QAA Advance HE Education for Sustainable Development Guidance

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- Rationale
- Process
- QAA guidance summary
- What does this mean for us?
Rationale

- Education for sustainable development
- Education for the future of people and planet
- Education for self fulfillment
- Education for vocation
- Education for transformation
- Quality education
- Timely – Covid-19, COP26, UN SDGs, BLM, decolonizing curricula....
Process

- Last guidance 2014
- Quality Assurance Agency for HE and Advance HE
- Expert group
- Process of debate and writing
- Consultation
- Revision
- eg Price et al 2020
Context

• Increased urgency to tackle interlinked crises
• “Interconnected environmental and social issues such as global climate change, local and global biodiversity loss, depletion of natural resources, deforestation, air quality, access to water, hunger, gender equality, and widening inequalities of wealth, health and wellbeing.”
• Policy context UNFCCC and UN SDGs
• Green recovery for a better world
• Student expectations for ESD
• Guidance for staff and senior management and quality assurance
• Consider alongside QAA Benchmark statements
• 12 quality code advice and guidance themes
• Further resources QAA and Advance HE and EAUC and LfS Scotland websites
Section 1 - Introducing ESD

ESD empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity. It is about lifelong learning, and is an integral part of quality education. ESD is holistic and transformational education which addresses learning content and outcomes, pedagogy and the learning environment. It achieves its purpose by transforming society. UNESCO, 2019

• Not merely about environmental issues!
• ESD is an educational change agenda grounded in transformative learning and critical pedagogy.
• ESD develops competencies - skills, attributes and values - for a better world.
• Support staff, students and whole institutions
• Not merely tweaking curricula!
• Links to bigger agenda
Section 2 – Getting started with ESD

“ESD is best achieved when:

• ESD objectives, targets and KPIs are part of the institution’s strategic priorities and subsequent strategies and policies.
• The framing of ESD within the curriculum is included in the validation of new courses and ongoing review of existing courses.
• ESD is central to the staff and student induction process, as well as staff appraisal and/or promotion criteria.
• ESD is articulated within quality assurance and enhancement processes.
• Staff development to enable ESD is fully supported at an institutional level.”
• Reinforce other institutional aspects
• Celebrate diversity
• Catch the energy and creativity of students
• Check out the SDGs
• Students become more employable
• Staff learn too
• Professional and governance staff get involved
• Wider community engagement
### Section 3 – teaching, learning and assessment for ESD

<table>
<thead>
<tr>
<th>Subject knowledge and knowledge of all SDGs</th>
<th>A student who displays this competency can</th>
<th>Ways of thinking</th>
<th>Ways of practicing</th>
<th>Ways of being</th>
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<tbody>
<tr>
<td><strong>Systems thinking competency</strong></td>
<td>1. recognise and understand relationships, analyse complex systems, consider how systems are embedded within different domains and scales, deal with uncertainty</td>
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<td><strong>Anticipatory competency (Future thinking)</strong></td>
<td>understand and evaluate multiple outcomes, create their own visions for the future, apply the precautionary principle, assess the consequences of actions, deal with risks and changes</td>
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<td><strong>Critical thinking competency</strong></td>
<td>question norms, practices and opinions, reflect on one’s own values, perceptions and actions, sustainable development discourse</td>
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<td><strong>Strategic competency</strong></td>
<td>develop and implement innovative actions that further sustainable development at the local level and further afield</td>
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<td><strong>Collaboration competency</strong></td>
<td>learn from others, understand and respect the needs, perspectives and actions of others, deal with group conflicts, collaborative &amp; participatory problem solving</td>
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<td><strong>Integrated problem-solving competency</strong></td>
<td>apply different problem-solving frameworks to complex sustainable development problems, develop viable, inclusive and equitable solutions utilise appropriate competencies to solve problems</td>
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<td><strong>Self awareness</strong></td>
<td>Reflect on own values and actions; monitor feelings and needs Understand and reflect on norms and values underpinning actions, negotiate goals and trade offs</td>
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<td><strong>Normative</strong></td>
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Teaching practices

• Collaborative learning
• Enquiry based learning
• Playful learning
• Storytelling
• Problem based learning

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Section 4 – annotated references and resources

• Policies and strategies
• Non UNESCO resources
• UK frameworks
What does this mean for us?

- A useful framing of ESD
- Legitimise our efforts
- Offer credibility
- Language for whole institution and sector
- Resources
- Inspiration?