EAUC Annual Conference **University of Leeds 23 – 25 March 2015**

# CHALLENGING CONNECTIONS

Incorporating the Student Sustainability Summit, Further Education Sustainability Summit and Transformational Leadership Summit

**Workshop 14: Avoiding the Perfect Storm – The Critical Role for Universities and Colleges to Develop Organisational Capability through Individual Competence**

*Jonathan Nobbs, Head of Partnership, IEMA; Nick Blyth, Policy Lead, IEMA and Rachel Drayson, Senior research officer – Sustainability, NUS*

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EAUC Annual Conference **University of Leeds 23 – 25 March 2015**

# CHALLENGING CONNECTIONS

**Avoiding the Perfect Storm –The Critical Role for Universities and Colleges to Develop Organisational Capability through Individual Competence**

**Partnership and Engagement**

# Agenda for this session

- Introduction
- NUS – Students, skills and employability
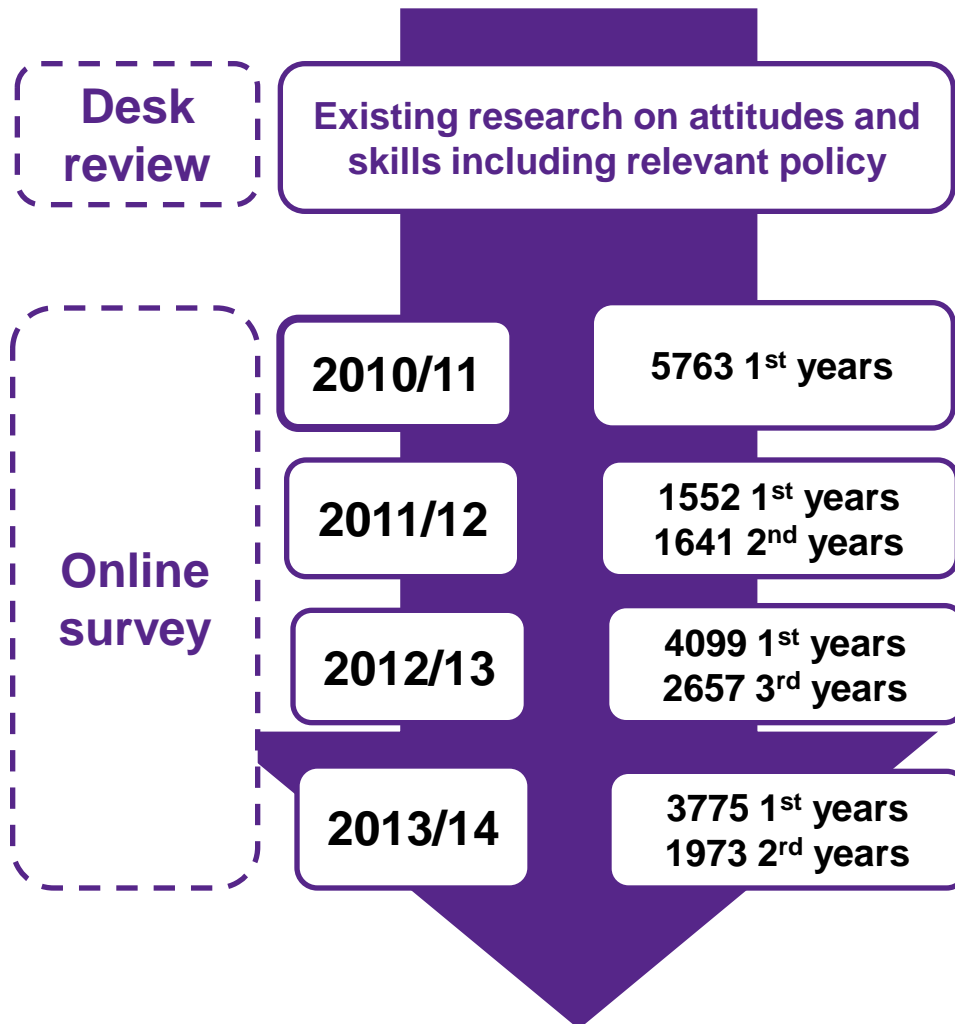- IEMA (and GACSO) – Skills for a sustainable economy: A professional body response
- Q&A

# Students, skills and employability

# Background and methodology – student research

**Desk review**

Existing research on attitudes and skills including relevant policy

**Online survey**

| | |
|---|---|
| **2010/11** | **5763 1st years** |
| **2011/12** | **1552 1st years** <br> **1641 2nd years** |
| **2012/13** | **4099 1st years** <br> **2657 3rd years** |
| **2013/14** | **3775 1st years** <br> **1973 2nd years** |

## Aims and objectives

- Current attitudes towards and understanding of sustainable development (SD) amongst students
- First year student attitudes towards and skills in SD over time
- Attitudes towards and skills in SD as students progress their university career
- The impact of changes in the HE landscape in the UK with the introduction of increased tuition fees for 2012 first year students by tracking first year responses from 2010 to 2012

# Skills for sustainability

Understand people's relationship to nature

Act as a responsible citizen locally & globally

Analyse using many subjects

Use resources efficiently

Plan for the long term as well as the short term

Consider the ethical issues of your subject

Adapt to new situations

Think of the whole system and the links when considering new ideas

# Students continue to show a demand for action and learning on SD

Eight in every ten students consistently believe that SD should be actively incorporated and promoted by universities

This increases as respondents progress through their studies

International students are significantly more likely to agree that action should be taken by universities in this way

Over two thirds of respondents consistently believe that SD should be incorporated into all university courses

Over 60% of domestic students would like to learn more about sustainable development

Around two thirds of respondents want to learn more about SD

This rises to three quarters of international respondents

# This demand has remained consistent across the four years of research

Legend: ■ Strongly agree ■ Agree

**·Sustainable development is something which universities should actively incorporate and promote**
- 2010 1st years (n = 5654): 47.3% / 38.3%
- 2011 1st years (n = 1513): 47.3% / 37.5%
- 2012 1st years (n = 3988): 47.6% / 39.4%
- 2013 1st years (n = 3782): 45.7% / 40.8%

**·Sustainable development is something which all university courses should actively incorporate and promote**
- 2010 1st years (n = 5622): 42.7% / 26.7%
- 2011 1st years (n = 1517): 41.7% / 26.4%
- 2012 1st years (n = 3971): 42.1% / 26.0%
- 2013 1st years (n = 3761): 41.7% / 26.6%

**·Sustainable development is something all course tutors should be required to incorporate within their teaching**
- 2012 1st years (n = 3969): 32.5% / 17.7%
- 2013 1st years (n = 3754): 31.8% / 17.3%

