

Date: Wednesday 20th April 2022
Time: 10:00-11:00am
Venue: Online via zoom
Resources: [Available here](#)

MINUTES:
EAUC-S Realigning Curricula for the Future: Law and Sustainability

Attendees:

Nicola Johnson	NJ	Leeds City College
Colin Reid	CR	University of Dundee
Andrew Heron	AH	Fife College
Scott Strachan	SS	University of Strathclyde
Sophia Imegi	SI	De Montfort University
Gillian Mawdsley	GM	The Open University
Andrea Ross	AR	University of Dundee
Lucy Patterson	LP	EAUC

Time (mins)	SUMMARY OF DISCUSSIONS	ACTIONS
0.00	<p>Welcome, Apologies and Introductions</p> <p><i>Lucy Patterson, Sustainability in the Curriculum Project Officer, EAUC</i></p> <p>Everyone was welcomed to the event and speakers were introduced:</p> <p>Andrea Ross- Andrea is a Professor of Environmental Law within the Dundee Law School at University of Dundee. She previously presented at EAUC's ESD TSN in April 2018 ON 'Embedding Sustainability into core and specialist law modules and adding law into sustainable development modules'.</p> <p>Gillian Mawdsley- Gillian was previously a member of the Law Society of Scotland where she drove their work on ESD as co-secretary of the COP26 and climate change working group. She now continues to apply her passion for ESD in legal teaching at the Open University.</p> <p>Attendees were then invited to introduce themselves:</p> <p>Colin Reid- Professor of Environmental Law at Dundee Law School, involved in Law benchmarking advisory group for QAA making sure sustainability issues are included and over a decade ago did a study into ESD in Professional Curricula. You can see his work here.</p> <p>Andrew Heron- Works at Fife College mainly in Kirkcaldy. Lecturer on legal services course which has HNC and HND level that feed into Universities all over Scotland. Now doing a police studies course started in last couple years.</p> <p>Nicola Johnson- Head of HE law, leadership and Business at Leeds City College. Just starting to look at how sustainability can be incorporated into curriculum.</p> <p>Sophia Imegi- Law Lecturer at De Montfort University.</p> <p>Scott Strachan- Senior teaching fellow at Strathclyde university that lead on embedding ESD across curricula, including law despite being an engineering lecturer himself. Also co-convener of EAUC ESD topic support network.</p>	

<p>7.36</p>	<p>Case Study <i>Andrea Ross, Professor of Law, University of Dundee</i></p> <p>In Law, where “words are our ingredients”, it is important to make a distinction between sustainability and sustainable development before integrating into the curriculum. Sustainable development (SD) should be used as legal instruments and legislation tend to use sustainability/ sustainable as an adjective. SD is relevant to a staggering amount of legal work: contract law, property law, tort/ delict, constitutional law, administrative law, immigration law, development law, tax law, and criminal law. Andrea suggests six possibilities for integrating these. She shares examples of modules that have done this at Dundee including</p> <ul style="list-style-type: none"> • a core module through their year 2 English Property Law module and level 1 foundations of law, • a core specialist module through their LLM in Environmental Law, • an assignment in their year 2 LLB in European Union Law, • in tutorials through their 1st year LLB in English Criminal Law, • a seminar in their LLB Honours in Intellectual Property Law and Climate Change Law <p>There are a number of points from her experience Andrea shared with the group to consider when implementing ESD in their legal curricula and concluded by highlighting ‘the more core the module, the more students sustainability will reach’.</p>	
<p>22.58</p>	<p>Case Study <i>Gillian Mawdsley, Associate Law Lecturer, The Open University</i></p> <p>Gillian is both an associate lecturer and practicing lawyer and was keen to explore the wider role of lawyers in sustainable development. The responsibility of law is to enforce customs, practices and rules of conduct of a community which is important to keep in mind in light of ESD. Gillian looked at core principles of Scots law courses which could embrace climate change in addition to environmental law- generally encompassed as social, human, economic and environmental. Ahead of COP26 the climate change working group within the Law Society of Scotland which Gillian was involved in aimed to raise awareness of lawyers responsibility to address climate change, including educators responsibilities to prepare students in every law subject not just environmental lawyers. There may be an opportunity to use the governments momentum to embed human rights in legal courses to tie in the sustainability agenda.</p>	
<p>32.56</p>	<p>Quick SDG Curriculum Mapping exercise <i>Lucy Patterson, Sustainability in the Curriculum Project Officer, EAUC</i></p> <p>Attendees were provided with worksheets in advance of the session to support this Quick SDG mapping activity. Individually, in silence,</p>	

