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ESDGC curriculum assessment at Swansea University

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*ESDGC curriculum assessment at Swansea University
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What did we do?

- STAUNCH analysis
- Staff interviews
- Student questionnaire



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What did we learn...

...from the STAUNCH analysis?

In general:

- Can provide practical and strategic guidance
- Handle with care!



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What did we learn...

...from the STAUNCH analysis?

At Swansea:

- Important to agree key-word meanings and scope
- Existing module descriptors do not provide accurate or sufficient raw data
- Curriculum engagement with SDGC issues is variable in extent and quality
- Majority of ESDGC provision is 'weak' (tbc)
- Limited 'strong' ESDGC (tbc)



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Matters arising...

...from the STAUNCH analysis

- *Where* to look for our 'E' for SDGC?
- *How* to look for (and recognise) it?
- How do we measure the *quality* of our E for SDGC?
- What do we mean by 'weak' and 'strong' *E for SDGC*?
- Risk of over-simplifying interpretation of outputs
- Replicable?



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What did we learn...

...from the Staff interviews?

STAUNCH under-represents ESDGC activity

- ESDGC is found in unexpected places!
- Staff perceptions vary widely
- Lack of understanding about ESDGC is blocking progress
- There is much untapped enthusiasm and potential



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Matters arising...

...from the Staff Interviews

- We need EESDGC: Education for ESDGC!
- HE structural issues remain significant hurdles to *fundamental* progress
- How should we interpret 'curriculum' in an ESDGC context?
- How do we initiate *and integrate* such a fundamental debate?
- How do we respond to its findings?

What did we learn...

...from the Student questionnaire?

- Students told us that ESDGC
 - IS important in their private lives
 - IS important for their professional lives
 - IS NOT seen as a strong component of their university education ...



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What did we learn...

...from the Student questionnaire?

Students

- don't recognise *implicit* SDGC-relevant content
- are positive about *explicit* SDGC-relevant content
- can be nervous about
 - subjectivity
 - assuming responsibility
- perceive insufficient international integration



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Matters arising...

...from the Student Questionnaire

- Our pedagogy of *E for* SDGC needs attention
- The SDGC relevance of subject areas and curriculum content should be made clearer
- We are paying insufficient attention to students' views about their SDGC learning – and to our response

... and our response?

- Communication
 - L&T Committee => SMT
 - Sustainability Forum
 - Individual staff
- ❖ Strategic embedding
 - ❖ Internationalisation
 - ❖ EMS
- Strengthening provision
 - New degree
 - Modify perspective / contextualise

... and in the future?

- A consensual conceptual framework for ESDGC?
- An ESDGC Strategic Action Plan?
- Permanent ESDGC representation on policy and management groups?
- An ESDGC Champion in each School?
- A review of barriers to ESDGC improvement?
- Integration of ESDGC into all relevant strategy documents?
- A secure specialist ESDGC capacity servicing the university?
- A dedicated staff development programme for ESDGC?

Key HE-wide issues?

A considered HE response to some key questions:

- What is the role of HE in ESDGC?
- What is our ESDGC ‘curriculum’?
- Where and how should we look for ESDGC?
- Who are our ‘ESDGC curriculum’ players?
- What knowledge and skills do they need?
- Do we need indicators?
- What metrics are appropriate?
- Are our structural and management arrangements fit-for-purpose?
- Where do we find the resources?



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Challenges: tricky

- **Conceptual**
 - ESDGC as an institution-wide goal
 - Coherent HEI ethos, practice; profile consistent with SDGC

- ❖ **Structural, operational**
 - ❖ Validation processes
 - ❖ Administrative loading
 - ❖ Timetabling
 - ❖ Facilities' bookings

- **Financial**
 - FTE allocations
 - Reconfiguring / redirecting development resources?

Challenges: 'easy'

- **Advocacy**
- ❖ **Building capacity – staff development**
- Communication with staff at all levels
- ❖ Raising awareness and understanding of ESDGC aims, scope and practice
- ❖ Modifying module descriptors
- ❖ Introducing new perspectives into existing L&T
- ❖ Exploring the possibilities of HEI environs for ESDGC