

Case Study

Curriculum Audit Project 2014-15

Key Points

- The self-evaluation tools were rolled out across all five academic Schools for the first time during the academic year 2014-15.
- This case study provides an initial indication of the progress being made towards the objective of embedding sustainable development and internationalisation within programme curricula across Cardiff Met. University.

Staff engagement

Overall, Programme Director engagement with the self-evaluations was good. In total, 54 (c73%) Programme Directors completed the Sustainability Self-Evaluation, whilst 48 (c65%) undertook the Internationalisation Self-Evaluation. It is recognised that September was not an ideal time for Programme Directors to reflect on their curricula and that this may have affected the completion rate.

Areas of strength/good practice

Some examples of practice were excellent and will be shared within, and across Schools. In particular, responses to the sustainability questions indicate that ethical issues are well embedded within programme curricula and that a large proportion of programmes utilise interactive, participatory learning and teaching methods. Most programmes reported some engagement with internationalisation across all the questions asked, and several reported well embedded engagement. Where Programme Directors indicated that aspects of sustainability and internationalisation were partially embedded, they often identified in their open text responses plans and ideas for future development.

Aspects of sustainability and internationalisation that could be developed

Employability and personal development planning. Within both self-evaluation tools, a large number of programme directors responded that links between internationalisation/sustainability and students' skills/employability were not explicit. Active and explicit engagement with graduate attributes is important in enabling Cardiff Metropolitan University graduates to understand and articulate the skills and attributes they have developed throughout the course of their academic programmes to future employers. Responses to both self-evaluations indicate that sustainability and internationalisation are typically not explicit within programme documentation (including those programmes with evidence of excellent practice).

Suggestions for developing internationalisation and sustainability across the university

Linking members of staff or programme teams (e.g. for purposes of interdisciplinary working to develop sustainability conceptions, and to share ideas of internationalisation generally) could lead to further developments within these areas. This would include addressing any 'gaps' in practice, such as how to ensure that sustainability and internationalisation issues are more explicit for students. The themes of sustainability and internationalisation should be addressed more explicitly through the cycle of periodic review. The ways in which academic programmes support the development of graduates attributes are examined during the review process and therefore student panels could be asked questions that specifically relate to the development of sustainability and internationalisation skills. Responses to the HEA Student Engagement Survey, which includes questions around students' knowledge, skills and experiences in relation to sustainability and internationalisation will indicate whether students recognise the ways in which their programmes of study support them in becoming sustainable, global citizens.

Recommendations

Cardiff Metropolitan University continues to monitor the extent to which sustainability and internationalisation are embedded within programme curricula through the use of the self-evaluation tools. The self-evaluation outcomes for 2014-15 are used as a benchmark and that a re-evaluation of education for sustainable development and internationalisation is carried out towards the end of the 2015-16 academic year in order to gauge progress. The outcomes of the self-evaluations are being used to inform two new workshops around education for sustainable development along with the development of a second tool which will collate case studies of best practice types and enable easy and continual access among staff seeking to develop their ESD provision. which are currently being developed by LTDU. The audit process will continue to be reported via the EMS under the Learning and Teaching aspect.

