

**ucm** *cymru*  
undeb cenedlaethol y **myfyrwyr**

**nus** *wales*  
national union of **students**

Ensuring Inclusive Education

# Overview

In this session we will look at:

- Why we need a sustainable curriculum and how to achieve it
- Liberating education
- How Bangor Students' Union are liberating the curriculum

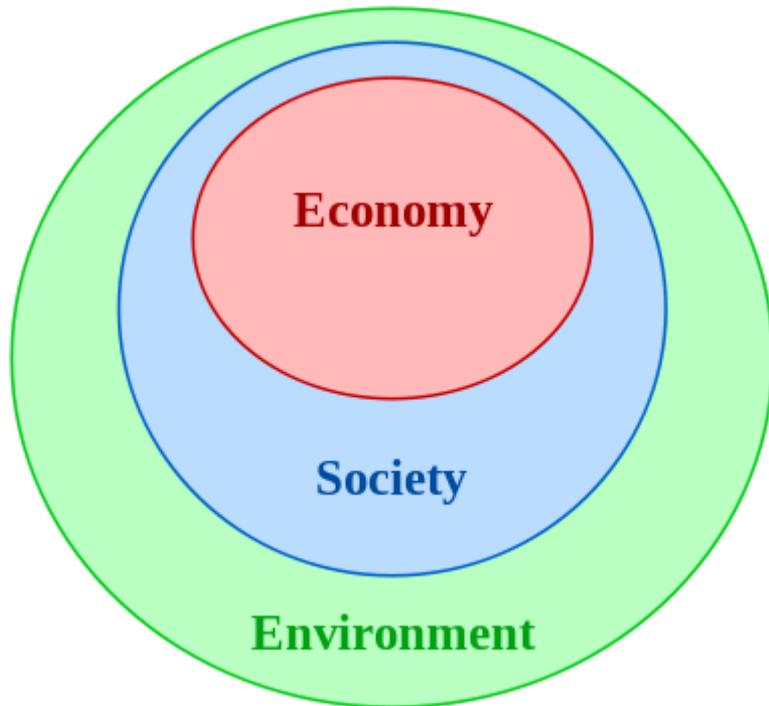


**3%** of people attend university  
but they take up **80%** of the  
leadership positions.

Chuck Hopkins, UNESCO Chair



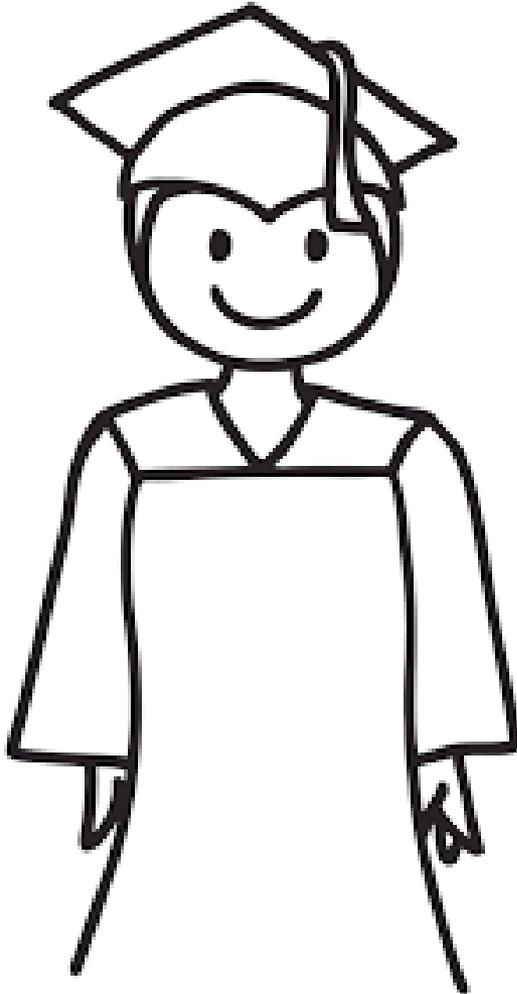
# Sustainability & global citizenship



"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

- *UN Decade of ESD 2005-2014*

# Who do you want to be when you graduate?



Draw your 21<sup>st</sup> century graduate

Use **symbols and drawings** (not words!) to show what **skills, knowledge,** and **attributes** you would expect or want them to have

