esg⁴PMChange

The ESG Imperative for the Project Management World:
Alliance for Developing and Empowering Changemakers

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Deliverable 3.1
Co-design ESG4PMChange problem-centred curriculum model

WP 3 - Designing and developing the learning framework

esg4PMChange

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EXECUTIVE SUMMARY

The ESG4PMChange problem-centred curriculum model addresses the growing need for project management professionals equipped with competencies in Environmental, Social, and Governance (ESG) dimensions. Building on the standardized professional profiles and ESG project management competency framework developed in Work Package 2, the ESG4PMChange curriculum model integrates ESG principles into existing project management curricula at Bachelor, Master, and Executive education levels. Developed through a rigorous, evidence-based, and participatory process, this document presents a comprehensive and transferable curriculum model aimed at supporting higher education institutions and training providers in modernizing project management education. The curriculum is structured across three educational levels:

Bachelor level (EQF 6): ESG integrated project management
The Bachelor-level curriculum consists of a structured ten-module syllabus, including clearly defined learning objectives, learning outcomes, workload allocation, pedagogical approaches, and assessment methods. It provides a practical and adaptable framework for integrating ESG principles into foundational project management education and for equipping students with essential sustainability-related competencies (Chapter 3).

Master level (EQF 7): Strategic project management and ESG leadership
The Master-level curriculum is designed to develop advanced competencies for managing complex and sustainability-oriented projects. Comprising ten modules, it integrates core project management knowledge with advanced ESG-related topics, including climate scenario analysis, sustainable finance, and adaptive and agile governance. The curriculum supports the development of professionals capable of leading high-impact projects aligned with sustainability objectives (Chapter 4).

Executive Education level (EQF 7/8): Strategic project leadership: integrating ESG for competitive advantage
The Executive Education curriculum outlines a six-module, 60-hour programme tailored to experienced professionals and senior managers. It includes learning objectives, learning outcomes, pedagogical approaches, and an action-oriented assessment strategy, and focuses on strengthening advanced ESG decision-making, strategic leadership, and value creation capabilities (Chapter 5).

In addition, the document provides a practical implementation guide for instructors and curriculum designers involved in the ESG4PMChange project. Presented in Chapter 6, the guide supports the development and adaptation of course syllabi across all three educational levels by explaining each section of the common syllabus template and providing implementation guidance and best practices.

Finally, the curriculum model is complemented by the integration of Virtual Living Labs (Chapter 7), which serve as experiential learning environments enabling learners to apply project management and ESG competencies to real-world sustainability challenges in collaboration with external stakeholders.

1. INTRODUCTION

This document, Deliverable 3.1, presents the ESG4PMChange problem-centred curriculum model, a comprehensive framework designed to integrate Environmental, Social, and Governance (ESG) competencies into Project Management (PM) education. As the global economy shifts towards sustainability, the role of the project manager is evolving from a technical executor to a strategic changemaker. This curriculum model addresses the growing gap between traditional project management education and the urgent industry need for professionals capable of navigating complex sustainability challenges, regulatory landscapes (such as the CSRD), and ethical governance. The curriculum is structured around three distinct educational levels,Bachelor, Master, and Executive, and is supported by an experiential learning framework known as the Virtual Living Labs (VLL). The core of the ESG4PMChange model is a scalable learning path that aligns with the European Qualifications Framework (EQF). It provides tailored learning objectives, modules, and assessment strategies for students at different stages of their professional development.

Bachelor Level (EQF 6): ESG integrated project management

At the undergraduate level, the curriculum focuses on embedding basic ESG concepts into foundational project management tools. The goal is to operationalize sustainability in daily project tasks.

- Focus: Foundational PM tools enriched with concepts such as ESG tagging in Work Breakdown Structures (WBS), eco-costing, and social impact mapping.
- Workload: 6 ECTS (approximately 180 hours).
- Modules:
  1. Introduction to Projects and ESG: Systems thinking, SDGs, and the "ESG Triangle."
  2. Stakeholder Management & Social Impact: Mapping stakeholders, inclusion, and human rights.
  3. Project Initiation & ESG Entry Assessment: Life Cycle Assessment (LCA) basics and business cases.
  4. Planning I: Scope, WBS, and ESG Tagging: Integrating sustainability data into Work Breakdown Structures.
  5. Planning II: Time, Cost, and ESG Risk: Eco-costing, circular economy principles, and risk matrices.
  6. ESG Compliance and Governance: Ethics, transparency, and audit checklists.
  7. Execution & Monitoring: Tracking ESG KPIs and adaptive measures.
  8. Project Closure: Lessons learned and sustainability reporting.
  9. Team Management & ESG-Integrated Practices: Diversity, Equity, and Inclusion (DEI) in teams.
  10. Final Integration Project: Mock project application.

Master Level (EQF 7): Strategic project management and ESG leadership

The Master's level curriculum shifts the focus from operational tools to strategic alignment and adaptive governance. It is designed for future leaders who must align projects with corporate sustainability strategies and complex regulations.

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- Focus: Strategic alignment, advanced compliance (e.g., CSRD, GRI, SASB), sustainable finance, and adaptive governance methodologies.
- Workload: 6 ECTS (approximately 180 hours).
- Modules:
  1. Strategic PM & ESG Value Creation: Projects as vehicles for corporate strategy.
  2. PM Standards & Regulatory Compliance: Aligning PMI/ISO with CSRD, GRI, and SASB.
  3. Strategic Stakeholder Engagement: Social License to Operate and Social Return on Investment (SROI).
  4. Advanced Scope & Double Materiality: Impact vs. financial materiality.
  5. Sustainable Budgeting & Green Finance: Life Cycle Costing (LCC), internal carbon pricing, Capex/Opex trade-offs.
  6. Execution Operating Model: Adaptive governance and Agile/Hybrid methodologies for ESG.
  7. Advanced Risk Management: TCFD framework, climate transition, and physical risks.
  8. Performance Measurement & Reporting: Data assurance and integrated reporting.
  9. Ethical Leadership: Psychological safety and managing global teams.
  10. Capstone: Board-level strategic proposal and pitch.

Executive Education Level (EQF 7/8): Strategic project leadership: integrating ESG for competitive advantage

Designed for experienced professionals, this intensive program focuses on high-level strategy, competitive advantage, and value creation.

- Focus: ESG as a driver of competitive advantage, scenario analysis, and navigating the "Social License to Operate."
- Workload: 2 ECTS (approximately 60 hours).
- Modules:

1. The Strategic Imperative: ESG as a driver of competitive advantage.
2. Materiality, Scoping & Adaptive Delivery: Double materiality and high-level delivery models.
3. Sustainable Finance & Business Case: ROI of sustainability, green finance instruments.
4. Advanced Risk & Scenario Analysis: Quantitative risk workshops (climate, social, financial).
5. Leadership, Stakeholders & Social License: Negotiation and ethical leadership.
6. Capstone: Strategic Action Plan for the participant's own organization.

To ensure effective implementation, this document offers practical instructions for universities to inject these modules into existing curricula, ensuring that the model remains flexible and adaptable to diverse institutional needs. Additionally, to bridge the gap between theory and practice, the curriculum incorporates a framework for Virtual Living Labs (VLL). Based on the "Learning by Development" (LbD) concept, this experiential, work-based learning environment allows students to address real-world challenges provided by industry partners. The structure involves mixed teams comprised of students from different partner institutions collaborating on shared projects. This process is supported by a comprehensive digital ecosystem that utilizes tools such as Notion for knowledge management, Miro for co-creation, and Zoom for mentoring to simulate a remote professional working environment.

2. METHODOLOGY

This section outlines the methodology employed to develop the syllabi presented in Chapter 3 (Bachelor level), Chapter 4 (Master level), and Chapter 5 (Executive level). The methodology was rigorously designed to ensure a strong academic foundation in project management while effectively integrating new Environmental, Social, and Governance (ESG) components. The methodology followed a structured process:

1. Syllabi review: We began with an initial assessment of 31 existing project management courses across the consortium to understand the current educational landscape
2. Identification of common topics: We then analyzed these project management courses to identify shared themes and core methodologies taught across all institutions
3. ESG Integration: Building on these core topics, we embedded specific ESG frameworks derived from Deliverable 2.2.
4. First draft of the syllabi: We created initial syllabi drafts for Bachelor, Master, and Executive levels based on the integrated framework
5. Partner review: These drafts underwent a round of feedback from consortium partners to ensure institutional alignment
6. Refinement of syllabi: We incorporated the partner feedback to produce revised, robust drafts
7. Validation workshop: We conducted a collaborative, interactive workshop using Miro to stress-test and validate the final curriculum structure with all stakeholders
8. Ambassador workshop: Finally, we organized an Ambassador Workshop involving external stakeholders from academia, project delivery organizations, and business and consulting sectors. The workshop collected structured, multi-perspective feedback on the syllabi, and assessed their relevance, feasibility, and industry alignment.

2.1. SYLLABI REVIEW

To understand the current landscape of project management education within the consortium, we collected syllabi from all project partners. We asked each partner of the consortium to share their syllabi at the Bachelor, Master, and Executive levels and to upload them to a shared Google Drive folder. Partners were also asked to share any additional syllabi related to best-practice courses in project management. One such course was identified from Bocconi at the Executive level. The resulting dataset comprised 31 distinct courses across different academic levels (Table 1).

Table 1. Syllabi collected by institution and level

Institution	Bachelor (BSc)	Master (MSc)	Executive	Total
UITM	2			2
UNIST		1		1
UNS	11	6		17
UNIBO	2	1	7	10
Bocconi			1	1
Total	15	8	8	31

2.2. Identification of Common Topics

The content drawn from the 31 reviewed syllabi served as the primary data source for this phase. We performed a cross-comparative analysis to detect overlapping themes, core methodologies, and standard theoretical frameworks taught across the different institutions. This process resulted in the identification of a baseline of common topics (Table 2), establishing the core project management knowledge shared across the consortium at the Bachelor, Master, and Executive levels.