**·Sustainable development is something which I would like to learn more about**
- 2010 1st years (n = 5620): 39.0% / 24.3%
- 2011 1st years (n = 1515): 36.7% / 22.8%
- 2012 1st years (n = 3942): 38.8% / 22.3%
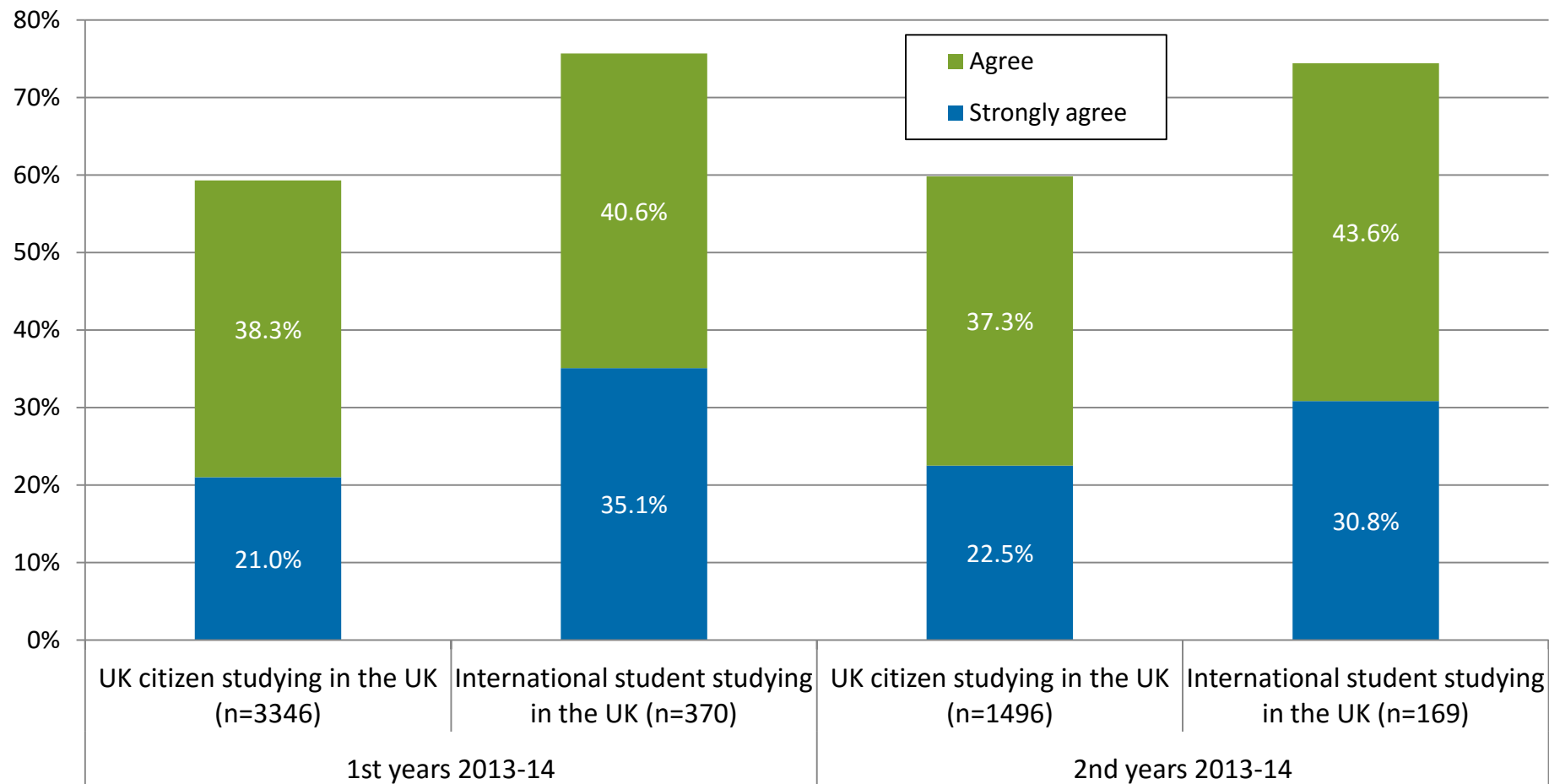- 2013 1st years (n = 3745): 38.6% / 22.4%

**Q. To what extent do you agree with the following statements? Balance: No response**

# Demand to learn about sustainable development is greater amongst international students



Q. To what extent do you agree with the following statements? 'Sustainable development is something which I would like to learn more about' Balance: No response

# Skills development remains high on respondents' agendas

Over two thirds of first year respondents consistently agree that universities should be obliged to develop their sustainability skills as part of their course
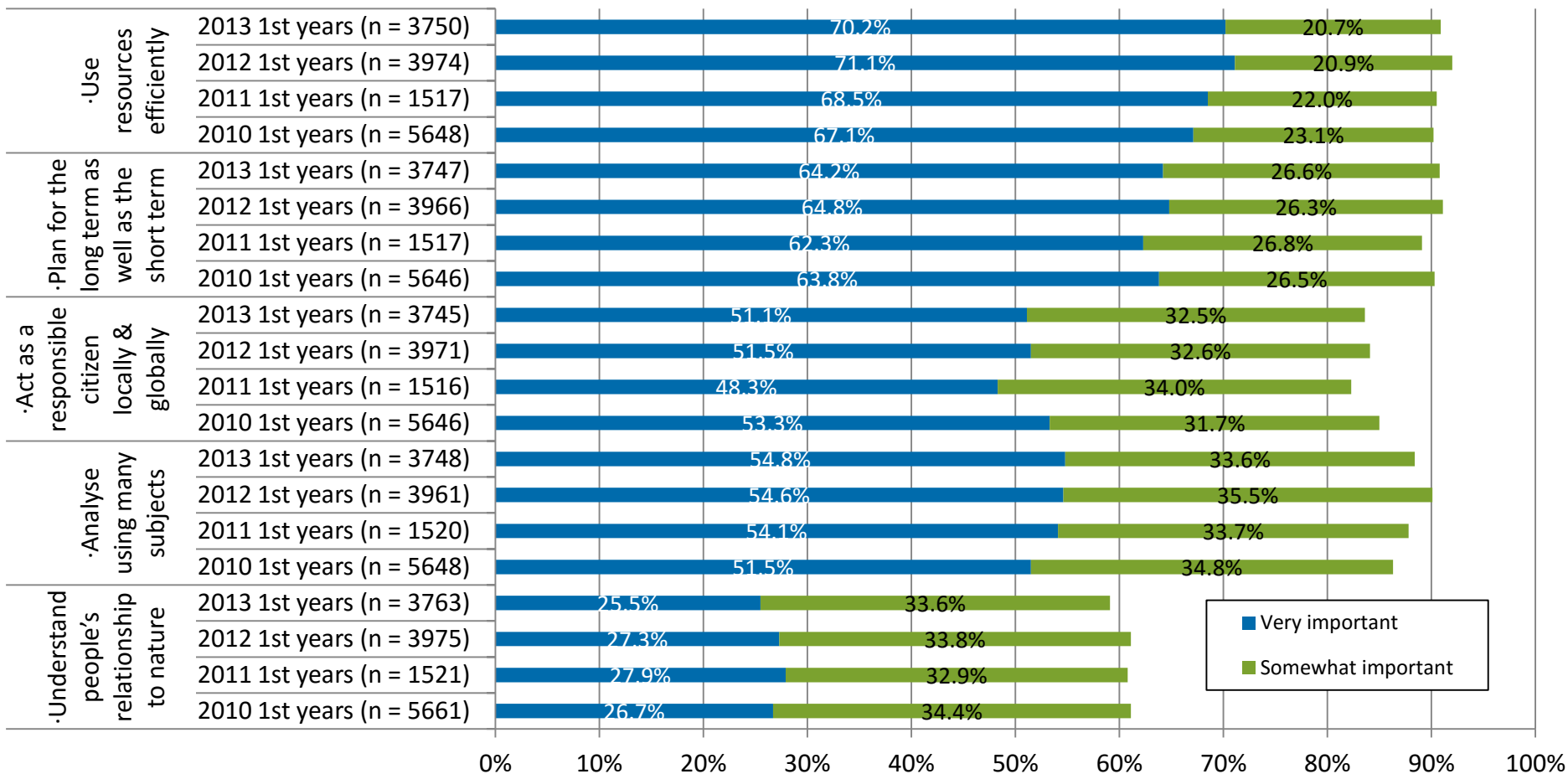
There is a continued desire amongst students for a reframing of curriculum content, rather than additional content or courses

Maintaining and developing links with employers is increasingly relevant to respondents with internships increasingly seen as a method of further skills development

# SD skills are perceived to be highly valued by employers

| | Year | Very important | Somewhat important |
|---|---|---|---|
| **·Use resources efficiently** | 2013 1st years (n = 3750) | 70.2% | 20.7% |
| | 2012 1st years (n = 3974) | 71.1% | 20.9% |
| | 2011 1st years (n = 1517) | 68.5% | 22.0% |
| | 2010 1st years (n = 5648) | 67.1% | 23.1% |
| **·Plan for the long term as well as the short term** | 2013 1st years (n = 3747) | 64.2% | 26.6% |
| | 2012 1st years (n = 3966) | 64.8% | 26.3% |
| | 2011 1st years (n = 1517) | 62.3% | 26.8% |
| | 2010 1st years (n = 5646) | 63.8% | 26.5% |
| **·Act as a responsible citizen locally & globally** | 2013 1st years (n = 3745) | 51.1% | 32.5% |
| | 2012 1st years (n = 3971) | 51.5% | 32.6% |
| | 2011 1st years (n = 1516) | 48.3% | 34.0% |
| | 2010 1st years (n = 5646) | 53.3% | 31.7% |
| **·Analyse using many subjects** | 2013 1st years (n = 3748) | 54.8% | 33.6% |
| | 2012 1st years (n = 3961) | 54.6% | 35.5% |
| | 2011 1st years (n = 1520) | 54.1% | 33.7% |
| | 2010 1st years (n = 5648) | 51.5% | 34.8% |
| **·Understand people's relationship to nature** | 2013 1st years (n = 3763) | 25.5% | 33.6% |
| | 2012 1st years (n = 3975) | 27.3% | 33.8% |
| | 2011 1st years (n = 1521) | 27.9% | 32.9% |
| | 2010 1st years (n = 5661) | 26.7% | 34.4% |

