DISC Work Package 5

DISC Label and Course Repository

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2 The DISC Label

2.1 Rationale – Why Labelling?

The DISC concept aims at utmost transferability, which means that a trainer, learning designer or facilitator should be able to integrate the DISC approach smoothly and without too many problems in existing courses structures. It should be:

- Promoting sustainable development (as common denominator)
- constructive
- competence oriented
- collaborative,
- flexible from the content point of view,
- the methodology
- target groups (e.g. students, interns, part-time workers etc)
- additive to existing courses,

As a consequence, the DISC developers decided for a modular programme which sets certain standards for compulsory modules and leaves flexibility regarding the domain specific (and if needed additional other modules).

2.2 The Aim of DISC

Integrating Education for Sustainable Development in Higher Education through the ECTS Framework

The DISC project was initiated to foster Education for Sustainable Development (ESD) in Higher Education (HE) by equipping students with the knowledge, skills, and attitudes required to address complex global challenges. Anchored in the UN Sustainable Development Goals (SDGs), DISC is a modular, transferable course that can be adapted across academic disciplines and institutional contexts. It supports the development of sustainability competences while promoting mobility and academic recognition through the European Credit Transfer and Accumulation System (ECTS).
The course encourages interdisciplinary teamwork, systems thinking, and practice-based innovation. It is uniquely structured into four certified modules which can be freely recombined. This modularity enables institutions, enterprises, and learners to tailor the course to their specific contexts and objectives, making it a highly flexible and scalable tool for advancing sustainability education and action.

2.3 The DISC Course Concept

The DISC course follows a step-by-step learning and development approach – rather like a trainee programme which is focusing on an innovative introduction of sustainable development (SD) in HE courses in combination with theory input on the main subject-oriented approaches, which we call Design Based Collaborative Learning.
The DISC approach facilitates the introduction of SD in HEI in a blended learning design consisting of self-learning part (hosted on DISC Learning Suite) in combination with a constructive collaborative learning project and a competence validation phase which can be performed as formative, summative and combined assessment.
Each participating institution may add a domain specific module to this triad which delivers the subject related context – if applicable and considered important to the educational professional. Similarly, a vocational context can be added through the professionals in the SMEs, for instance in case of qualified internships or during innovative onboarding activities.

The three main parts together are the ideal combination to plan and deliver theory and practice on (design-based collaborative) learning for Sustainable Development, thus converting the DISC approach in HE and cVET practice.

In a nutshell, the aim of the modular course is to equip the students with practical skills and competences to document, design and develop open educational projects and to apply Design Based Collaborative Learning for Sustainable Development.
For this purpose, the students have been going through different phases:

- Pre-Phase: to get familiar with own (and partners') projects and with theory on:
  - Sustainable Development and the SDGs
  - DBCL (Design Based Collaborative Learning in Theory)
- In the F2F phase they
  - receive further theory inputs and
  - create their joint DBCL project on SD
- In the following pilot phase they apply their knowledge in their own domains and organisations.
- The courses end with a self-reflection on the own projects, a self- and expert-assessment of the competence development and a LEVEL5 certification.

2.4 Modularity within DISC

DISC's modular course is composed of four core modules:

1. **SDG Explorer (1 ECTS)** – A self-learning and self-reflection module introducing the 17 SDGs. It supports learners in identifying their personal "SDG type," forming interdisciplinary student teams around sustainability themes.
2. **Design Thinking for Sustainability (3 ECTS)** – A collaborative, problem-solving module that applies **Design-Based Collaborative Research (DBCR)**. This innovative approach integrates design thinking methodology with empirical, practice-oriented research to co-develop real-world sustainability solutions. DBCR introduces students to applied research and motivates them to ground their innovation in substantiated evidence and participatory engagement.
3. **LEVEL5 Validation (1 ECTS)** – A meta-cognitive module using the LEVEL5 taxonomy for competence-oriented learning validation. Students reflect on and document their learning processes, with emphasis on transversal competences and personal development.
4. **Domain specific Course Modules (1-n ECTS)** – These content-based modules provide sectoral grounding (e.g. in agriculture, tourism, education, or biology), allowing students to apply their sustainability projects within a relevant professional or academic field.

Due to the modular design, any of the modules can be recombined. While the first three form a logical learning progression, they can be integrated with newly developed or discipline-specific context modules. This flexibility enables customisation within HE institutions, joint programmes, or even enterprise learning environments.

In the course of the DISC project, namely in the pilot phases in the partner institutions in HEI and VET (for interns) the DISC modular teaching and learning approach was tested and evaluated and the competence developments of the students were validated.

Based on this intensive introduction phase the partnership developed a "Certified DISC Label" which has been issued to those courses that planned delivered the DISC modules accordingly. The certification has been developed in cooperation of Aristotle University of Thessaloniki (AUTh) and blinc eG and will be issued to applicants through the DISC section of the REVEAL network, based in Germany.

3 Certification and ECTS Assignment

3.1 Developing the Course and Assigning ECTS Credits

ECTS credit assignment was based on a robust methodology developed by Aristotle University of Thessaloniki (AUTH), ensuring that all aspects of student engagement—teaching, autonomous study, group work, and assessment—are appropriately recognised.
Each module's workload was calculated based on:

- **Teaching hours** (facilitated training or live sessions)
- **Asynchronous learning** (e.g. online materials, self-study)
- **Project work** and **group collaboration**
- **Assessment activities** (e.g. reports, validations, peer feedback)

The total learning effort for each module aligns with the standard ECTS definition of 25–30 hours per credit:

- SDG Explorer: 25 hours → 1 ECTS
- Design Thinking/DBCR Project: 75 hours → 3 ECTS
- LEVEL5 Validation: 25 hours → 1 ECTS
- Context Module: 25-75 hours → 1-3 ECTS

3.2 ECTS calculation method

The ECTS attribution is based on a standardised procedure developed by the The Center for Education and Lifelong Learning of the Aristotle University of Thessaloniki.