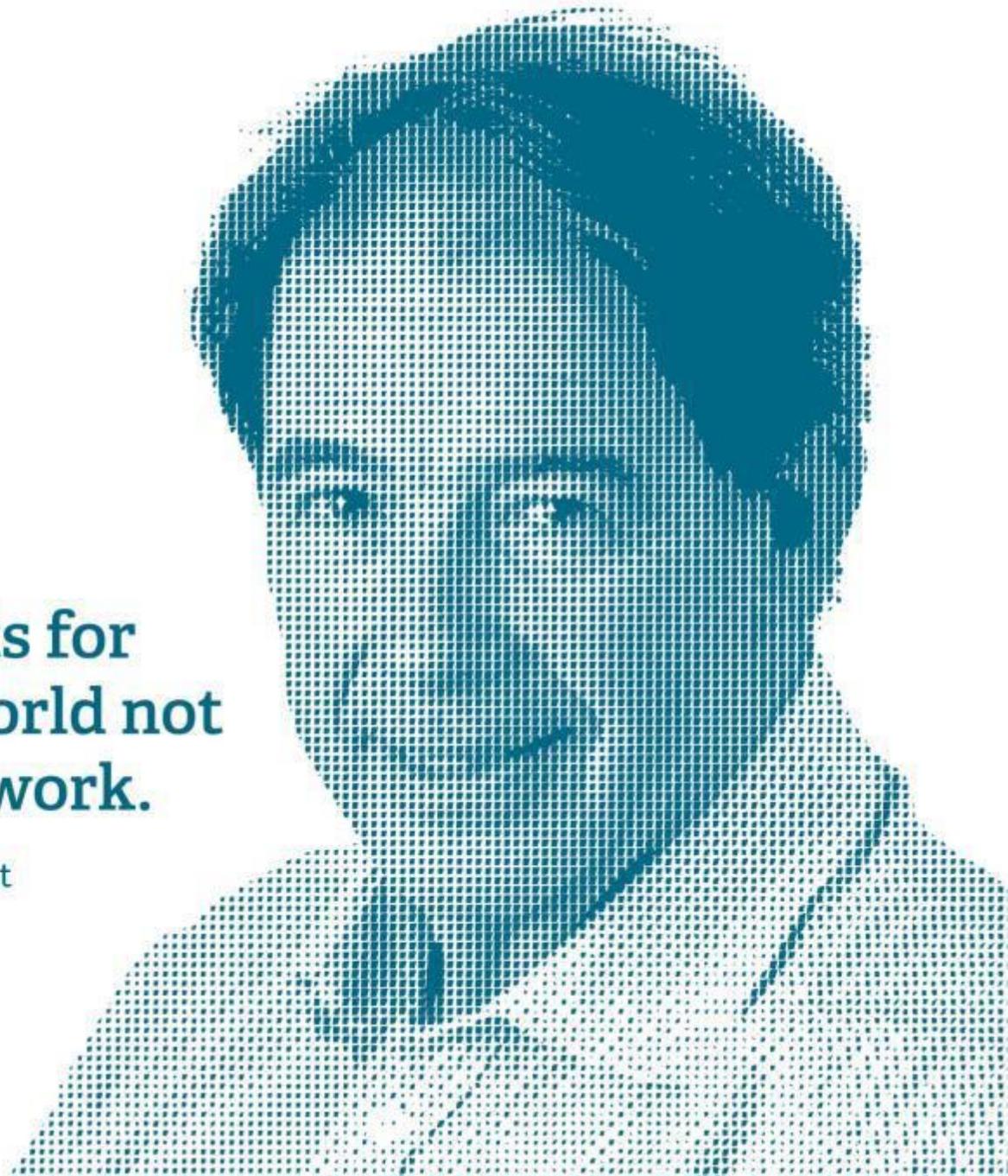
# Skills for the 21<sup>st</sup> century

- Leadership (in various forms!)
- Global citizenship
- Intercultural communication and understanding
- Work in interdisciplinary teams
- Managing risk and uncertainty
- Systems thinking, creative and holistic thinking
- Problem solving skills
- Personal and professional self-reflection
- Understand and adopt ethical values
- Initiate and sustain transformative actions
- Initiate and manage change
- Compassion and emotional and intelligence
- Humility and curiosity
- Interpersonal skills, social skills, and relationship building
- Confidence



Preparing students for  
the work of the world not  
just the world of work.

Sir Jonathon Porritt, Environmentalist



# What is ESD?

**Education for sustainable development** is the process of equipping students with the **knowledge and understanding, skills** and **attributes** needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations.