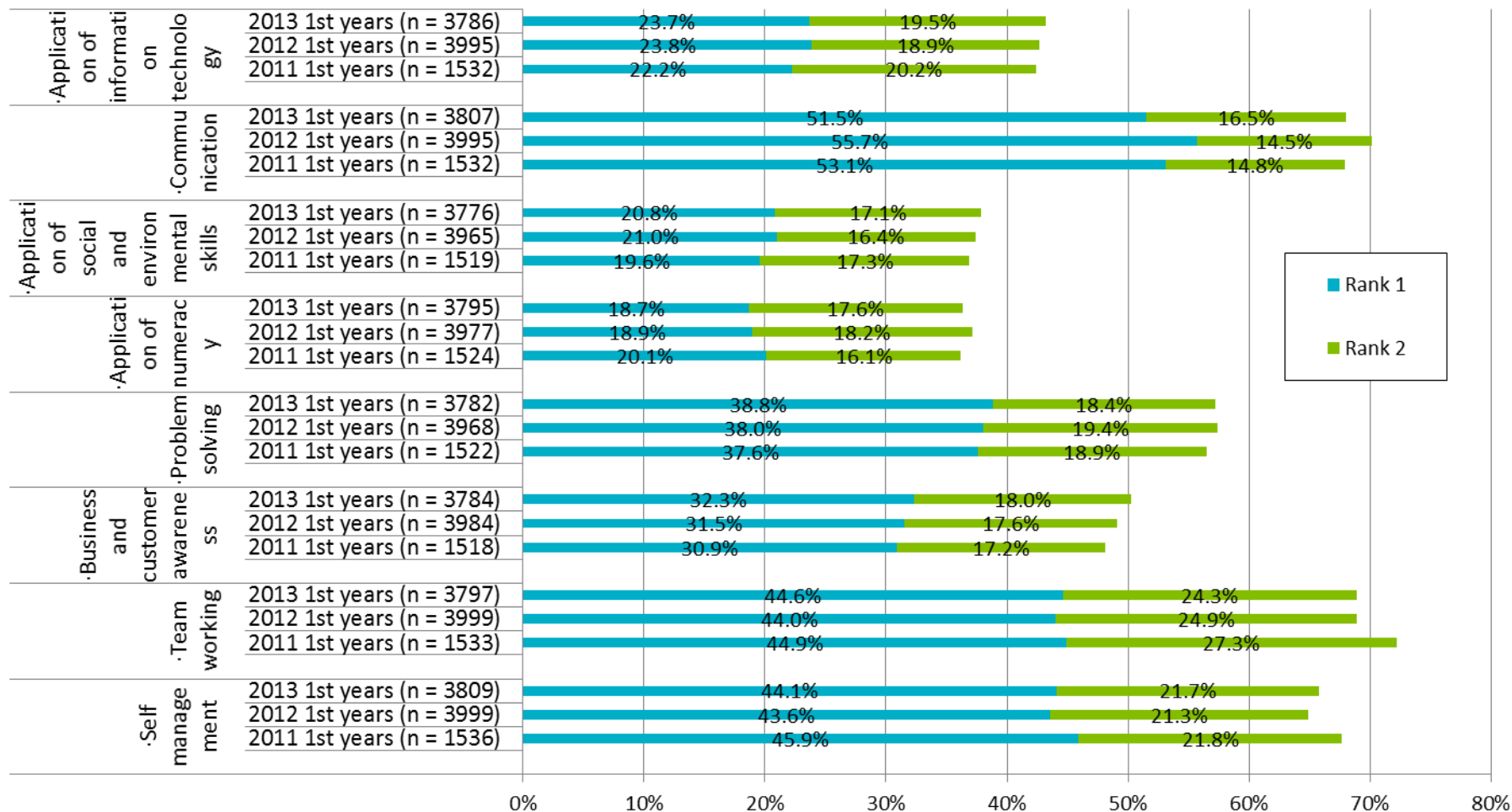Legend: ■ Very important ■ Somewhat important

Q. How important do you think the following skills are to your future employers? Balance: No response

# Communication, teamwork and self-management skills seen as most highly valued by employers

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| | | Rank 1 | Rank 2 |
|---|---|---|---|
| **Application of information technology** | 2013 1st years (n = 3786) | 23.7% | 19.5% |
| | 2012 1st years (n = 3995) | 23.8% | 18.9% |
| | 2011 1st years (n = 1532) | 22.2% | 20.2% |
| **Communication** | 2013 1st years (n = 3807) | 51.5% | 16.5% |
| | 2012 1st years (n = 3995) | 55.7% | 14.5% |
| | 2011 1st years (n = 1532) | 53.1% | 14.8% |
| **Application of social and environmental skills** | 2013 1st years (n = 3776) | 20.8% | 17.1% |
| | 2012 1st years (n = 3965) | 21.0% | 16.4% |
| | 2011 1st years (n = 1519) | 19.6% | 17.3% |
| **Application of numeracy** | 2013 1st years (n = 3795) | 18.7% | 17.6% |
| | 2012 1st years (n = 3977) | 18.9% | 18.2% |
| | 2011 1st years (n = 1524) | 20.1% | 16.1% |
| **Problem solving** | 2013 1st years (n = 3782) | 38.8% | 18.4% |
| | 2012 1st years (n = 3968) | 38.0% | 19.4% |
| | 2011 1st years (n = 1522) | 37.6% | 18.9% |
| **Business and customer awareness** | 2013 1st years (n = 3784) | 32.3% | 18.0% |
| | 2012 1st years (n = 3984) | 31.5% | 17.6% |
| | 2011 1st years (n = 1518) | 30.9% | 17.2% |
| **Team working** | 2013 1st years (n = 3797) | 44.6% | 24.3% |
| | 2012 1st years (n = 3999) | 44.0% | 24.9% |
| | 2011 1st years (n = 1533) | 44.9% | 27.3% |
| **Self management** | 2013 1st years (n = 3809) | 44.1% | 21.7% |
| | 2012 1st years (n = 3999) | 43.6% | 21.3% |
| | 2011 1st years (n = 1536) | 45.9% | 21.8% |

Q. How important do you think the following skills are to your future employers when compared against each other? Where 1 is the most important.
Balance: No response

# Respondents show a continued desire to work for employers taking positive action on SD, and also for specific roles which contribute to positive social and environmental change

£1000 salary sacrifice to work for a **company** with a positive social and environmental record

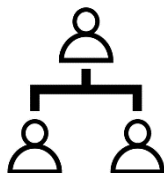£3000 salary sacrifice to work for a **company** with a positive social and environmental record

£3000 salary sacrifice to work in a **role** with a positive social and environmental record

Image: Roy Verhaag @ The Noun Project

# Background – employer facing research

## Senior leadership (n=50)

**Organisation size:**
18 respondents – 1-24 employees
21 respondents – 25-499 employees
11 respondents – 500+ employees

**Organisation type:**
31 respondents – Limited company
5 respondents – Academia
4 respondents – Charity / NGO
4 respondents - Public limited company/ Incorporated company

**Organisation sector:**
15 respondents – Professional and business services
12 respondents – Education
10 respondents – Manufacturing
2 respondents – Media and creative services
2 respondents – Construction