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/Synchronous teaching	4			4	4	0,13
Autonomous Learning: Asynchronous teaching		200	16,67		16,67	0,56
Autonomous Learning: a) Study of the learning material for face-to-face and/or synchronous teaching b) Written assignment, exercises, projects, etc.			4		4	0,13
Assessment/Evaluation of the students				0	0,00	0,00
Groups				**4**	**25**	**1**

Table1. ECTS-Calculation of the SDG explorer module

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/Synchronous teaching	8			8	8	0,27
Autonomous Learning: Asynchronous teaching		240	20,00		20,00	0,67
Autonomous Learning: a) Study of the learning material for face-to-face and/or synchronous teaching b) Written assignment, exercises, projects, etc.			40		40	1,33
Assessment/Evaluation of the students	8			8	8,00	0,27
Groups				**16**	**76**	**3**

Table 2. ECTS-Calculation of the DBCL/DBCR module

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/Synchronous teaching	4	12	3	4	7	0,23
Autonomous Learning: Asynchronous teaching		124	10,33		10,33	0,34
Autonomous Learning: a) Study of the learning material for face-to-face and/or synchronous teaching b) Written assignment, exercises, projects, etc.			2		2	0,07
Assessment/Evaluation of the students	4			4	4,00	0,13
Groups				**8**	**23**	**1**

Table 3. ECTS-Calculation of the LEVEL5 Self Assessment module

Explanation:

Fill in only the cells in green

To complete cell B2: indicate the number of hours of face-to-face and/or modern distance learning.

"To fill in cell C3: calculate the hours of autonomous learning (asynchronous teaching leading to individual, self-steered learning), based on the educational material that has been posted to the students or uploaded on a platform.

Note: Learning under teacher supervision or synchronous DBCL does not count in this category but in B2/D4.

To calculate please write down the number of screens according to the following:

One (1) screen equals five (5) minutes of workload (maximum).

A 'screen' is defined as:

- one (1) slide in powerpoint (.ppt) format regardless of content

- one (1) page of text (article, book chapter, scanned page from a publication, etc.) in .pdf format, regardless of content

- one (1) photograph or one (1) video up to five minutes in length.

In the case of video lectures, the screens are counted based on the total duration of the video lecture that has been posted, i.e. a 45-minute video lecture corresponds to nine (9) screens, a 60-minute video lecture corresponds to 12 screens, and so on.

Therefore, and based on this estimate, one (1) hour of asynchronous training should correspond to 12 screens, 100 hours of asynchronous training should correspond to 1200 screens, and so on."

"To complete cell D4:

α) It is recommended that the study hours required for the face-to-face/modern teaching material should not exceed twice the number of teaching hours.

(b) for the hours required for assignments or other forms of independent learning (e.g. exercises, projects, etc.)."

"To complete cell B5:

Estimate the number of hours the teacher will spend on the assessment of a trainee (e.g. correcting written work, assessing a project, quiz, supervising the examination, etc.)".

3.3 Labelling

The DISC Label has been issued to 6 courses provided by the partners.

As described above, they consist of the three modules:

- SDG Explorer
- Design Thinking and
- Validation of the Competence to Spot Ideas and Opportunities for Sustainable Development.
- Domain specific course modules which can be integrated into the DISC approach and vice versa.

New network partners, interested in taking up the approach are invited to get certification through AUTh and the DISC network.

Institutions participating in the DISC partner programme can apply for the DISC quality label by filling out the attached course pattern.

4 DISC Course Concepts: Content Modules within the

This chapter introduces the core pedagogical content that forms the foundation of the DISC Course Concepts. A DISC Course Concept consists of a set of modular learning components that combine shared core modules with partner-developed Content Modules. Together, they constitute a flexible, competence-oriented course structure that promotes Education for Sustainable Development (ESD) across different disciplines and institutional contexts.

Each DISC Course Concept includes the three core modules—SDG Explorer, Design Thinking for Sustainable Innovation, and LEVEL5 Validation—which provide a common foundation in sustainability awareness, creative problem-solving, and competence assessment. These are complemented by one or more Content Modules developed by the project partners, reflecting specific thematic expertise and contextual relevance.

The Content Modules serve as the essential thematic pillars of the DISC learning offer. They are designed to be taught alongside the core modules and enrich the overall learning experience with subject-specific depth. The DISC partnership brings together institutions from highly diverse academic and professional backgrounds—including education science, physics, engineering, and other fields. As such, the Content Modules address sustainability from multiple perspectives, allowing for meaningful integration into various study programmes.

This interdisciplinary character enables learners to explore sustainability in ways that are both academically relevant and personally engaging, while also fostering key transversal competences such as systems thinking, collaboration, and innovation. The modularity and adaptability of the DISC Course Concepts support flexible implementation across higher education, vocational education, and continuing professional development.

This chapter presents each partner's Content Modules, thus individual DSIC Course concepts, in detail, outlining the thematic focus, learning objectives, target groups, methodologies, and ECTS workload.

4.1 University Duisburg-Essen

4.1.1 Institutions and Organisations in Education

Course Module description

Summary

- The Module 8 is a 1 semester course at the UDE Master of Adult Education which deals with Institutions and organisations in European Education.
- It aims at opening the theme of what organisations and institutions exist in Germany and Europe, their properties, functions and specifications and their economic, societal impact and their contributions to sustainable development.
- Special emphasis is put on the themes of innovation, competition, European impact and European funding
- Students are expected to work on a team project based on an own institution and to develop innovation and sustainability within this organisation

Target group

- Students of the Master of adult education
- Based on educational Bachelor or teaching professionals
- Educational students who don't want to work in schools
- People aiming to work in Human Resources

Themes (content area)

- Definitions and Explanatory approaches to Institutions and Organisations
- Properties of institutions in education
- Education as market

Learning objectives (for final beneficiaries)

- **Knowledge:**
  - Understanding properties and differences between organisations and institutions
  - Profound understanding of EU funding and possibilities for innovation within Educational organisations.
- **Skills:**
  - Ability to differentiate o organisations and institutions
  - Ability to describe the own organisation
  - Ability to introduce innovation and sustainability
  - Ability to create ideas to increase attractiveness of an educational organisation
  - Ability to work in national and international teams on this topic
- **Attitudes:**.
  - To become interested in the topic of organisations in education
  - To become motivated to contribute with own ideas for improvement and to introduce sustainability

Methods/Activities

- Blended learning of 8 input sessions, asynchronous self-learning studies (provided with 120 slides), collaborative synchronous online sessions (20 hrs) and a validation session (2 hrs)

Resources and materials

- Course slides (120)
- Moodle course
- Miro collaborative learning boards
- Moodle course self-validation

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	16			**16**	**16**	**0,53**
Autonomous Learning: Asynchronous teaching		120	10,00		**10,00**	**0,33**
Autonomous Learning:[1]			20		**20**	**0,67**
Assessment/ Evaluation of the students	2			**2**	**2,00**	**0,07**
	Groups			**18**	**48**	**2**

Table: AUTh Micro credential calculation for the course module ”Institutions and Organisations in Education”

[1] a) Study of the learning material for face-to-face and/or synchronous teaching
b) Written assignment, exercises, projects, etc.

