

**Author:** Dr Tania Dias Fonseca

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## **Course UN Sustainability Development Goals and Fairtrade**

### **in the curricula Report**

#### **Context**

In 2021, the members of our university community embarked on a significant journey with the launch of our Sustainability Plan. As part of our new Town House Strategy, the university's core mission is to pave the way for a more sustainable future, aligning with the UN SDG Accord, of which KU is a proud signatory. This is a collective effort, and each one of us has a crucial role to play in this endeavour.

The reporting period was between 13 November and the 31 March to give more course leaders a chance to submit their reports.

#### **Data analysis**

The data analysis on addressing the SDGs in courses provided by course leaders was conducted by the Strategic Academic Lead.

The content and descriptive statistical analysis was performed for each faculty, excluding collaborations/partnerships and courses that were identified by Associate Deans, the faculty planning teams and Student Recruitment & Admissions team as non-existent or closed in 2023-2024. It also looked at Fairtrade, ethical and just production and consumption.

Finally, in many cases, course leaders did not provide the information requested or gave overly general information such as *delivered online and face-to-face; delivered on campus, delivered in the classroom* as a response to the questions "Where is this delivered? You should identify the module(s), which should be core for all students." and "How is this delivered? Please outline the relevant teaching, learning and assessment activities.", missing the opportunity to detail on how and where the SDGs are addressed in the course.

#### **Findings**

The findings on the entire institution are presented first, providing a holistic view of the current situation. This is followed by faculty-specific data, including a link to each faculty's submissions, allowing for a deeper understanding of their individual approaches and resource utilisation.

### Whole institution

A total of 177 (67.05%) course leaders submitted their report, out of an expected 264 submissions. This is a significant improvement on the sustainability mapping exercise carried out in January 2023, where only 38 course leaders responded.

Among the submitted reports, a substantial majority, 78.5%, indicated that efforts have been made to address at least two SDGs on the course, underscoring KU's strong commitment to sustainable development. A small percentage, 7.3%, reported not addressing any of the SDGs, as shown in the following table.

Table 1 - Percentage of SDGs addressed in the course programme

N= 177	Total %
<b>None</b>	7.3
<b>At least one</b>	92.7
<b>At least two</b>	78.5
<b>More than two</b>	20.3

Per faculty, the FHSSCE and KSA have more courses addressing at least two SDGs, while FECE and KSA have more courses addressing more than two SDGs, as described in the table below.

Table 2 – Number of SDGs addressed in course programmes by faculty

	HSSCE n=64	FBSS n=35	FECE n=25	KSA n=53
<b>None</b>	5	1	4	3
<b>At least one</b>	59	34	21	50
<b>At least two</b>	50	29	19	41
<b>More than two</b>	6	5	10	15

In terms of which SDGs are most common, the figure below shows that the most common are SDG 3 – Good Health and Well-being; SDG 10 – Reduce Inequalities; SDG 13 – Climate Action; and SDG 16 – Peace, Justice and Strong Institutions, while the least common are SDG 7 – Affordable and Clean Energy followed by SDG 14 – Life below water and SDG 17 – Partnerships for the goals. These results are aligned with the mapping of all programme specifications and module descriptors conducted in early 2023 (please see here [cdn.kingston.ac.uk/documents/user-upload/kingston-university-b010952ab8f-mapping-un-sdgs-march-2024.pdf](https://cdn.kingston.ac.uk/documents/user-upload/kingston-university-b010952ab8f-mapping-un-sdgs-march-2024.pdf)), with the exception of SDG 10, which was not identified as one of the main SDGs addressed in teaching at KU in the 2023 mapping exercise.

