Strathclyde comments:

- While QA processes, procedures and practices may have been designed to be purposely flexible to accommodate and perhaps even promote and encourage innovation, mainstreaming ESD within institutions needs these 3 Ps to go further to become more proactive in creating an enabling environment for the mainstreaming of ESD within institutions, by identifying and implementing any necessary adaptations required **to explicitly include ESD** in relevant areas of academic governance, frameworks, policies, and quality and education enhancement processes.

- We are developing a mapping tool that will seek to determine to what extent SDGs are embedded in a module/programme (i.e. mentioned, some explicit mention or extensive focus). Also asked to what extent our own defined entrepreneurial skills and UNESCO defined ESD competencies are exercised in students within modules. This is part of our attempt to gauge 'compliance' with QAA Subject Benchmark Statements. It will, however, also serve to identify gaps in embedded ESD and the distance from mainstreaming, which can then be addressed during curriculum/module/programme reviews, which will require appropriate QA guidance in place.