Table 2. Common project management topics identified by level

Level	Brief descriptions of common topics
Bachelor	Definitions and fundamental concepts of project management: definition of project, program, and portfolio; the Project Management Triangle (scope, time, cost)
	Project life cycle and phases: initiation, planning, execution, control, and project closure
	Project planning: Scope management and the use of Work Breakdown Structure (WBS); Time management using tools such as Gantt charts, Critical Path Method (CPM), and Program Evaluation and Review Technique (PERT); Cost and resource management, including budget creation and Earned Value Analysis (EVA)
	Risk management: identification, analysis, and mitigation of project risks
	Stakeholder management: identification of stakeholders and analysis of their expectations
	Project team management and roles: role of the project manager and required competencies; team organization and group work management
	Project control and monitoring: techniques and processes for tracking project progress and performance
	IT and software tools: use of software for planning, monitoring, and control
Master	Project planning: project definition, scope planning, resource planning, cost estimation, and project budgeting
	Time and schedule management: creation of project timelines and schedules, including tools such as Gantt and PERT chart
	Risk management: identification, analysis, and management of project risks
	Project monitoring, control, and evaluation: tracking project progress, controlling execution, and evaluating project status and results
	Project team and stakeholder roles: formation and management of the project team and stakeholder involvement
	Project management methodologies and standards: traditional and agile approaches (e.g., Scrum, PRINCE2) and international standards (PMI, ISO)

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Level	Brief descriptions of common topics
Executive	Project planning, scheduling, and scoping: definition and structuring of projects, work breakdown, activity sequencing, and timeline development
	Agile and hybrid methodologies: integration of Agile principles, with a strong focus on Scrum and comparisons with traditional models
	Risk management: identification, analysis, and planning for uncertainty
	Budget, cost, and financial control: from basic budgeting to advanced financial analysis
	Leadership, team, and stakeholder management: development of leadership skills and effective relationship management
	Portfolio and multi-project management: managing multiple projects aligned with strategic objectives
	Practical application and IT tools: hands-on application of concepts and extensive use of digital tools

2.3. ESG Integration

Following the identification of common topics, we mapped the ESG components identified in Deliverable 2.1 onto the existing curriculum frameworks. Our objective was to identify where ESG principles could be embedded within standard project management modules to extend and enrich existing content, rather than replace fundamental concepts. To achieve this, we held three dedicated meetings, one for each academic level (Bachelor, Master, and Executive). During these meetings, the UniBo team collectively analyzed the common topics and discussed how and where ESG principles could be effectively integrated into the curricula. As a result, at the Bachelor level, in modules dedicated to an introduction to project management, we integrated ESG perspectives by reframing the module to examine not only what defines a project, but also how ESG considerations reshape a project's purpose, governance, and success metrics. At the Master level, we integrated ESG perspectives into the module "*Execution Operating Model and Adaptive ESG Governance*", enabling students to design decision rights, stage-gates, and change-control mechanisms, as well as to select appropriate delivery approaches (agile or hybrid) to keep ESG objectives on track. At the Executive level, we integrated ESG perspectives into the module "*Sustainable Finance & ESG Business Case Development*", moving beyond traditional budgeting and enabling participants to master advanced concepts such as life cycle thinking, internal carbon pricing, and green finance instruments to build a robust and compelling ESG business case.

2.4. First Draft of the Syllabi

We structured the integrated content into three formal educational documents, defining learning paths and module structures appropriate for the three distinct academic levels. The syllabi were structured leveraging the standardized format reported in Chapters 3, 4, and 5. This format (Table 3) was chosen and selected with all the consortium partners before writing the first draft of the syllabi.

Table 3. Structure of the syllabi

Component	Brief description of the component
Course identification	This section provides administrative details, including the course title, code, level, credit value (ECTS), and prerequisites
Course description	A high-level summary of the course content, rationale, and its relevance to the project management discipline
Learning objectives	A list of broad goals describing what the instructor intends to cover and what the course aims to achieve
Learning outcomes	Specific, measurable statements describing exactly what students will know, value, or be able to do by the end of the course
Alignment with Project Management and ESG competencies	A mapping of how specific course elements connect to established project management standards and the new ESG framework
Course Workload Breakdown	A detailed calculation of student effort, separating contact hours from independent study, assessment preparation, and group work
Course Structure	A modular breakdown of the curriculum, outlining the sequence of topics, lectures, and activities week by week or session by session
Pedagogical Approaches	A description of the teaching methods employed (e.g., lectures, case studies, flipped classroom) and the philosophy behind them
Assessment Strategy	A comprehensive outline of grading criteria, evaluation methods (exams, projects, presentations), and their weight in the final grade
Teaching and Learning Materials	A set of materials to be developed by course authors, ensuring full alignment with the module course structure
Digital Tools and Platforms	A list of software, simulation tools, and collaborative platforms (e.g., Miro, Trello, Project management software) that can be used during the course
Instructor Tailoring Notes	Guidance to the adaptation of the course while ensuring consistency with the module structure and pedagogy

2.5. Partner Review

The initial drafts underwent a peer review process. Partners evaluated the documents against their specific institutional standards and academic requirements to ensure feasibility and relevance. The review process was structured as follows:

- Reviewers were requested to upload their feedback to a shared Google Drive folder as text documents
- Once all reviews were collected, the UniBo team analyzed the feedback to determine integration strategies
- Each comment was addressed in a shared master file, outlining exactly how the feedback would be implemented
- Upon approval of these implementation plans by the reviewers, the syllabi were updated

It was at this stage that the consortium recognized the importance of developing a comprehensive guide to assist instructors in modifying their own syllabi to include these new components. This realization led to the development of the Instructor Guide that is presented in Chapter 6.

2.6. Refinement of the Syllabi

We systematically addressed the partners' comments, revising learning objectives, module descriptions, and assessment methods to align with the consortium's collective expertise. This phase resulted in a refined version of all three syllabi, ready for final validation.

2.7. Validation Workshop

A validation workshop was conducted using a structured and collaborative approach to assess and refine the proposed curricula. The workshop aimed to rigorously stress-test the Bachelor, Master, and Executive syllabi prior to finalization.

Participants were divided into three level-specific working groups (BSc, MSc, and Executive), with group composition designed to maximize institutional diversity and cross-partner representation.

- The BSc group included seven representatives from the University of Bologna (UniBo), European Academy, University of Thessaly (UTH), University of Information Technology and Management (UITM), PM2Alliance, and the University of Novi Sad (UNS).
- The MSc group comprised six representatives from UniBo, UNS, Finnish Forestry Institute (FFI), UTH, UITM, and SSA.
- The Executive group consisted of eight representatives from UniBo, Sparky, ENG, UNS, ESG EDU LAB, European Academy, and PM2Alliance.

The workshop was delivered through a 120-minute structured online session using Google Meet for synchronous interaction and Miro as a collaborative digital workspace. The session was organized around six targeted activities designed to validate content relevance, structure, and alignment with expected learning outcomes:

- Activity 1 – Prioritization: Use of a 2×2 Impact/Priority matrix to assess and prioritize learning objectives
- Activity 2 – Sequencing: Card-sorting exercises to define the logical progression of modules
- Activity 3 – Flexibility: Classification of modules into core and elective components
- Activity 4 – Resources: Brainstorming of complementary teaching resources (e.g. videos, podcasts, case studies)
- Activity 5 – Business Cases: Identification of industry-specific ESG challenges to support applied learning
- Activity 6 – Gap Analysis: Comparison of target competencies against the proposed syllabus content

The validation phase yielded a stakeholder-approved curriculum structure. Specific outcomes included:

- Validated priorities: A consensus on the hierarchy of learning objectives for each level
- Optimized flow: A logical, peer-reviewed sequence of training modules
- Resource repository: A collection of new ideas for business cases and student guides
- Gap identification: Specific feedback on competency gaps that need addressing in the final version

Following these outcomes, we introduced targeted refinements to the syllabi, including reordering modules to improve pedagogical flow, adding recommended and supplementary readings, reframing learning objectives for greater clarity and alignment with ESG competencies, and expanding the instructor guide to provide additional pedagogical guidance and implementation support.

2.8. Ambassador Workshop

To further strengthen external validation and stakeholder engagement, the University of Novi Sad (UNS) and the University of Information Technology and Management in Rzeszow (UITM) jointly organized an Ambassador Workshop. The objective of the workshop was to collect structured feedback on the ESG4PMChange curriculum from a broad group of ambassadors and external stakeholders. The workshop agenda included:

- Welcome and introduction, presenting the project mission, achievements to date, upcoming activities, and the role and benefits of ambassador engagement
- Validation and feedback session focused on the ESG and Project Management syllabi (Deliverable D3.1)
- Open discussion and feedback collection
- Next steps and closing remarks

Participants were organized into three thematic stakeholder groups to ensure diverse perspectives:

- Academia, comprising 8 participants
- Project delivery and support organizations, comprising 15 participants
- Business and consulting representatives, comprising 14 participants

The workshop activities were designed to support both qualitative and prioritization-based feedback and included:

- Identification of strengths, weaknesses, and barriers related to the syllabi
  - Strengths: main advantages of the curriculum and elements perceived as particularly strong or valuable
  - Weaknesses: aspects that were unclear, missing, or could be improved
  - Barriers: potential challenges or obstacles to implementation, including institutional, industry-related, or learner-related constraints
- Module prioritization using the MoSCoW method, whereby participants assessed the importance of each module in relation to curriculum coherence and industry relevance
  - Must have: core modules essential for achieving learning objectives and meeting industry needs
  - Should have: Important modules that significantly strengthen the curriculum but are not critical
  - Could have: optional modules that enrich the curriculum and can be adjusted based on available time and resources;
  - Won't have (for now): modules considered less relevant or not feasible at this stage, but potentially suitable for future iterations.

The feedback collected during the Ambassador Workshop, structured in a document by UNS to systematically capture all comments and recommendations provided during the workshop, informed minor refinements to the curriculum, particularly regarding module emphasis, clarity, and implementation feasibility, thereby enhancing the overall relevance, robustness, and stakeholder acceptance of the ESG4PMChange curriculum model.

3. Course Syllabus: ESG Integrated Project Management (Bachelor Level)

3.1. Course Identification

Table 4. Course Identification (BSc)

Field	Description
Course Title	ESG Integrated Project Management
Lead Institution	*Institution leading the course development*
Participating Institutions	*Other institutions involved in course co-design and delivery*
Academic Level	BSc (EQF Level 6)
Course Coordinator	*Name and contact email of lead instructor or responsible academic*
Language of Instruction	*Language used in lectures and materials*
ECTS Credits	6 ECTS
Total Workload (hours)	180

3.2. Course Description

The course introduces students to the fundamentals of project management and the integration of Environmental, Social, and Governance (ESG) principles across all phases of the project life cycle.

3.3. Learning Objectives

Upon successful completion of this course, students will be able to:

- LO-1: Understand the fundamental concepts, phases, and frameworks of project management, including the principles of systems thinking and the project life cycle
- LO-2: Analyze project plans using key PM tools (WBS, Gantt charts, CPM, PERT)
- LO-3: Evaluate project risks, stakeholder dynamics, and resource allocation, with a focus on climate risk and social impact
- LO-4: Apply ESG principles to project planning, execution, and reporting, incorporating concepts like the circular economy and eco-costing
- LO-5: Recognize key environmental and social risks and propose mitigation strategies
- LO-6: Develop basic project documentation aligned with ESG principles and relevant compliance standards
- LO-7: Collaborate effectively in project teams using digital tools, and co-create team charters that promote Diversity, Equity, and Inclusion (DEI)
- LO-8: Interpret and communicate project performance using ESG indicators

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3.4. Learning Outcomes

Upon successful completion of this course, students will be able to:

- O-1: Create a structured project plan incorporating time, cost, and scope elements
- O-2: Use digital PM tools to develop Gantt charts, Work Breakdown Structure (WBS), and risk assessments
- O-3: Identify and report ESG risks within a project context
- O-4: Draft a basic ESG-aligned project plan
- O-5: Engage stakeholders through mapping, communication, and co-creation
- O-6: Apply relevant ESG compliance and reporting standards to a sample case
- O-7: Conduct basic analysis using Earned Value Analysis and ESG KPIs
- O-8: Present project results, including ESG considerations, to peers or stakeholders

3.5. Alignment with Project Management, Environmental, Social, and Governance Competencies

The following table details which of the core competencies identified in the ESG4PMChange project are covered by which course modules (M10 – M10), as detailed in section 3.7 of this document. The table indicates ”1” if a sub-competency is explicitly implied by the module's content or tasks, and “0” otherwise.