**Examples:**
Asthma UK, Epsom & Ewell Borough Council, Wilmott Dixon

## HR and Recruitment (n=29)

**Organisation size:**
10 respondents – 25-499 employees
16 respondents – 500+ employees

**Organisation type:**
14 respondents – Limited company
4 respondents – Government body
4 respondents – Public limited company / Incorporated company

**Organisation sector:**
7 respondents – Education
4 respondents – Professional and business services
3 respondents – IT and telecommunications services
3 respondents – Wholesale
2 respondents – Retail, hire and repair

**Examples:**
Marks and Spencer, Freshfields, Waterstones Ltd, Royal Navy, CB&I Ltd

# Respondents are reasonably confident their organisation has the skills to compete in a sustainable economy, though there are some with significant concerns
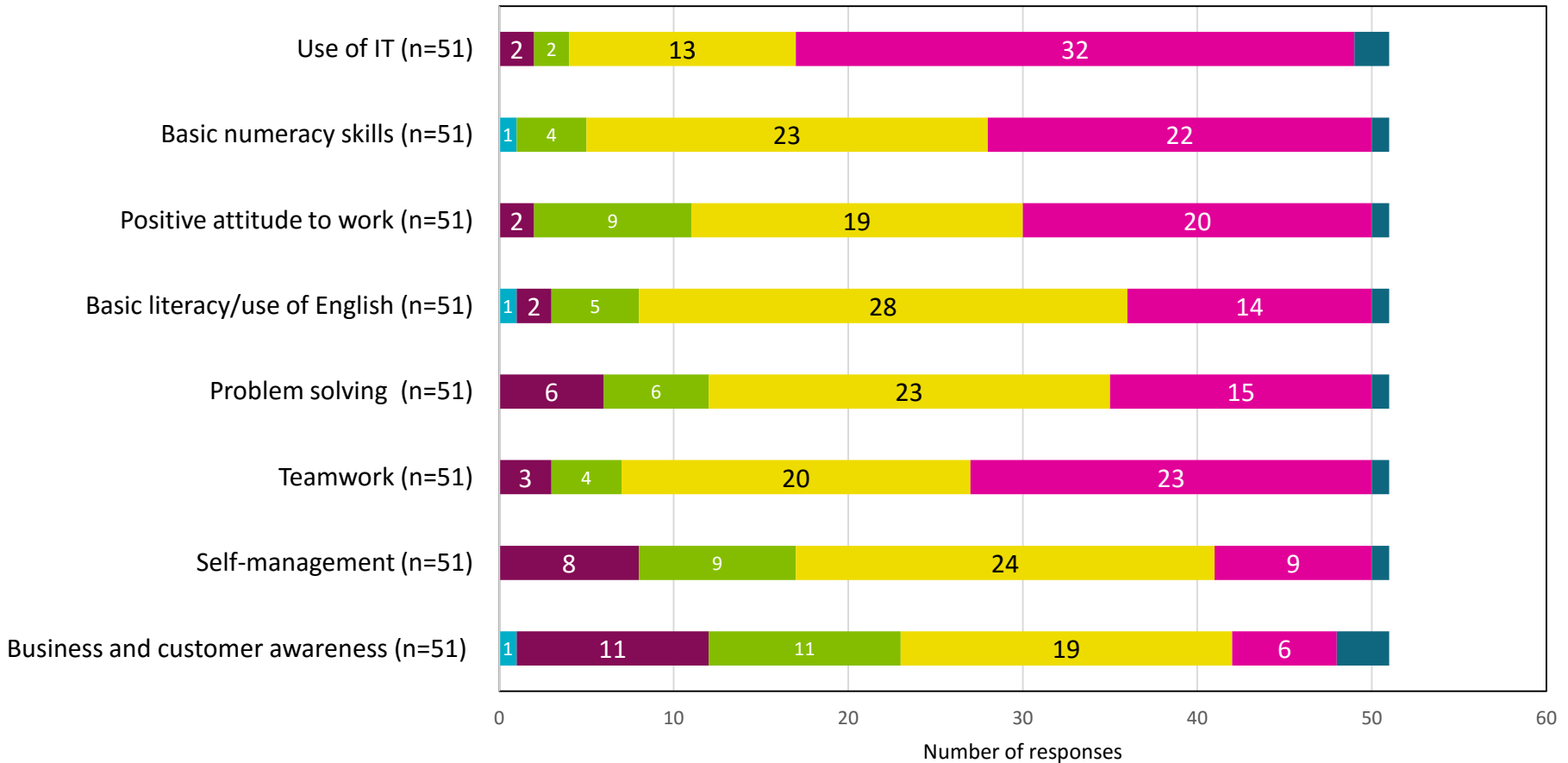