4.1.2 Validation of informal and non-formal learning in Europe

Course Module description

Summary

- The course deals with the European Concept of Validation of Informal and non-formal learning
- It aims to provide learners with the basic concepts and reasons for validation, the procedures and the application areas
- Leaners should undergo a self-assessment according to reasonable competence validation criteria
- They should be positive but also critical in regard to the VINFL approach and be able to adapt it to different formal, non-formal and informal education spheres, understanding their specific requirements in regard to competence validation

Target group

- Students of the Master of adult education
- Based on educational Bachelor or teaching professionals
- Educational students who don't want to work in schools
- People aiming to work in HR

Themes (content area)

- Concept and history of VINFL
- Location of the concept in European Educational policy
- Outreach and funds allocated for VINFL
- Formality vs. Informality in education
- Validation procedure, requirements and purposes
- Agents involved in validation
- Competence definitions and qualification frameworks
- Taxonomies
- Competence Oriented Learning and Validation
- Introduction of VINFL in an own project
- Self-Assessment and certification

Learning objectives (for final beneficiaries)

- **Knowledge:**
  - Profound Theoretical knowledge on VINFL and the respective concepts and theories (competences, qualification, taxonomy, formality, validation and the historical and political motivation
  - Applied knowledge on how to use validation in different contexts
  - Reflection on the opportunities and limitations of validation in different contexts
- **Skills:**
  - Ability to differentiate different contexts and purposes of validation
  - Ability to differentiate different concepts like qualification and competences
  - Ability to apply a given learning taxonomy in the own project group
- **Attitudes:**
  - Interest and motivation to learn about VINFL in European contexts
  - Motivation to apply validation tools in the own context

Methods/Activities

- Beginning:
  - Intro with self-assessment and competence profile
- Middle:
  - Self-Learning on validation, Moodle based, reveal publication added
  - 120 slides
  - Lecture and discussion, can also be delivered synchronous online
- End:
  - Moodle course self-validation or
  - 8 hrs self-, peer assessment session and/or external observation

Resources and materials

- Reveal publication
- 100 slides
- Moodle course
- Moodle course self-validation

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	16			**16**	**16**	**0,53**
Autonomous Learning: Asynchronous teaching		120	10,00		**10,00**	**0,33**
Autonomous Learning:[2]			20		**20**	**0,67**
Assessment/ Evaluation of the students	2			**2**	**2,00**	**0,07**
	Groups			**18**	**48**	**2**

Table: AUTh Micro credential calculation for the course module ”Validation of Informal and Non-formal Learning in Europe”

[2] a) Study of the learning material for face-to-face and/or synchronous teaching
b) Written assignment, exercises, projects, etc.

4.1.3 Design Based Collaborative Research

Course Module description

Summary

The choice of topic responds to the increasing need for students to engage in problem-based learning with real-world relevance, particularly around sustainability, digitalisation, and collaborative innovation in education and society.

Objectives:

- To familiarise students with empirical research methods aligned with Design Thinking.
- To introduce the concept and methodology of DBCR.
- To empower learners to use abductive reasoning and AI-supported tools in educational research.
- To equip students with the capacity to design, test, and evaluate research-based innovations in education.

Students shall acquire a foundational understanding of research theory and reasoning (deduction, induction, abduction), learn how to apply research strategies to the Design Thinking phases, and explore the role of AI in DBCR.

The course involves students conducting small-scale, collaborative research projects that apply the discussed methodologies to real or simulated educational challenges.

Target group

- Age Range: 20–30 years
- Educational/Professional Background:
    - Undergraduate or postgraduate students in education, social sciences, innovation management, sustainability studies, or interdisciplinary programmes.
    - Young professionals or early-career researchers interested in education innovation, design research, or sustainability.
- The course is designed for those with foundational academic skills and an interest in collaborative, design-oriented, and applied research contexts.

Themes (content area)

- Introduction to Empirical Science in Education
- Types of Research: Basic, Applied, Action, and Design-Based
- Reasoning Modes: Deductive, Inductive, Abductive
- Grounded Theory and Qualitative Inquiry
- Design Thinking as a Research Framework
- Interdisciplinary and Systems Thinking
- AI-supported Research and Innovation
- Research Methods across Design Thinking Phases
- Mixed Methods in Social Science Research (Desk, Qualitative, Quantitative)
- Validation, Evaluation, and Iteration in DBCR

Learning objectives

- **Knowledge:**
    - An understanding of empirical and design-based research principles.
    - Knowledge of reasoning types (deduction, induction, abduction) and how they apply in educational contexts.
    - Awareness of the DBCR methodology and its integration with Design Thinking.

- Familiarity with research methods used at each stage of the design process.

- **Skills:**.
  - Ability to differentiate different contexts and purposes of validation
  - Ability to differentiate different concepts like qualification and competences
  - Ability to apply a given learning taxonomy in the own project group
- **Attitudes:**.
  - Interest and motivation to learn about VINFL in European contexts
  - Motivation to apply validation tools in the own context

Methods/Activities

- Beginning:
  - Intro with self-assessment and competence profile
  - Introduction to DBCR
- Middle:
  - Self-Learning, Moodle based
  - 120 slides
  - Integrated in the DBCL module (+1 ECTS)
- End:
  - Moodle course self-validation or
  - 4 hrs self-, peer assessment session and/or external observation

Resources and materials

- DBCR publication
- 120 slides
- Moodle course self-validation

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	8			**8**	**8**	**0,27**
Autonomous Learning: Asynchronous teaching		120	10,00		**10,00**	**0,33**
Autonomous Learning:[3]			12		**12**	**0,40**
Assessment/ Evaluation of the students	1			**1**	**1,00**	**0,03**
	Groups			**9**	**31**	**1**

Table: AUTh Micro credential calculation for the course module ”Design Based Collaborative Research”

[3] a) Study of the learning material for face-to-face and/or synchronous teaching
b) Written assignment, exercises, projects, etc.

4.2 Aristotle University of Thessaloniki

At Aristotle University of Thessaloniki, the DISC approach was implemented through the course "Vocational Education and Training: Developing Programmes for Future Professionals", delivered within the Department of Philosophy and Education. This course served as an ideal academic environment for piloting the DISC model, thanks to its interdisciplinary design, sustainability orientation, and emphasis on work-based learning.

Twelve original student-designed learning projects were developed under the DISC framework and incorporated the SDG Explorer, DBCL/Design Thinking, and LEVEL5 validation components. These projects addressed a diverse range of real-life challenges (e.g., digital inclusion, climate action, social cohesion, rural entrepreneurship) and were built around a constructivist, competence-based learning process. Students engaged in reflective practice, co-creation, and project-based collaboration with external partners. The course enabled them to connect philosophical-educational theory with contemporary practices in adult learning and vocational training, thus transforming them into critically engaged professionals ready to act for sustainable social transformation.

