11.0   Skills for sustainable development

Sustainability has been defined as "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."* Corporate Social Responsibility (CSR) is one example of commitment to sustainable development, where organisations recognise that their activities impact on society, the environment and the economy and attempt to maximise the positive impact and minimise the negative effects of their operations. Increasingly, employers want 'green graduates' who will not only support current sustainability and CSR practices but will lead the way with future initiatives.

*(Bruntland Report for the World Commission on Environment and Development (1992).

Level	Descriptor	Behavioural indicators	Examples of activities to develop and assess skills
Core	11.1 Understands and values equality and diversity, inclusivity and social cohesion	Treats everyone with dignity and respect regardless of gender, culture, ethnicity and religious or socioeconomic backgrounds; works to understand the perspectives of others and demonstrates empathy; recognises and reports behaviour that undermines equality and diversity	**Curricula:** encourage student to apply for a Year in sustainability studies; seminar group discussions; group work; role play arguing different perspectives; simulated negotiation exercise; case-study problems based on real-world sustainability issues; problem-solving under time pressure
Core	11.2 Ethical	Is fair, consistent, open and honest in how he/she treats others; committed to principles of transparency and accountability; does not compromise on ethical matters	
Core	11.3 Responsible global citizen	Leads by example in personal sphere of influence; participates in the community locally and/or globally	
Core	11.4 Understands the importance of collective intelligence when making decisions to create far-reaching impact	Engages with a range of internal and external stakeholders to gather perspectives, information and data; utilises research and analysis to explore and solve problems	**Extra-curricular:** Sustainable Development Programme; Sustainable Futures online course; gain work experience, e.g. via Change Agents; volunteer for People and Planet student group; volunteer with
Core	11.5 An inclusive and sensitive communication style that engenders trust during group discussions	Adapts communication style according to different people's preferences and needs; seeks confirmation from individual/group that intended message has been understood; seeks to understand others' viewpoints and concerns through active listening	

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Core	11.6 Ability to see the bigger picture (the impact a decision will have on environment, economy and society)	When making decisions, recognises that choices and actions may have repercussions both now and in the future for people and communities locally, nationally or internationally	the Environmental Action Society; volunteer with Hungry for Change Society; leadership position on committee; student ambassador; course representative
Advanced	11.7 Commitment to developing sustainable solutions	Investigates root cause of issues before looking to solution phase; invests time exploring the interconnected facets of the system underlining the problem, adopting a 'systems thinking' approach to develop sustainable solutions; considers whether short-term goals will meet long-term objectives	
Advanced	11.8 Competently deals with complexity during research and planning phases of decision-making	Finds new ways of looking at issues and goes beyond past experience to draw out new insights from diverse and complex information; adapts to changing environments as new insights are gathered	
Advanced	11.9 During problem-solving and decision-making processes, facilitates dialogue amongst parties with divergent views to arrive at consensus	Summarises what a speaker has said before moving group on to ensure key message has been understood; works to map out and emphasise common ground in group; synthesises in order to move group towards proposals.	
Advanced	11.10 Inspires and motivates others to invest in sustainability vision through influential communication	Demonstrates a firm understanding of the vision; uses persuasive, emotive, enthusiastic and powerful language in verbal and written communication in line with vision	
Advanced	11.11 Innovative and creative approach to problem-solving to develop sustainable solutions	Offers unique and/or imaginative solutions to problems; is open-minded and actively seeks opportunities to try out new ideas; considers radical action; shows willingness to challenge the status quo	

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TRANSFERABLE SKILLS FRAMEWORK CHECKLIST

This checklist has been developed to support you enhance transferable skill development alongside your academic content design and development. It will assist you to integrate and develop the transferable skills in a more straightforward and critically impactful way into your curriculum design process.