Q. How confident are you that your organisation has the skills to compete in a sustainable economy? Balance: No response
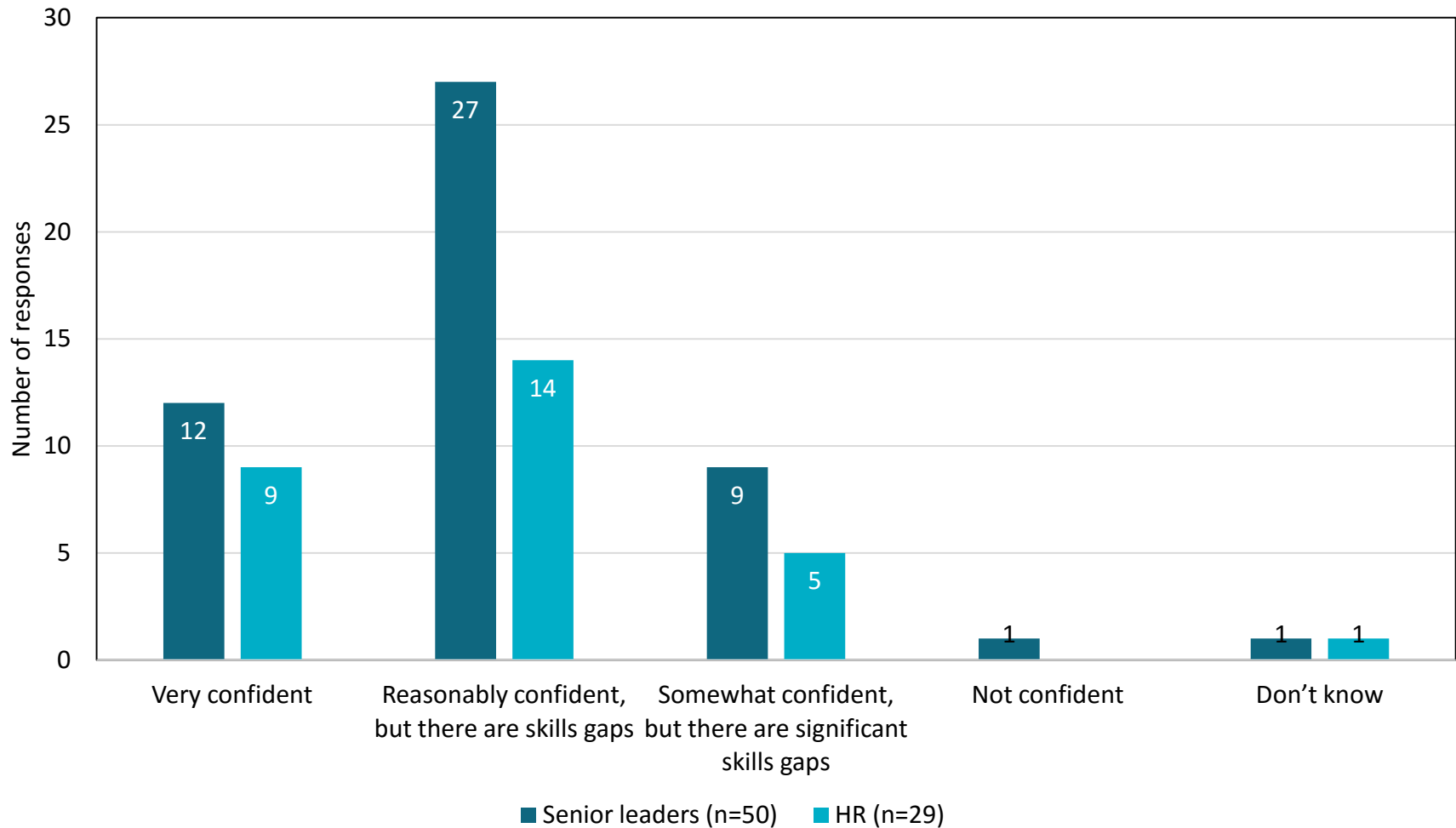
# Business and customer awareness skills are the least satisfactory amongst recent graduates, with IT and team work rated as the most satisfactory
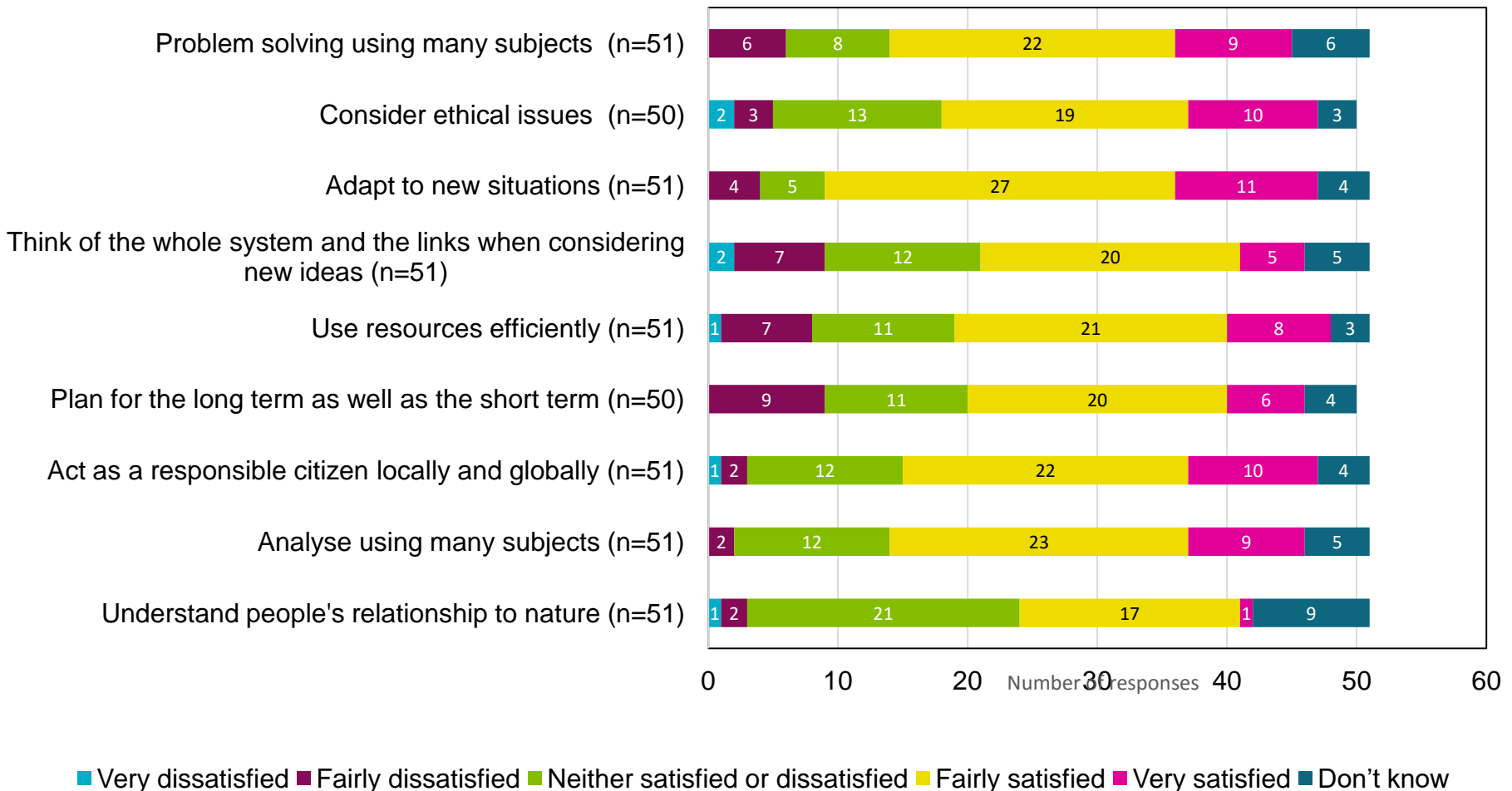
Partnership and Engagement



| Skill | Very dissatisfied | Fairly dissatisfied | Neither satisfied or dissatisfied | Fairly satisfied | Very satisfied | Don't know |
|---|---|---|---|---|---|---|
| Use of IT (n=51) | | 2 | 2 | 13 | 32 | |
| Basic numeracy skills (n=51) | 1 | | 4 | 23 | 22 | |
| Positive attitude to work (n=51) | | 2 | 9 | 19 | 20 | |
| Basic literacy/use of English (n=51) | 1 | 2 | 5 | 28 | 14 | |
| Problem solving (n=51) | | 6 | 6 | 23 | 15 | |
| Teamwork (n=51) | | 3 | 4 | 20 | 23 | |
| Self-management (n=51) | | 8 | 9 | 24 | 9 | |
| Business and customer awareness (n=51) | 1 | 11 | 11 | 19 | 6 | |

Number of responses

■ Very dissatisfied ■ Fairly dissatisfied ■ Neither satisfied or dissatisfied ■ Fairly satisfied ■ Very satisfied ■ Don't know

Q. To what extent are you satisfied or dissatisfied with the following skills amongst recent graduate employees? [Senior leaders] Balance: No response

**Respondents show less certainty when asked about sustainability skills but are most satisfied with the adaptability of recent graduates and least satisfied with their ability to understand people's relationship to nature**

Partnership and Engagement

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| Skill | Very dissatisfied | Fairly dissatisfied | Neither satisfied or dissatisfied | Fairly satisfied | Very satisfied | Don't know |
|---|---|---|---|---|---|---|
| Problem solving using many subjects (n=51) | | 6 | 8 | 22 | 9 | 6 |
| Consider ethical issues (n=50) | 2 | 3 | 13 | 19 | 10 | 3 |
| Adapt to new situations (n=51) | | 4 | 5 | 27 | 11 | 4 |
| Think of the whole system and the links when considering new ideas (n=51) | 2 | 7 | 12 | 20 | 5 | 5 |
| Use resources efficiently (n=51) | 1 | 7 | 11 | 21 | 8 | 3 |
| Plan for the long term as well as the short term (n=50) | | 9 | 11 | 20 | 6 | 4 |
| Act as a responsible citizen locally and globally (n=51) | 1 | 2 | 12 | 22 | 10 | 4 |
| Analyse using many subjects (n=51) | | 2 | 12 | 23 | 9 | 5 |
| Understand people's relationship to nature (n=51) | 1 | 2 | 21 | 17 | 1 | 9 |

Number of responses (x-axis: 0, 10, 20, 30, 40, 50, 60)

■ Very dissatisfied ■ Fairly dissatisfied ■ Neither satisfied or dissatisfied ■ Fairly satisfied ■ Very satisfied ■ Don't know

Q. To what extent are you satisfied or dissatisfied with the following skills amongst graduate employees? [Senior leaders]
Balance: No response

# Incorporation of SD skills is less common that incorporation of SD values

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**Sustainability values are incorporated into the business strategy for my organisation (n=45)**
- 3
- 4
- 23
- 15

