

1.	<b>Title of Programme(s):</b> (incl. Award Type and Specify Embedded Exit Awards)	Certificate in The Sustainable Development Goals, Partnership, People, Planet and Prosperity (Special Purpose Award, 20 ECTS)
2.	<b>NFQ Level(s)/</b> <b>No. ECTS:</b>	6 20 ECTS
3.	<b>Duration:</b>	One year
4.	<b>ISCED Code:</b>	0031
5.	<b>School / Centre:</b>	School of Engineering
6.	<b>Department:</b>	Building and Civil Engineering
7.	<b>Type of Review:</b>	New Programme
8.	<b>Date of Review:</b>	24 <sup>th</sup> March 2022
9.	<b>Delivery Mode:</b>	Online
10.	<b>Panel Members:</b>	Mr Damien Courtney, Fellow Emeritus CIT (Chair) Ms Frances Robertson, Senior Lecturer – Architectural Technology, Sheffield Hallam University Dr Benjamin Mallon, Assistant Professor in Geography & Citizenship Education, Dublin City University Mr Dylan Farrell, Experience Design Engineer, Thermo King Mr Willie Madden, Director for Western Region, RPS Europe Ms Carmel Brennan, Head of Academic Quality, GMIT
11.	<b>Proposing Staff:</b>	Prof Graham Heaslip Ms Mary Rogers Dr Carmel Heaney Mr John Scahill Mr Mark Garavan Dr Katie O’Dwyer Dr Trevor Clohessy Mr Declan Feeney, IT Sligo Dr Mark Kelly
12.	<b>Programme Rationale:</b>	The SDG framework placed education in a central role as a catalyst for transformational change. Third level institutions

		<p>have an important role to play as recognised drivers of global, national, and local innovation, economic development and societal wellbeing. The UN General Assembly adopted the 2030 Agenda for Sustainable Development (UN, 2015) which set out the 17 Sustainable Development Goals (SDGs), representing an ambitious and universal agenda to transform our world. The framework as set out in this agenda, has a primary goal of redirecting humanity towards a sustainable path. For the goals to be reached, it is recognised that all stakeholders have a part to play.</p> <p>Education for Sustainable Development (ESD) is a key element of the 2030 Agenda for Sustainable Development.</p> <p>This programme or its modules may be undertaken by students and staff within ATU.</p>
13.	<b>Proposed Student Intake:</b>	50
14.	<b>Stakeholder Engagement:</b>	The programme is designed to meet a pre-stated international and national call to action to make education on SDGs accessible to all.
15.	<b>Graduate Demand/Employment:</b>	This programme is designed for personal development of students/staff of ATU. Ultimately employers will increasingly seek sustainability literate graduates.
16.	<b>Entry Requirements, Access, Transfer &amp; Progression:</b>	<p>The minimum entry requirements are those stated by the Institution in its Access, Transfer and Progression Policy at any given time. At present they are a Grade O6/H7 or better in five Leaving Certificate subjects including English or Irish and Mathematics with a minimum of 160 points.</p> <p>OR</p> <p>Equivalent qualifications and scores from other countries which will be assessed and scored by the Institute.</p> <p>OR</p> <p>A Pass in any QQI FET Major Award at level 5 or 6.</p> <p>OR</p> <p>A Pass in a QQI FET Foundation Certificate, the NUIG/GMIT Foundation Certificate or any Foundation Certificate delivered by the regional cluster (GMIT, NUIG, IT Sligo or IT Letterkenny).</p>
17.	<b>Programme Structure:</b>	This programme consists of four 5 ECTS modules. The first takes a broad view of the SDGs with the remaining modules focussing on People, Planet and Prosperity.

18.	<b>Learning, Teaching &amp; Assessment Strategies:</b>	This programme is a self-paced online programme. An instructional designer is working with the programme team in developing reusable learning resources. There will be opportunities for students to interact with staff using online forums. Assessment is through a mix of quizzes and final presentation assessments which will afford the learner a degree of freedom in relation to how they demonstrate their learning.
19.	<b>Resource Implications:</b>	This programme will be self-funding. Funding from Higher Ed 4.0 allowed its development and will fund its delivery until the end of 2024, at which point the matter will need to be reconsidered.
20.	<b>Synergies with Existing Programmes:</b>	None.
21.	<b>Findings and Recommendations:</b>	<p><b>Commendations:</b></p> <ol style="list-style-type: none"> <li>1. This programme is very relevant, topical and important.</li> <li>2. The multi-disciplinary and cross campus/college involvement in the development of the programme is welcomed.</li> </ol> <p><b>Conditions:</b></p> <ol style="list-style-type: none"> <li>1. Remove reference to minor awards in special regulations and elsewhere within the programme documentation.</li> <li>2. Specify the entry requirements as per stage 1 of an ab initio programme at the same level.</li> </ol> <p><b>Recommendations:</b></p> <ol style="list-style-type: none"> <li>1. Ensure that the wording within module teaching, learning and assessment strategies does not presume that students are registered on ATU degree programmes, given the wider target cohort outlined in the programme proposal. For example, it specifies targeting ATU staff.</li> <li>2. Clearly document the measures that will be implemented to ensure academic integrity given the online delivery of this programme.</li> <li>3. Clarify the timelines within which students need to have completed modules to be eligible for specified Progression and Award Boards. In line with this ensure that repeat assessment strategies and timelines are clear to prospective students within the module descriptor.</li> </ol>

		<p>4. Clearly outline the opportunities for student engagement with staff and the staff allocation for same.</p> <p>5. Review module assessment strategies ensuring that students are not over assessed.</p> <p>6. Edit the documentation removing any errors.</p>	
22.	FAO: Academic Council:	Approved:	
		Approved subject to recommended changes:	x
		Not approved at this time:	
	Signed:		
		Chair	Secretary