THE SDGs IN EDUCATION: HOW WE ARE (ATTEMPTING) TO INCLUDE THE SDGs ACROSS ALL PROGRAMMES AND HOW WE ARE TRACKING PROGRESS

Quinn Runkle, Education for Sustainable Development Programme Manager, NUS
Anthony Courtney, Energy and Environment Intern, University of Winchester
POLL EVERYWHERE

• For interactive discussion this session, we’ll be using an online tool called Poll Everywhere

• To join, please EITHER:
  – Text QUINNRUNKLE815 to 020 3322 5822 (no internet required)
AIMS FOR TODAY

• Context and background
• Rationale for a curriculum audit
  – Discussion: what have you tried?
• Overview of our approach
  – Attempting to embed the SDGs in all undergraduate modules!
• Learning through the process
  – Discussion: how might you attempt to conduct your own audit?
• Next steps
The University of Winchester and Winchester Student Union have a joint commitment to ensuring all students, regardless of course, learn about climate change, social justice, and sustainability as part of their studies at Winchester. The curriculum audit is attempting to understand how well the University is doing this.

Through a curriculum audit, we’re trying to find out which modules are currently including sustainability topics and methods – whether that’s gender equality or poverty, climate action or renewable energy, diversity or peace and justice.

We’re looking at the UN Sustainable Development Goals and trying to find out which of the 17 goals are taught in our courses at Winchester.
OUR JOURNEY

PRIME at the heart of the Business School

Climate Change Education strategy passes for the entire institution

Climate Change Education broadens to Education for Sustainable Development

Winchester joins Responsible Futures

The University and Student Union publish a joint sustainability statement

The University and Student Union deliver a student-led audit of the curriculum
In December 2016 the University of Winchester launched a long term strategy to ensure by 2021 every graduate will have learnt about and explored issues relevant to climate change.

Climate change education will be made available, accessible and relevant for all undergraduates, whatever their chosen subject, so that the success and hallmark of being a Winchester graduate will include an appreciation of three key issues:

- the affect on social justice,
- the ubiquitous impact
- and, above all, the urgency of the challenges presented by climate change.
WHY AUDIT THE CURRICULUM AT WINCHESTER?

• Building on a previous qualitative audit
• Identify existing good practice
• Open up a discussion with academics, deans, and across faculties
• Establish a quantitative baseline
• Measure progress over time
• Replicable
DISCUSSION

1) Have you done a curriculum audit?

2) If so, how? Did you engage students?

3) In doing a curriculum audit, what did you (/would you) hope to achieve?

Visit www.PollEv.com/quinnrunkle815
Text QUINNRUNKLE815 to 020 3322 5822 (no internet required)
## WHAT WERE WE LOOKING FOR?

### Content and Paedagogy

<table>
<thead>
<tr>
<th>The Sustainable Development Goals</th>
<th>The University of Winchester's vision and values</th>
<th>Winchester's ideals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - No poverty</td>
<td>To educate, advance knowledge, and serve the common good</td>
<td>Freedom</td>
</tr>
<tr>
<td>2 - Zero hunger</td>
<td>(Related to SDG 3, 4, 5, 8, 16) Incl. human rights, LGBT rights, labour rights, modern day slavery, information rights</td>
<td>Covered by SDG 10 and 16</td>
</tr>
<tr>
<td>3 - Good health and wellbeing</td>
<td>Individuals matter</td>
<td>Justice</td>
</tr>
<tr>
<td>4 - Quality education</td>
<td>(Related to SDG 1, 2, 3, 4, 5, 10, 16) Incl. collective efforts for the common good, animal rights</td>
<td>Covered by SDG 16</td>
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<td>5 - Gender equality</td>
<td>Compass</td>
<td>Truth</td>
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<td>6 - Clean water and sanitation</td>
<td>(Related to SDG 10, 16, 17) Incl. morals, truths, ethics</td>
<td>Covered by SDG 16</td>
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<td>7 - Affordable and clean energy</td>
<td>Spirituality</td>
<td>Human rights</td>
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<td>8 - Decent work and economic growth</td>
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<td>Covered by &quot;individuals matter&quot; above</td>
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<td>9 - Industry, innovation, and infrastructure</td>
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<td>Collective efforts for the common good</td>
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<td>10 - Reduced inequalities</td>
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<td>Covered by &quot;compassion&quot; above</td>
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<td>11 - Sustainable cities and communities</td>
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<td>13 - Climate action</td>
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<td>14 - Life below water</td>
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<td>15 - Life on land</td>
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<td>16 - Peace, justice, and strong institutions</td>
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<td>17 - Partnerships for the goals</td>
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Winchester's ideals:
- Freedom
- Justice
- Truth
- Human rights
- Collective efforts for the common good