*HEA QAA ESD guidance 2014*



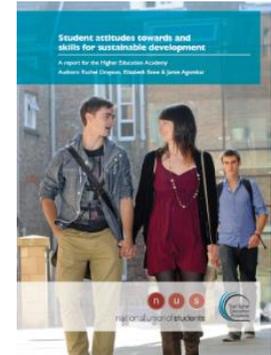
# Student demand

**85%** of students consistently agree or strongly agree that **“sustainable development is something which universities and colleges should actively incorporate and promote”**

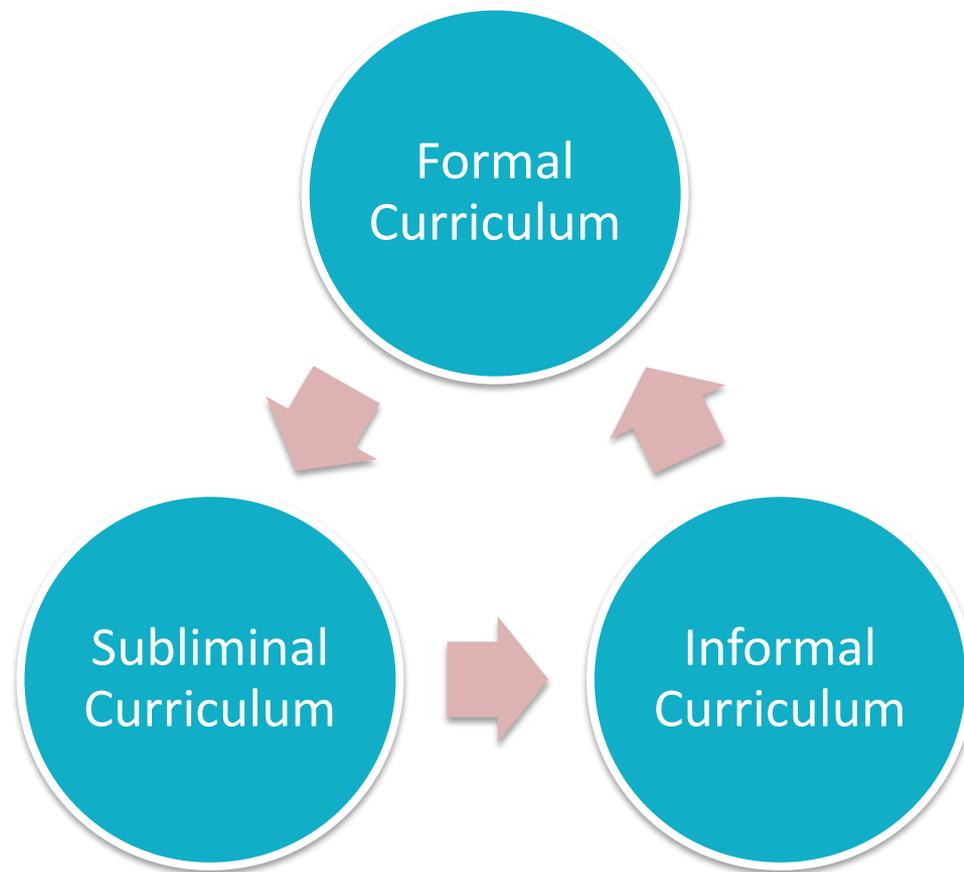
**70%** of students consistently agree or strongly agree that **“sustainable development is something which university and college courses should actively incorporate and promote”**

**60%** of students consistently agree or strongly agree that **“sustainable development is something which I would like to learn more about”**

**66%** of students say they would **“willingly be paid £1000 less per year** if the company they worked for had a good environmental and ethical record”