**Sustainability skills are incorporated into the business strategy for my organisation (n=45)**
- 6
- 12
- 18
- 9

Number of responses
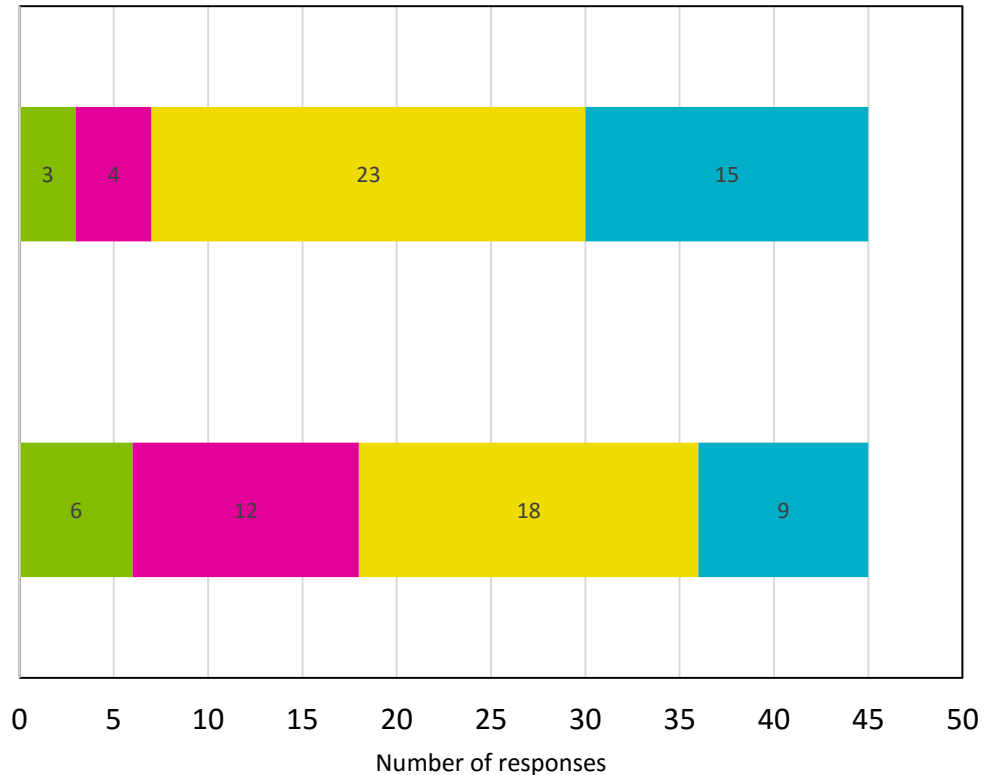
Legend: ■ Don't know  ■ Strongly disagree  ■ Disagree  ■ Neither agree nor disagree  ■ Agree  ■ Strongly agree

Q. To what extent would you agree or disagree with the following statements? [Senior leaders] Balance: No response

# Agenda

## Tools for skills development

# Holistic institution-wide approach: Responsible Futures

The vision for Responsible Futures is to create an educational environment where students leave with the knowledge, skills and attributes required to critically challenge the world around them, and a desire and willingness to tackle social, economic and environmental issues and inequalities.

**nus**
**Responsible Futures**

**A framework which will help:**
- foster holistic institutional change
- develop social norms around sustainability education in both the formal and informal curriculum
- Piloting in 2014/15 at 13 HE and FE institutions across England and Scotland
- Find out more from Quinn Runkle – Quinn.Runkle@nus.org.uk

# Skills for a Sustainable Economy – A professional body response

March 2015

# Agenda

- Setting the scene – New Vision

- Professional Levels (approach)

- A sustainability skills map

- A new entry level of membership

- Next steps

# "Transforming the World to Sustainability"

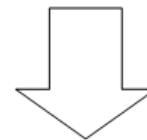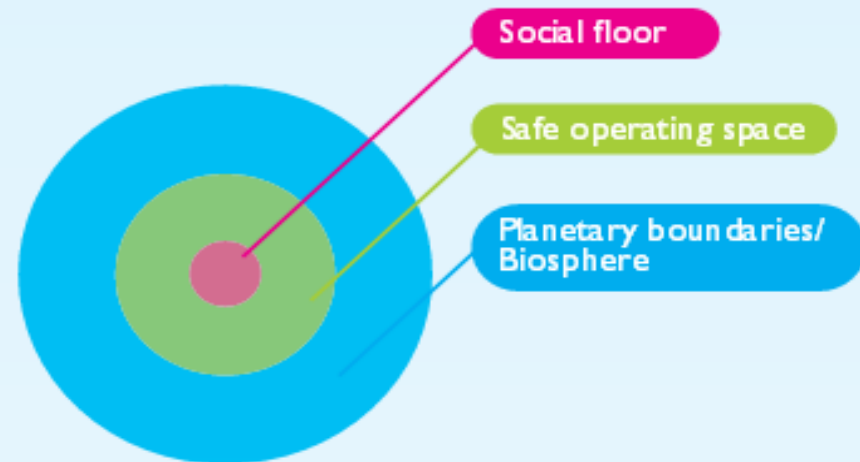| Horizon Scanning/ Thought Leadership | → | Engagement | → | Voice |
|---|---|---|---|---|
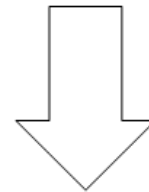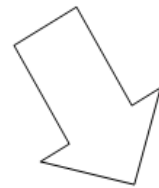
## Products and Service Delivery

## Members, Volunteers and Networks

# GACSO

empowering
the corporate
sustainability
professional

# Defining Corporate Sustainability

## A GACSO & IEMA white paper

New
Markets

Branding and
Differentiation

Recruitment, Retention
and Motivation of Staff

Cost Savings, Asset Values
and Risk Reduction

Compliance

JOURNEY NARRATIVE

The Opportunities Pyramid courtesy of Gareth's blog

Social floor

Safe operating space

Planetary boundaries/
Biosphere

Addition of social floor – Conceptual diagram drawn in
workshop – From Leach, M; Raworth, KA; Rockström, J (2013)
Between social and planetary boundaries: Navigating pathways
in the safe and just space for humanity. In: ISSC and UNESCO,
World Social Science Report 2013: Changing Global
Environments. OECD Publishing and UNESCO Publishing, Paris.

Requirements for Transformational change ?

Competent Sustainability professionals

Strong Leadership for sustainability

Mainstreamed Sustainability Skills

# GACSO
empowering the corporate sustainability professional

## Defining Corporate Sustainability
### A GACSO & IEMA white paper

**1 Why a white paper?**

Leading sustainability professionals have identified the need for a 'lexicon' to support and build shared understanding between professi... stakeholders interested in the c... sustainability. This white paper consulting on our proposed 'di... corporate sustainability and rela... We are seeking feedback on ou... widely with our members and ... This paper is an early building b... contribution and response.

IEMA and GACSO have come toget... leading sustainability professionals. W... least initially, from a perspective of C...

active in corporate sustainability roles. We are however keen to...

What does 'Corporate...

**2 Our developing pro...**

Our process started in June with a L... four leading sustainability professiona... and principles. This process will now... sessions and also with wider consult...

This initial white paper (version 1) c... outcomes from our first IEMA-GAC... outcomes from this session are in A... propose any specific definitions but ... directions for the IEMA – GACSO s...

**3 Some overarching c...**

Four key concepts (sustainability te... London workshop with a number o... discussed. Facilitated discussion built...

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# PREPARING FOR THE PERFECT STORM
## SKILLS FOR A SUSTAINABLE ECONOMY

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**POSITION STATEMENT**

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# CLIMATE CHANGE AND ENERGY

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# SKILLS FOR A SUSTAINABLE ECONOMY

# Our Supporters

RESOURCE ASSOCIATION

eDF ENERGY

BAE SYSTEMS
INSPIRED WORK

Jonathan Porritt

BRITISH SAFETY COUNCIL

Wiles Greenworld

RSK

WSP

Dan Walley

Royal HaskoningDHV
Enhancing Society Together

P F The Packaging Federation

ESP

JAGUAR

LAND ROVER

SANDWALK

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EY
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Knowledge Transfer Network

ENERGISEDENVIRONMENTS
Earth. Smart. Solutions.

KR ENVIROCONSULT

Anglo
Placing People First

SAINT-GOBAIN

EMG
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for Innovative
Manufacturing in
INDUSTRIAL
SUSTAINABILITY

epi Consulting

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for sustainable systems

BTU

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optimus
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SINCE 1852

BRUCE & CO. LIMITED

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hp

nus
national union of students

OAKGROVE
ASSOCIATES

Norfolk Chamber of Commerce

matt:e
Caring about your world

SKANSKA

# Professionalising  Sustainability

1. Developing work - a cohesive Skills Map for sustainability professionals.

2. Framework can be applied across sectors, geographies and levels for professionals working in environment, social and/or governance impact areas.