Table 5. Competency Mapping (BSc)

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
I. Core Project Management Competencies											
I.1 Project initiation and business case development	1	0	1	0	0	0	0	0	0	1	3
I.2 Project planning and scheduling	0	0	1	1	1	0	0	0	0	1	4
I.3 Scope and deliverables management	0	0	0	1	0	0	0	0	0	1	2
I.4 Budgeting and financial planning	0	0	0	0	1	0	0	0	0	1	2
I.5 Risk and opportunity management	0	0	0	0	0	0	1	0	0	1	2
I.6 Stakeholder engagement and communication	0	1	0	0	0	0	0	0	0	1	2

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
I.7 Team leadership and collaboration	0	0	0	0	0	0	0	0	1	1	2
I.8 Quality assurance and control	0	0	0	0	0	0	0	0	0	1	1
I.9 Monitoring, evaluation and reporting	0	0	0	0	0	0	0	1	0	1	2
I.10 Procurement and contract management	0	0	0	0	1	0	0	0	0	1	2
I.11 Project closure and knowledge transfer	0	0	1	0	0	0	0	0	0	1	2
II. Environmental Competencies											
II.1 Resource efficiency and sustainable use	0	0	0	0	1	0	0	0	0	1	2
II.2 Green technology integration	0	0	0	1	0	0	0	0	0	1	2
II.3 Environmental risk and compliance management	0	0	0	0	0	1	1	0	0	1	3
II.4 Innovation in environmental practices	0	0	0	0	0	0	0	0	0	1	1
II.5 Pollution prevention and control	0	0	0	0	0	0	0	0	0	0	0
II.6 Stakeholder engagement on environmental matters	0	1	0	0	0	0	1	0	0	1	3
II.7 Circular economy and life cycle thinking	0	0	1	0	1	0	0	0	0	1	3

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
II.8 Sustainable finance and environmental costing	0	0	0	0	1	0	0	0	0	1	2
II.9 Climate change mitigation and adaptation	0	0	0	0	0	0	1	0	0	1	2
II.10 Water and marine resources impact management	0	0	0	0	0	0	0	0	0	0	0
II.11 Protection of ecosystems and biodiversity	0	0	0	0	0	0	0	0	0	0	0
II.12 Environmental impact management in the value chain	1	0	0	0	1	0	0	0	0	1	3
II.13 Scenario analysis and transition planning	0	0	0	0	1	0	1	0	0	1	3
III. Social Competencies											
III.1 Human rights and labor practices	0	1	0	0	0	0	0	0	0	1	2
III.2 Occupational health and safety (OHS)	0	0	0	0	0	0	0	0	1	1	2
III.3 Diversity, equity and inclusion (DEI)	0	0	0	0	0	0	0	0	1	1	2
III.4 Community impact and development	0	1	0	0	0	0	0	0	0	1	2
III.5 Human rights due diligence	0	1	0	0	0	0	0	0	0	1	2

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
III.6 Social risk and impact management	0	1	0	0	0	0	1	0	0	1	3
III.7 Inclusive decision-making and co-creation	0	1	0	0	0	0	0	0	1	1	3
III.8 Stakeholder engagement and dialogue	0	1	0	0	0	0	0	0	0	1	2
III.9 Sustainable procurement (social dimension)	0	0	0	0	0	0	0	0	0	0	0
III.10 Social innovation and cross-sector collaboration	0	0	0	0	0	0	0	0	0	0	0
III.11 Freedom of association and labor rights	0	1	0	0	0	0	0	0	0	1	2
III.12 Training and upskilling for social responsibility	0	0	0	0	0	0	0	0	0	0	0
III.13 Security and safeguarding in project environments	0	0	0	0	0	0	0	0	1	1	2
III.14 Customer and end-user responsibility in projects	0	0	0	0	0	0	0	0	0	0	0
III.15 Protection of user data and privacy	0	0	0	0	0	0	0	1	0	1	2
III.16 Public interest and policy alignment	0	0	0	0	0	0	0	0	0	0	0
III.17 Wellbeing and social value creation in projects	0	0	0	0	0	0	0	0	1	1	2

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
IV. Governance Competencies											
IV.1 Data protection and privacy management	0	0	0	0	0	0	0	1	0	1	2
IV.2 Anti-corruption and compliance enforcement	0	0	0	0	0	1	0	0	0	1	2
IV.3 Ethical conduct and integrity in project execution	0	0	0	0	0	1	0	0	0	1	2
IV.4 Accountability and transparent decision-making	0	0	0	0	0	1	0	0	0	1	2
IV.5 Legal and regulatory awareness	0	0	0	0	0	1	0	0	0	1	2
IV.6 Corporate governance alignment	0	0	0	0	0	1	0	0	0	1	2
IV.7 Risk management and internal control systems	0	0	0	0	0	1	1	0	0	1	3
IV.8 Stakeholder communication and reporting	0	0	0	0	0	0	0	1	0	1	2
IV.9 ESG reporting and disclosure standards	0	0	0	0	0	1	0	1	0	1	3
IV.10 Training on governance and ESG standards	0	0	0	0	0	1	0	0	0	0	1
IV.11 Governance of ESG risks and opportunities	0	0	0	0	0	0	1	0	0	1	2

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
IV.12 Whistleblower protection and grievance mechanisms	0	0	0	0	0	1	0	0	0	1	2
V. Cross-Cutting & Enabling Competencies											
V.1 Systems thinking and interconnectivity	1	0	0	0	0	0	0	0	0	1	2
V.2 Change leadership for ESG transformation	1	0	0	0	0	0	0	0	0	1	2
V.3 Life cycle thinking and long-term value orientation	0	0	1	0	1	0	0	0	0	1	3
V.4 Digital proficiency for ESG monitoring and reporting	0	0	0	0	0	0	0	1	0	1	2
V.5 Evidence-based and data-driven decision making	0	0	0	0	0	0	0	1	0	1	2
V.6 Facilitation and multi-stakeholder engagement	0	1	0	0	0	0	0	0	0	1	2
V.7 Conflict resolution in ESG-sensitive contexts	0	0	0	0	0	0	1	0	0	1	2
V.8 Strategic communication and ESG narrative building	0	0	0	0	0	0	0	0	0	1	1
V.9 Foresight and anticipatory skills	0	0	0	0	0	0	0	0	0	1	1

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
V.10 Adaptive thinking and agile responsiveness	0	0	0	0	0	0	0	0	0	1	1
V.11 Interdisciplinary collaboration and knowledge integration	0	0	0	0	0	0	0	0	0	1	1

3.6. Course Workload Breakdown

Table 6. ECTS Allocation (BSc)

Field	Instruction / Description	Example
ECTS Credits	Recommended value for project-developed courses. To be validated by each institution.	6 (subject to adaptation)
Total Workload (hours)	Typically based on 30h per ECTS. Adjust according to national formula.	180

Table 7. Workload Breakdown Table (BSc)

Component	Contact Hours	Independent Workload	Description / Notes
Lectures	45h	—	Theoretical foundations, core models, tools
Practical Workshops	25h	—	Project work, ESG case analysis
Supervised Group Work	10h	—	Instructor-guided teamwork, group feedback, and coaching
Self-Study	—	70h	Assigned readings, module preparation
Assessment & Project Development	—	20h	Development of project deliverables, presentations
Reflection / Field Activity	—	10h	Guest speakers, site visits, individual reflection or essay
Total	80h	100h	~180 hours (based on 6 ECTS)

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3.7. COURSE STRUCTURE

Table 8. Course Structure (BSc)

Module	Title	Short Description	Suggested Key Task / Method
M1	Introduction to Projects and ESG	Explore what defines a project and how ESG shifts its purpose and success metrics ● Fundamentals of project management ● ESG principles and their link to UN SDGs ● ESG as a driver of sustainable project value	ESG Triangle Mapping & Reflection Paper
M2	Stakeholder Management & Social Impact	Map stakeholders and consider inclusion and community impact ● Mapping stakeholders through ESG/Social perspective ● Inclusion, human rights, and community engagement ● Role-play stakeholder dialogue	Stakeholder Engagement Plan
M3	Project Initiation and ESG Entry Assessment	Understand project phases (from definition to closure) and embed ESG at each stage, with an introduction to Life Cycle Assessment (LCA) principles ● Defining need and scope ● Identifying ESG aspects from the start ● Developing an ESG-aligned business case ● Artefact: ESG-integrated Project Charter	ESG-Integrated Project Charter
M4	Planning I: Scope, WBS, and ESG Tagging	Learn key PM tools (e.g., WBS) and how they integrate ESG data ● Deliverable definition and Work Breakdown Structure (WBS) ● ESG tagging to identify sustainability impacts early	WBS with ESG Tagging Exercise
M5	Planning II: Time, Cost, and ESG Risk Management	Analyze scheduling tools and budgeting with sustainability criteria, and ESG risk management ● Time and cost planning with eco-cost and circular economy principles ● ESG risk matrix development	Gantt Chart & ESG Risk Matrix

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Module	Title	Short Description	Suggested Key Task / Method
M6	ESG Compliance and Governance	Understand standards, transparency, and ethical project conduct ● ESG standards, transparency, and ethical conduct in projects ● ESG audit checklist and compliance monitoring ● Governance structures for ensuring ESG alignment	ESG audit checklist creation
M7	Execution & Monitoring of ESG Performance	● Managing project delivery while tracking ESG KPIs ● Mid-project ESG reporting ● Adaptive measures to maintain ESG targets	ESG Performance KPI Dashboard
M8	Project Closure	● Evaluating ESG performance at project end ● ESG-aligned closure report ● Lessons learned for sustainability	ESG-Aligned Final Project Report
M9	Team Management and ESG-Integrated Practices	Discuss team dynamics, roles, and diversity in management ● Team dynamics, roles, and diversity in ESG-integrated project management ● Workshop on inclusive practices ● Co-creation of a team charter	Inclusive Team Charter
M10	Final Integration Project & Reflection	Combine PM and ESG tools in a mock project; present results ● Combine PM and ESG tools in a mock project; present results ● Team presentations + peer review ● Reflection on learning and real-world application	Final Project Presentation & Peer Review

The following table reports a detailed breakdown of the 80 teaching hours, allocating time to each specific topic and activity within the 10 modules.