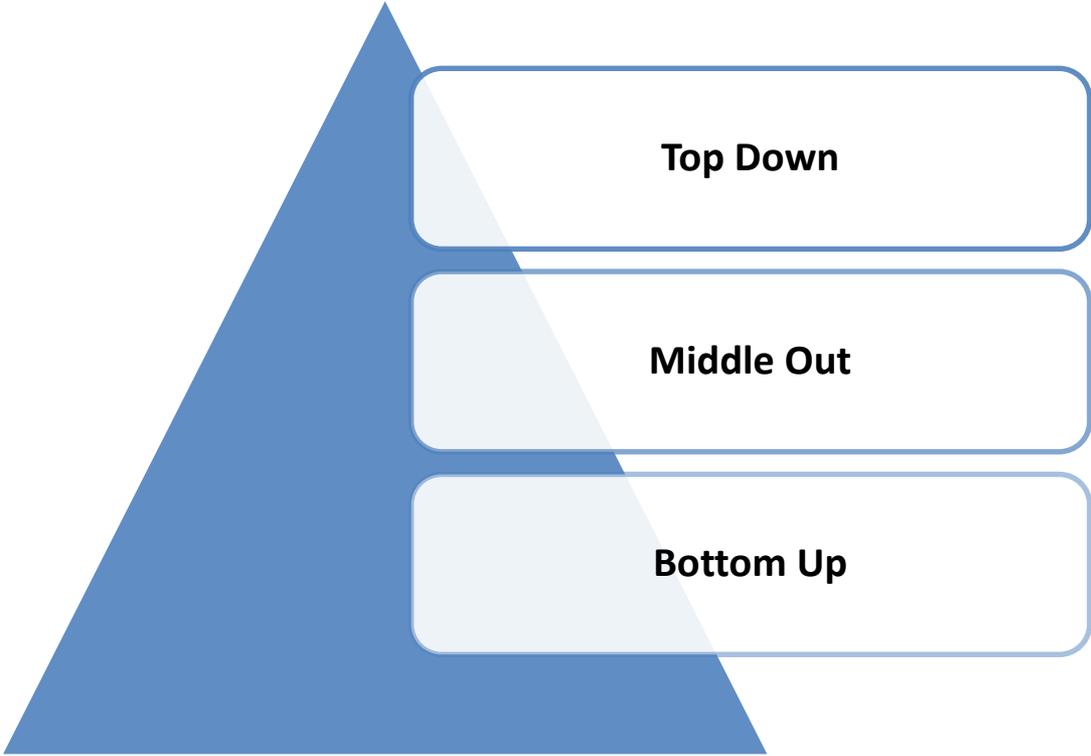
How do we embed this in student learning?



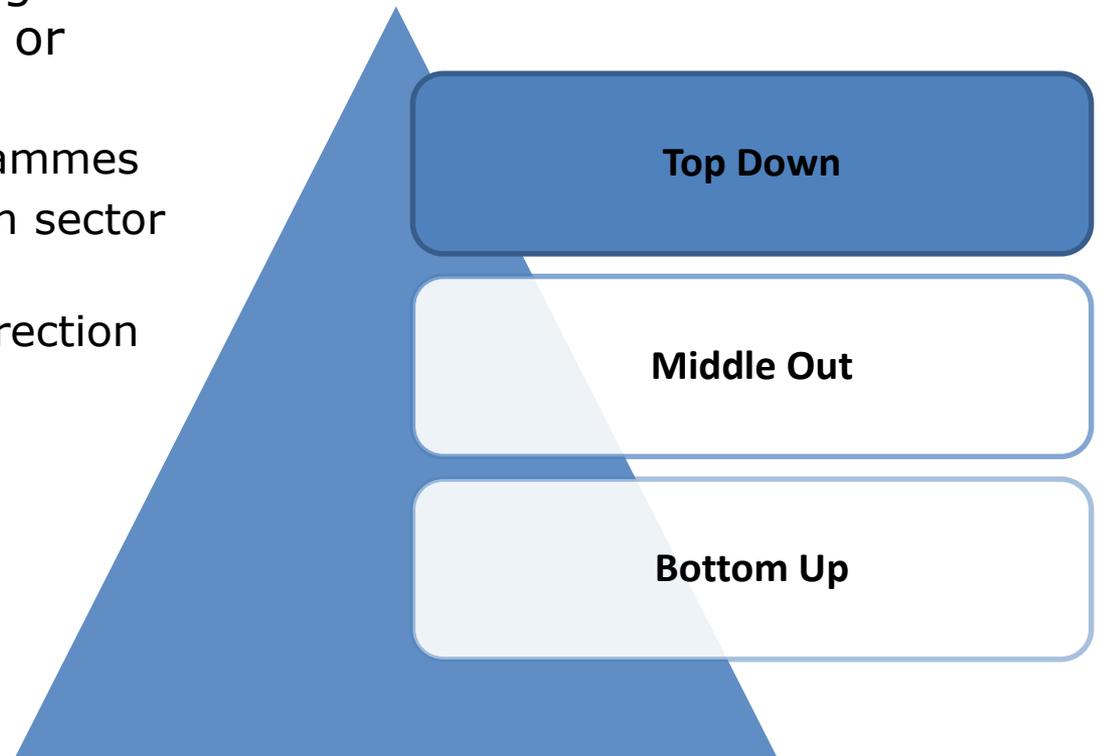
# The task of the educator is to provide an environment in which:

- Divergent views can be shared and explored in a safe environment,
- There are opportunities for deep and critical reflection on students' own perspectives and what has influenced their thinking and practices in this area,
- Democratic and participatory learning approaches are modelled,
- Interdisciplinary approaches, systems thinking and holistic thinking are encouraged,
- Teaching, learning and assessment activities are linked to real-life concerns.