3. Evolve from IEMA skills map (2011)

4. Engagement with sustainability professionals

5. Provides a foundation from which training and certification can be developed.

*"Our survey found that **74%** of businesses employing Environment & Sustainability **professionals** indicated they had **sustainability skills gaps**, while a further **13% had no confidence** in their ability to compete in the future economy"*- Skills for a sustainable economy IEMA

**Key Contacts:  Claire Kirk and Nick Blyth**

# Membership Structure

| | Knowledge and understanding | | | | | Analytical thinking | | Communication | | Sustainable practice | | | Leadership for change | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Competency | Fundamental environmental and sustainability principles | Environmental policy issues | Environmental management and assessment tools | Environmental legislation | Business management | Analyse, interpret and report data and information | Develop sustainable solutions | Implement effective communication | Engage stakeholders (internal and external) | Implement sustainable thinking | Deliver environmental improvement | Managing business resilience | Lead change | Influence behaviour |

**Fellow + Significant Contribution – FIEMA +**

| **Leadership** | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

**Fellow - FIEMA**

**Managerial**

**Full Member - MIEMA**

| **Specialist** | organisations | | | | | making and provide advice | deliver sustainable solutions | approaches | | implement whole life-cycle thinking | making a business case | | barriers | sustainability |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Explain environmental and sustainability principles as they interact with work or study area | Explain environmental policy issues and trends in work or study area | Describe environmental management and assessment tools and their application | Identify, critically review and interpret environmental legislation in work or study area | Explain key business and commercial tools | Collect, analyse, interpret and report information, and/or conduct research to develop sustainable | Research developments in work or study area to develop and propose sustainable | Advise and influence others using effective communication methods | Identify and engage in two-way communication with stakeholders | Use sustainable thinking to lead research, develop or promote new methodologies or | Lead projects to deliver environmental performance improvement, making a business case | Explain how a changing environment affects work or study area | Lead a process of change management, overcoming barriers | Demonstrate leadership in work or study area |

**Operational**

**Associate -AIEMA**

**Non-graduate/ Graduate entry**

**Graduate - GradIEMA**          **Technician - TechIEMA**

Scope –    Environment Management, Assessment &
          Corporate Sustainability

# Routes to Recognition

Core Modules **+** Environmental Management Modules **=** AIEMA

Core Modules **+** Impact Assessment Modules **=** AIEMA

Core Modules **+** Corporate Sustainability Modules **=** AIEMA

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iema SUSTAINABILITY TRAINING SOLUTIONS

GACSO empowering the corporate sustainability professional
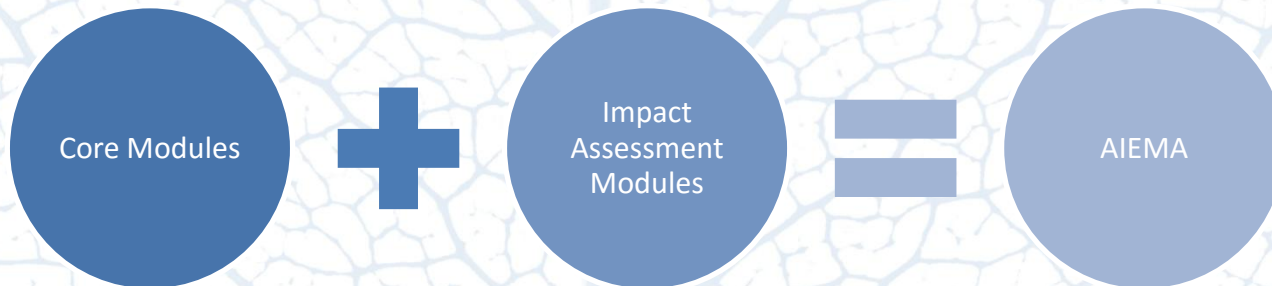
# A Common Core

- ## The Sustainability Challenge
  - The Earth as a Life support system, 1 planet living
  - Macro trends
  - implications for environment, society, economy and organisations

- ## The Role of Sustainability Professionals
  - Skills and Behaviours
  - Agents of Change / Leadership / Impact
  - CPD / Code of Practice

- ## Tools of Trade
  - Policy and legislation
  - Management and Assessment Tools (an overview)
  - Standards and guidance (ISO, GRI etc)

# Understanding the Skills Map

The skills map allows individuals and organizations to map the sustainability skills they need.

As the field of sustainability widens incorporating other technical areas its essential to understand how the skills can be mapped to each area. The three areas identified are Environment, Social and Business Management/Governance. Within these areas there are specific knowledge skills that differentiate the technical area and underpinning the knowledge skills are core (non-technical) skills that are relevant to working within the sustainability profession.

**Knowledge skills (technical)**

Knowledge Skills include critical and emerging sustainability-specific capabilities, specialities and skills. These are divided into three technical subsets: Environment, Social and Business Management/Governance.

**Core skills (non-technical)**

Core Skills are 23 distinct skills that are relevant to everyone working in sustainability - *regardless of sector, geography or specialism.*

**Core Knowledge (technical)**

Core Knowledge is relevant to everyone working in sustainability - *regardless of sector, geography or specialism.*

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SOLUTIONS

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the corporate
sustainability
professional

# Sustainability Professionals

## Knowledge Skills (technical)

### Environment

- ► Fundamental environmental principles, standards and issues
- ► Environmental policies, legislation and regulation
- ► Environmental management and assessment tools
- ► Innovative and leading practices in environmental solutions

### Social

- ► Fundamental social issues within communities
- ► Social policies, legislation and regulation
- ► Social management and assessment tools to capture impacts
- ► Innovative and leading practice in social solutions

### Governance

- ► Fundamental governance principles and issues
- ► Corporate governance policies, legislation and regulation
- ► Business management and process improvement tools
- ► Innovative and leading practices in governance

## Core skills (non-technical)

| Leadership for Change | Project & Program Management | Relationship Development | Analytical Thinking | Sustainable Practice | Problem Solving | Effective Communication |
|---|---|---|---|---|---|---|

## Core Knowledge

The Sustainability Challenge, The role of the sustainability professional, tools of our trade

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GACSO — empowering the corporate sustainability professional

# Core skills (non-technical)

The core skills below are the most referenced skills needed for sustainability & environmental professionals.

### Leadership for Change

- Influencing behaviour
- Team Management
- People Development
- Managing people through change

### Project & Program Management

- Business case creation
- Program management
- Project monitoring & control
- Project planning

### Relationship Development

- Building & maintaining relationships
- Structured conversations
- Stakeholder management

### Analytical Thinking

- Critical analysis
- Data analysis

### Sustainable Practice

- Systems thinking
- Innovation
- Resilience

### Problem Appreciation and Reframing

- Negotiation
- Decision making
- Persuasion

### Effective Communication

- Facilitation
- Message development
- Presentation delivery
- Written communication

# Example in-depth

The technical area environment concerns the natural environment (natural capital) and focuses on designing activities to meet human needs while preserving the life support systems of the planet.