Table 9. Detailed Hourly Breakdown by Module (BSc)

Module	Title	Content	Total
M1	Introduction to Projects and ESG	2 Hours (Lecture): Core concepts of project management (purpose, constraints) and the transformative role of ESG principles	8 h
		3 Hours (Interactive Lecture): Introduction to systems thinking; discussing how projects interconnect with broader environmental, social, and governance contexts	

Module	Title	Content	Total
		3 Hours (Practical Workshop): Hands-on systems and value chain mapping exercise to identify project interdependencies in an ESG context	
M2	Stakeholder Management & Social Impact	2 Hours (Lecture & Discussion): Principles of stakeholder mapping and engagement with a focus on social sensitivity, human rights, and fair labor	8 h
		2 Hours (Workshop): Human rights due diligence and screening exercise for a complex project scenario	
		4 Hours (Practical Simulation): Role-playing a community consultation meeting, with a focus on engaging vulnerable groups and planning for positive community impact	
M3	Project Initiation and ESG Entry Assessment	2 Hours (Lecture): Overview of the core project phases (initiation, planning, execution, closure)	8 h
		3 Hours (Case Study & Analysis): Examining how to embed ESG considerations at each stage of the project life cycle	
		3 Hours (Practical Introduction): Introduction to Life Cycle Assessment (LCA) principles using a simplified case study of a project component	
M4	Planning I: Scope, WBS, and ESG Tagging	2 Hours (Lecture & Demonstration): Introducing key planning tools, with a focus on creating a Work Breakdown Structure (WBS)	8 h
		2 Hours (Practical Workshop): Students create a WBS for a sample project and practice defining an ESG-aligned project scope	
		2 Hours (Interactive Session): "ESG Tagging" exercise to identify and classify project deliverables according to sustainability targets	
		2 Hours (Case Study): Analyzing case studies on the selection and integration of appropriate green technologies into a project plan	
M5	Planning II: Time, Cost, and ESG Risk Management	2 Hours (Lecture): Principles of project scheduling (Gantt charts) and budgeting with integrated ESG criteria	8 h
		2 Hours (Practical Workshop): Identifying and assessing ESG-related risks (environmental, social, governance) and creating an ESG-specific risk matrix	
		2 Hours (Case Study & Discussion): Climate risk assessment for a project, discussing both mitigation and adaptation strategies	
		2 Hours (Interactive Session): Exploring circular economy principles and mapping resource flows to identify waste-reduction opportunities	

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Module	Title	Content	Total
M6	ESG Compliance and Governance	2 Hours (Lecture): Overview of key ESG standards, legal/regulatory awareness, and the importance of ethical conduct	8 h
		2 Hours (Case Study Analysis): Analyzing ethical dilemmas in projects with a focus on accountability and transparent decision-making	
		4 Hours (Practical Workshop): Creating a detailed ESG audit checklist and drafting a grievance/whistleblower mechanism for a sample project	
M7	Execution & Monitoring of ESG Performance	2 Hours (Lecture & Demo): Introduction to digital tools for tracking ESG performance and the principles of data-driven decision-making	8 h
		3 Hours (Practical workshop): Hands-on session building a sample ESG performance KPI dashboard	
		3 Hours (Group activity): Simulating mid-project validation of ESG report data and proposing adaptive measures based on performance scenarios	
M8	Project Closure	2 Hours (Lecture & Case Study): Best practices for project closure, including ESG performance evaluation against baseline metrics and stakeholder communication	8 h
		3 Hours (Practical Workshop): Drafting an ESG-aligned final project report for a case study, including an impact summary and lessons learned	
		3 Hours (Group Discussion): Analyzing project successes and failures to build a repository of sustainability-focused "lessons learned"	
M9	Team Management and ESG-Integrated Practices	2 Hours (Interactive Lecture): Discussing effective team dynamics, roles, and the importance of creating social value	8 h
		3 Hours (Practical Workshop): A dedicated workshop on Diversity, Equity, and Inclusion (DEI), including co-creating a project team charter	
		3 Hours (Group Activity & Case Study): Performing an Occupational Health and Safety (OHS) risk assessment for a sample project environment and identifying key wellbeing KPIs for a team	
M10	Final Integration Project & Reflection	4 Hours (Team Work & Presentations): Students work on and present their final mock project, integrating all learned concepts, followed by peer review	8 h
		2 Hours (Workshop): Developing a strategic ESG communication plan and narrative for the mock project	
		2 Hours (Individual Work & Reflection): Writing a reflective essay on adapting a project plan to unforeseen ESG challenges	

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3.8. Pedagogical Approaches (Standardized Instructional Approach)

Table 10. Pedagogical Approaches (BSc)

Instructional Approach	Application Scope	Explanation & Implementation
Active Learning (PBL, Case-Based)	Modules 2, 5, 6, 8, 10	Students engage actively in all modules, with a focus on case simulations, hands-on workshops, and a final problem-based learning (PBL) project
Competency-Based Assessment	Formative in Modules M1–9, Summative in M9–10	Formative assessments in Modules 1-8 build skills progressively. Summative assessments in Modules 9-10 directly measure competencies defined in the ESG4PMChange framework
Digital Platform Integration	All modules	All course materials (including slides, assignments, assessments, video content, and discussion prompts) should be hosted in a designated eLearning platform

3.9. Assessment Strategy

Table 11. Assessment Components (BSc)

Assessment Component	Description / Format	Weight (%)	Targeted Learning Outcomes / Competencies
Individual Assignment: Reflective Essay	e.g., A 1,500-word reflective essay analyzing how systems thinking and Life Cycle Assessment (LCA) can be applied to a real-world project to improve its sustainability outcomes.	20%	O1, O4 / I.1, II.7, V.1, V.3
Team Project: Integrated ESG Project Plan	e.g., Development and presentation of an integrated project plan for a given case study. Deliverables must include: a WBS with ESG tags; a Gantt chart and budget with eco-costs; an ESG risk matrix; a stakeholder map; and a KPI dashboard.	40%	O2, O3, O5, O6, O7, O8 / A comprehensive evaluation of most competencies in Table 2
Peer Evaluation	e.g., Structured peer evaluation of contributions to the team project, assessing collaboration, reliability, and constructive feedback.		
Final Exam	e.g., A written exam covering core theoretical concepts, including circular economy models, ESG reporting standards, ethical dilemmas, and governance mechanisms.	40%	O1, 04, O5 / II.8, IV.2, IV.5, IV.9

3.10. Teaching and Learning Materials

The main instructor should define the required set of materials for each module.

Table 12. Required Materials by Module (BSc)

Material Type	Description & Requirements	Coverage	Format / Notes
E-Textbook Chapter	E-textbook	e.g. M1–M10	DOCX & PDF; align with module outcomes
Authorized Lecture Slides	Slide decks, with instructor notes and references to key models or cases	TBD	PPTX with speaker notes; harmonized layout
Microlearning Content	Checklists, diagrams, maps supporting quick learning and review of core models	TBD	XLSX/PDF or PNG; concise
AI-Generated Intro Video	AI-generated video summarizing core topic and learning goals.	TBD	MP4 format; scripted by module authors;
Case Study / Simulation	Practical cases or simulation exercises	TBD	Include student and instructor versions; embed tasks + reflection
Task Templates & Worksheets	Ready-to-use student handouts, matrices, mapping tools, canvas templates for applied work	TBD	DOCX/XLSX templates + short instructions; open format
Supplementary Reading	Curated academic and policy readings relevant to each module	TBD	List with links in annotated format; APA citation style

3.11. Digital Tools and Platforms

The main instructor should indicate all tools and platforms used for delivering the course and conducting assignments. Table 10 provides some examples to serve as a reference for instructors.

Table 13. Digital Tools and Platform Table (BSc)

Tool / Platform Name	Type / Function	Purpose in the Course	Example of Use
e.g., Moodle	Learning Management System (LMS)	Hosting all course materials, quizzes, discussions, and assignments	All modules structured and accessed via Moodle
e.g., Canva	Visual Design Tool	Used by students to develop infographics and visual artefacts	
e.g., Miro	Collaborative Whiteboard	Group mapping, stakeholder analysis, project planning	

Tool / Platform Name	Type / Function	Purpose in the Course	Example of Use
e.g., Google Workspace	Cloud Collaboration Suite	Document co-creation, real-time feedback, shared drives	
e.g., MS Teams / Zoom	Video Conferencing / Mentoring Tool	Live sessions, project coaching, guest lectures	

3.12. Instructor Tailoring Notes

Table 14. Academic Level Tailoring (BSc)

Academic Level	Cognitive Depth	Learner Autonomy & Instructor Role	Assessment Expectations	Application Context	Use of Digital Tools
Bachelor (EQF 6)	Basic understanding of PM & ESG; tool execution	Guided learning; high instructor support	Structured templates, group work, short essays	Simplified projects; sector-based cases	Predefined tools with tutorials and templates

4. Course Syllabus: Strategic Project Management and ESG Leadership (Master Level)

4.1. Course Identification

Table 15. Course Identification (MSc)

Field	Description
Course Title	Strategic Project Management and ESG Leadership
Lead Institution	*Institution leading the course development*
Participating Institutions	*Other institutions involved in course co-design and delivery*
Academic Level	MSc (EQF Level 7)
Course Coordinator	*Name and contact email of lead instructor or responsible academic*
Language of Instruction	*Language used in lectures and materials*
ECTS Credits	6 ECTS
Total Workload (hours)	180

4.2. Course Description

This advanced course equips postgraduate students with the competencies to lead complex projects by embedding Environmental, Social, and Governance (ESG) principles across the entire project life cycle. Students will integrate ESG into strategic definition, planning, execution, and closure, applying advanced risk management, sustainable finance, and compliance frameworks to deliver measurable impact. Emphasizing the link between strategic project leadership, ESG governance, and performance measurement, the course builds strategic capacity to lead ESG transformation through both predictive and adaptive project management approaches.

Prerequisites: A foundational understanding of both project management and ESG principles is key to success in an advanced program. It is recommended that this knowledge be demonstrated through one of the following pathways:

- Prior coursework: A strong academic background in these areas is beneficial for students entering directly from an undergraduate program.
- Preparatory learning: For students lacking relevant coursework, it is recommended to complete certified introductory courses in topics like "Project Management Fundamentals" and "ESG Basics". This preparation will equip them with the essential vocabulary and frameworks needed for a master's level curriculum.

4.3. Learning Objectives

Upon successful completion of this course, students will be able to:

- LO-1: Critically evaluate how ESG principles redefine project success and influence corporate strategy
- LO-2: Review a project's scope and strategic plan based on a formal ESG materiality analysis
- LO-3: Formulate and manage project budgets by integrating principles of sustainable finance, life cycle costing (LCC), and carbon pricing
- LO-4: Lead project teams using agile governance frameworks to adapt to evolving ESG challenges and opportunities
- LO-5: Develop a robust risk management strategy that incorporates quantitative analysis and forward-looking climate scenarios
- LO-6: Design and lead multi-stakeholder engagement processes to build consensus and secure a social license to operate
- LO-7: Synthesize and apply major PMI and ISO standards with emerging ESG regulations and reporting frameworks (e.g., EU CSRD Corporate Sustainability Reporting Directive)
- LO-8: Lead the development of an integrated project performance report that combines financial metrics with assured non-financial data (GRI/SASB Global Reporting Initiative/ Sustainability Accounting Standards Board)

4.4. Learning Outcomes

Upon successful completion of this course, students will be able to:

- O-1: Formulate a strategic business case for a complex project that aligns with corporate ESG goals
- O-2: Conduct an ESG materiality assessment to define and defend a project's strategic scope and priorities
- O-3: Develop a project budget that models the financial impact of environmental and social variables
- O-4: Design an adaptive project governance structure using agile and hybrid methodologies
- O-5: Construct a quantitative risk model that includes scenario analysis for climate-related risks
- O-6: Create a strategic plan for measuring and reporting ESG-related social impacts, using methodologies such as Social Return on Investment (SROI) and aligned with relevant compliance standards
- O-7: Audit a project plan for compliance with both a chosen PMI/PRINCE2 standard and a relevant ESG disclosure regulation
- O-8: Produce a board-level project closure report that integrates financial performance with a standards-based ESG impact assessment

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4.5. Alignment with Project Management, Environmental, Social, and Governance Competencies

The following table details which of the core competencies identified in the ESG4PMChnage project are covered by which course modules (M1 – M10), as detailed in section 4.7 of this document. The table indicates ”1” if a sub-competency is explicitly implied by the module's content or tasks, and “0” otherwise.