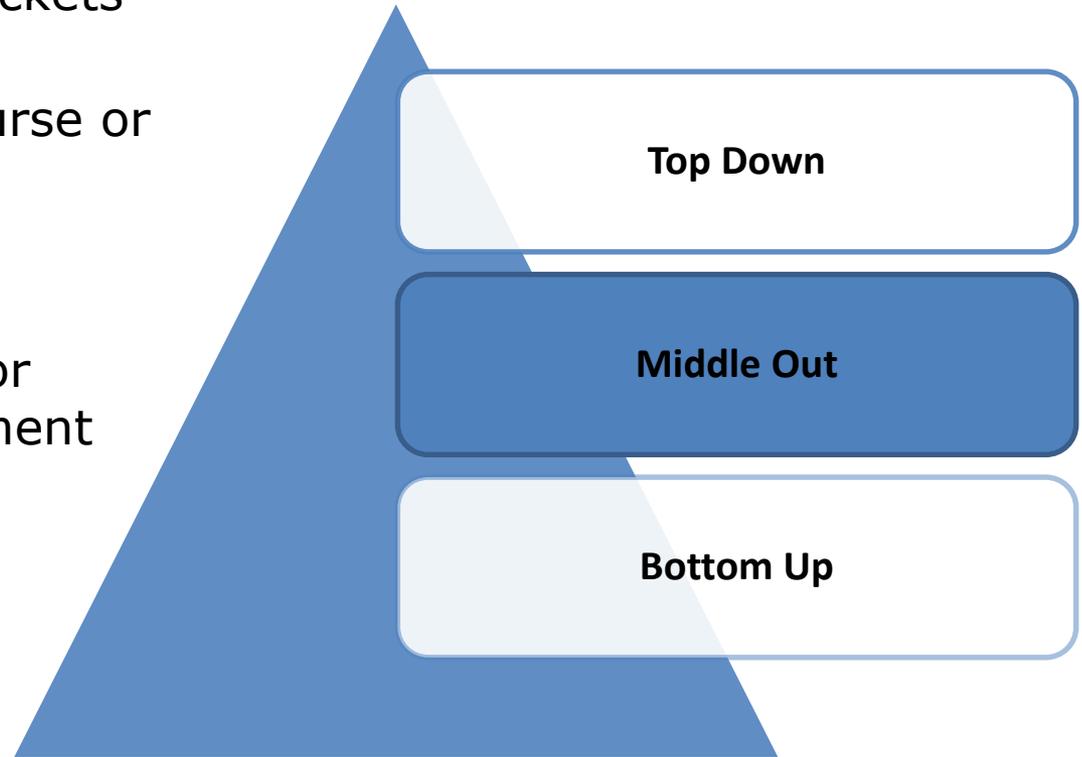
*HEA QAA ESD guidance 2014*



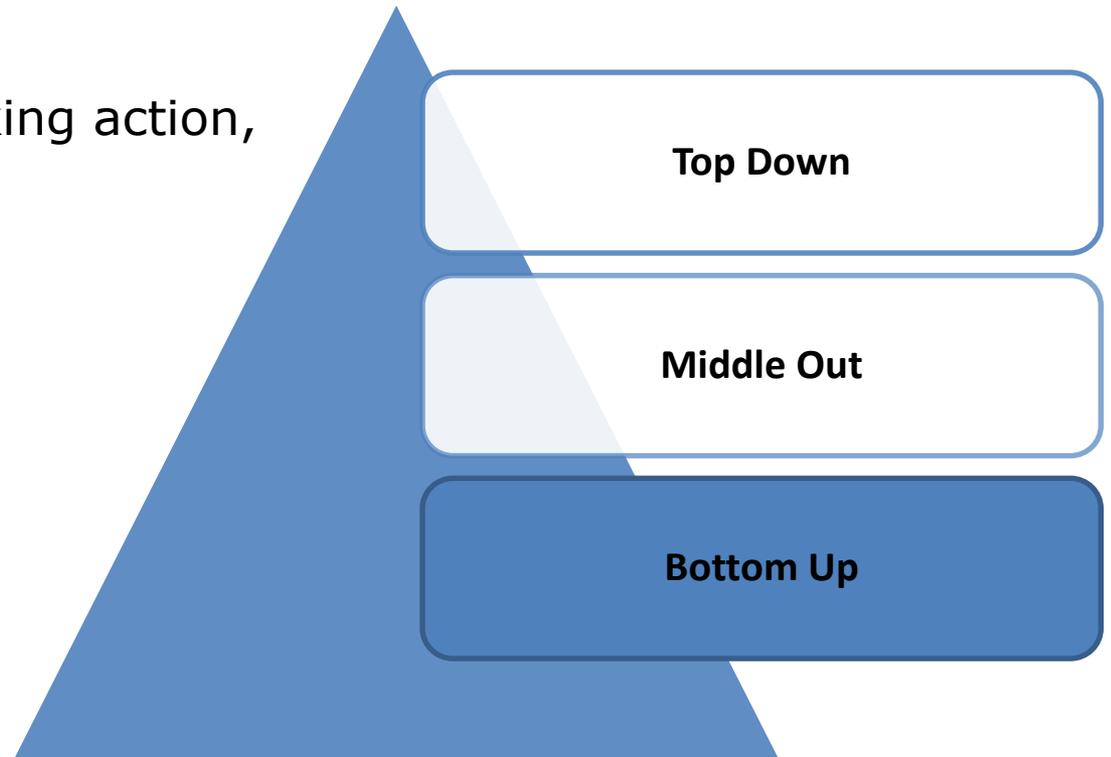
- Change facilitated through senior management-led or external initiatives
  - External change programmes
  - Guidance or policy from sector organisations
  - Senior leadership or direction within the organisation



- Change driven through pockets of good practice, e.g.:
  - Within a particular course or department
  - Led by an individual academic
  - Facilitated by the SU or Sustainability Department *alone*



- People on the ground taking action, e.g.:
  - Students
  - Societies



... is an **accreditation mark and supported change programme** for a whole-institution approach to environmental sustainability and social responsibility. It spans the formal and informal curriculum and is applicable to both further and higher education.

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**Responsible  
Futures**

# Responsible Futures

- **Partnership** between the SU and the college/university
- Supported cohort approach
- Set of **best-practice criteria** to facilitate change within the formal and informal curriculum
- **Student-led** audit facilitated by NUS to measure impact and determine accreditation level
- **23 partnerships** have achieved or are working towards accreditation to date

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**Responsible  
Futures**

# South Lanarkshire College

- SA officers are regular participants in Boards across the institution. From the Academic Board to the Quality Audit Group, students are able to relay their experiences in their learning environments
- This is fed into surveys and incorporated into developments for future years, and is now shared with the student population so they are able to further reflect on their findings
- Campaigns continuing to be launched on campus e.g.
  - Health week
    - health MOTs,
    - skincare training for construction workers,
    - financial health
    - wider campaign to discount healthy food - offset by increased price of unhealthy food
    - free food from 2pm on Friday to discourage food waste
    - expressing areas for students who breastfeed now available with discounts at nursery
    - free sanitary towels available



South  
Lanarkshire  
College

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East Kilbride

# Student Eats

**Student led food based social enterprises - start up costs (up to £1000) and mentoring – APPLY NOW**



# Informal or formal curriculum



Swansea uni –  
farmers' market as  
part of a business  
course

<http://sustainability.unioncloud.org/student-eats/start-a-food-enterprise>

Informal curriculum – tackling issues of sustainable food and social justice i.e. Keele food co-op



# Vision for our sustainability work

1. Students' unions as hubs of sustainability
2. Students leaving tertiary education as part of the **solution** to sustainability challenges rather than part of the problem