Covered by:
- SDG 10 and 16
- SDG 16
- "individuals matter" above
- "compassion" above
CONDUCTING THE AUDIT

1. Students choose the module they want to audit
2. Find the module description on the intranet
3. Read the module description, looking for its engagement with the SDGs, university values, and the learning methods/pedagogy used
4. Complete the audit spreadsheet including general information (year level, programme, optional/mandatory, etc.), SDGs, university values, and ESD pedagogy (based on the 2014 HEA QAA ESD Guidance)
## COMMENTS

- **Further Information**
  - Knowledge of module
  - Opinions

- **Questions**
  - Language
  - Links to SDGs

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<th>Notes</th>
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<tr>
<td><strong>Further information</strong></td>
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<td><strong>Questions</strong></td>
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<td>If this is the module I think my housemate did, then they had a police officer as well as an ex-criminal come and visit for questions and presentation.</td>
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<tr>
<td>No clear or direct links with SD goals</td>
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<td>Explores victimology based upon a range of factors including race, gender and class</td>
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<td>For the Methods I have put No for them all, but there is no info on format of teaching (lecture, seminar, etc)</td>
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PILOTING THE AUDIT

- Testing on Graduate Intern
  - Recent graduate
  - Target audience

- Focused on BA (Hons) American Studies
  - Eliminate BUT still record the impact of previous knowledge
  - Comments Box

MODULE DESCRIPTION

Sections 1 – 7 are key module details which once validated cannot be changed without re-validation

1. Module Title: Transatlantic Narratives
   Module Code: AM1104

2. Credits: Level: 4
   CATS 15
   ECTS 7.5
   Status: Current Revised
   Status: Optional

3. Programme: Type: Taught
   BA (Hons) American Studies
   Co-validated: BA (Hons) English Studies (SH) and BA (Hons) English and American Literature

4. Pre-requisites: None
   Co-requisites: None

5. Learning Outcomes for the module.
WHAT WE CHANGED

• Scoring
  – Numbers
  – Paedagogy: Yes → Yes – A little
  → Yes – A lot

• Confidentiality
  – Staff confidence

• Limited number of modules
  – Current
  – Focus on undergraduate

Classification

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<td>Substantial engagement with the SDG (e.g. substantially embedded throughout teaching, learn, and assessment as a core part of the module)</td>
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DEVELOPED AND DELIVERED TRAINING

• Go Green Week 2018
  – Methodology
  – Scoring
  – Additional info/questions?

• Follow up sessions in Second Semester
  – Longer
  – Existing Volunteers
  – Increased support time for new volunteers
STUDENT-LED

• Energy and Environment Intern
• Three students working through funded research projects within the Faculty of Business, Law, and Sport
• One PhD student leading a section as a part of their research
• Go Green Week session – 11 Students
• New students in the Second Semester – Credit hours for volunteering
• Incentives to maintain involvement - certificate, reference and vouchers
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**Description**

