Module Descriptor

Title	Learning for Sustainability		
Session	2026/27	**Status**	
Code	UGED07006	**SCQF Level**	SCQF 7
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education & Social Sciences**		
Module Co-ordinator	J Isdale		

Summary of Module

This module provides an in-depth introduction to Learning for Sustainability (LfS), focusing on its significance in contemporary education and its alignment with GTC Scotland Professional Standards. Students will engage with, and explore various aspects of, the three core themes of LfS: sustainable development education (SDE), global citizenship education (GCE) and outdoor learning. In addition, the module offers practical experience in outdoor learning, emphasising the importance of extending teaching and learning beyond the classroom to engage with real-world environments and contexts.

Students will be able to demonstrate their understanding of LfS, making links between the core themes and their impact on society, the economy and the environment. This will also allow students to develop a critical awareness of how sustainable development and global citizenship education contribute to shaping more equitable and sustainable futures.

Within the SDE theme, students will explore connections between the United Nations Sustainable Development Goals (SDGs) and critical issues such as environmental sustainability, energy, biodiversity, and climate change.

The GCE theme will engage students in examining topics related to human rights, including prejudice, equality, inclusion, diversity and the United Nations Convention on the Rights of the Child (UNCRC), encouraging a deeper understanding of global social justice.

Through the outdoor learning component of the module, students will gain valuable practical experience in teaching and learning beyond the classroom to deepen their understanding of LfS. Students will also explore the use of outdoor learning as a pedagogical approach to the teaching of sustainable development and global citizenship.

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

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 knowledge and understanding of Learning for Sustainability, including its importance and relevance to the GTC Scotland Professional Standards, UNCRC and Sustainable Development Goals.
L2	Develop an awareness and understanding of the three core themes of Learning for Sustainability: sustainable development education, global citizenship education, and outdoor learning.
L3	Demonstrate a critical awareness of sustainable development education, global citizenship education, and outdoor learning, and their influence on society, the economy, and the environment.
L4	
L5	

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 7 Demonstrate: • An overall appreciation of the body of knowledge that constitutes learning for sustainability. • Knowledge that is embedded in the main theories, concepts and principles of learning for sustainability.

[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

	• An awareness of the dynamic nature of knowledge and understanding of learning for sustainability. • An understanding of the difference between explanations based on evidence and/or research and other sources, and of the importance of this difference.
Practice: Applied Knowledge and Understanding	SCQF 7 Apply knowledge, skills and understanding: • In practical contexts, including outdoor contexts. • In using some of the basic and routine professional skills, techniques, practices and/or materials associated with learning for sustainability. • To apply these in routine and non-routine contexts.
Generic Cognitive skills	SCQF 7 • Present and evaluate arguments, information and ideas that are routine to learning for sustainability. • Use a range of approaches to address defined and/or routine problems and issues within familiar sustainability contexts.
Communication, ICT and Numeracy Skills	SCQF 7 Use a wide range of skills to: • Convey complex ideas in a well-structured and coherent form. • Use a range of communication forms effectively. • Select and use standard ICT applications to process and obtain a variety of information and data. • Interpret numerical and graphical data.
Autonomy, Accountability and Working with Others	SCQF 7 • Develop initiative and independence in carrying out defined activities related to learning for sustainability: • Take account of own and others' roles and responsibilities when carrying out and evaluating tasks. • Work, under guidance, with others to acquire an understanding of current professional practice.

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

Learning and Teaching
In line with current learning and teaching principles, a 30-credit module includes 300 learning hours, normally including a minimum of 54 contact hours and maximum of 72 contact hours. In all modules on the BA Education programme, we take an authentic, best-practice and forward-looking approach to learning activities and assessment. There is a strong emphasis on situated learning and real professional scenarios. We are committed to interactive learning and the small number of learning activities that are purely transmission of information are normally pre-recorded. In workshops, which utilise classrooms, and other facilities as appropriate, the outdoors and the VLE, main methodologies include collaborative working, problem-based learning, real-world tasks, research-based learning, enquiry-based learning, microteaching and student presentations. All learning activities are aligned to relevant aspects of the professional standards. Individual, group or tutor-led reflection is

required throughout. Learning activities develop 21st century skills such as communication, collaboration, creativity and critical thinking.

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)
Tutorial / Synchronous Support Activity	54
Asynchronous Class Activity	26
Independent Study	220
Choose an item.	
Choose an item.	
Choose an item.	
TOTAL	300

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: **THE 17 GOALS | Sustainable Development** **UN Convention on Rights of a Child (UNCRC) - UNICEF UK** **Learning for Sustainability Scotland**
(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time. **For the purposes of this module, academic engagement equates to the following:** Given the professional nature of the programme, 100% attendance and engagement is expected. Attendance at all classes is recorded and collated centrally and, if there are concerns, there will be liaison between the programme leadership team, personal tutor and the student to identify steps to support engagement and success. In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by GTC Scotland.

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. Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part. Through studying this module, student teachers are encouraged to: • Commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics, (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality. • Demonstrate a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning. • Understand and challenge discrimination in all its forms, particularly that which is defined by the Equality Act 2010. • Promote and engender a rights-respecting culture and the ethical use of authority associated with one's professional roles. Through studying this module, student teachers develop knowledge and understanding of biases and their impact on people and practices and challenge these . Through studying this module, student teachers develop the professional skills and abilities to commit to and demonstrate equity and inclusion, and contribute to a rights-respecting culture where learners can meaningfully participate in decisions related to their learning, wellbeing, learning environment and their school. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.
(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	**BA Education**
Moderator	**tbc**

External Examiner	**tbc**
Accreditation Details	**General Teaching Council for Scotland**
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
The summative assessment for this module will take the form of a written assignment of 3,000 words.
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**
Written assignment	☒	☒	☒	☐	☐	100	0

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%	0 hours

Change Control

What	**When**	**Who**