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Responsible  
Futures

# Global Context



**1** NO POVERTY



**2** ZERO HUNGER



**3** GOOD HEALTH AND WELL-BEING



**4** QUALITY EDUCATION



**5** GENDER EQUALITY



**6** CLEAN WATER AND SANITATION



**7** AFFORDABLE AND CLEAN ENERGY



**8** DECENT WORK AND ECONOMIC GROWTH



**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE



**10** REDUCED INEQUALITIES



**11** SUSTAINABLE CITIES AND COMMUNITIES



**12** RESPONSIBLE CONSUMPTION AND PRODUCTION



**13** CLIMATE ACTION



**14** LIFE BELOW WATER



**15** LIFE ON LAND



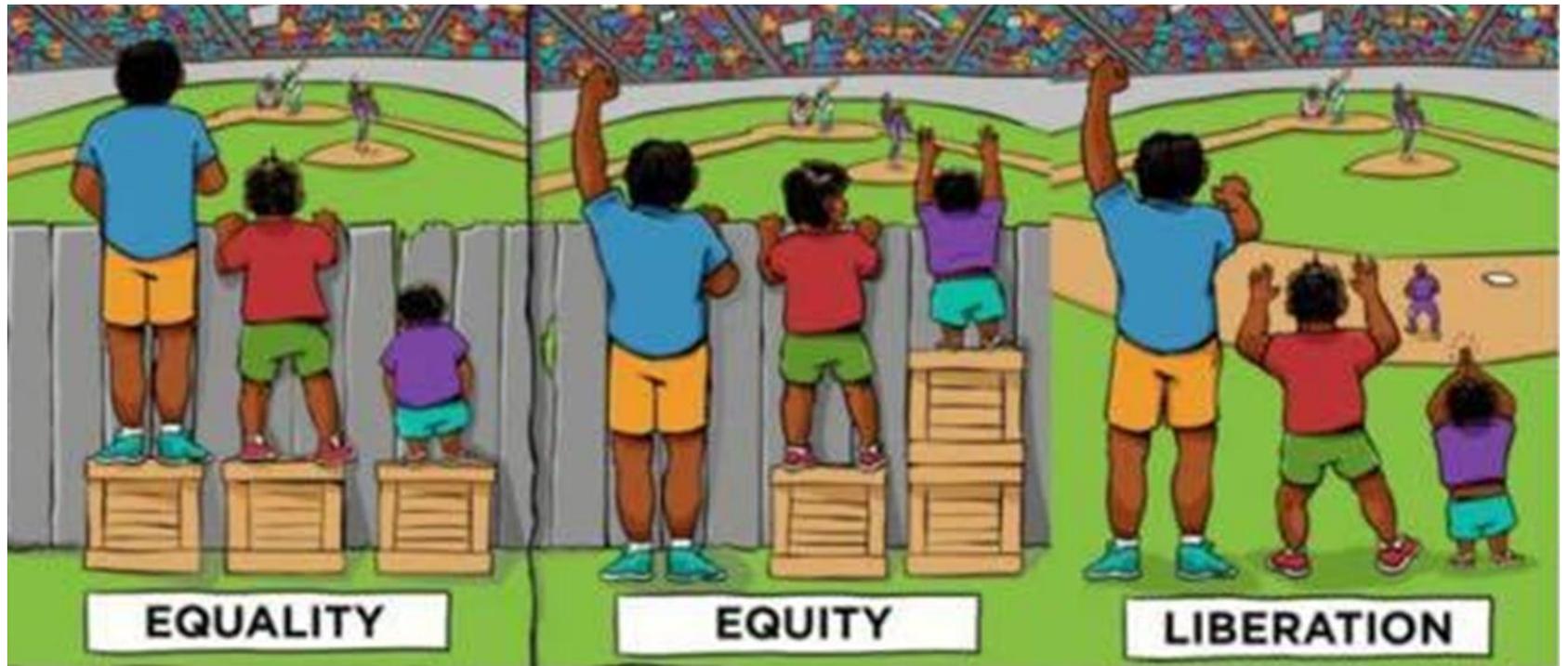
**16** PEACE, JUSTICE AND STRONG INSTITUTIONS



**17** PARTNERSHIPS FOR THE GOALS



# Liberation



# Liberation

Liberation is: The seeking of equal status and freedom from all forms of oppression

Liberation is important to NUS because discrimination against students' identities can affect their participation, achievement, retention and progression in education.

# Liberate my Degree

- Everyone should have the right to access and succeed in Higher Education, no matter what their background or characteristics
- Recognising, valuing and taking account of people's different backgrounds, knowledge, skills, needs and experiences.
- The curriculum should not disadvantage any student



What are you going to make?

<https://www.youtube.com/watch?v=Y8DBwchocvs&feature=youtu.be>

# What do we mean by curriculum?

- Syllabus
- Learning environment
- Delivery of course and support provided
- Assessment

# Why is it important: educational environment

- 23% of Black Students described their learning environment as clique, 17% as isolating and 7% as racist.
- One in 10 trans students never feel comfortable to speak up in class.
- Almost one in four women do not feel confident to speak up in the classroom.
- 16% of incidents of sexual harassment occur in a learning environment

# Why is it important: assessment

- Black students report low levels of satisfaction with assessment and feedback.
- Need for anonymous marking
- Inaccessible/ poor communication of standards or criteria used for assessment

