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# Utilising the ESD Agenda to

# Institutionalise PRME:

# A case study of the University of the West of England, Bristol

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# Presentation overview

- What does 'institutionalised' look like?
- ESD
- ESD and PRME
- Outcomes and lessons

# What does it mean to 'institutionalise' an agenda?

- Whole institution
- All stakeholders
- All decisions
- Invisible?

# Education for Sustainable Development (ESD)

- Deals with the well-being of all four dimensions of sustainability
- Engages formal, non-formal and informal education
- Builds civil capacity for community-based decision-making, social tolerance, environmental stewardship, an adaptable workforce, and a good quality of life
- Is interdisciplinary

*(Source: UNESCO, online)*

# 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)*

# Sustainable Development at UWE

‘At UWE Bristol, ...we will support our staff and students to work and live in a sustainable way’

*(Strategy 2020)*



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# ESD at UWE: Curriculum

- All programmes
- All students
- Inputs, outputs and outcomes
- Knowledge, skills and attributes

# Alignment between ESD and PRME

- Sustainability at the core
- Cross-curricula relevance
- Need for interdisciplinary engagement
- Global and holistic scope
- Responsibility, citizenship and stewardship
- Core purpose of HE?



# Differentiating ESD from PRME

- Motivation?
- Identification with disciplines
- Corporation focus
- More explicit focus on economic realm
- Research

# Opportunities

- Legitimises cross- and interdisciplinary working
- Promotes consideration of the contribution of disciplines to ‘society’
- Context for globalising curriculum
- Strengthens links within institution and with external partners

# Challenges

- Crowded curricula
- Lack of understanding, staff time and capability, student demand
- Discipline identities
- Other agendas

# Current agendas in HE

- Employability
- Equality and diversity
- Professionalism/practice-based learning
- Internationalisation
- Digital capability and agility



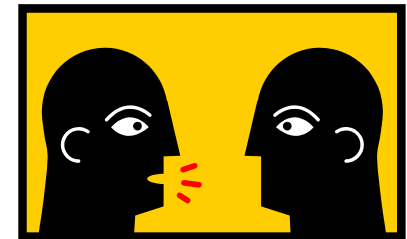
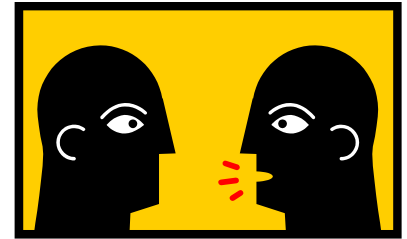
# Influences on curriculum

- Validation bodies and benchmark statements
- Staff interest and capability
- Student demand
- Developments in profession
- Professional body criteria

Institutional priorities

# Engagement: How?

- Find common ground
- Demonstrate bigger picture
- Talk and facilitate talking
- Listen and facilitate listening



# Outcomes

- Better understanding of scale of knowledge and practice across institution
- Renewed enthusiasm and engagement
- Shared ownership of agenda across staff groupings



# More outcomes!

- Better social networks and integration – rethinking who 'we' are
- New systems, resources and activities
- Curriculum change?



# What next for UWE?

- Breaking down more barriers
- Awareness raising (ESD and PRME)
- Resource and mapping projects
- Processes and networks
- Modes of teaching, learning and assessment
- The whole curriculum experience
- Role of employers and local community

**Thank you for your attention!**

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**Feedback/discussion most welcome!**