Module 1 below reflects the six projects focusing on adult education, inclusion and democracy, and Module 2 reflects the six on environmental sustainability, reforestation, and local development.

4.2.1 Adult Education, Inclusion and Democratic Engagement

Summary

This module was implemented as part of the course "Vocational Education and Training: Developing Programmes for Future Professionals" in the Department of Philosophy and Education, AUTH. The thematic focus centres on democratic education, intergenerational solidarity, social inclusion, and critical adult education. Students developed and implemented six DISC learning projects tackling real-world issues such as inclusion of refugees, empowerment of Roma youth, elderly education, digital literacy for vulnerable groups, and participatory citizenship. The module aligns with the DISC philosophy by embedding sustainability, social justice, and human rights into vocational training. Learners explored design-based, collaborative methods to co-create interventions with communities and external stakeholders.

Target Group

Undergraduate students in Philosophy and Education, aged 20–24. Most participants were pre-service adult educators, interested in working in lifelong learning centres, NGOs, and community-based education environments.

Themes

- Democratic and emancipatory education
- Social and digital inclusion
- Critical pedagogy and participation
- Adult education in migration and post-crisis contexts
- Design-Based Collaborative Learning for social justice

Learning Objectives

Knowledge

1. Understanding of adult education theory and democratic learning models
2. Familiarity with inclusive education strategies in formal/non-formal contexts
3. Awareness of EU and Greek policies on lifelong learning and inclusion

Skills

1. Ability to design and implement a DBCL-based learning intervention
2. Competence in co-creation with stakeholders and learners from diverse backgrounds
3. Use of self-assessment and peer evaluation tools (e.g. LEVEL5)

Attitudes

1. Empathy toward marginalised learners
2. Commitment to inclusive and participatory education
3. Critical reflection on social roles of educators

Methods/Activities

- Blended learning with online lectures and face-to-face workshops
- Student co-design of projects in teams (e.g., Roma youth empowerment, refugee education)
- Reflective journaling and LEVEL5 validation
- Peer teaching, community engagement activities

Resources and Materials

- Moodle platform (slides, videos, articles)
- Reflective journals
- Field research notes and project implementation plans
- Use of DISC SDG Explorer and DBCL handbook

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/Synchronousteaching	8			**8**	**8**	**0,27**
Autonomous Learning: Asynchronousteaching		120	10,00		**10,00**	**0,33**
Autonomous Learning:[1]			12		**12**	**0,40**
Assessment/ Evaluation ofthestudents	1			**1**	**1,00**	**0,03**
Groups				**9**	**31**	**1**

Table: AUThMicrocredential calculation for the course module ”Adult Education, Inclusion and Democratic Engagement”

4.2.2 Sustainability, Environmental Education and Local Development

Summary

This module focuses on sustainability education through practical, field-based learning. As part of the same course, students designed and implemented six DISC projects related to environmental regeneration, biodiversity, and green innovation. These included reforestation of fire-damaged areas in Northern Evia, urban gardening, environmental awareness campaigns in schools, and local eco-tourism development. All projects incorporated the three DISC core modules and followed the DBCL model, with strong emphasis on systems thinking, climate justice, and transdisciplinary cooperation.

Target Group

Undergraduate students in Philosophy and Education (ages 20–25), with interest in environmental education, youth work, and civic engagement.

Themes

- Education for Sustainable Development (ESD)
- Green competencies and SDGs
- Environmental justice and community action
- Youth empowerment and local environmental initiatives

Learning Objectives

Knowledge

- Familiarity with SDGs, ESD methodologies and environmental policy frameworks
- Knowledge of sustainability education in formal and non-formal contexts
- Understanding the role of education in climate mitigation and regeneration

Skills

- Project-based learning and participatory environmental research
- Design and delivery of community-based learning programmes
- Use of design thinking and DBCL methods for local environmental problem-solving

Attitudes

- Environmental consciousness and civic responsibility
- Appreciation of local knowledge and ecological heritage
- Motivation to act for systemic ecological change

Methods/Activities

- Blended delivery with thematic lectures, field visits, and community interaction
- Team-based DBCL projects on sustainability topics
- Reflective practice using LEVEL5
- Stakeholder interviews and collaboration with NGOs, schools, and local authorities

Resources and Materials

- SDG Explorer
- DBCL materials and project planning guides
- Moodle platform (slides, video case studies, environmental datasets)

– Reflective tools and documentation templates

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous Teaching Screens	Autonomous Learning Hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/Synchronous Teaching	8			**8**	**8**	**0,27**
Autonomous Learning: Asynchronous Teaching		120	10,00		**10,00**	**0,33**
Autonomous Learning:[2]			12		**12**	**0,40**
Assessment/Evaluation of the students	1			**1**	**1,00**	**0,03**
	Groups			**9**	**31**	**1**

Table: AUTh Microcredential calculation for the course module ”Sustainability, Environmental Education and Local Development”

[1]a) Study of the learning material for face-to-face and/orsynchronous teaching
b) Written assignment, exercises, projects, etc.
[2]a) Study of the learning material for face-to-face and/orsynchronous teaching
b) Written assignment, exercises, projects, etc.

4.3 University of Novi Sad

4.3.1 Project Cost Management

Course Module description:

Summary

Background:

The course is a semester-long module offered at the University of Novi Sad within the Faculty of Technical Sciences. It focuses on budgeting, financial planning, and cost control in engineering project management. Designed to merge theoretical learning with hands-on tools and sustainability principles, it prepares students to manage project costs effectively.

Objectives:

Equip students with the ability to budget, analyze financial data, manage project costs, and integrate sustainability through carbon footprint analysis.

Target group

- Age Range: Undergraduate students (typically aged 22–23)
- Educational/Professional Background:
    - Undergraduate or postgraduate students in Engineering management
    - Project managers, financial planners, cost controllers in industries like construction, energy, and manufacturing

Themes (content area)

- Project Budgeting and Financial Planning
- Cost Estimation and Control
- Financial Analysis Tools (NPV, IRR, Payback Period)
- Earned Value Management
- Carbon Footprint Analysis in Projects

Learning objectives

- **Knowledge:**
    - Understand budgeting, cost analysis, and sustainability in financial planning
- **Skills:**
    - Ability to plan, monitor, and report project costs;;
    - Apply earned value analysis
    - Conduct carbon footprint evaluations
- **Attitudes:**
    - Interest and motivation to learn about financial planning
    - Motivation to apply sustainability-conscious decision-making

Methods/Activities

- Beginning:
    - Lectures
    - Workshops

- Middle:
  - Case study
  - Simulation
- End:
  - Use of real-world tools like MS Project and Excel
  - Group budget planning and final project presentations

Resources and materials

- Instructor-developed slides and templates
- PMBOK Guide
- SOVA e-learning platform for blended learning

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	16			**16**	**16**	**0,54**
Autonomous Learning: Asynchronous teaching		60	5,00		**5,00**	**0,17**
Autonomous Learning:[4]			24		**24**	**0,80**
Assessment/ Evaluation of the students	1			**1**	**1,00**	**0,03**
	Groups			**17**	**46**	**1.5**

Table: AUTh Micro credential calculation for the course

[4] a) Study of the learning material for face-to-face and/or synchronous teaching
b) Written assignment, exercises, projects, etc.

