'*The usefulness (or otherwise) of professional bodies in supporting sustainability-embedded curricula'*

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Presentation outline

1. Sustainability in the HE Curriculum

2. Professional bodies and HE

3. Aligning priorities

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Sustainability in HE

- UN DESD and ESD Characteristics

- HEFCE Sustainable Development Framework

- NUS/HEA Survey

- QAA/HEA ESD Guidance

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QAA/HEA ESD Guidance

"Education for sustainable development encourages different disciplines to enter into dialogue, make connections, share knowledge, and work together on emergent areas."

- Knowledge and understanding
- Skills
- Attributes

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Drivers for sustainability in the curriculum

- Staff interest

- Professional accreditation

- Pressure from institution

- Developments in field

- Broad societal and political pressure

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Barriers to further provision

- Crowded curricula

- Lack of staff time and capability

- Lack of student demand

- Lack of understanding

- Discipline identity

- Other agendas

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Current agendas in HE

- Employability

- Equality and diversity

- Professionalism/practice-based learning

- Internationalisation

- Digital capability and agility

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Influences on curriculum

- Validation bodies and benchmark statements

- Staff interest and capability

- Student demand

- Developments in profession

- Professional body criteria

Institutional priorities

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Professional bodies and HE

- Who influences who?

- Should HE lead the way?

- Current issues include career development, role development, influencing government policy and falling membership and funding

- How does sustainability align with these?

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Professional bodies and sustainability

- Currently relatively low on the criteria many bodies

- "Professional bodies have issues 'du jour'. Currently diversity is high on the agenda, but not explicitly sustainability and environment."

- "Current issues are dignity, respect, equity. Not labelled as sustainability but clearly relevant"

What is sustainability?

- Global citizenship in the context of disciplines and in professional and personal lives

- Environmental stewardship in the context of disciplines and in professional and personal lives

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- Social justice, ethics and wellbeing
- Future-facing outlook, awareness of consequences of actions, and how systems and societies can be adapted to ensure sustainable futures

ESD

"Learning **for and about** sustainable development aims to prepare graduates to be able to contribute to, stimulate and lead the debate on complex issues such as what constitutes global citizenship and good governance, sustainable resource use, and the determination of ecological limits"

(QAA/HEA, 2014, 7)

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How important is the agenda of incorporating sustainable development into the curriculum of programmes within your department?

- unimportant
- important
- very important
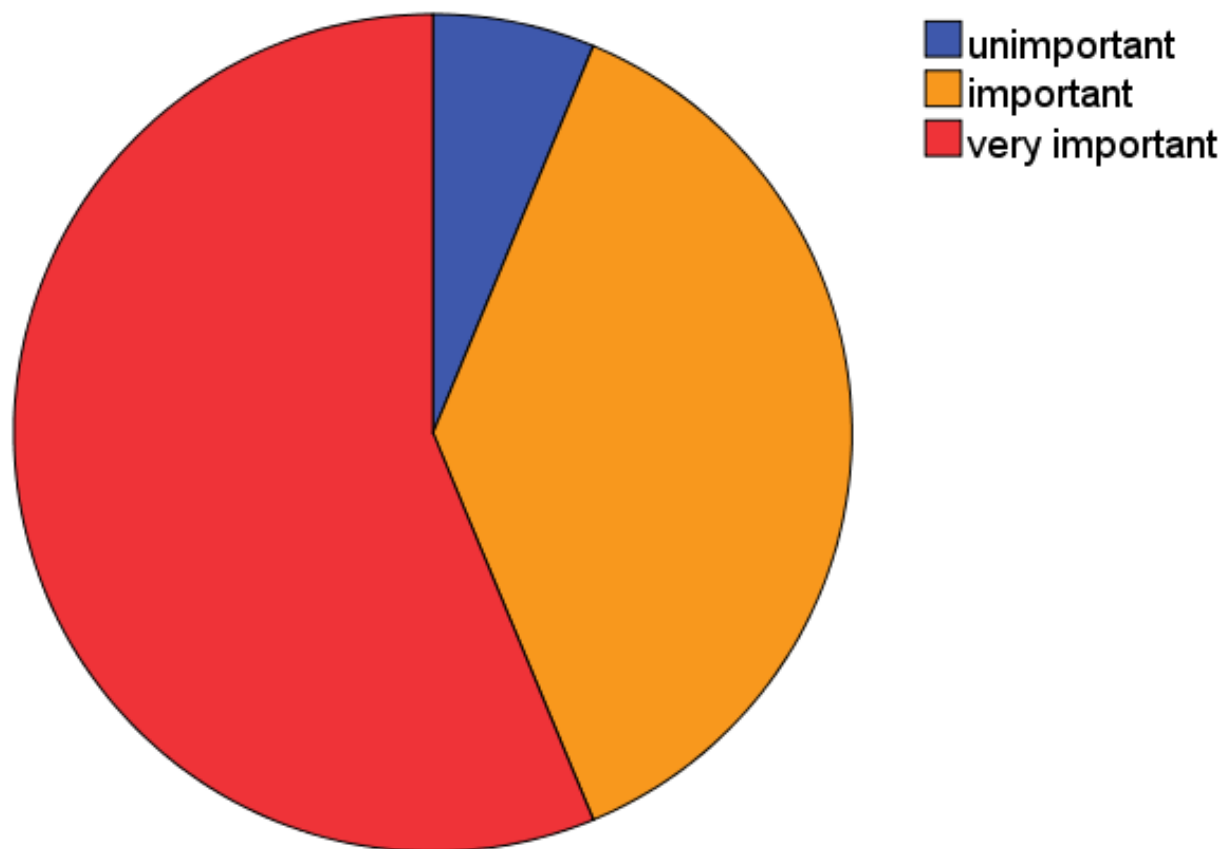
Themes of 'universal' relevance

- Respect
- Resources
- Efficiency

- Professionalism
- Systems
- Enhancement

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Further common ground

- Considerations of scale

- Personal connections and collective action

- Responsibility, citizenship and stewardship

- Relevance to discipline yet interdisciplinary

- Local relevance/community
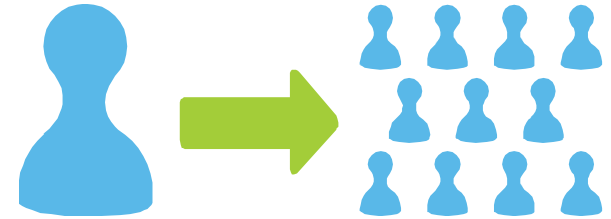
Issues for further consideration

- Explicit sustainability content?

- Do we need a common lexicon?

- Role of professional bodies

- Uncertainty

- Identity

Feedback/discussion most welcome!

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