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was set up as a statutory body on 11 June 2001  
by the Minister for Education and Science.  
Under the Qualifications (Education & Training) Act, 1999,  
FETAC now has responsibility for making awards  
previously made by NCVA.**



**Module Descriptor**

# **Sustainable Development**

**Level 5 L22380**

**[www.fetac.ie](http://www.fetac.ie)**

<b>1</b>	<b>Module Title</b>	<b>Sustainable Development</b>
<b>2</b>	<b>Module Code</b>	<b>L22380</b>
<b>3</b>	<b>Level</b>	<b>5</b>
<b>4</b>	<b>Credit Value</b>	<b>1 credit</b>
<b>5</b>	<b>Purpose</b>	<p>This module is a statement of the standards to be achieved to gain a FETAC credit in Introduction to Sustainable Development at Level 5.</p> <p>The module is designed to enable the learner to understand the concept of sustainable development as it relates to the environment, society and economic issues and to develop the skills of critical thinking, problem solving, environmental auditing, community assessment and education for sustainable development.</p> <p>It has been developed as a general studies module and is designed to be taken across a wide range of FETAC certificates.</p>
<b>6</b>	<b>Preferred Entry Level</b>	Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
<b>7</b>	<b>Special Requirements</b>	None.
<b>8</b>	<b>General Aims</b>	<p><i>Learners who successfully complete this module will:</i></p> <p><b>8.1</b> acquire a general knowledge and understanding of the term ‘sustainable development’</p> <p><b>8.2</b> develop an awareness of the interactions between society, economics and the environment at a local and global level</p>

- 8.3 develop skills of problem solving, critical thinking and systems thinking
- 8.4 develop analytical skills of data recording, analysis and evaluation (e.g. environmental auditing and indicator development)
- 8.5 develop communication and facilitation skills

**9 Units      The specific learning outcomes are grouped into 5 units.**

- Unit 1                      Introduction to Sustainable Development**
- Unit 2                      Environment and Sustainable Development**
- Unit 3                      Society and Sustainable Development**
- Unit 4                      Economics and Sustainable Development**
- Unit 5                      Education for Sustainable Development**

**10 Specific Learning Outcomes**

**Unit 1                      Introduction to Sustainable Development**

*Learners should be able to:*

- 10.1.1 define sustain, develop, environment, society, economics, quality of life, carrying capacity
- 10.1.2 outline the origin of the term ‘sustainable development’
- 10.1.3 compare three different definitions of ‘sustainable development’
- 10.1.4 describe how the three pillars of sustainable development (environment, society and economy) interact
- 10.1.5 evaluate ‘quality of life’ in current and sustainable community (i.e. describe a future vision of a good community)
- 10.1.6 compare ‘wealth focused’ and ‘people focused’ models of development

**Unit 2                      Environment and Sustainable Development**

*Learners should be able to:*

- 10.2.1 define resource, renewable resource, and non-renewable resource
- 10.2.2 differentiate between renewable and non-renewable resource
- 10.2.3 evaluate sustainable resource use within the carrying capacity of the environment
- 10.2.4 outline the cause and effect of 5 environmental issues

- 10.2.5 relate resource use to each environmental issue
- 10.2.6 design an environmental investigation (i.e. an environmental audit) for one environmental issue
- 10.2.7 carry out the environmental audit
- 10.2.8 record the results of the environmental audit
- 10.2.9 analyse the results of an environmental audit
- 10.2.10 make recommendations based on the analysis of the environmental audit

### **Unit 3 Society and Sustainable Development**

*Learners should be able to:*

- 10.3.1 define social development, sustainable community, citizenship, human rights and indicator
- 10.3.2 relate quality of life to sustainable community development
- 10.3.3 identify the goals of a sustainable community (arising from 'quality of life' list)
- 10.3.4 list the characteristics of a good of indicator
- 10.3.5 compare traditional indicators with sustainable community indicators
- 10.3.6 examine three different frameworks of sustainable community indicators (Theme based, Issue based, Goal based)
- 10.3.7 identify data sources for indicators at a local, national and international level
- 10.3.8 develop a set of indicators for their community using an indicators framework

### **Unit 4 Economics and Sustainable Development**

*Learners should be able to:*

- 10.4.1 define trade, consumerism, globalisation, fair-trade, developed and developing world
- 10.4.2 develop an understanding of value and risk associated with sustainable development
- 10.4.3 identify links between lifestyles in the developed and developing world (e.g. travel, health, work, consumption, education, rights, environment)
- 10.4.4 explore the impact of trade and consumerism on the environment and society through the global supply chain of one consumer good

## **Unit 5 Education for Sustainable Development**

*Learners should be able to:*

- 10.5.1** define education for sustainable development
- 10.5.2** identify teaching methods for education for sustainable development taken from the course
- 10.5.3** identify examples from the course where each of the following terms were developed – knowledge, skills, attitudes, problem solving, critical thinking, systems thinking
- 10.5.4** facilitate a workshop on an environmental issue of their choice, incorporating three education for sustainable development methodologies