4.3.2 Project Procurement Management

Course Module description

Summary

Background:

This course emphasizes procurement strategies within engineering projects, grounded in the PRAG rules and sustainable supply chain practices. The focus is on enabling students to manage procurement efficiently while integrating ethical and sustainability standards.

Objectives:

Develop proficiency in procurement planning, applying PRAG guidelines, and evaluating supply sustainability. Learners created procurement plans aligned with EU standards and sustainable practices.

Target group

- Age Range: 21-23 years
- Educational/Professional Background:
    - Undergraduate engineering management students
    - Project managers

Themes (content area)

- Procurement Planning and Execution
- Application of PRAG Rules
- Sustainable Supply Chain Practices
- Contracting and Subcontracting Processes
- Budget Definitions in Procurement Context

Learning objectives

- **Knowledge:** *Please describe the knowledge that learners were supposed to acquire during the* Course Module*.*
    - PRAG procurement regulations
    - Sustainability in procurement
- **Skills:** *Please describe the skills that learners were supposed to acquire during the* Course Module*.*
    - Ability to draft procurement documents
    - Simulate procurement processes
    - Assess supplier sustainability
- **Attitudes:** *Please describe which attitudes learners were supposed to develop during the* Course Module*.*
    - Interest and motivation to learn about ethical procurement awareness
    - Motivation to apply sustainable sourcing

Methods/Activities

- Beginning:
    - Lectures on PRAG rules

- Procurement simulation exercises
- Middle:
  - Use of real procurement documents
  - Group work on sustainable supply planning
- End:
  - Evaluation of the tenders
  - Group presentation

Resources and materials

- PRAG Handbook (EU), case studies
- Moodle platform for asynchronous learning
- EU learning platform

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	16			**16**	**16**	**0,54**
Autonomous Learning: Asynchronous teaching		60	5,00		**5,00**	**0,17**
Autonomous Learning:[5]			24		**24**	**0,80**
Assessment/ Evaluation of the students	1			**1**	**1,00**	**0,03**
	Groups			**17**	**46**	**1.5**

Table: AUTh Micro credential calculation for the course module

[5] a) Study of the learning material for face-to-face and/or synchronous teaching
b) Written assignment, exercises, projects, etc.

4.4 IPL

4.4.1 Creativity 4 Sustainability

Course Module description:

Summary

This module, "Creativity 4 Sustainability," explores how creative thinking can drive innovative solutions to sustainability challenges. It was developed to encourage creative thinking and innovation with scientific approaches, aligning with Education for Sustainable Development (ESD) and the DISC framework. The course aims to introduce different creative profiles, and present creative tools like SCAMPER, lateral thinking and Design Thinking to foster collaboration, and encourage learners to apply these methods to real-world problems. Learners will develop a creative project, present their ideas, and reflect on their process, gaining skills in innovation, critical thinking, and sustainable action.

Background:

This module was created to develop creativity for students with no creative background, considering that traditional education often addresses scientific or social problems based on historical responses and with less novel input from the students a need to develop creativity as a competence that can drive innovation and promote further learning was considered.

Objectives:

The"Creativity 4 Sustainability," module aims to help learners to characterize their main type of creativity, develop it using diverse methods and strategies, applied to sustainability challenges, encouraging creative thinking and innovation with scientific content. Students develop a concrete project and communicate it to their peers.

Target group

- *Age Range: 18 to 22 years*
- *Educational/Professional Background:*
    - *Undergraduate or postgraduate students in Biology, Biotechnology, Tourism, Management or Marketing.*

Themes (content area)

- Introduction to Creativity
- Different types of creativity, what is your predominant ##
- Methods and tools to develop Creativity
- Co creation and design thinking
- Challenge engagement
- Project development
- Presentation

Learning objectives

- **Knowledge:**
  - Know about different creative profiles
  - Know tools and techniques to develop creativity
  - Know how to co create with design thinking approaches
- **Skills:**
  - Ability to discover different profiles in creativity and evolve actively
  - Ability to interact in the best way with different creative profiles
  - Ability to develop creative projects in teamwork
  - Ability to communicate and present projects in a creative way.
- **Attitudes:**
  - Interest and motivation to learn about creativity and innovation
  - Motivation to apply creative methodology to sustainability challenges

Methods/Activities

- Beginning:
  - Introduction about creativity and creative profiles##
  - Quest to discover the personal main creative profile ##
  - Learn about colleagues' different profiles.
- Middle:
  - Input about tools to develop creativity
  - Examples about concrete applications
- End:
  - Explore a sustainability challenge with creative tools
  - Develop a co created project
  - Present the developed project

Resources and materials

- Creative profiles and tools adapted from literature
- Developed challenges

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	4			**10**	**10**	**0,27**
Autonomous Learning: Asynchronous teaching		120	10,00		**10**	**0,33**
Autonomous Learning:[6]			12		**12**	**0,40**
Assessment/ Evaluation of the students	1			**1**	**1**	**0,03**
	Groups			**9**	**31**	**1,03**

Table: AUTh Micro credential calculation for the course module ” Creativity 4 Sustainability”

[6] a) Study of the learning material for face-to-face and/or synchronous teaching
b) Written assignment, exercises, projects, etc.

4.4.2 Energy and Sustainability

Course Module description

Summary

This module, "Energy and Sustainability," focuses on understanding the role of energy systems in sustainable development. It examines the environmental, social, and economic impacts of energy production and consumption, and explores pathways toward cleaner, more equitable energy futures. The course was developed to explain the need for a transition to sustainable energy sources. It aligns with Education for Sustainable Development (ESD) and the DISC framework by promoting systems thinking, interdisciplinarity, and critical reflection on energy justice and innovation. The course aims to help learners explore renewable energy technologies, assess energy footprints, and design solutions for sustainable energy use. Learners will work on case studies, gaining knowledge of energy systems, and strategies for reducing environmental impact. Final outcomes include a video presentation on sustainable energy solutions and a reflective summary of their learning process.