Module Development

		Yes ✔	No ✘	Working towards
1.	The Transferable Skills Framework (TSF) sets out the nine skill areas that the University of Leicester is looking to develop with students. Have you referred to the TSF document when devising your module(s) and/ programme(s)?			
2.	Your module should not seek to **formerly and directly** develop more than one transferable skill. Have you emphasised in your module how you would develop one skill formerly? *NB: It is recognised that a range of skills may be indirectly practiced in a single module, but not formally assessed.*			
3.	It is recommended to utilise the principles of constructive alignment (Biggs 2003; Biggs & Tang 2011): Does the skill have a clear Intended Learning Outcome (ILO) associated with it?			
4.	Is the ILO aligned to appropriate learning tasks and activities? *NB: They could be either formative and/or summative assessment tasks.*			
5.	Have you included opportunities for students to **practice** and **reflect** on the application of the particular skill?			
6.	Have you included relevant learning and teaching resources and research literature to provide a context?			
7.	Have you developed the skill so that it compliments and/or enhances the learning tasks and activities and the student's experience of the module? *E.g.: Where team working is already a core teaching method, the transferable skill of team working will be contextualised, practiced and reflected upon.*			
8.	Have you mapped your undergraduate module with other modules so that each skill is developed in Year 1, Year 2 and Year 3 at increasingly higher levels of learning? *NB. At post-graduate taught level, this skill development will be condensed over the period of study.*			

Which core skill has been addressed through the module? *(recommended one directly)*	Indirectly developed	Directly *T&L activities around practice & reflection*	Summatively Assessed	Formatively Assessed
Communicating				
Team working				
Problem solving and decision making				
Researching and analysing				
Planning and organising				

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TRANSFERABLE SKILLS FRAMEWORK CHECKLIST

Digital skills				

Which additional skills have been addressed through the module? *(these are more challenging to develop but highly beneficial for students)*	Indirectly developed	Directly *T&L activities around practice & reflection*	Summatively Assessed	Formatively Assessed
Leadership and supervising				
Resilience, adaptability and drive				
Learning, improving and achieving				

Will you embed a Skills for Enterprise or Skills for Sustainable Development track throughout the module? (*these are more challenging to develop but highly beneficial for students*)	Indirectly developed	Directly *T&L activities around practice & reflection*	Summatively Assessed	Formatively Assessed
Skills for Enterprise				
Skills for Sustainable Development				

For the skill you have chosen to teach and measure directly and formerly you should use the following table to explain how you propose to develop it.

Intended Learning Outcome	Learning Tasks and Activities	How is it demonstrated?
Explain the basic principles of project planning, and the approaches and tools used to organise a team project	Students complete an online task on planning and organising team projects. Students discuss their proposed projects plans in seminar discussions.	Students produce a short reflective account outlying the planning approaches they took, and provide an appraisal of the successes and difficulties encountered.

Programme Development Mapping

For each year of the programme try mapping which modules teach which skills. You can use the key: I=indirectly developed, T = directly taught, S = summatively assessed, F = formatively assessed

	Module A	Module B	Module C	Module D	Module E	Module F
Communicating						
Team working						
Problem solving and decision making						
Researching and analysing						
Planning and organising						
Digital skills						

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TRANSFERABLE SKILLS FRAMEWORK CHECKLIST

Leadership and supervising						
Resilience, adaptability and drive		5				
Learning, improving and achieving						
Skills for Enterprise						
Skills for Sustainable Development						

References:

- Biggs, J., & Tang, C., (2011) *Teaching for Quality Learning at University*, 4th edition, Buckingham: Open University Press/McGraw Hill.
- Brabrand, C., (2006) *Teaching Teaching & Understanding Understanding* (DVD), Denmark: University of Aarhus Press, www.daimi.au.dk/~brabrand/short-film/
- Higher Education Academy: *Constructive Alignment - and why it is important to the learning process,* http://exchange.ac.uk/learning-and-teaching-theory-guide/constructive-alignment.html
- John Biggs' website: *Constructive Alignment* http://www.johnbiggs.com.au/academic/constructive-alignment/
- University of Leicester, *Transferable Skills Framework, Career Development Service,* http://www2.le.ac.uk/offices/careers-new/exp/skills/skills

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