## **11 Portfolio of Assessment**

<b>Summary</b>	<b>Project</b>	<b>50%</b>
	<b>Assignment</b>	<b>30%</b>
	<b>Learner record</b>	<b>20%</b>

### **11.1 Project**

The internal assessor will devise a project brief that requires candidates to demonstrate:

- an understanding of sustainable development, in particular the interconnectedness of environment, economy and society
- an ability to research, develop and design a set of indicators
- analyse, evaluate, record, draw conclusions and make recommendations
- facilitation skills
- critical thinking

Candidates will:

- outline a vision for a sustainable community in 25-50 years time
- identify a clear set of goals
- detail data sources used in development of indicators
- provide the rationale behind the frame work for their indicators
- develop a set of indicators for their community
- design, implement and draw conclusion from an environmental investigation (audit)
- integrate the results of the environmental audit into one of the indicators
- draw conclusions and make recommendations for sustainable community development

- facilitate a workshop on local sustainable development

Evidence presented will include:

- relevant tools designed, implemented and analysed
- evaluation of and recommendations made for local sustainable development
- relevant facilitation skills

The project may be undertaken as a group or collaborative piece of work. Each project must be written up individually. The project brief will focus on a broad range of specific learning outcomes from all units. The form in which the project is presented will allow for a number of media to be used: written, graphic, oral, visual as required.

## **11.2 Assignment**

The internal assessor will devise a brief that requires the candidate to produce evidence that demonstrates an understanding and application of a range of specific learning outcomes.

The brief for the assignment will require candidates to trace the life cycle of one consumer good from global to local, detailing its impacts on at least one environmental system, society, identification of a human need that it meets and its relevance as a resource in terms of sustainable development

The assignment may be presented in a variety of media, for example written, audio, video, graphic, visual or any combination of these. Any audio or video evidence must be provided on tape.

## **11.3 Learner Record**

A personal diary will be compiled by candidates.

It will include the following details:

- record of knowledge and skills developed in each class
- record of candidates critical thinking and attitude towards subject matter
- reflection on teaching methods

Candidates will:

- record all definitions used
- reflect on definitions and their relevance to sustainable development
- record all teaching methods used
- reflect on teaching methods - knowledge gained, skills developed, attitude or thinking towards the subject matter

The learner record may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or video evidence must be provided on tape.

## **12 Grading**

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

<b>Individual Candidate Marking Sheet 1</b>	<b>Sustainable Development L22380 Project 50%</b>
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**Candidate Name:** \_\_\_\_\_ **PPSN:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **Centre No.:** \_\_\_\_\_

<b>Assessment Criteria</b>	<b>Maximum Mark</b>	<b>Candidate Mark</b>
<ul style="list-style-type: none"> <li>• clear identification of goals for a sustainable community</li> </ul>	<b>10</b>	
<ul style="list-style-type: none"> <li>• appropriate design, implementation and analysis of environmental audit tool and indicators</li> </ul>	<b>10</b>	
<ul style="list-style-type: none"> <li>• careful planning and recording of all data</li> </ul>	<b>10</b>	
<ul style="list-style-type: none"> <li>• comprehensive conclusions and recommendations drawn for sustainable community development</li> </ul>	<b>10</b>	
<ul style="list-style-type: none"> <li>• 3 facilitation methods used in workshop</li> </ul>	<b>10</b>	
<b>TOTAL MARKS</b> <i>This mark should be transferred to the Module Results Summary Sheet</i>	<b>50</b>	

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Individual Candidate Marking Sheet 2</b>	<b>Sustainable Development L22390 Assignment 30% Learner record 20%</b>
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Candidate Name: \_\_\_\_\_ PPSN: \_\_\_\_\_

Centre: \_\_\_\_\_ Centre No.: \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Assignment</b>		
<ul style="list-style-type: none"> <li>• a comprehensive life cycle for a named product produced</li> </ul>	<b>10</b>	
<ul style="list-style-type: none"> <li>• clear identification of environmental system interaction</li> </ul>	<b>5</b>	
<ul style="list-style-type: none"> <li>• clear identification of societal interaction and human need</li> </ul>	<b>5</b>	
<ul style="list-style-type: none"> <li>• critical evaluation of resource use in terms of sustainable development</li> </ul>	<b>10</b>	
<b>Subtotal</b>	<b>30</b>	
<b>Learner record</b>		
<ul style="list-style-type: none"> <li>• comprehensive record of definitions and teaching methods encountered</li> </ul>	<b>10</b>	
<ul style="list-style-type: none"> <li>• critical interpretation of definitions and teaching methods</li> </ul>	<b>10</b>	
<b>Subtotal</b>	<b>20</b>	
<b>TOTAL MARKS</b>	<b>50</b>	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



