

LTC11D075

**Title:** *Greening tomorrow's leaders: Designing sustainability curricula across disciplines at UEA*  
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### Issue

A teaching fellowship has been granted to explore the best way to develop sustainability education as part of students' academic experience at UEA. The project aims to position UEA for excellence in interdisciplinary curriculum design, by building on existing practice and the university's USP around climate change, global issues and creativity.

A review of the literature on best practice, and on student and employer demand will be circulated in late May.

### Recommendation and Timing

The recipients are invited to:

1. Assist in a mapping exercise to identify a baseline of 'education for sustainability' teaching in all Schools (May)
2. Identify representatives from each academic department with expertise or interest to join a working group (May/June). This group will adapt or develop conceptual models identified in the literature review (draft to be released late May) for the relationship between 'sustainability' and the existing curriculum.

### Resource Implications

None at present

### Risk Implications

N/A

### Equality and Diversity

N/A

### Further Information

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## **Background**

As part of a period of significant change in the HE sector, HEFCE and HEA have called on universities to embed sustainable development more strategically into the overall student experience. This means using learning, teaching and curricula to ensure that graduates are globally-aware and sustainability-literate<sup>i</sup>.

'Greening Tomorrow's Leaders' is a university-wide collaboration to develop curricula which would allow every UEA student to graduate with the ability to articulate a sustainability 'perspective' relevant to their field of study, and to describe its relationship to other 21<sup>st</sup> century issues. The goal is to position UEA for excellence in teaching and collaborative curriculum design in the field of education for sustainability.

## **Discussion**

Questions/concerns about the value or viability of the project to be voiced for consideration by Stefi Barna.

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<sup>i</sup> HEFCE's recent strategic plan on sustainable development in higher education states: 'Within the next 10 years, the higher education sector in this country will be recognised as a major contributor to society's efforts to achieve sustainability - through the skills and knowledge that its graduates learn and put into practice, its research and exchange of knowledge through business, community and public policy engagement, and through its own strategies and operations.'(HEFCE 2008/18). It also recognizes the student body as a valuable partner and has committed to support the Higher Education Academy's work to identify and share good practice in sustainable development in the curriculum. (See Appendix A). HEA has committed to help institution and subject communities develop curricula and pedagogy. The HEA 'Green Academy' (2011) has worked with eight universities to embed sustainability curricula throughout the university and other HEIs have been identified as centres of excellence (Bristol, Canterbury Christ Church, Gloucestershire, Keele, Kingston, Nottingham, Plymouth, Southampton, Swansea, Trinity St David, Worcester).