

A satellite image of the Earth, showing the African continent and parts of Europe and Asia. The image is dark and grainy, with a blue tint. The text is overlaid on the image.

QAA Advance HE Education for Sustainable Development Guidance

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Learning for Sustainability Scotland

GOSSIP, School of Geography and Sustainable Development.

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contents

Rationale

Process

QAA guidance summary

What does this mean for us?



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

Subject Benchmark Statements



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

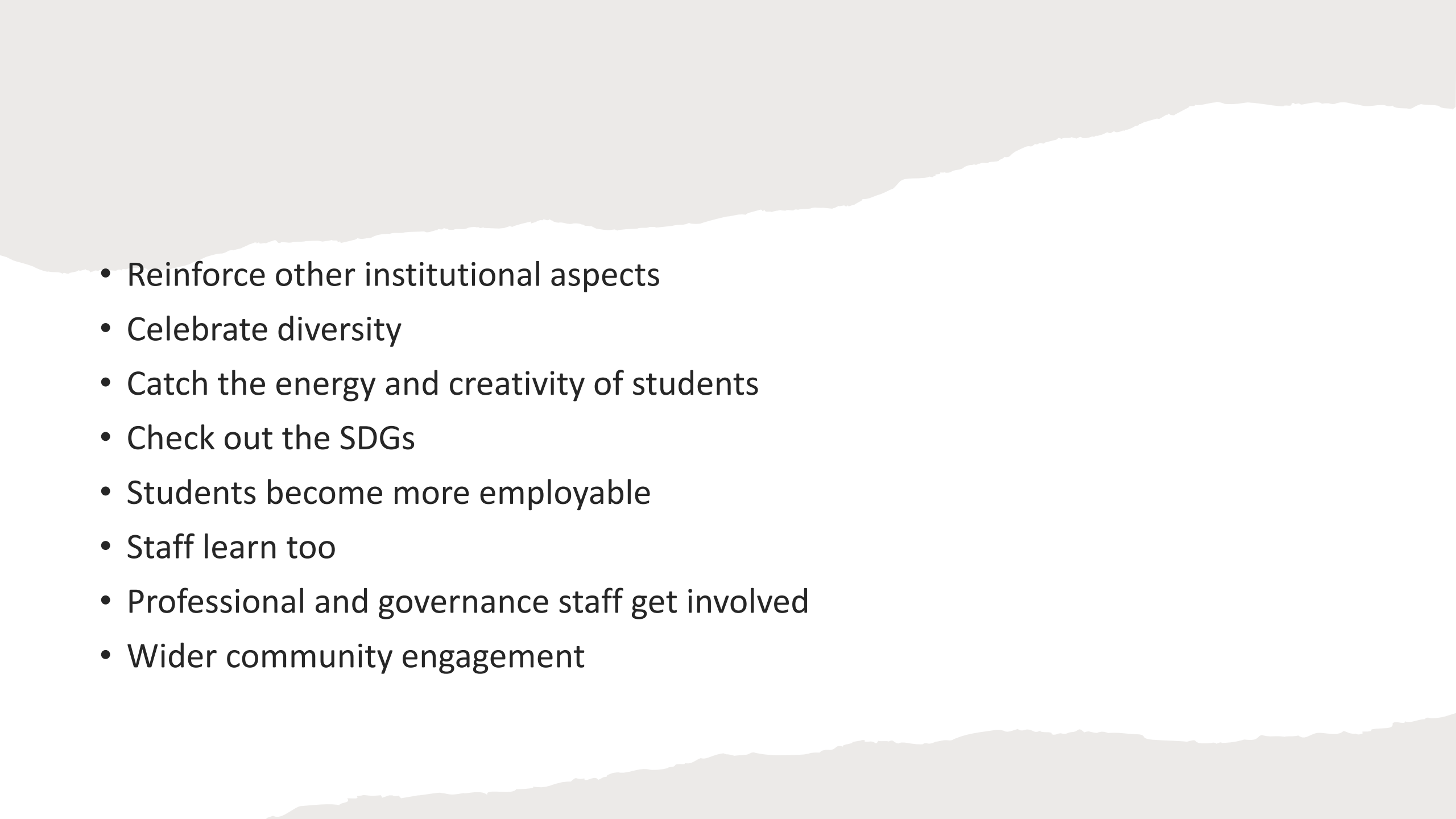
- Support staff, students and whole institutions
- Not merely tweaking curricula!
- Links to bigger agenda



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.”

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- 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

Subject knowledge and knowledge of all SDGs		A student who displays this competency can	
	Systems thinking competency	1.recognise and understand relationships, analyse complex systems, consider how systems are embedded within different domains and scales, deal with uncertainty	Ways of thinking
	Anticipatory competency(Future thinking)	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	
	Critical thinking competency	question norms, practices and opinions, reflect on one's own values, perceptions and actions, sustainable development discourse	
	Strategic competency	develop and implement innovative actions that further sustainable development at the local level and further afield	Ways of practicing
	Collaboration competency	learn from others, understand and respect the needs, perspectives and actions of others, deal with group conflicts, collaborative & participatory problem solving	
	Integrated problem-solving competency	apply different problem-solving frameworks to complex sustainable development problems, develop viable, inclusive and equitable solutions utilise appropriate competencies to solve problems	Ways of being
	Self awareness	Reflect on own values and actions; monitor feelings and needs Understand and reflect on norms and values underpinning actions, negotiate goals and trade offs	
	Normative		

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



A hand holding a crystal ball that reflects a church tower and a blue sky. The background is a clear blue sky with a faint rainbow visible in the reflection. A white circular overlay on the left contains text.

What does this mean for us?

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