



Higher National Unit specification

General information for centres

Unit title: Education for Sustainable Development: Principles and Practice

Unit code: F434 35

Unit purpose: This Unit is designed to give candidates an introduction to the policies and initiatives behind the practice of delivering education programmes to support Education for Sustainable Development (EDS).

On completion of the Unit the candidate should be able to:

- 1 Evaluate policies and initiatives for Education for Sustainable Development in Scotland.
- 2 Plan and deliver educational material for Education for Sustainable Development.

Credit points and level: 1 HN credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit will be at the discretion of the centre. However, it would be beneficial if candidates had completed the HN Units:

F2G8 34 *Environmental Awareness, and*
F437 34 *Leadership of Countryside Activities*

Core Skills: There are opportunities to develop the Core Skills of *Communication* and *Working with Others*, both at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: The Unit may be assessed by two assessments. Outcome 1 could be assessed by a report reviewing the policies and initiatives for EDS in informal and formal settings. Outcome 2 could be assessed by a practical task involving the planning and delivery of a lesson based upon ESD material.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Evaluate policies and initiatives for Education for Sustainable Development in Scotland

Knowledge and/or Skills

- ◆ Definitive terms
- ◆ Education for Sustainable Development (ESD) principles
- ◆ Policies and initiatives for ESD
- ◆ Scottish education curriculum requirements

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ define the terms ‘environmental education’ and ‘Education for Sustainable Development (ESD)’ and explain the main differences between the two
- ◆ evaluate **five** environmentally sustainable policies or initiatives
- ◆ explain the background and development of Education for Sustainable Development (ESD) and the role of the Scottish curriculum in delivering Education for Sustainable Development (ESD)

Assessment Guidelines

The Outcome could be assessed by a report or a portfolio of evidence.

Higher National Unit specification: statement of standards (cont)

Unit title: Education for Sustainable Development: Principles and Practice

Outcome 2

Plan and deliver educational material for Education for Sustainable Development

Knowledge and/or Skills

- ◆ Vulnerable groups legislation
- ◆ Environmental activities
- ◆ Educational practice relating to out of school activities
- ◆ Planning document
- ◆ Evaluation strategies

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ identify the principal protection of vulnerable groups legislation and explain the primary aim of the legislation
- ◆ plan an educational activity with an Education for Sustainable Development objective linked to the Scottish curriculum, with the necessary repetition and reinforcement built in to support an identified learner group
- ◆ deliver that material to a group of learners
- ◆ evaluate their delivery of the ESD objective within the learner group

It is the responsibility of the centre to ensure that the delivery of material to the group of learners takes place under the supervision of a person who satisfies local guidelines with respect to access to vulnerable groups' legislation.

Assessment Guidelines

This Outcome could be assessed by two linked pieces of evidence — the planning of the educational material/activity and the delivery of the activity to a learner group. More detail regarding access to learner groups is contained in the Support Notes.

Administrative Information

Unit code:	F434 35
Unit title:	Education for Sustainable Development: Principles and Practice
Superclass category:	GA
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History of Changes:

Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Education for Sustainable Development: Principles and Practice

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The Unit is intended for candidates with a basic awareness of environmental issues and aims to develop understanding of Education for Sustainable Development and knowledge of policies and initiatives relating to it. The context is that of a changing situation where sustainable development is rising in importance in both formal and informal educational sectors.

Outcome 1

Definitions of Education for Sustainable Development and environmental education have developed over the last half century and have continued to develop so that there is considerable difference between the original definitions and current ones. The role of the curriculum guidance on environmental studies should be examined and discussed, particularly dealing with the question of whether Education for Sustainable Development can actually be assessed. The wider question of values teaching may be touched upon but is beyond the level of this Unit.

The learning contexts for ESD are: school, home, community, work and leisure. Policies and initiatives selected should cover all of these. It is important to stress that ESD is a lifelong process and not just confined to the formal education system. When looking at policies and initiatives specific examples can be given, (eg 'UN Decade for Education for Sustainable Development' and the Scottish Government's 'Learning for Our Future'), although it is important to focus on initiatives that have a clear aim. References to terminology and policy initiatives should be kept current. Examining environmental organisations or campaign groups will not meet the requirements of this Outcome.

Outcome 2

The emphasis for the second Outcome is to develop candidates' skills so that they can work in situations where they will need to be delivering educational material. Candidates should become familiar with the legislation covering access to vulnerable groups and any requirements by individuals prior to engagement with such groups.

