



CASE STUDY

Exploring an approach to supporting module teams to embed sustainability in their module design

Resources used: [Crib sheets](#) and skills cards [pack 1](#), [pack 2](#) and [pack 3](#)

CONTEXT

A sustainability session was included in the GAME plan general recommendations.

A module team member with a particular interest in sustainability prompted the first intro session. She was keen to ensure that sustainability was considered at the start of student journey mapping to give it the same weight as employability.

OUTCOME

Sustainability was properly considered as part of journey mapping. SDGs will be signposted throughout the module using icons/ badges. The team have requested a further follow up session to look at competencies and skills in more detail.

BENEFITS

1. Structure for conversation

The 'Where to begin' questions (Crib sheets 1 and 3) developed a sense of the breadth of what needed to be considered. The resources gave the team language to discuss sustainability and helped them establish links between existing module content and sustainability competencies. They also highlighted how the employability framework connected with the skills.

2. Accessibility

The UNESCO report is dense. The LD visuals (Crib sheet 4) and skills cards extract the important information and present it in a way that is easy to access, digest and then apply to module design.



AT A GLANCE

CHALLENGES

- Not having a faculty sustainability lead
- Maintaining momentum

BENEFITS

- Structures conversation
- Accessibility



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Joined the team in December 2022. Splits time between WELS and Student Outcomes. Used the sustainability material on K246 – Applied Social Work Practice.