Module Descriptor

Title	Education for Sustainability		
Session	2025/26	**Status**	
Code	EDLR11010	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	N Aviles Nunez		

Summary of Module

This module responds to the current global concerns regarding ecological, human, and economic health and vitality. A sustainable future envisions a future founded in social and economic justice, environmental responsibility and the acknowledgement for cultural diversity. Education is vital in both responding to these concerns as well as helping to visualise a more equitable and harmonious future. Education for sustainability encompasses vision of equity, social justice and inclusion but also critiques the status quo and global agendas of development. Students will gain sustainable literacy as well as critically exploring ethical and behavioural issues.

• Exploring/Unpacking global agendas of sustainability, SDGs

• Local and global responses to sustainable education.

• Environmental, Economic and Social sustainability.

• Education paradigms for sustainability and global citizenship

• Pedagogical approaches in Education for Sustainable Development (ESD).

• Sustainable Futures and Systems Thinking

• Participatory learning and living, and the 'commons'

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)
Terms for Module Delivery	Term 1 ☒	Term 2 ☒	Term 3 ☒
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐

Learning Outcomes	
L1	Demonstrate understanding and knowledge of related areas, a range of theories, concepts and principles of Sustainability and Education for Sustainability.
L2	Develop awareness and understanding of related topical issues with environmental, social, economic sustainability.
L3	Critically review, consolidate and extend knowledge, skills, practices and thinking in the field of education, considering issues of sustainability.
L4	Undertake critical evaluations of a wide range of evidence to communicate and analyse, using appropriate methods and issues related to education for sustainability.
L5	Draw on critical reflection of local and global contexts, your own expertise and others' professional roles and responsibilities within the field of sustainability in education.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate a critical understanding of a range of specialised theories, concepts and principles relating to sustainability and education for sustainability
Practice: Applied Knowledge and Understanding	**SCQF 11** Apply knowledge, skills and understanding in using a range of specialised approaches, strategies, practices and/or materials that are at the forefront or informed by sustainable developments in education
Generic Cognitive skills	**SCQF 11** Develop original and creative responses to problems and issues of sustainability. Critically review, consolidate and extend knowledge, skills, practices and thinking in the field of education, considering issues of sustainability
Communication, ICT and Numeracy Skills	**SCQF 11** Undertake critical evaluations of a wide range of evidence to communicate and analyse, using appropriate methods, issues related to sustainability.
Autonomy, Accountability	**SCQF 11**

and Working with Others	Draw on critical reflection of local and global contexts, your own expertise and others' professional roles and responsibilities within the field of sustainability in education.
	Make informed judgements on issues related to sustainability in education.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Independent Study	164
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:
Nolet, V. (2016). Educating for Sustainability: Principles and Practices for Teachers. United Kingdom: Routledge, Taylor & Francis Group.
Feire, P. (2000). Pedagogy of the Oppressed. New York, USA : Continuum
Maina-Okori, N. M., Koushik, J. R., & Wilson, A. (2018). Reimagining Intersectionality in Environmental and Sustainability Education: A Critical Literature Review. Journal of Environmental Education, 49(4), 286-296.
Odell, V., Molthan-Hill, P., Martin, S., & Sterling, S. (2020). Transformative education to address all sustainable development goals. In W. Leal Filho, A. Azzul, L. Brandli, P. Özuyar and T. Wall (Eds.) Quality Education.
Encyclopedia of the UN Sustainable Development Goals

Wals, Arjen E. J., & Benavot, A. (2017). Can we meet the sustainability challenges? The role of education and lifelong learning. European Journal of Education, 52, 404–413. doi: https://doi.org/10.1111/ejed.12250

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Education
Moderator	J Chinnasamy
External Examiner	R Race
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Assessment 1: Lesson Proposal

Each student will develop a potential lesson proposal where they will tackle a sustainable issue within a specific classroom setting for their choice. This written proposal will include a rationale for the pedagogical method based on sustainability frameworks for education. It will

also include an explanation for how the lesson will tackle the sustainable issue in the specific context of their choice, learning objectives and will include references. Time will be given in class to work and present ideas for the proposal.	
Assessment 2	
Assessment 3	
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)	

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Lesson Proposal	☒	☒	☒	☒	☒	100%	36

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

Component 3

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, updated L&T, indicative resources, assessment updated to 1 component	Mar 25	N Aviles Nunez