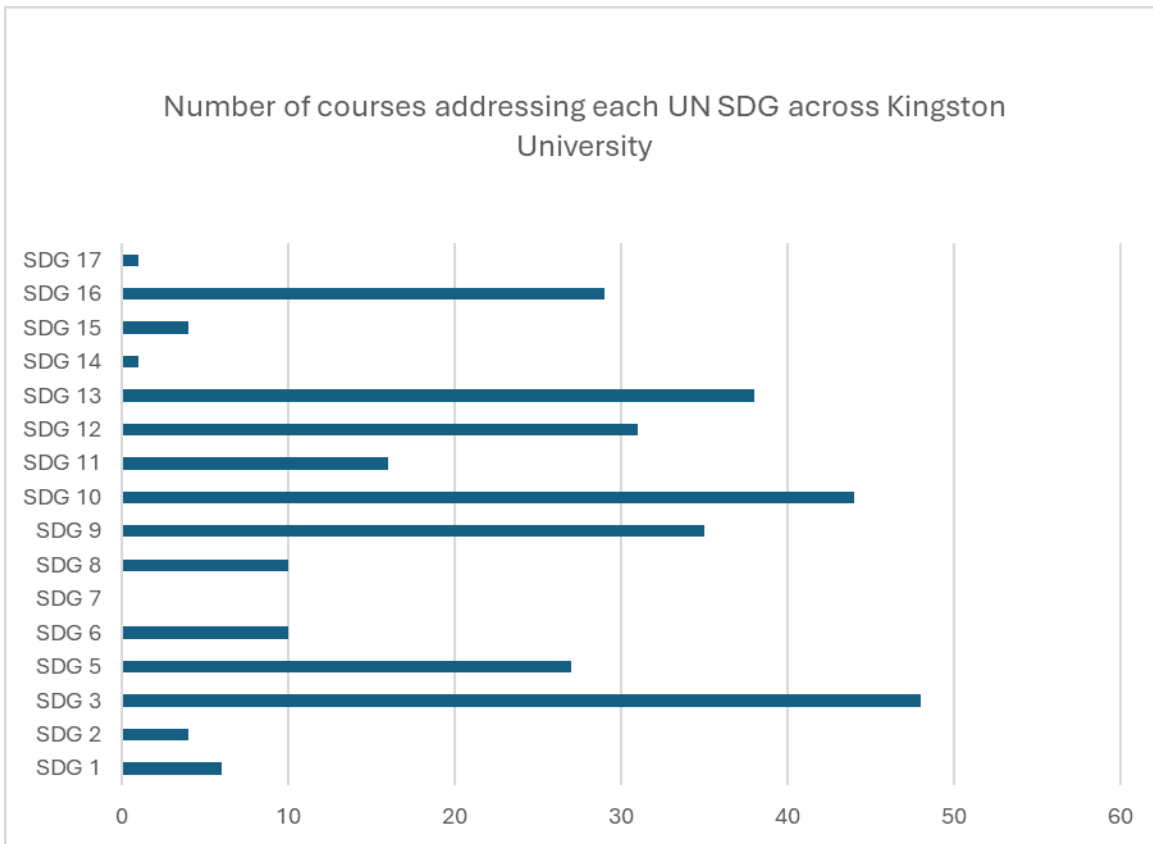


Figure 1- Whole institution SDG frequency

To understand how sustainability is being understood and addressed, where, and with what resources, the findings were analysed based on what each course leader submitted and, based on the literature (e.g., AdvanceHE, 2021, Friman et al, 2018, Lim et al, 2022, Mokski et al, 2023), a level of maturity was assigned to the course. This enables us to evaluate and report on our Sustainability Plan targets and what SDGs we are addressing and provides potentially useful insights for designing further staff support and student opportunities. Reading through the claims, it became clear that some courses address not the SDG goals, indicators and strategies, but only the general topic of the SDGs.

The analysis also identified courses that, although they reported the SDGs addressed on the course, did not provide information on how they are addressed. An example of this is this full response “Lectures, Tutorials, Casework, Courtroom Expert Witness Testimony Examination, Practicals, Report Writing, Crime Scene Investigation” to the questions *How is this delivered? Please outline the relevant teaching, learning and assessment activities.*

The table below describes each of the levels of maturity.

Table 3 – Institutional level of course SDG maturity

Level of maturity		Total %
	<b>SDGs are not addressed in the course</b>	7.3
<b>A</b>	<b>Level 0</b> - It is unclear how the information submitted relates to the SDGs or there was not enough information to make a judgment.	31.1
	<b>Level 1</b> - SDGs are addressed superficially in learning and teaching and in a way that is very focused on the discipline. Not assessed.	3.4

<b>B</b>	<b>Level 2</b> - SDGs are addressed in learning and teaching in connection to real-world situations, but not in assessment.	10.2
	<b>Level 3</b> - SDGs are addressed holistically and in connection to real-world situations, in learning and teaching and in assessment.	19.8
<b>C</b>	<b>Level 4</b> - SDG targets and indicators are fully embedded in learning and teaching, but no information if they are assessed	2.3
	<b>Level 5</b> - SDG targets and indicators are fully embedded in learning, teaching, and assessment.	26.0

Table 4- Level of course SDG maturity per faculty

Course UN SDGs level of maturity per faculty					
		HSSCE n=64	FBSS n=35	FECE n=25	KSA n=53
	<b>No SDGs</b>	5	1	4	3
<b>A</b>	<b>Level 0</b>	24	8	6	17
	<b>Level 1</b>	2	1	0	3
<b>Awareness</b>	<b>Level 2</b>	14	3	0	1
	<b>Level 3</b>	10	12	2	11
<b>Change</b>	<b>Level 4</b>	1	0	1	2
	<b>Level 5</b>	8	10	12	16

Where and how are these delivered and what resources do you use:

While in some cases, the information in this section of the report was quite vague or non-existent, the distribution of the SDG indicators, targets, the SDGs themselves, and just the overall topic of SDGs differed across courses and faculties. The table below shows the distribution of SDGs across modules on courses throughout KU.

Tabel 5 – Where SDGs are addressed in the course.

Number of modules that address SDGs per course	
One module	46
Two modules	27
Three modules	28
Four modules	24
More than five modules	28
No information about the number of modules	11
The course does not address the SDGs	13

**References**

AdvanceHE and QAA (2021), "Education for Sustainable Development Guidance", AdvanceHE, available at: <https://www.advance-he.ac.uk/knowledge-hub/education-sustainable-development-guidance> (accessed 19 March 2024)

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