Knowledge skills focus on understanding of:

► Fundamental environmental principles, standards and issues

► Environmental policies, legislation and regulation

► Environmental management and assessment tools

► Innovative and leading practices in environmental solutions

# Translating the Skills Map into Membership Standards

Breadth

A Common Core

Depth

The Sustainability Professionals Knowledge
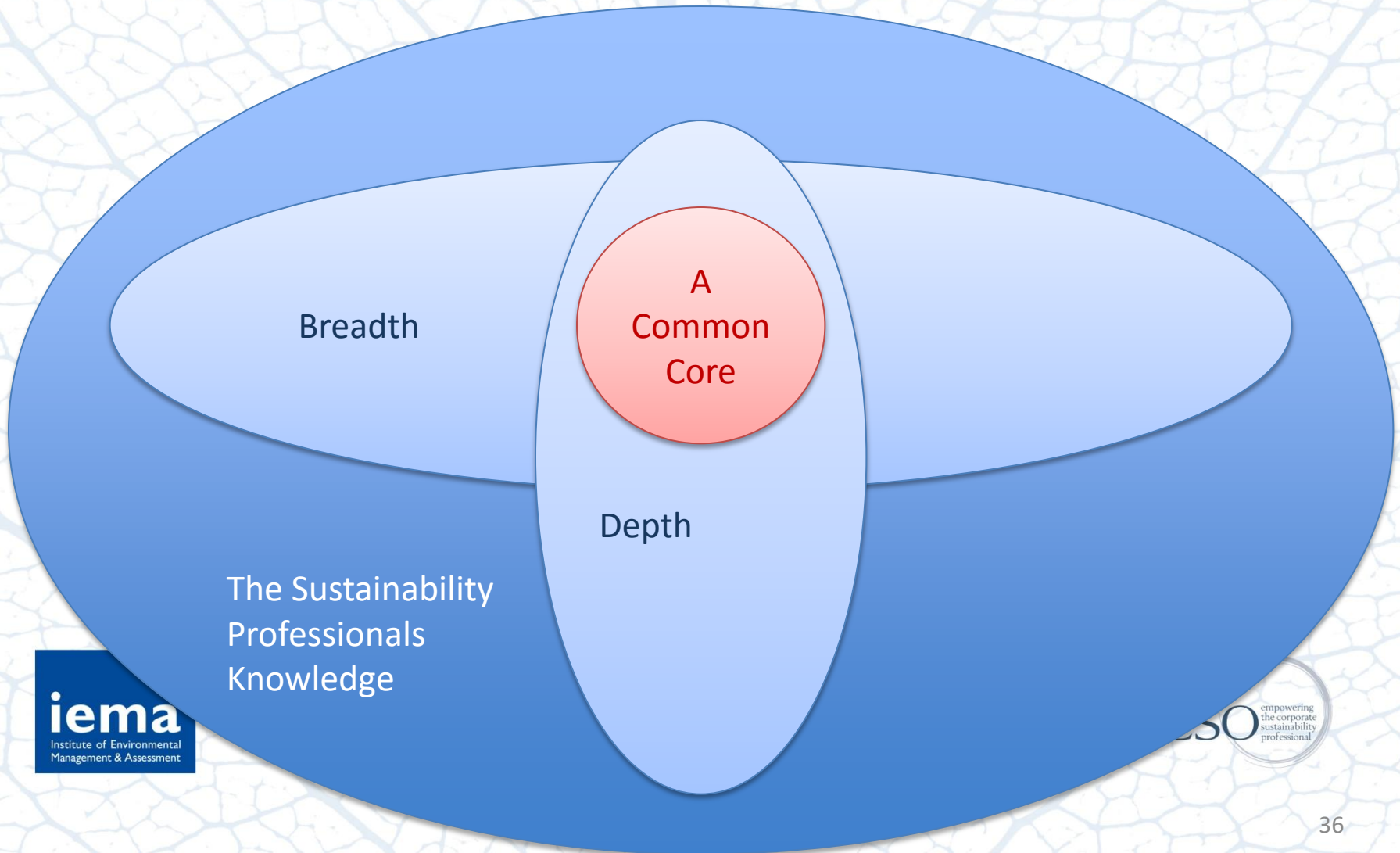
# Context

Task: To develop an Entry Level of Membership

Context:

- Current Associate Level of membership hard to achieve

- Significant growth and ambition of IEMA

- Current membership doesn't cater for wider sustainability issues

- Opportunity to support new entrants into business (over time)

Purpose:

- To develop and implement an entry level of membership for IEMA that enables individuals committing to a career in environment and/or sustainability to achieve a professional recognition early in their journey.

# The Model Proposed

Direct Entry

Associate

MSc

Grad

Tech
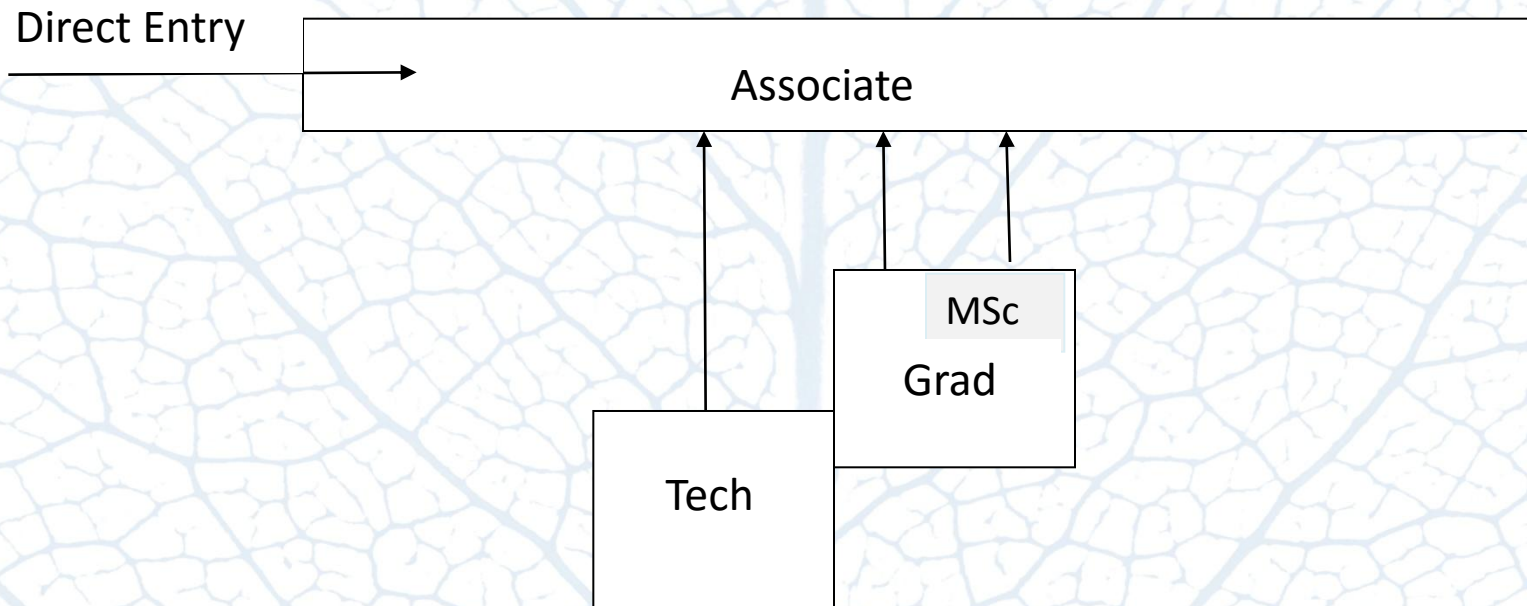
# How to join the new GradIEMA membership

There are likely to be 2 routes into the new Graduate Grade of membership:

1. An Approved course
2. If you haven't completed an approved course you will be able to demonstrate equivalent knowledge (assessment approach to be determined)

# What Graduates will need to know

| Content | |
|---|---|
| Understand the Fundamentals of Sustainability | Core content required by all |
| Understand Core Issues | depth of knowledge required in at least one of - environment, social or sustainable business |
| Policy Instruments (inc. legislation) Tools and Techniques | Depth of knowledge required in at least 2 areas (3 policy & legislation options and 3 tools and technique options) |
| Core Skill areas – data and analysis, delivering sustainable outcomes, communication, project and business management in delivering sustainability | Core content required by all |
| Skill areas – leadership for change, relationship building, and problem appreciation and reframing | Graduate specific content, required by all graduate members |

# Fundamentals of Sustainability

| Assessment Criteria |
|---|
| Identify the global mega-trends driving the urgent need to transition the world to sustainability |
| Explain the concept of environmental limits in relation to key natural cycles and systems:   (inc: carbon, resources, ecosystems, and biodiversity) |
| Explain  concept / purpose of human rights and a social protection floor |
| Describe how current economic activity regularly drives environmental and social externalities, both locally and globally |
| Identify the principles of sustainability in corporate practice (Accountability, Ethical Behaviour, Inclusivity, Integrity, Stewardship and Transparency) |
| Explain the benefits and opportunities organisations can achieve in moving, beyond compliance, towards sustainability |

# Feedback – yes please

- The framework for a sustainability skills map and graduate membership that you have seen today are both draft.

- If you have any thoughts on what you have seen and heard please share them with us.

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