	<p>for one minute attendees were asked to consider how their curriculum addressed a specific Sustainable development goal starting with SDG 13- climate action, followed by SDG 6- clean water and sanitation, and finally SDG 1- No povert,. Where they do not currently address an SDG, they were to consider how they could.</p>	
<p>43.39</p>	<p>Open Discussion</p> <p>LP- How do you envision ESD fitting in the core curriculum? (pre-sent question)</p> <p>AH- I haven't had great involvement in sustainability before, the level I'm teaching at has a lot of very defined units so would need to be embedded at this level rather than module. There are far more opportunities than I was aware of when you think beyond environment. Now we are teaching police studies there are more opportunities for example we cover Grenfell. I will be proposing to my colleagues that we pinpoint a number of areas throughout the year where we talk about the subject to raise awareness and so our students take away an understanding that this is not just about the environment.</p> <p>GM- Raising awareness you have climate activism and defense, the Colson statue where the jury upheld it which may be a good active seminar where you could do a debate to give advocacy skills and lead on to examination of defense and role of civil disobedience so I think that can be pulled back to responsibilities of sustainability.</p> <p>CR- A lot of this is a natural progression of how legal education has been going over passed few decades from age when law was a purely technical subject removed from its social aspect. We are used to courses talking about justice issues and adding sustainability is just another dimension of that. Not treating the law as an objective, isolated construct that doesn't have consequences.</p> <p>AR- Different disciplines have different tools. The vets in Edinburgh had a list of things to be doing for example someone in greens keeping said they weren't great at sustainability but were good at outdoor teaching. Law doesn't tend to do this but because of covid an annual Lunch Dundee runs was held outside and it sparked discussion and may be a way to rethink how we teach.</p> <p>LP- Do you already use any pedagogies which support the ESD competencies? One of those recommended is outdoor learning, as it can engage students in systems thinking, future thinking, critical thinking, strategic, collaboration, integrated problem-solving, self-awareness, and normative values. Are there any other pedagogies you think would support development of those?</p>	

	<p>AR- Personalization. Asking students what they do in their lives or what's relevant in their city or where they're from. They become more willing to chat about that.</p> <p>LP- Gillian mentioned a debate approach which is another way I would encourage.</p> <p>GM- I was at a street law conference last week where students go out and deliver to pupils in school. Ireland had developed an interesting idea where they take students round the perimeter of their school and then do a case involving development of a factory nearby which is going to emit. The idea was to get them to think of the role of the school, the students, their parents, the developers a bit like economics. It was a fantastic way to get pupils engaged. But problem with taking pupils out at university when I was at Edinburgh was the risk assessment- We couldn't even take them to court they had to make their way on their own.</p>	
<p>56.30</p>	<p>Thanks and close <i>Lucy Patterson, Sustainability in the Curriculum Project Officer, EAUC</i></p> <p>We will set up a network after the session to maintain this network, please email lpatterson@eauc.org.uk to join or be removed from that.</p> <p>Thank you for coming, resources and recording will be available on the sustainability exchange.</p>	<p>Set up jiscmail list EAUC-RFSS- HAIRBEAUTY @JISCMail.AC.UK</p>

Minutes prepared by Lucy Patterson, EAUC-Scotland Sustainability in the curriculum Project Officer,
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