Although centres should be as flexible as possible with entry requirements, consideration should be given to the specific requirements of legislative drivers with regards to access to vulnerable groups. Centres should adhere to Local Authority guidelines where candidates come into contact with children and/or adults at risk while working towards achievement of their course. It is important to recognise that course providers and staff remain responsible for the candidates undertaking the course. It is also important that there are robust protection policies and procedures in place which candidates should be made aware of and be required to comply with where necessary. Where a candidate is carrying out activities without supervision a Disclosure Scotland check would normally be required. However, local guidelines should be consulted.

Higher National Unit specification: support notes (cont)

Unit title: Education for Sustainable Development: Principles and Practice

It is the responsibility of the centre to ensure that the delivery of material to the group of learners takes place under the supervision of a person who satisfies local guidelines with respect to access to vulnerable groups' legislation.

Candidates should be encouraged to experience a range of educational games and activities and examine the learning potential of these activities. In order to design educational material candidates need to be able to identify different learning styles eg the VARK (Visual, Aural, Reading and Kinaesthetic) system. Candidates could be helped to identify their own learning preferences and reflect on this in their own educational experiences. Educational principles concerning reinforcing learning, repetition etc should be discussed and built into their lesson plans. Candidates could base their lesson plan activities on examples available from current environmental or sustainable bodies and modify their suitability for application to delivering ESD. Such examples would provide layouts for lesson planning documentation.

Guidance on the delivery and assessment of this Unit

This Unit, which is likely to form part of a Group Award, is designed to provide underpinning knowledge for candidates in countryside and environmental studies subjects, but will be applicable to a wide range of other subject areas. Therefore it is important that the material is contextualised through exemplars and case studies or site visits as appropriate.

In the delivery of Outcome 1 centres should ensure that current terminology relating to Education for Sustainable Development and policy initiatives are covered.

The emphasis in Outcome 2 is on developing practical skills. It is vital that candidates with very limited or no experience are given plenty of opportunity to practise and to work in small groups for the direct delivery of the educational material. Ideally the lesson should be delivered to a small group of P5/P6 pupils, although it is recognised that this may present difficulties. In this case alternative groups need to be sought. The emphasis should be on the candidates delivering EDS material in an outdoor setting. Peer and self-assessment may be built into the assessment schedule to encourage reflective practice.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication* and *Working with Others* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

The report for Outcome 1 and the lesson plan for Outcome 2 can be used to improve the Core Skill component 'Written Communication' of the Core Skill *Communication* at SCQF level 6. The report requires to be well structured, logical, clear and properly referenced. Self-directed research into environmental initiatives may also contribute to this.

The planning and design of the lesson plan involves group management and presentation skills which candidates can use to develop their skills in *Working with Others* at SCQF level 6 through the delivery of educational material to a group.

Higher National Unit specification: support notes (cont)

Unit title: Education for Sustainable Development: Principles and Practice

Open learning

It would be possible to deliver the underpinning theory relating to policies and initiatives for the Unit by distance or blended learning methods, including internet-based material and directed reading. However, candidates would need to attend the centre to develop their lesson activities and practise working with groups to deliver educational material. Arrangements would also need to be made for field trips to add authenticity to the delivery of material in an outdoor setting.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Education for Sustainable Development: Principles and Practice

The Unit gives you an introduction to the policies and initiatives behind the practice of delivering education programmes to support Education for Sustainable Development (ESD).

The Unit is intended for candidates with a basic awareness of environmental issues and aims to develop your understanding of Education for Sustainable Development and knowledge of policies and initiatives relating to it. These areas will be covered in Outcome 1. The context is that of a changing situation where sustainable development is rising in importance in both formal and informal educational sectors.

The Unit is designed to provide you with the underpinning knowledge in countryside and environmental studies subjects, but will be applicable to a wide range of other subject areas. Learning and teaching material is contextualised through exemplars and case studies or site visits as appropriate.

The emphasis in Outcome 2 is on developing your practical skills. You will be given every opportunity to practise and to work in small groups for the direct delivery of the educational material, prior to delivering a lesson with an Education for Sustainable Development (ESD) objective to a small group. Peer and self-assessment may be built into the delivery schedule to encourage reflective practice.

The Unit may be assessed by two assessments - a report to review initiatives for ESD and a practical task to design and deliver material for ESD.

There are opportunities to develop the Core Skills *Communication* and *Working with Others*, both at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.