# Why is it important: attainment

- In 2013, there was a 16.1% gap between the numbers of 2:1 or 1st degrees awarded to White UK-domiciled and BME UK-domiciled students.
- Students with a disability who receive DSA are more likely to receive a 1<sup>st</sup> or a 2:1 than students with a disability who do not receive DSA

# Privilege Walk



# Students shaping their education - feedback



**ANNUAL STUDENT SURVEY**



**STUDENT LED TEACHING AWARDS**

**Three Years Later Project**

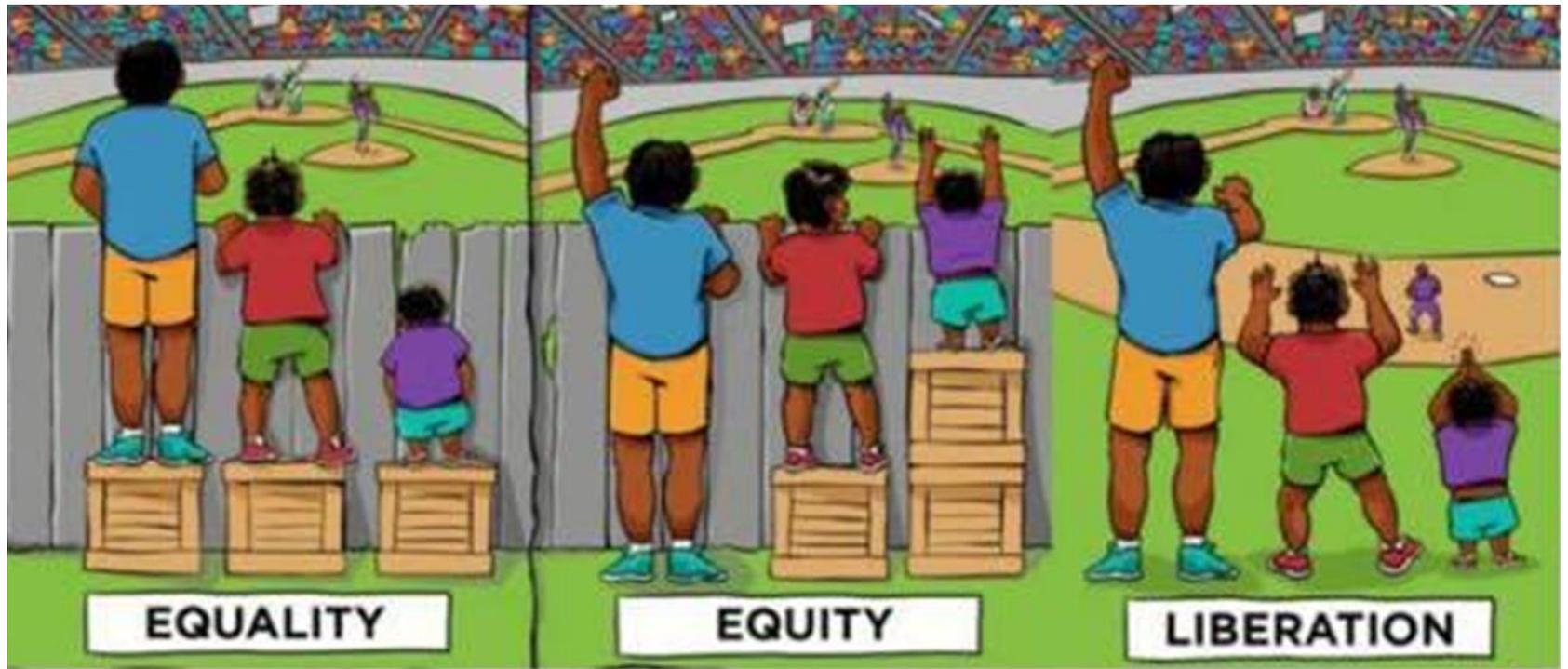
# Students shaping their education – curriculum design

- Student Lead Teaching and Learning Strategy
- NSS Action Plan Days
- Curriculum audits
- Curriculum reviewers
- Students involved in IQA processes
- Students involved in re-validation processes
- Course rep training

# Solutions

- Students as active partners
- TEF: re-analysing teaching quality
- Equipping students to analyse their own education
- Mid-module feedback sessions
- Involving students in co-curricula design
- Working with Students' Unions on NSS action plans
- Work with Students' Unions to analyse the data collected through Student Lead Teaching Awards
- Curriculum Audits

# Inclusive Education



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Diolch!