Table 16. Competency Mapping (MSc)

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
I. Core Project Management Competencies											
I.1 Project initiation and business case development	1	0	0	1	0	0	0	0	0	1	3
I.2 Project planning and scheduling	0	0	0	1	1	1	0	0	0	1	4
I.3 Scope and deliverables management	0	0	0	1	0	0	0	0	0	1	2
I.4 Budgeting and financial planning	0	0	0	0	1	0	0	0	0	1	2
I.5 Risk and opportunity management	0	0	0	0	0	0	1	0	0	1	2
I.6 Stakeholder engagement and communicatio n	0	0	1	0	0	0	0	0	0	1	2
I.7 Team leadership and collaboration	0	0	0	0	0	1	0	0	1	1	3
I.8 Quality assurance and control	0	1	0	0	0	0	0	1	0	1	3
I.9 Monitoring, evaluation and reporting	0	0	0	0	0	0	0	1	0	1	2

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
I.10 Procurement and contract management	0	1	0	0	1	0	0	0	0	1	3
I.11 Project closure and knowledge transfer	0	0	0	0	0	0	0	1	0	1	2
II. Environmental Competencies											
II.1 Resource efficiency and sustainable use	0	0	0	0	1	0	0	0	0	1	2
II.2 Green technology integration	0	0	0	1	1	0	0	0	0	1	3
II.3 Environmental risk and compliance management	0	1	0	0	0	0	1	0	0	1	3
II.4 Innovation in environmental practices	1	0	0	0	0	1	0	0	0	1	3
II.5 Pollution prevention and control	0	0	0	1	1	0	0	0	0	1	3
II.6 Stakeholder engagement on environmental matters	0	0	1	0	0	0	0	0	0	1	2
II.7 Circular economy and life cycle thinking	0	0	0	0	1	0	0	0	0	1	2
II.8 Sustainable finance and environmental costing	0	0	0	0	1	0	0	0	0	1	2

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
II.9 Climate change mitigation and adaptation	0	0	0	0	0	0	1	0	0	1	2
II.10 Water and marine resources impact management	0	0	0	0	0	0	0	0	0	0	0
II.11 Protection of ecosystems and biodiversity	0	0	0	0	0	0	0	0	0	0	0
II.12 Environmental impact management in the value chain	1	0	0	1	0	0	0	0	0	1	3
II.13 Scenario analysis and transition planning	0	0	0	0	0	0	1	0	0	1	2
III. Social Competencies											
III.1 Human rights and labor practices	0	0	1	0	0	0	0	0	1	1	3
III.2 Occupational health and safety (OHS)	0	0	0	0	0	0	0	0	1	1	2
III.3 Diversity, equity and inclusion (DEI)	0	0	0	0	0	0	0	0	1	1	2
III.4 Community impact and development	0	0	1	0	0	0	0	0	0	1	2
III.5 Human rights due diligence	0	0	1	0	0	0	0	0	1	1	3

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
III.6 Social risk and impact management	0	0	1	0	0	0	1	0	0	1	3
III.7 Inclusive decision-making and co-creation	0	0	1	0	0	1	0	0	1	1	4
III.8 Stakeholder engagement and dialogue	0	0	1	0	0	0	0	0	0	1	2
III.9 Sustainable procurement (social dimension)	0	0	1	0	1	0	0	0	0	1	3
III.10 Social innovation and cross-sector collaboration	1	0	1	0	0	0	0	0	0	1	3
III.11 Freedom of association and labor rights	0	0	0	0	0	0	0	0	1	1	2
III.12 Training and upskilling for social responsibility	0	0	0	0	0	0	0	0	1	1	2
III.13 Security and safeguarding in project environments	0	0	0	0	0	0	1	0	1	1	3
III.14 Customer and end-user responsibility in projects	0	0	1	0	0	0	0	0	0	1	2
III.15 Protection of user data and privacy	0	1	0	0	0	0	0	1	0	1	3

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
III.16 Public interest and policy alignment	1	1	0	0	0	0	0	0	0	1	3
III.17 Wellbeing and social value creation in projects	0	0	1	0	0	0	0	0	1	1	3
IV. Governance Competencies											
IV.1 Data protection and privacy management	0	1	0	0	0	0	0	1	0	1	3
IV.2 Anti-corruption and compliance enforcement	0	1	0	0	0	0	0	0	1	1	3
IV.3 Ethical conduct and integrity in project execution	0	1	0	0	0	0	0	0	1	1	3
IV.4 Accountability and transparent decision-making	0	1	0	0	0	1	0	1	1	1	5
IV.5 Legal and regulatory awareness	0	1	0	0	0	0	0	0	0	1	2
IV.6 Corporate governance alignment	1	1	0	0	0	0	0	0	0	1	3
IV.7 Risk management and internal control systems	0	1	0	0	0	0	1	0	0	1	3

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
IV.8 Stakeholder communication and reporting	0	0	1	0	0	0	0	1	0	1	3
IV.9 ESG reporting and disclosure standards	0	1	0	0	0	0	0	1	0	1	3
IV.10 Training on governance and ESG standards	0	1	0	0	0	0	0	0	1	1	3
IV.11 Governance of ESG risks and opportunities	0	1	0	0	0	1	1	0	0	1	4
IV.12 Whistleblower protection and grievance mechanisms	0	1	0	0	0	0	0	0	1	1	3
V. Cross-Cutting & Enabling Competencies											
V.1 Systems thinking and interconnectivity	1	0	0	0	0	0	0	0	0	1	2
V.2 Change leadership for ESG transformation	1	0	0	0	0	0	0	0	1	1	3
V.3 Life cycle thinking and long-term value orientation	1	0	0	0	1	0	0	0	0	1	3
V.4 Digital proficiency for ESG monitoring and reporting	0	0	0	0	0	0	0	1	0	1	2

Competency Area	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	Sum
V.5 Evidence-based and data-driven decision making	0	0	0	1	0	0	0	1	0	1	3
V.6 Facilitation and multi-stakeholder engagement	0	0	1	0	0	0	0	0	0	1	2
V.7 Conflict resolution in ESG-sensitive contexts	0	0	1	0	0	0	1	0	1	1	4
V.8 Strategic communicatio n and ESG narrative building	1	0	1	0	0	0	0	1	0	1	4
V.9 Foresight and anticipatory skills	0	0	0	0	0	0	1	0	0	1	2
V.10 Adaptive thinking and agile responsiveness	0	0	0	0	0	1	0	0	0	1	2
V.11 Interdisciplinar y collaboration and knowledge integration	1	1	1	1	1	1	1	1	1	1	10

4.6. Course Workload Breakdown

Table 17. ECTS Allocation (MSc)

Field	Instruction / Description	Example
ECTS Credits	Recommended value for project-developed courses. To be validated by each institution.	6 (subject to adaptation)
Total Workload (hours)	Typically based on 30h per ECTS. Adjust according to national formula.	180

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Table 18. Workload Breakdown Table (MSc)

Component	Contact Hours	Independent Workload	Description / Notes
Lectures & Expert seminars	40h	—	Strategic frameworks, case study deconstruction, guest speakers
Case-Based Workshops	30h	—	Strategic simulations, group problem-solving, tool application
Project Supervision & Coaching	10h	—	Instructor-led coaching for the capstone project
Independent Research & Reading	—	70h	Assigned readings, academic literature, industry reports, case preparation
Assessment & Capstone Project	—	30h	Research and development of the final strategic report
Total	80h	100h	~180 hours (based on 6 ECTS)

4.7. Course Structure

Table 19. Course Structure (MSc)

Module	Title	Short Description	Suggested Key Task / Method
M1	Strategic Project Management & ESG Value Creation	Position projects as vehicles for ESG strategy and long-term value; define thesis for change management and value creation	Strategic business-case pitch(board memo + value map)
M2	PM Standards (PMI/ISO) & ESG Regulatory Compliance	Map PM processes to CSRD/ESRS, GRI/SASB; run a dual compliance audit before the capstone	Dual compliance audit(process conformance + disclosure readiness)
M3	Strategic Stakeholder Engagement & Social License	Co-creation, SROI, grievance mechanisms; connect it with M8 reporting and risk outlook.	High-stakes stakeholder negotiation + SROI sketch
M4	Advanced Scope Planning & ESG Double Materiality	Use double materiality to set strategic scope, boundaries, and priorities (impact & financial)	Double materiality matrix + scoped objectives & KPIs
M5	Sustainable Budgeting & Green Finance	Integrate LCC/TCO, internal carbon pricing, capex/opex trade-offs, green finance.	CC & budget model incl. carbon cost scenarios

Module	Title	Short Description	Suggested Key Task / Method
M6	Execution Operating Model & Adaptive ESG Governance	Design decision rights, stage-gates, change control, and select delivery approach (agile/hybrid) to keep ESG on-track	Governance blueprint (RACI, gates, cadence) + agile sprint simulation
M7	Advanced Risk Management	Quantify transition/physical climate risks; link to controls, contingencies, and opportunities	TCFD-aligned scenario analysis + risk treatment plan
M8	Performance Measurement & ESG Reporting	Architect KPIs, data pipelines, and assurance for GRI/SASB/IFRS-S; embed closure/benefits tracking. Master Earned-Value-Analysis (EVA)	Integrated report outline + data assurance checklist.
M9	Ethical Leadership & High-Performing Global Teams	Ethical decision frameworks, psychological safety, distributed teams; escalate dilemmas through governance	Ethical dilemma case + team operating agreement
M10	Capstone: Leading ESG Transformation	Synthesize all modules into a board-level plan and pitch; defend scope, budget, risk, governance, reporting.	Final board-level pitch + viva & peer review

The following table reports a detailed breakdown of the 80 teaching hours, allocating time to each specific topic and activity within the 10 modules.

