

# Analysis of ESDGC in Welsh institutions

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Howard Colley

The logo for The Higher Education Academy, featuring a dark blue circle with the text "The Higher Education Academy" in white. The text is arranged in four lines: "The", "Higher", "Education", and "Academy".

**The**  
Higher  
Education  
**Academy**

## STAUNCH audit tool

- The audit tool has four major categories: economic, environmental, social, and cross-cutting
- The approach did not directly address global citizenship; elements relating to this in social category (e.g. human rights, social cohesion, diversity)
- The 'raw materials' for the audit were module descriptions from databanks in information management systems.
- SD elements in the curriculum were graded from 1 (weak mention) through 2 (medium) to 3 (strong).
- Most institutions chose to focus on modules within their single honours undergraduate programmes

# Limitations on using STAUNCH

- Module descriptions may not have used SD keywords and phrases required for data capture - SD component could be masked (e.g. dissertation, project modules)
- Aggregation of module scores within large academic units did not reflect fully the wide variations in SD content in departmental programmes within the school
- The STAUNCH tool was not suited to addressing the credit weighting on modules because it required multiple entries
- The disciplinarity sub-component of the cross-cutting category captured modules delivered on more than one programme. Some of these modules may not have an SD component
- Common agreement that STAUNCH offered little opportunity to reflect on the *quality* of the ESDGC provision

## Annex B returns

- Institutions summarised their findings from using the STAUNCH tool in an Annex B
- The principal returns for Annex B included:
  - Information on scope (e.g. UG, PG, Dip)
  - Information on level of aggregation (e.g. programme, department, faculty)
  - Identification of strong and weak subject areas in terms of SD
  - Institutional challenges to promotion of SD in curriculum
  - Identification of opportunities to promote SD
  - How the STAUNCH analysis will inform the institution's approach to ESDGC
  - Resources devoted to supporting ESDGC
  - Identification of good practice
  - Linkage of ESDGC to institutional strategic planning

## ESDGC within UG modules and programmes

<i>Institution</i>	<i>% of modules with SD</i>	<i>% of programmes with SD</i>
Aberystwyth	75%	100%
Bangor	60-100%	Not available
Cardiff	About 30%	About 40%
Glamorgan	14%	35%
Glyndŵr	90%	About 100%
Lampeter	16%	About 55%
Newport	88%	Not available
Open	Not available	100%
Swansea	35%	90%
Trinity	94%	73%
UWIC	15%	Not available

## Percentage of programmes referenced to STAUNCH categories for SD

Institution	Economic	Environmental	Social	Cross-cutting
Aberystwyth	26%	50%	82%	100%
Newport	Not available	3%	29%	63%
UWIC	15%	15%	Not available	Not available

## Other highlights of the STAUNCH analysis

- Commonly aggregates for large academic units show 60-100% of modules with an SD component; the great majority at grade 1 (weak relation/mention)
- For economic and environmental aspects - aggregates for large academic units showed about 35-40% of modules with an element of SD; the majority at grade 1
- Overall the STAUNCH returns showed that modules with a grade 2 or 3 (medium to strong mention) were comparatively rare across all institutional curricula.

## ESDGC in the disciplines

- Those disciplines with a comparatively strong SD element 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.
- Disciplines that were commonly mentioned as having little SD included computing, the humanities, modern languages, art and design, and performing arts.



# Barriers to the promotion of ESDGC

- Staff lacking confidence: perceived lack of sufficient knowledge and understanding to deliver ESDGC
- Staff see ESDGC in a narrow way - restricted to environmental or green concepts
- 'Congested' curriculum with little or no 'space' to expand the teaching of ESDGC
- Curriculum constraints imposed by professional bodies and subject benchmarks
- Internal funding formulae and mechanisms for teaching encouraged academic units to maximise 'internal' teaching; difficulty in funding an interdisciplinary approach

## Approaches to promoting ESDGC

- Development of ESDGC requires strong institutional policy with leadership from the SMT
- Appointment of champions within academic Schools, Faculties, Colleges and Departments
- Include ESDGC in PGCert/DipHE programmes to ensure that new HE lecturers are prepared to teach ESDGC
- '*Educate the Educators*' style of CPD programme to raise staff awareness and confidence for teaching ESDGC
- Increase student awareness of ESDGC to counter the discrepancy between staff and student perceptions on the amount of ESDGC in the curriculum
- Develop funding mechanisms to encourage interdisciplinary teaching of ESDGC

# Conclusions

- The STAUNCH audit has provided a fuller institutional picture of ESDGC in the curriculum
- Institutions the audit as a first step in addressing ESDGC in the curriculum
- The data created allow HEIs to 'baseline' their activity and measure progress
- To make the STAUNCH audit tool could be improved by:
  - 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

## Some recommendations

- Should audit have a student-centred focus and try to audit what a student actually experiences in terms of EDSGC?
- Expansion of social & economic focus could engage those discipline areas (e.g. arts and humanities subjects) currently with low scores
- HEIs could create teaching materials and approaches that support a cross-disciplinary approach to ESDGC.
- Review the integration of ESDGC into other institutional policies and strategies (e.g. L&T, 3<sup>rd</sup> Mission, Research, GO Wales).
- 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