Background:

This module was developed in response to the need to understand the transition toward sustainable energy systems. Energy production and consumption are among the largest contributors to climate change and environmental degradation, but the energy system also has great social and economical impact. By exploring the connections between energy, society, and the environment, the course supports Education for Sustainable Development (ESD) and the DISC framework. It encourages systems thinking, interdisciplinarity, and critical reflection on energy equity, innovation, and resilience.

Objectives:

The module “Energy and Sustainability” aims to help learners understand the environmental and social impacts of different energy sources, explore renewable energy technologies, and evaluate strategies for sustainable energy use. Learners will analyze case studies, their own house electrical energy consumption and propose solutions for reducing energy-related impacts. They are expected to develop critical thinking, collaborative problem-solving, and practical skills for contributing to a more sustainable energy future.

Target group

- Age Range:18 to 22 years
- Educational/Professional Background:
    - Undergraduate or postgraduate students in biology, management or tourism

Themes (content area)

- Introduction to Energy and Sustainability
- Scientific social and economical relations to energy
- Energy sources and impacts
- Renewable energy and energy transition
- Energy use case study
- Group reflection and video production

Learning objectives

- **Knowledge:**
  - Know about the energy need in relation to social and economic development
  - Know of different energy sources and their impacts
  - Learn about the energy transition challenges
  - Learn how to contribute for this energy transition

- **Skills:**
  - Ability to reflect about energy production and use
  - Ability to evaluate the personal and family energy use and be aware of it
  - Contribute for the use of renewable energy sources

- **Attitudes:**
  - Interest and motivation to learn about energy and sustainability
  - Be balanced about the energy transition, considering environment but also social and economic aspects
  - Motivation to apply green energy attitudes in the personal and family use of energy

Methods/Activities

- Beginning:
  - Global energy landscape, sustainability principles, SDGs
  - Understand the link between energy and sustainable development
  - Fossil fuels, renewables, nuclear, lifecycle impacts
  - Comparison of pros and cons of different energy sources
- Middle:
  - Solar, wind and ocean energy
  - Local energy options and solutions
  - Technologies and strategies for sustainable energy transitions

- End:
  - Autonomous work on personal and family energy use
  - Group reflection on the contribution to energy transition
  - Produce a video to share reflections and ideas about energy and sustainability

Resources and materials

- Developed material based on scientific references
- Developed the methodology to access personal electrical energy
- Students use open source tools to produce the video

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	16			**16**	**16**	**0,5**
Autonomous Learning: Asynchronous teaching		120	30		**150**	**0,6**
Autonomous Learning:[7]			12		**12**	**0,8**
Assessment/ Evaluation of the students	1			**2**	**2**	**0,1**
	Groups			**18**	**180**	**2**

Table: AUTh Micro credential calculation for the course module ” Energy and Sustainability”

[7] a) Study of the learning material for face-to-face and/or synchronous teaching
b) Written assignment, exercises, projects, etc.

4.5 Smart Revolution

4.5.1 Efficiency, productivity, and wellbeing through conscious evironmental choices

Course Module description:

Summary

This module is part of a larger training programme on ESG parameters for companies (SMEs) and organisations, called ESG SMART Academy, delivered by Smart Revolution. The module aims at raising awareness of the importance of environmental issues to empower individuals and companies/organisations in their choices concerning key aspects, such as: raw materials origin, energy consumption and climate change adaptation.
Concrete examples of virtuous behaviours in companies/organisations are provided for each topic.
The module aligns with DISC methodology by embedding environmental sustainability into vocational training and using collaborative methods to co-create ad hoc solutions for their specific context.

Target group

Employers and employees of SMEs and other organisations, age range: 26-50. Educational background can be varied, usually spreading from Economics to Political Sciences, to Technical disciplines.

Most participants are graduated.

Themes (content area)

1. *The E within the ESG reference framework*
2. *Climate change mitigation and adaptation in your company/organisation*
3. *Raw materials and circular economy*
4. *Environmental responsibility and pollution*
5. *Sustainability and biodiversity*
6. *Management and safeguarding of water and marine resources*

Learning objectives

- **Knowledge:**.
  - Having a basic understanding of the themes and relevant aspects of the E-Environment parameter in ESG reference framework: Climate change, Circular Economy, Pollution, Biodiversity, Water and Marine resources.
  - Naming concrete examples of virtuous behaviours applicable in the workplace and company/organisation management.

- **Skills:**
  - Identifying weak spots (unsustainability) within work and private life, sorted by macro areas.
  - Adopting virtuous behaviours aimed at reducing the environmental impact.

- **Attitudes:**
  - Being aware of the environmental impact at a personal and company/organisation level.
  - Being determined to adopt and transfer virtuous behaviours also in private life.

Methods/Activities

- Online synchronous learning or in presence workshop
- Group work for co-creation of ad hoc solutions (online or in presence)
- Follow up session, reflective round

Methods can be customised according to the company/organisations specific needs and requests.

Resources and materials

- Slides (created), video and articles
- Digital platform for videocalls

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	6		2	**6**	**8**	**0,26**
Autonomous Learning: Asynchronous teaching		100	8,33		**8,33**	**0,28**
Autonomous Learning:			12		**12**	**0,40**
Assessment/ Evaluation of the students	2			**2**	**2,00**	**0,07**
Groups				**8**	**28,33**	**1,01**

Table: AUTh Micro credential calculation for the course module ” Efficiency, productivity, and wellbeing through conscious evironmental choices”

4.5.2 The Corporate Responsibility on Human Rights

Course Module description

Summary

A flexible and dynamic module for companies willing to increase their awareness of rights protection within their business. A practical and tangible module to make companies socially sustainable and, consequently, more competitive and modern.

The module aligns with DISC methodology by embedding social sustainability into vocational training and using collaborative methods to co-create ad hoc solutions for their specific context.

Target group

Employers and employees of SMEs and other organisations, age range: 26-50. Educational background can be varied, usually spreading from Economics to Political Sciences, to Technical disciplines.

Most participants are graduated.

Themes (content area)

1. Human Rights
Basic knowledge of human rights and their application for companies: conventions, declarations; obligations for states, companies and organisations.

2. Business and Human Rights
Concepts of Human Rights and Companies. SDGs - Sustainable Development Goals. The Ruggie framework. Due diligence.