Table 20. Detailed Hourly Breakdown by Module (MSc)

Module	Title	Content	Total
M1	Strategic Project Management & ESG Value Creation	4h (Seminar): The evolution of project management; ESG as a driver of corporate strategy, competitive advantage, and long-term value; principles of ESG-led change management	8h
		4h (Workshop): Applying systems thinking and value chain analysis to identify and frame strategic project opportunities that deliver ESG benefits	
M2	PM Standards (PMI/ISO) & ESG Regulatory Compliance	4h (Seminar): Aligning PMI/ISO 21500 project management standards with mandatory ESG regulations like the EU Corporate Sustainability Reporting Directive (CSRD)	8 h
		4h (Workshop): Auditing a complex project case study against a dual set of PM process standards and ESG disclosure requirements	
M3	Strategic Stakeholder Engagement	4h (Seminar): Theories of stakeholder co-creation and social impact; introduction to Social Return on Investment (SROI) methodology	8 h

Module	Title	Content	Total
	& Social License	4h (Workshop): Role-play simulation of a high-stakes negotiation involving community, investor, and regulatory groups to secure project alignment	
M4	Advanced Scope Planning & ESG Double Materiality	4h (Seminar): Advanced principles of double materiality; methodologies for assessing and prioritizing impact and financial materiality in a project context 4h (Workshop): Conducting a double materiality assessment for a complex case study to define, justify, and defend a strategic project scope.	8h
M5	Sustainable Budgeting & Green Finance	4h (Seminar): Advanced financial analysis, including Life Cycle Costing (LCC), Total Cost of Ownership (TCO), internal carbon pricing mechanisms, and strategic capex/opex trade-offs 4h (Workshop): Financial modeling of a project budget incorporating ESG variables	8h
M6	Execution Operating Model & Adaptive ESG Governance	4h (Seminar): Designing adaptive governance frameworks; critical comparison of Stage-Gate, Agile (e.g., Scrum), and Hybrid methodologies for ESG projects 4h (Workshop): Simulation of a Scrum sprint applied to an ESG-related project challenge	8h
M7	Advanced Risk Management	4h (Seminar): Quantitative risk analysis; introduction to TCFD framework. 4h (Workshop): Developing climate-related transition and physical risk scenarios for a major project	8h
M8	Performance Measurement & ESG Reporting	4h (Seminar): Deep dive into GRI, SASB, and IFRS sustainability disclosure standards; principles of designing robust ESG data pipelines 4h (Workshop): Session divided into two parts: (1) Applying Earned Value Analysis (EVA) to a case study with ESG metrics. (2) Designing an ESG data assurance process and an integrated report outline	8 h
M9	Ethical Leadership & High-Performing Global Teams	4h (Seminar): Ethical leadership models and decision-making frameworks; strategies for managing cross-cultural and virtual teams and fostering psychological safety 4h (Workshop): Ethical dilemma simulation requiring students to navigate a complex scenario, make a defensible decision, and co-create a team operating agreement	8h
M10	Capstone: Leading ESG Transformation	8h (Coaching & Team Work): Supervised work on the final capstone project, culminating in a formal presentation to a mock investment committee	8 h

4.8. Pedagogical Approaches (Standardized Instructional Approach)

Table 21. Pedagogical Approaches (MSc)

Instructional Approach	Application Scope	Explanation & Implementation
Active Learning (PBL, Case-Based)	All modules, with a focus on strategic simulations and the Problem-Based Learning (PBL) capstone	The curriculum is driven by the deconstruction of complex, real-world case studies and strategic simulations. The course culminates in a PBL capstone project where students act as strategic consultants
Competency-Based Assessment	Formative in all modules (M1-M9); summative assessments tied to M1, M4, M7 and M10	All assessments are explicitly designed to measure advanced strategic competencies. The analytical essay, capstone project, and final exam evaluate critical thinking, synthesis of complex information, and strategic decision-making, rather than simple knowledge recall
Blended & Flipped Learning	All modules	The course employs a consistent flipped model. Asynchronous preparation involves engaging with advanced materials (academic articles, industry reports). Synchronous seminars are reserved for expert-led facilitation, discussions, and peer-to-peer sessions
Digital Platform Integration	All modules	All course materials (including slides, assignments, assessments, video content, and discussion prompts) should be hosted in a designated eLearning platform (Project Task 3.5)

4.9. Assessment Strategy

Table 22. Assessment Components (MSc)

Assessment Component	Description / Format	Weight (%)	Targeted Learning Outcomes / Competencies
Strategic Analysis Essay	e.g., A 2,000-word essay analyzing a real-world project failure through the lens of ESG materiality and risk management	25%	O1, O2, O5 / Competencies: V.1, V.5, I.3, I.5, II.13

Assessment Component	Description / Format	Weight (%)	Targeted Learning Outcomes / Competencies
Capstone Project: Strategic ESG Proposal	e.g., A comprehensive, board-level consultancy report and presentation for a complex case study. The report must propose a project plan that integrates a chosen PM standard, agile governance, a sustainable budget, a risk/opportunity analysis, and an integrated reporting framework	50%	O2, O3, O4, O6, O7, O8 / Competencies: This assessment is integrative and covers most competencies, with a focus on I.1, I.2, II.8, III.4, IV.6, IV.9, V.2, V.8, V.11
Peer Evaluation	e.g., Structured peer evaluation of contributions to the capstone project, focusing on strategic input, analytical rigor, and leadership		
Final Exam	e.g., A case-based written exam requiring students to critically evaluate a project scenario and provide strategic recommendations, drawing on all theoretical models and frameworks from the course	25%	O1, O5, O7/ V.1, I.5, IV.3, IV.5

4.10. Teaching and Learning Materials

The main instructor should define the required set of materials for each module.

Table 23. Required Materials by Module (MSc)

Material Type	Description & Requirements	Coverage	Format / Notes
E-Textbook Chapter	E-textbook	e.g. M1–M10	DOCX & PDF; align with module outcomes
Authorized Lecture Slides	Slide decks, with instructor notes and references to key models or cases	TBD	PPTX with speaker notes; harmonized layout
Microlearning Content	Checklists, diagrams, maps supporting quick learning and review of core models	TBD	XLSX/PDF or PNG; concise
AI-Generated Intro Video	AI-generated video summarizing core topic and learning goals.	TBD	MP4 format; scripted by module authors;
Case Study / Simulation	Practical cases or simulation exercises	TBD	Include student and instructor versions; embed tasks + reflection
Task Templates & Worksheets	Ready-to-use student handouts, matrices, mapping tools, canvas templates for applied work	TBD	DOCX/XLSX templates + short instructions; open format

Material Type	Description & Requirements	Coverage	Format / Notes
Supplementary Reading	Curated academic and policy readings relevant to each module	TBD	List with links in annotated format; APA citation style

4.11. Digital Tools and Platforms

The main instructor should indicate all tools and platforms used for delivering the course and conducting assignments.

Table 24. Digital Tools and Platform Table (MSc)

Tool / Platform Name	Type / Function	Purpose in the Course	Example of Use
e.g., Moodle	Learning Management System (LMS)	Hosting all course materials, quizzes, discussions, and assignments	All modules structured and accessed via Moodle
e.g., Canva	Visual Design Tool	Used by students to develop infographics and visual artefacts	
e.g., Miro	Collaborative Whiteboard	Group mapping, stakeholder analysis, project planning	
e.g., Google Workspace	Cloud Collaboration Suite	Document co-creation, real-time feedback, shared drives	
e.g., MS Teams / Zoom	Video Conferencing / Mentoring Tool	Live sessions, project coaching, guest lectures	

4.12. Instructor Tailoring Notes

Table 25. Academic Level Tailoring (MSc)

Academic Level	Cognitive Depth	Learner Autonomy & Instructor Role	Assessment Expectations	Application Context	Use of Digital Tools
Master (EQF 7)	Critical evaluation, synthesis of complex ideas, strategic application	High learner autonomy; instructor as a facilitator and coach	Strategic reports, consultancy proposals, critical essays, case-based exams	Complex, ambiguous, and international project scenarios	Predefined tools with tutorials and templates

5. Course Syllabus: Strategic Project Leadership: Integrating ESG for Competitive Advantage (Executive Education)

5.1. Course Identification

Table 26. Course Identification (Executive)

Field	Description
Course Title	Strategic Project Leadership: Integrating ESG for Competitive Advantage
Lead Institution	*Institution leading the course development*
Participating Institutions	*Other institutions involved in course co-design and delivery*
Academic Level	Executive Education (Post-experience, EQF Level 7/8 equivalent)
Course Coordinator	*Name and contact email of lead instructor or responsible academic*
Language of Instruction	*Language used in lectures and materials*
ECTS Credits	2 ECTS
Total Workload (hours)	60

5.2. Course Description

This intensive executive program equips senior leaders to design and deliver strategic initiatives that embed Environmental, Social, and Governance (ESG) principles into the core of project-based work. The course focuses on translating ESG strategy into tangible outcomes through adaptive governance, sustainable finance, advanced risk management, and high-impact stakeholder engagement.

5.3. Learning Objectives

Upon successful completion of this course, participants will be able to:

- LO-1: Develop a strategic stakeholder approach, including stakeholders mapping and engagement plan designed to build consensus and mitigate social and governance risks
- LO-2: Formulate a strategic business case for projects that justifies ESG investment through clear financial and non-financial ROI
- LO-3: Integrate advanced ESG considerations (e.g., climate risk, social license to operate, circular economy) into project planning and scoping
- LO-4: Lead project delivery using appropriate PM frameworks to navigate the uncertainty inherent in ESG-related initiatives
- LO-5: Justify project decisions using principles of sustainable finance, life cycle thinking, and internal carbon pricing
- LO-6: Champion a culture of ethical leadership and psychological safety within project teams to drive innovation and resilience

5.4. Learning Outcomes

Upon successful completion of this course, participants will be able to:

- O-1: Construct a project charter that explicitly aligns with corporate ESG strategy and reporting requirements (e.g., CSRD)
- O-2: Conduct a rapid ESG Double Materiality Assessment to prioritize and scope a strategic project
- O-3: Model the financial impact of key ESG variables on a project's budget and business case
- O-4: Design an adaptive governance framework for a complex project using hybrid methodologies
- O-5: Create a high-level ESG risk and opportunity analysis, incorporating forward-looking climate scenarios
- O-6: Develop a strategic action plan to apply the course learnings to a real-world project within their organization

5.5. Alignment with Project Management, Environmental, Social, and Governance Competencies

The following table details which of the core competencies identified in the ESG4PMChange project are covered by which of the six executive course modules, as detailed in section 5.7 of this document. The table indicates ”1” if a sub-competency is explicitly implied by the module's content or tasks, and “0” otherwise.

Table 27. Competency Mapping (Executive)

Competency Area	M1	M2	M3	M4	M5	M6	Sum
I. Core Project Management Competencies							
I.1 Project initiation and business case development	1	0	1	0	0	1	3
I.2 Project planning and scheduling	0	1	0	0	0	1	2
I.3 Scope and deliverables management	0	1	0	0	0	1	2
I.4 Budgeting and financial planning	0	0	1	0	0	1	2
I.5 Risk and opportunity management	0	0	0	1	0	1	2
I.6 Stakeholder engagement and communication	0	0	0	0	1	1	2
I.7 Team leadership and collaboration	0	0	0	0	1	1	2
I.8 Quality assurance and control	0	0	0	0	0	1	1
I.9 Monitoring, evaluation and reporting	0	0	0	0	0	1	1

Competency Area	M1	M2	M3	M4	M5	M6	Sum
I.10 Procurement and contract management	0	0	1	0	0	0	1
I.11 Project closure and knowledge transfer	0	0	0	0	0	1	1
II. Environmental Competencies							
II.1 Resource efficiency and sustainable use	0	1	1	0	0	0	2
II.2 Green technology integration	0	1	0	0	0	1	2
II.3 Environmental risk and compliance management	0	0	0	1	0	1	2
II.4 Innovation in environmental practices	1	1	0	0	0	1	3
II.5 Pollution prevention and control	0	1	0	0	0	0	1
II.6 Stakeholder engagement on environmental matters	0	0	0	0	1	1	2
II.7 Circular economy and life cycle thinking	0	1	1	0	0	0	2
II.8 Sustainable finance and environmental costing	0	0	1	0	0	1	2
II.9 Climate change mitigation and adaptation	0	0	0	1	0	1	2
II.10 Water and marine resources impact management	0	0	0	0	0	0	0
II.11 Protection of ecosystems and biodiversity	0	0	0	0	0	0	0
II.12 Environmental impact management in the value chain	1	1	0	0	0	0	2
II.13 Scenario analysis and transition planning	0	0	0	1	0	1	2
III. Social Competencies							
III.1 Human rights and labor practices	0	0	0	0	1	0	1
III.2 Occupational health and safety (OHS)	0	0	0	0	1	0	1
III.3 Diversity, equity and inclusion (DEI)	0	0	0	0	1	1	2
III.4 Community impact and development	0	0	0	0	1	1	2
III.5 Human rights due diligence	0	0	0	0	1	0	1
III.6 Social risk and impact management	0	0	0	1	1	1	3
III.7 Inclusive decision-making and co-creation	0	1	0	0	1	1	3

