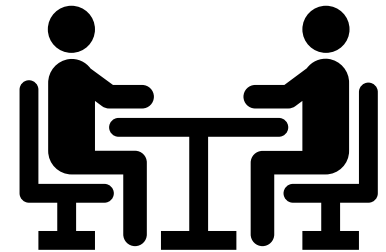
6.How will teaching on the programme integrate a critical examination of environmental and ecological injustices and issues, and relate these to the other social justice questions studied on the programme?

7.How will the programme allow for and encourage a critical approach to texts that provide insight to environmental issues, including those from minoritized perspectives?

8.How will the programme ensure that its pedagogical approaches enable work beyond the classroom/academic space?

In your setting

- What type of approach could work well in your setting?
 - Light-touch (signpost issues to consider)
 - Engagement-focussed (require to have considered or discussed with a colleague)
 - Output-focussed (require to undertake certain actions, such as engagement with one or more Sustainable Development Goals)
- How important is it to use the process to **measure** engagement in some way?
 - Quantitatively? Qualitatively?
 - Staff actions? Student experience?

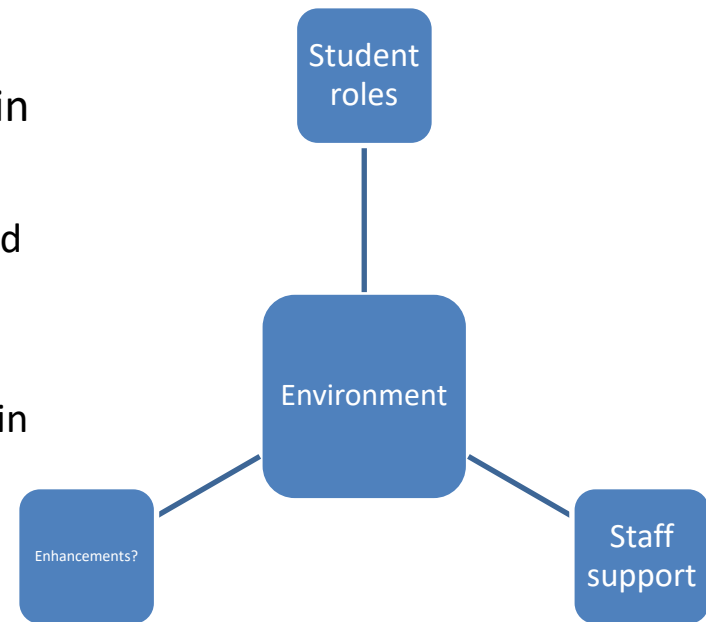
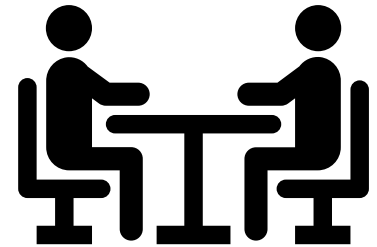


3: Enabling Environment

- The wider context in the institution or sector to support engagement with 'societal good' agendas
- Three headline factors identified
 - Strategic commitment
 - Institution strategy, teaching and learning strategy, sustainability or similar...
 - Senior leader with responsibility
 - Alignment between institutional priorities (e.g. Internationalisation, Employability...)
 - Staff resource to support engagement across institution
 - 0.5FTE academic at DMU
 - Many institutions have 1.0FTE officer role
 - Case studies of practice
 - How teaching and learning being delivered
 - How academic quality / student voice processes have been done to document the above
 - Example: <https://esdg.our.dmu.ac.uk>

In your setting

- How are **staff currently supported** to learn about and make enhancements in relation to agendas such as ESD?
- How are **students empowered** to feedback or co-create course design to reflect such issues?
- Are some of our specific recommendations achievable in your setting?
 - **Staff with expertise** (in ESD or otherwise) having allocated time to engage/support colleagues and students?
 - Available **case study resources** demonstrating what the desired practice looks like, and how this can be reflected in Academic Quality documents?
 - **Strategic commitment** to provide a rationale for engagement?



7 'SUCCEED' Principles for any setting

Principle	Summary
Strategic	Framing of ESD aligns with strategic priorities of the institution. At department/team level, align with discipline-specific framing(s) of sustainable development.
Unfolding	ESD engagement unfolds incrementally over time, as practice and understanding of ESD deepens. Engage staff and students through multiple touch-points, aiming towards all processes.
Cross-Cutting	Develop cross-cutting working relationships to harness co-benefits of addressing ESD with other initiatives. Maintain regular dialogue and vigilance – taking opportunities for enhancement.
Clear Examples	Provide clear examples to stakeholders on what it looks like to address ESD in their role. Use consistent terminology to define ESD across an institution or departments.
Evidenced	Consider quantitative indicators of ESD adoption for reporting. Produce engaging examples from students and staff on ESD adoption
Empowering	Support staff through learning opportunities and professional recognition. All students and reps empowered to enhance ESD and to articulate their ESD experience.
Developmental	Processes catalyse deeper engagement with ESD by signposting to guidance, resources, mentoring etc. Processes create feedback loops, using submitted data as examples of practice

Wrap-up

- Take-aways from the session
- What else would help you to make progress in addressing ESD through academic quality and student voice processes?
- Further ideas/resources?

- ESD and Academic Quality Report
 - <https://www.qaa.ac.uk/en/membership/collaborative-enhancement-projects/education-for-sustainable-development/esd-and-academic-quality>
 - search: “QAA ESD and Academic Quality”
- Contact: Dr Andrew Reeves areeves@dmu.ac.uk

This workshop is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project was led by De Montfort University in partnership with Cardiff University, Coventry University, Manchester Metropolitan University, Students Organising for Sustainability (UK), University of Bath, University of Derby, University of Exeter, University of Leicester, University of Strathclyde, University of Winchester, University of Worcester. Find out more about Collaborative Enhancement Projects on the [QAA website](https://www.qaa.ac.uk).