- **No poverty:** End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
- **Zero hunger:** Ensure healthy lives and promote well-being for all at all ages.
- **Quality education:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities.
- **Gender equality:** Achieve gender equality and empower all women and girls.
- **Clean water and sanitation:** Ensure availability and sustainable management of water and sanitation for all.
- **Affordable and clean energy:** Ensure access to affordable, reliable, sustainable and modern energy for all.
- **Decent work and economic growth:** Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- **Industry, innovation, and infrastructure:** Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
- **Reduced inequalities:** Reduce inequality within and among countries.
- **Sustainable cities and communities:** Make cities and human settlements inclusive, safe, resilient and sustainable.
- **Responsible consumption and production:** Ensure sustainable consumption and production patterns.
- **Climate action:** Take urgent action to combat climate change and its impacts.
- **Life below water:** Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
- **Life on land:** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainable forest management, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
- **Peace, justice, and strong institutions:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
- **Partnerships for the goals:** Strengthen the means of implementation and revitalize the global partnership for sustainable development.
## RAW DATA – VALUES AND COMMENTS

### Winchester Values

<table>
<thead>
<tr>
<th>Individuals matter</th>
<th>Compassion</th>
<th>Spirituality</th>
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<tr>
<td>Related to SDGs 1, 2, 3, 4, 5, 9, 16 Ind.</td>
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<td>Human rights, LOST rights, labour rights, modern day slavery, information rights</td>
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### Pedagogy

<table>
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<tr>
<th>Teaching and learning environment</th>
<th>Methods</th>
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<tr>
<td>Divergent views can be shared and explored in a safe environment (collaborative and discussion)</td>
<td>Interdisciplinary approaches, systems thinking, and holistic thinking are encouraged (cross over disciplines or faculties and understanding different influences - non-linear learning)</td>
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<tr>
<td>There are opportunities for deep and critical reflection on students’ own perspectives and what has influenced their thinking and practices in this area (transformative learning rather than transactional, personal changes through modules)</td>
<td>Teaching, learning and assessment activities are linked to real-life concerns (relevance today, linking to current events)</td>
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<td>Democratic and participatory learning approaches are modelled (creating your own learning, working alongside staff)</td>
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### Grid

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FACULTY OVERVIEW

• Split into four categories:
  – SDG References (Total Modules)
  • Year/Status Split (Only Modules with SDG References)

EXAMPLE - SDG'S

- SDG 1: No Poverty
- SDG 2: Zero Hunger
- SDG 3: Good Health and Wellbeing
- SDG 4: Quality Education
- SDG 5: Gender Equality
- SDG 6: Clean Water and Sanitation
- SDG 7: Affordable and Clean Energy
- SDG 8: Decent Work and Economic Growth
- SDG 9: Industry, Innovation, and Infrastructure
- SDG 10: Reduced Inequality Within and Among Countries
- SDG 11: Sustainable Cities and Communities
- SDG 12: Responsible Consumption and Production
- SDG 13: Climate Change
- SDG 14: Life Below Water
- SDG 15: Life On Land
- SDG 16: Peace, Justice and Strong Institutions
- SDG 17: Partnerships For The Goals

EXAMPLE - 1st Year SDG's

EXAMPLE - 2nd Year SDG's

EXAMPLE - 3rd Year SDG's
OVERVIEW 2

• Values References (Total Modules)
  – Year/Status Split (Only Modules with Values References)

EXAMPLE – WINCHESTER VALUES

<table>
<thead>
<tr>
<th>Values References</th>
<th>None</th>
<th>Some</th>
<th>Significant</th>
<th>Substantial</th>
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</thead>
<tbody>
<tr>
<td>Spirituality</td>
<td>49%</td>
<td>20%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Compassion</td>
<td>62%</td>
<td>19%</td>
<td>21%</td>
<td>1%</td>
</tr>
<tr>
<td>Individuals Matter</td>
<td>59%</td>
<td>11%</td>
<td>18%</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>0%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
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</tbody>
</table>

• Methods and Paedagogy (Total Modules)

EXAMPLE - METHODS

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<th>Methods</th>
<th>No</th>
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<th>Yes - A lot</th>
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<tr>
<td>Problem-based Learning</td>
<td>54%</td>
<td>42%</td>
<td>4%</td>
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<tr>
<td>Simulation</td>
<td>65%</td>
<td>31%</td>
<td>5%</td>
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<tr>
<td>Case Studies</td>
<td>35%</td>
<td>48%</td>
<td>21%</td>
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</table>