Competency Area	M1	M2	M3	M4	M5	M6	Sum
III.8 Stakeholder engagement and dialogue	0	0	0	0	1	1	2
III.9 Sustainable procurement (social dimension)	0	0	1	0	0	0	1
III.10 Social innovation and cross-sector collaboration	1	0	0	0	1	1	3
III.11 Freedom of association and labor rights	0	0	0	0	0	0	0
III.12 Training and upskilling for social responsibility	0	0	0	0	1	0	1
III.13 Security and safeguarding in project environments	0	0	0	0	0	0	0
III.14 Customer and end-user responsibility in projects	0	0	0	0	0	0	0
III.15 Protection of user data and privacy	0	0	0	0	0	0	0
III.16 Public interest and policy alignment	1	0	0	0	1	1	3
III.17 Wellbeing and social value creation in projects	0	0	0	0	1	1	2
IV. Governance Competencies							
IV.1 Data protection and privacy management	0	0	0	0	0	0	0
IV.2 Anti-corruption and compliance enforcement	0	0	0	0	1	1	2
IV.3 Ethical conduct and integrity in project execution	0	0	0	0	1	1	2
IV.4 Accountability and transparent decision-making	0	1	0	0	1	1	3
IV.5 Legal and regulatory awareness	1	0	0	1	0	1	3
IV.6 Corporate governance alignment	1	0	0	0	0	1	2
IV.7 Risk management and internal control systems	0	0	0	1	0	1	2
IV.8 Stakeholder communication and reporting	0	0	0	0	1	1	2
IV.9 ESG reporting and disclosure standards	1	0	0	0	0	1	2
IV.10 Training on governance and ESG standards	0	0	0	0	0	0	0
IV.11 Governance of ESG risks and opportunities	1	0	0	1	0	1	3

Competency Area	M1	M2	M3	M4	M5	M6	Sum
IV.12 Whistleblower protection and grievance mechanisms	0	0	0	0	1	0	1
V. Cross-Cutting & Enabling Competencies							
V.1 Systems thinking and interconnectivity	1	1	0	0	0	1	3
V.2 Change leadership for ESG transformation	1	0	0	0	1	1	3
V.3 Life cycle thinking and long-term value orientation	1	1	1	0	0	1	4
V.4 Digital proficiency for ESG monitoring and reporting	0	0	0	0	0	1	1
V.5 Evidence-based and data-driven decision making	0	1	1	1	0	1	4
V.6 Facilitation and multi-stakeholder engagement	0	0	0	0	1	1	2
V.7 Conflict resolution in ESG-sensitive contexts	0	0	0	1	1	1	3
V.8 Strategic communication and ESG narrative building	1	0	1	0	1	1	4
V.9 Foresight and anticipatory skills	0	0	0	1	0	1	2
V.10 Adaptive thinking and agile responsiveness	0	1	0	0	0	1	2
V.11 Interdisciplinary collaboration and knowledge integration	1	1	1	1	1	1	6

5.6. Course Workload Breakdown

Table 28. ECTS Allocation (Executive)

Field	Instruction / Description	Example
ECTS Credits	Recommended value for project-developed courses. To be validated by each institution.	2 (subject to adaptation)
Total Workload (hours)	Typically based on 30h per ECTS. Adjust according to national formula.	60

Table 29. Workload Breakdown Table (Executive)

Component	Contact Hours	Independent Workload	Description / Notes
Pre-Course Preparation	—	10h	Strategic readings (HBR, industry reports), case study review, and a self-reflection questionnaire on a current project challenge.
Intensive Workshop	20h	—	Two full days (or equivalent modules) of interactive seminars, case-based workshops, peer-to-peer problem-solving, and expert panels.
Post-Course Application	—	30h	Development of a Strategic Action Plan applying course concepts to the participant's own work context.
Total	20h	40h	~60 hours (based on 2 ECTS)

5.7. Course Structure

Table 30. Course Structure (Executive)

Module	Title	Short Description	Suggested Key Task / Method
M1	The Strategic Imperative: ESG as a Driver of Project Value	Go beyond compliance to frame projects as key instruments for executing corporate strategy, mitigating risk, and creating long-term value, avoiding the risk of greenwashing	Task: Deconstruct a real-world case of ESG-driven project success (or failure). Method: Strategic dialogue and business case analysis
M2	Materiality, Scoping & Adaptive Delivery Models	Combine Double Materiality Assessment with high-level delivery model selection (Agile/Hybrid) to set adaptive project structure from the start	Task: Develop a high-level project scope and delivery model recommendation Method: Materiality mapping and comparative methodology review
M3	Sustainable Finance & ESG Business Case Development	Move beyond traditional budgeting. Master concepts like Life Cycle Thinking (Life Cycle Assessment -LCA- and Life Cycle Costing - LCC), internal carbon pricing, and green finance instruments to build an undeniable business case	Task: Model the ROI of a sustainability-focused project initiative. Method: Financial modeling exercise and investment pitch. Deliverable: board-level investment pitch integrating LCC and carbon pricing

Module	Title	Short Description	Suggested Key Task / Method
M4	Advanced Risk & Scenario Analysis	Integrate the TCFD framework to analyze sustainability-related risks and opportunities, also in relationship with EU Taxonomy and international initiatives, such as SbTi. Link this analysis to strategic decision-making, capital allocation, and investment readiness	Task: Develop scenarios for a major infrastructure project, considering risks associated to each of the pillars of sustainability, i.e. transition and physical risk (Environment); Human Capital & Community Risks (Society); Financial & Market Risks (Economy). Method: Quantitative risk workshop and scenario analysis
M5	Leadership, Stakeholders & Social License	Master the art of leading diverse teams and navigating complex stakeholder ecosystems. Focus on co-creation, negotiation, reporting and communication to earn and maintain a social license, developing competences to avoid the risk of greenwashing	Task: High-stakes stakeholder negotiation role-play. Method: Ethical dilemma discussion and leadership self-assessment
M6	Capstone: Strategic Action Plan & Executive Presentation	Synthesize all learnings to develop a concrete action plan for a project within your own organization. Get peer and expert feedback to refine your strategy	Task: Draft a board-level memo outlining a strategic ESG project initiative. Method: Peer-coaching and final presentation of action plans

The following table reports a detailed breakdown of the 20 teaching hours, allocating time to each specific topic and activity within the 6 modules.

Table 31. Detailed Hourly Breakdown by Module (Executive)

Module	Title	Content	Total
M1	The Strategic Imperative: ESG as a Driver of Project Value	1.5h (Seminar): SG as a driver of corporate strategy, competitive advantage, and enterprise value	3h
		1.5h (Workshop): Deconstructing a complex business case to identify and leverage strategic ESG levers for value creation	
M2	Materiality, Scoping & Adaptive	1.5h (Seminar): Principles of double materiality for strategic focus; linking scope to adaptive governance and delivery models.	3,5h

Module	Title	Content	Total
	Delivery Models	2h (Workshop): Rapid materiality assessment simulation to define project boundaries and an Agile sprint simulation for an ESG-related challenge	
M3	Sustainable Finance & ESG Business Case Development	1.5h (Seminar): Introduction to Life Cycle Costing (LCC), internal carbon pricing (ICP), and green finance 2h (Workshop): Financial modeling of a project budget incorporating ESG variables, with a deep-dive application of LCC, ICP, or green finance	3,5h
M4	Advanced Risk & Scenario Analysis	1.5h (Seminar): Introduction to the TCFD framework and quantitative risk analysis (Workshop): Developing climate-related risk scenarios, human capital risk and financial risk for a major project.	3,5h
M5	Leadership, Stakeholders & Social License	1.5h (Seminar): Ethical leadership, psychological safety, and co-creation theory. 2h (Workshop): High-stakes negotiation simulation with community and investor groups.	3,5h
M6	Capstone: Strategic Action Plan & Executive Presentation	3h (Coaching & Team Work): Supervised work on the final Strategic Action Plan, culminating in a formal presentation to a peer review panel.	3h

5.8. Pedagogical Approaches (Standardized Instructional Approach)

Table 32. Pedagogical Approaches (Executive)

Instructional Approach	Application Scope	Explanation & Implementation
Case-Based & Peer Learning	All modules	The curriculum is built around real-world, complex business cases. A significant portion of time is dedicated to facilitated peer-to-peer discussion and problem-solving, leveraging the collective experience in the room.
Blended & Flipped Learning	All modules	Participants engage with foundational concepts and strategic readings *before* the workshop. Live sessions are dedicated exclusively to application, debate, and expert-led synthesis.
Action-Oriented Assessment	M6 & Post-Course	Learning is assessed through practical application. The primary deliverable is a Strategic Action Plan that requires participants to directly apply course frameworks to their own professional context.

5.9. Assessment Strategy

Table 33. Assessment Components (Executive)

Assessment Component	Description / Format	Weight (%)	Targeted Learning Outcomes / Competencies
Pre-Course Reflection & Workshop Participation	A brief written reflection on a current project challenge and active, constructive participation in all workshop discussions and exercises.	25%	O-2, O-5, O-6 / V.2, V.6
Strategic Action Plan	A 5-page strategic memo or slide deck outlining a plan to integrate ESG principles into a real-world project. Must include a business case, risk analysis, and stakeholder approach.	75%	O-1, O-2, O-3, O-4, O-5, O-6 / This is an integrative assessment covering most competencies.

5.10. Teaching and Learning Materials

The main instructor should define the required set of materials for each module.

Table 34. Assessment Components (Executive)

Material Type	Description & Requirements	Coverage	Format / Notes
E-Textbook Chapter	E-textbook	e.g. M1–M10	DOCX & PDF; align with module outcomes
Authorized Lecture Slides	Slide decks, with instructor notes and references to key models or cases	TBD	PPTX with speaker notes; harmonized layout
Microlearning Content	Checklists, diagrams, maps supporting quick learning and review of core models	TBD	XLSX/PDF or PNG; concise
AI-Generated Intro Video	AI-generated video summarizing core topic and learning goals.	TBD	MP4 format; scripted by module authors;
Case Study / Simulation	Practical cases or simulation exercises	TBD	Include student and instructor versions; embed tasks + reflection
Task Templates & Worksheets	Ready-to-use student handouts, matrices, mapping tools, canvas templates for applied work	TBD	DOCX/XLSX templates + short instructions; open format
Supplementary Reading	Curated academic and policy readings relevant to each module	TBD	List with links in annotated format; APA citation style

5.11. Digital Tools and Platforms

The main instructor should indicate all tools and platforms used for delivering the course and conducting assignments.