3. Social Sustainability
Basic knowledge of Social Sustainability. Self-assessment for Social Sustainability.

4. A sustainable business model
How to integrate Sustainability and Rights protection in your business model.

5. Virtuous models
Examples of sustainable models and how to apply them in your company.

Learning objectives

- **Knowledge:** ·
    - Understanding the basic principles of Social Sustainability
    - Naming virtuous examples of sustainable companies
    - Having a basic understanding of how Human Rights are related to companies and business
- **Skills:**.
    - Creating a business model that takes Social Sustainability into account
    - Carrying out a Human Rights impact assessment
    - Assessing Social Sustainability of own supply chain
- **Attitudes:**
    - *Being determined to include the human rights perspective in business*
    - *Being interested in discovering more virtuous examples*

Methods/Activities

- Online synchronous learning or in presence workshop
- Group work for co-creation of ad hoc solutions (online or in presence)
- Follow up session, reflective round

Methods can be customised according to the company/organisations specific needs and requests.

Resources and materials

- Slides (created), video and articles
- Digital platform for videocalls
- SDG Explorer app for self-assessment

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	10			**10**	**10**	**0,33**
Autonomous Learning: Asynchronous teaching		100	8,33		**8,33**	**0,28**
Autonomous Learning:			12		**12**	**0,40**
Assessment/ Evaluation of the students	1			**1**	**1,00**	**0,03**
Groups				**11**	**31,33**	**1,04**

Table: AUTh Micro credential calculation for the course module ”The Corporate Responsibility on Human Rights”

4.6 Blinc eG

4.6.1 Heritage and Sustainability: Linking Culture, Community, and Change

Course Module description:

Summary

Background:
This course focuses on empowering individuals to facilitate and engage in heritage community development. Rooted in the principles of the Faro Convention, the course recognises cultural heritage as a driver for democratic participation, social inclusion, human rights, and sustainability. In the context of higher education, the course enables students and staff—especially in disciplines such as education, cultural studies, social sciences, and urban/regional development—to explore how academic engagement with local heritage communities can promote Education for Sustainable Development (ESD) and contribute to community-based transformation.

Objectives:

- To introduce students and educators to the concept of *heritage communities* and their role in sustainable local development.
- To develop competences in co-creation, community engagement, inclusive governance, and reflective learning.
- To enable learners to apply participatory and sustainability-oriented methodologies in local community projects involving heritage.

Target group

- Undergraduate and postgraduate students in education, heritage studies, social sciences, arts, sustainability, or community development
- Higher education teaching staff and facilitators working in civic engagement, cultural sustainability, or place-based education

Themes (content area)

- Introduction to Heritage Communities and the Faro Convention
- Cultural Heritage and Sustainable Development
- Community Mapping and Stakeholder Engagement
- Participatory Governance and Inclusive Dialogue
- Co-Creation, Storytelling, and Heritage Narratives
- Sustainability, Human Rights, and Local Policy Integration

Learning objectives

- **Knowledge:**
  - Understand the evolving definition of cultural heritage and the concept of heritage communities
  - Identify the relevance of the Faro Convention and ESD in heritage-related community work
  - Recognise the role of local heritage in fostering inclusion, identity, and sustainable regional development
- **Skills:**
  - Ability to facilitate community-based heritage projects
  - Competence in stakeholder mapping, co-creation, and participatory facilitation
  - Ability to design inclusive and sustainable community interventions
- **Attitudes:**

- Motivation to support inclusive, democratic community engagement
- Interest in using heritage as a tool for civic empowerment and sustainable development
- Openness to diversity, intercultural dialogue, and human rights-based approaches

Methods/Activities

Beginning:

- Two online synchronous lessons and workshop
- Exploration of local contexts and introduction to the Faro Convention
- Group reflection on learners' personal and academic relationship to heritage

Middle:

- Project-based learning through real or simulated case studies
- Stakeholder mapping, community engagement planning, and storytelling exercises
- 4-day in person development workshop with site visit to selected case studies.

End:

- Two online synchronous session to follow up on prototype development and testing
- Final presentation of a community engagement proposal or prototype
- Reflection on learning journey using LEVEL5

Resources and materials

- Heritage Community development Toolkit
- The Faro Convention: the way forward with heritage (2020)
- Case studies and video interviews with heritage facilitators
- Canva White Board for DBCR and development work

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	32			**32**	**32**	**1,07**
Autonomous Learning: Asynchronous teaching		173	14,42		**14,42**	**0,48**
Autonomous Learning:[8]			6		**6**	**0,20**
Assessment/ Evaluation of the students	2			**2**	**1,00**	**0,07**
	Groups			**34**	**54**	**2**

Table: AUTh Micro credential calculation for the course module

[8] a) Study of the learning material for face-to-face and/or synchronous teaching
b) Written assignment, exercises, projects, etc.

4.6.2 Facilitating Innovation in Education and Society

Course Module description:

Summary

This course introduces learners to the principles and practices of creative facilitation, cultural entrepreneurship, and competence-based learning. It is designed for higher education students and educators interested in fostering innovation through the arts, culture, and community engagement.

Drawing on design thinking, storytelling techniques, and experiential learning, the course enables participants to explore how creativity and cultural assets can be used to address real-world challenges in local contexts. The course empowers future facilitators, educators, and changemakers to apply entrepreneurial approaches to cultural and social development, tailored to the needs of diverse communities.

Objectives:

- Equip learners with practical skills in design thinking, storytelling, and creative facilitation.
- Develop competences in innovation, collaboration, and social entrepreneurship.
- Enable learners to design and implement small-scale creative learning offers or initiatives in cultural, educational, or social contexts.
- Promote inclusive, learner-centred facilitation in higher education and beyond.

Target group

- Undergraduate and postgraduate students in arts, humanities, education, or social sciences
- Higher education teaching staff interested in innovation, facilitation, or creative entrepreneurship
- Community educators or cultural professionals engaging with learning and civic participation

Themes (content area)

- Introduction to Creative Facilitation
- Cultural Entrepreneurship and Innovation
- Design Thinking for Social Impact
- Storytelling as a Tool for Engagement and Change
- Competence-Oriented Learning and Reflection
- Co-Creation and Participatory Methods

Learning objectives

- **Knowledge:**
  - Understand the principles of creative facilitation and cultural entrepreneurship
  - Learn the phases and tools of design thinking
  - Explore methods of storytelling for social and educational impact
- **Skills:**
  - Ability to plan and facilitate creative, learner-centred workshops
  - Apply design thinking to identify and address real-world challenges
  - Use storytelling techniques to enhance engagement and empathy in learning processes
- **Attitudes:**
  - Motivation to work inclusively and responsively with diverse learners and communities
  - Openness to experimentation, iteration, and peer feedback
  - Confidence in leading collaborative innovation processes

Methods/Activities

Beginning:

- Two online sessions on introduction to creative facilitation and design thinking
- Contextual exploration of learners' environments and challenges

Middle:

- 4-day in-person workshop for:
  - Empathy-building exercises and storytelling practice
  - Ideation sessions in teams, guided by design thinking phases
  - Prototyping of learning offers or cultural interventions
  - Peer collaboration, coaching and reflection

End:

- One online follow sessions for:
- LEVEL5-based reflection on competence development
- Feedback rounds and evaluation

Resources and materials

- Online Moodle course and open toolkit
- Design thinking toolkit (templates, visual boards)
- Storytelling guides and hero's journey frameworks
- Creative thinking tools (e.g. brainwriting, co-creation cards)
- Reflection and validation tools (e.g. LEVEL5 or e-portfolio)

ECTS – Certification Micro Credentials

Workload based on the AUTh ECTS micro credential method:

Activity	Hours of educational activity with the participation of teaching staff	Asynchronous teaching screens	Autonomous learning hours	Teaching or facilitated training hours	Total workload (hours)	ECTS
Face-to-face/ Synchronous teaching	30			**30**	**30**	**1,00**
Autonomous Learning: Asynchronous teaching		218	18,17		**18,17**	**0,61**
Autonomous Learning:[9]			6		**6**	**0240**
Assessment/ Evaluation of the students	2			**2**	**2,00**	**0,07**
	Groups			**32**	**56**	**5**

Table: AUTh Micro credential calculation for the course module

[9] a) Study of the learning material for face-to-face and/or synchronous teaching
b) Written assignment, exercises, projects, etc.

5 Impact and Capitalisation

This evidence-based workload estimation supports both learner transparency and institutional accreditation.

Perspective 1: Integration into Joint Programmes across Institutions
DISC's modular course design lends itself perfectly to joint academic programmes, enabling smooth integration across multiple HE institutions and countries. Because the modules are certified with ECTS, they can be embedded into existing curricula as electives, minors, or specialisation tracks within sustainability studies, teacher training, natural sciences, or social innovation programmes.

Through the Bologna Process framework, students can carry DISC credits across institutions, fostering mobility and international collaboration. Institutions can adopt shared modules, offer joint supervision, and even co-design new contextual modules, building long-term transnational partnerships. The flexible nature of DISC also allows programmes to adapt modules to local societal challenges, which enriches the learning experience while retaining the overarching ESD mission.

Perspective 2: Integration into Enterprises and Sustainability Services
The DISC course also responds directly to emerging needs in the business sector. With increasing pressure to meet sustainability and environmental standards, enterprises—particularly within the European Union—are seeking ways to train staff and implement sustainability management systems.

The course can be integrated into corporate learning frameworks as a professional development track. The SDG Explorer helps employees identify sustainability themes relevant to their roles; the Design Thinking module (via DBCR) facilitates team innovation on green transition topics; and the LEVEL5 validation offers evidence of skills development aligned with sustainability goals.

Moreover, DISC directly supports enterprises in meeting the EU's **Corporate Sustainability Reporting Directive (CSRD)**, which mandates sustainability reporting obligations for companies:

- **Large companies** (with over 250 employees, €40M turnover, or €20M in assets) must report on ESG matters beginning in 2025.
- **SMEs listed on EU-regulated markets** are required to report by 2026.
- Reports must cover environmental impact, social responsibility, governance structures, risk management, and sustainability targets.

DISC helps enterprises respond to this by empowering internal staff to participate in sustainability action and co-create sustainability reports as part of the course output. However, there is growing concern among companies and chambers of commerce about the complexity and resource demands of these regulations. Many fear that SMEs, in particular, lack the capacity to collect and process the necessary data, and face uncertainty about audit requirements and comparability standards.

DISC addresses this fear pragmatically: it builds internal sustainability literacy, develops in-house expertise, and produces concrete tools such as sustainability maps, competence profiles, and narrative reports—all of which feed into CSRD reporting needs while advancing the enterprise's sustainability culture.

Perspective 3: Aligning Learning Outcomes with ECTS, LEVEL5, and ECVET
DISC goes beyond standard ECTS workload calculation by integrating **competence-based validation**. The use of the LEVEL5 methodology allows learners to assess not only what they know but also how they apply knowledge and reflect on values and attitudes—critical dimensions of sustainability education.

This aligns well with the **European Credit System for Vocational Education and Training (ECVET)**, which places emphasis on learning outcomes and employability skills. By blending ECTS (used in academic HE) with LEVEL5/ECVET, DISC becomes a hybrid model bridging formal, non-formal, and informal learning pathways. This supports lifelong learning trajectories and the recognition of diverse competence developments across sectors and educational levels.

The learning outcomes of DISC are structured to include:

- **Cognitive dimension**: understanding sustainability principles, systems thinking, and innovation methodologies.
- **Behavioural dimension**: capacity to engage in group work, co-create solutions, and act responsibly.
- **Affective dimension**: motivation, reflection, and commitment to sustainable action.

Through this integrated approach, DISC prepares learners not only for academic progression but also for responsible citizenship and professional engagement in sustainable development.

5.1 Annex 2: Information brochure for HEI

Pamphlet for Higher Education Institutions: Join the DISC Programme
Integrate Education for Sustainable Development into Your Curriculum
DISC is a modular, ECTS-certified course package that empowers Higher Education Institutions (HEIs) to integrate sustainability competences into diverse academic programmes through interdisciplinary, practice-based learning.

Why Join DISC?

- Ready-to-implement modular course (1 to 8 ECTS)
- Fully aligned with the Bologna Process and ECTS/ECVET frameworks
- Promotes Education for Sustainable Development (ESD) and SDG integration
- Supports internationalisation and transdisciplinary learning

DISC Modules:

1. SDG Explorer (1 ECTS) – Students learn the SDGs, reflect on their relevance, and form interdisciplinary teams
2. Design-Based Collaborative Research (3 ECTS) – Students work on real-life sustainability challenges using an innovative research model
3. LEVEL5 Validation (1 ECTS) – Reflective assessment of personal and social competence development
4. Context Modules (3 ECTS) – Flexible modules tailored to fields like tourism, education, biology, or agriculture

Benefits for HEIs:

- Adopt entire course or integrate individual modules into existing study programmes
- Enable student mobility and credit recognition through ECTS
- Collaborate with other HEIs and external partners in a transnational network
- Offer cross-sector engagement by linking to enterprises and real-world contexts

DISC Expert Network: Join our transnational expert group to co-develop new modules, exchange best practices, and co-deliver learning experiences that connect theory with sustainability action.
Let's empower the next generation of changemakers – together.
[Insert contact/email/website for HEI participation]