EXAMPLE - PAEDAGOGY

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<thead>
<tr>
<th>Paedagogy</th>
<th>No</th>
<th>Yes - A little</th>
<th>Yes - A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linked to Real Life Concerns</td>
<td>14%</td>
<td>44%</td>
<td>42%</td>
</tr>
<tr>
<td>Democratic and Participatory Learning</td>
<td>89%</td>
<td>2%</td>
<td>91%</td>
</tr>
<tr>
<td>Divergent Views Can Be Shared</td>
<td>58%</td>
<td>26%</td>
<td>14%</td>
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</tbody>
</table>

Divergent Views Can Be Shared
REPORTING BACK

• Producing faculty-specific reports which will be shared with the Dean of each faculty and then disseminated through the faculty, providing staff with the opportunity to feedback

• Supporting teaching staff to take further steps: including ESD in the PGCert, the Learning and Teaching Conference, and through ‘Learning Lunches’

• Working with the Academic Quality team to further embed ESD within the programme (re)validation and module descriptor guidance documents and procedures

• Reporting findings back to the Senate Academic Development Committee
REFLECTIONS SO FAR...

• We’ve identified modules where we know there is good practice but it is not captured in the module descriptor. We’re engaging with faculties to ensure this is included in order to:
  – Future-proof and share good practice
  – Ensure students can clearly see how sustainability links to the module and understand how it relates to their learning outcomes

• Students have really enjoyed it
  – Skills development
  – Ownership
  – Making a tangible impact at the university
NEXT STEPS

• Repeating every three years
• Community of practice
• Learning lunches and workshops
• Validation process
• Highlighting good practice
• University-Wide SDG strategy
• Pursuing Responsible Futures accreditation
YOUR JOURNEY

1) How might a curriculum audit help advance Education for Sustainable Development at your institution? Would it be beneficial to include students in leading an audit at your institution?

2) What other tools are you currently using to advance ESD?

Visit www.PollEv.com/quinnrunkle815
Text QUINNRUNKLE815 to 020 3322 5822 (no internet required)
FUTURE OPPORTUNITIES
GLOBAL GOALS MAPPING

A support package for mapping the UN Sustainable Development Goals across the formal curriculum through a student-led audit. Including training for student auditors to enable them to audit of the curriculum and facilitation of a follow-up report.

Benefits include:

• Developing skills for students;
• Linking the Global Goals to other initiatives within the institution and/or students’ union
• Engaging teaching staff;
• Reporting on the Global Goals.

For more info: quinn.runkle@nus.org.uk
SDG TEACH-IN

Campaign to see academics pledge to include the SDGs in their teaching, learning, and assessment.

18th – 22nd February 2019

Recent NUS research with students found 67% hadn't heard of the SDGs prior to answering a survey about them, but 61% say they would like to learn more about the SDGs.

https://sustainability.nus.org.uk/responsible-futures/esd-teach-in
#SDGTeachIn
THANK YOU & KEEP IN TOUCH

Quinn Runkle, Education for Sustainable Development Programme Manager, NUS
quinn.runkle@nus.org.uk

Anthony Courtney, Energy and Environment Intern, University of Winchester
anthony.courtney@winchester.ac.uk

If you want to stay in touch, please leave your details via the PollEverywhere link!

@NUS_sustainable
www.nus.org.uk/sustainability
sustainability@nus.org.uk

@Environment_UoW
https://www.winchester.ac.uk/about-us/sustainability-and-ethics/
The SDG Accord

The University and College Sector’s Collective Response to the Global Goals

2030
SDGs deadline

12m
students represented by Accord Endorsing partners

34
Countries have signed the Accord globally

17
Goals

8.5 billion
est. pop by 2030

End extreme poverty, inequality and climate change

www.sdgaccord.org