Table 35. Digital Tools and Platform Table (Executive)

Tool / Platform Name	Type / Function	Purpose in the Course	Example of Use
e.g., Moodle	Learning Management System (LMS)	Hosting all course materials, quizzes, discussions, and assignments	All modules structured and accessed via Moodle
e.g., Canva	Visual Design Tool	Used by students to develop infographics and visual artefacts	
e.g., Miro	Collaborative Whiteboard	Group mapping, stakeholder analysis, project planning	
e.g., Google Workspace	Cloud Collaboration Suite	Document co-creation, real-time feedback, shared drives	
e.g., MS Teams / Zoom	Video Conferencing / Mentoring Tool	Live sessions, project coaching, guest lectures	

5.12. Instructor Tailoring Notes

Table 36. Academic Level Tailoring (Executive)

Academic Level	Cognitive Depth	Learner Autonomy & Instructor Role	Assessment Expectations	Application Context	Use of Digital Tools
Executive	Strategic synthesis, critical evaluation, and immediate application to business problems	High learner autonomy. Instructor acts as a facilitator, expert challenger, and coach	Action-oriented, concise, and directly applicable strategic documents	Drawn directly from participants' own complex, real-world professional environments	Tools are used to facilitate high-speed collaboration and decision-making, mirroring a modern executive workflow

6. GUIDE TO COMPILING THE ESG4PMCHANGE SYLLABUSES

This section provides a guide designed to help you (as an instructor) create a world-class learning experience. A syllabus is the foundational contract between instructor and student: it sets expectations, clarifies the learning journey, and provides a roadmap for success.

A well-crafted syllabus reduces uncertainty and enhances the effectiveness of your teaching, ensuring that the effort you invest in course design is communicated clearly and professionally. The aim is to develop and empower a new generation of changemakers, project leaders equipped with the strategic competencies to lead complex projects that deliver not only on time and on budget, but also create long-term, sustainable value for society.

Adopting the framework presented in this guide offers an opportunity to elevate and future-proof your course. We understand that updating a curriculum requires effort, which is why this guide and the accompanying templates have been designed to make the process as seamless and rewarding as possible. By aligning your syllabus with the ESG4PMChange model, you are not simply fulfilling an administrative requirement; you are:

- Embracing a gold standard in curriculum design: The proposed structure incorporates best practices in pedagogical design, ensuring a coherent alignment between learning outcomes, teaching activities, and assessment strategies. This model provides a robust foundation, allowing you to focus on what you do best: inspiring and educating your students.
- Responding to a global imperative: The demand for professionals who can navigate the complexities of sustainability, corporate responsibility, and ethical governance has never been higher. Integrating ESG competencies into your project management course makes your teaching more relevant, timely, and valuable, giving your students a distinct advantage in the modern economy.
- Joining a collaborative initiative: By adopting this model, you become part of a larger collaboration dedicated to advancing educational excellence. Your course will contribute to a harmonized and high-quality standard for ESG and project management education, connecting you and your students to a forward-thinking international network.

This guide will walk you through each section of the syllabus, providing clear instructions and best practices to help you build a course that is structured, engaging, and impactful.

The guide is intended to be used in connection with the provided syllabus template, that should be modified according to your needs. Think of this syllabus not as a rigid set of rules, but as a flexible scaffolding. Your goal is to use its structure to enhance your course by strategically integrating ESG principles and proven pedagogical methods.

6.1. COURSE IDENTIFICATION

Fill in the table with the specific details for your course. You will need to input the Course Title, Lead Institution, Course Coordinator, Academic Level (e.g., Bachelor, Master, Executive), and any other Participating Institutions. Ensure the ECTS Credits and total Workload in hours are clearly stated and aligned with your institution's standards (a common standard is 25-30 hours of student work per ECTS credit). Below is an example of a table for a Master-level course.

Table 37. Course Identification (Guide)

Field	Description
Course Title	Strategic Project Management and ESG Leadership
Lead Institution	University of Novi Sad
Participating Institutions	Università di Bologna, University of Thessaly
Academic Level	MSc (EQF Level 7)
Course Coordinator	Prof. John Doe, j.doe@email.com
Language of Instruction	English
ECTS Credits	6 ECTS
Total Workload (hours)	180

6.2. COURSE DESCRIPTION

Purpose: To provide a concise and engaging overview of the course, its philosophy, and what students will learn.

Instructions: Write a brief paragraph that captures the essence of the course. The tone and content should be tailored to the specific audience. For example, an introductory course might highlight foundational concepts, while an advanced or executive course might emphasize strategic application or leadership challenges. The description should be compelling and clearly state the course's value to the student.

Notice the difference in scope and language between a Bachelor-level and a Master-level course description.
Example: Bachelor (EQF 6) Description
"*The course introduces students to the fundamentals of project management and the integration of Environmental, Social, and Governance (ESG) principles across all phases of the project life cycle*"
Example: Master (EQF 7) Description
"*This advanced course equips postgraduate students with the competencies to lead complex projects by embedding Environmental, Social, and Governance (ESG) principles across the entire project life cycle. Students will integrate ESG into strategic definition, planning, execution, and closure, applying advanced risk management, sustainable finance, and compliance frameworks to deliver measurable impact. Emphasising the link between strategic project leadership, ESG governance, and performance measurement, the course builds strategic capacity to lead ESG transformation through both predictive and adaptive project management approaches*"

6.3. Learning Objectives

Purpose: To clearly state what students will be able to know and understand upon completing the course. Learning Objectives describe the aims of the course.

Instructions: List the broad goals of the course.

6.4. Learning Outcomes

Purpose: To clearly state what students will be able to do upon completing the course. Learning Outcomes specify the demonstrable actions students can perform.

Instructions: Define specific, measurable, and student-centered Learning Outcomes. Following are some best practices for Learning Outcomes:

- Be specific: Vague statements like "*Students will understand project management*" are not helpful. Instead, focus on a specific action.
- Use action verbs: Use verbs that denote a demonstrable skill. The academic level of the course should be reflected in your choice of verbs.
- Address one goal at a time: Avoid combining two outcomes in one statement, such as "*Students will be able to assess market opportunities and design effective marketing strategies*"

The choice of verb is critical. A Bachelor-level outcome might focus on application, while a Master-level outcome should demand synthesis and evaluation.

Example: Bachelor (EQF 6) Learning Outcomes:

- Create a structured project plan incorporating time, cost, and scope elements
- Use digital PM tools to develop Gantt charts, WBS, and risk assessments
- Identify and report environmental and social risks within a project context

Example: Master (EQF 7) Learning Outcomes

- Formulate a strategic business case for a complex project that aligns with corporate ESG goals
- Construct a quantitative risk model that includes scenario analysis for climate-related risks
- Produce a board-level project closure report that integrates financial performance with a standards-based ESG impact assessment

6.5. Alignment with Project Management, Environmental, Social, and Governanmce Competencies

Purpose: This section serves as the strategic map for the entire course. It visually connects every teaching module to the specific skills and competencies that a modern, ESG-conscious project manager needs. It ensures that the curriculum is a cohesive program designed to build a specific, in-demand professional profile. The competency matrix is the heart of the ESG4PMChange curriculum framework. It was built by the project team to serve as a bridge between the project's high-level goals and the day-to-day teaching activities in your classroom. The project first identified a comprehensive set of competencies required for a project manager to be a changemaker. This framework is divided into five key areas to ensure a holistic education:

- Core Project Management Competencies: The traditional skills of planning, budgeting, and execution
- Environmental Competencies: Skills related to climate action, resource efficiency, and the circular economy
- Social Competencies: Skills covering human rights, diversity, equity, and inclusion (DEI), and community impact
- Governance Competencies: Skills focused on ethical conduct, transparency, compliance, and data privacy
- Cross-Cutting & Enabling Competencies: Essential meta-skills like systems thinking, change leadership, and strategic communication

The matrix was then constructed by carefully analyzing the content, key tasks, and case studies planned for each of the 10 course modules. A "*1*" is placed at the intersection of a module and a competency if the module's content is explicitly designed to teach or assess that skill. A "*0*" indicates it is not a primary focus of that module.

Instructions: The table provided details which of the core competencies identified in the ESG4PMChange project are covered by which course modules. Your task is to review and complete this mapping for your specific course design, not necessarily to build this matrix from scratch, but to use it as a strategic guide.

- Review and understand the connections: Before teaching a module, review its corresponding column in the matrix. This will show you the key competencies you should be emphasizing in your lectures, discussions, and activities. It helps you answer the student question: "*What are we learning today and why does it matter?*"
- Guide your teaching: If you see that Module 7 has a "*1*" next to "Ethical conduct and integrity in project execution", you know that the case study for that week should be used to spark a deep conversation about ethical dilemmas, not just technical project execution. Similarly, if you feel that a core competency is missing (e.g. II.10 Water and marine resources impact management), you can choose to add a related reading or focus the capstone project on a challenge that addresses that competency
- Adapt the matrix for your customizations: If you significantly modify a module, you should update the matrix to reflect those changes. In the table, indicate "*1*" if a sub-competency is explicitly taught or assessed within a module, and "*0*" otherwise. This matrix helps ensure that all planned competencies are intentionally covered in the curriculum. For instance, if you add a new reading and a short assignment on

stakeholder dialogue to Module 2 at the BSc level, you would change the "*0*" to a "*1*" for competency III.8 (Stakeholder engagement and dialogue) in the M2 column. This keeps the matrix a living document that accurately reflects *your* course

- (Optional but recommended) Share it with your students: Consider including the completed competency matrix as an appendix in the final syllabus you distribute to students. This provides an excellent overview of the course's value. It gives students a map of their learning journey and provides them with a vocabulary to describe their newly acquired skills to future employers, making their learning more visible and valuable

6.6. Course Workload Breakdown

Purpose: To outline the course's structure and provide a transparent breakdown of the expected student workload.

Instructions: Provide a clear and realistic breakdown of the student workload in the tables below.

- The ECTS Allocation table is typically pre-filled but should be validated with your institution.
- In the Workload Breakdown Table, specify the different types of learning activities. For the component, please list:
    - Components like lectures, expert seminars, or coached workshops
    - Activities like assigned readings, case preparation, or project development
    - The fundamental principle is that instructors can adjust the balance between lectures, workshops and independent study. For instance, although the BSc syllabus suggests 45 hours of lectures and 25 hours of workshops, instructors can reduce the number of lecture hours, transferring some of the content to independent study (e.g. reading materials, micro-learning), while increasing the proportion of workshops

Make sure the total number of hours corresponds to the amount required for the specified ECTS credits.

Table 38. ECTS Allocation (Guide)

Field	Instruction / Description	Example
ECTS Credits	Recommended value for project-developed courses. To be validated by each institution.	6 (subject to adaptation)
Total Workload (hours)	Typically based on 30h per ECTS. Adjust according to national formula.	180

Table 39. Workload Breakdown Table (Guide)

Component	Contact Hours	Independent Workload	Description / Notes
Total	80h	100h	~180 hours (based on 6 ECTS)

Co-funded by the European Union

6.7. COURSE STRUCTURE

Purpose: To outline the course's structure and provide a transparent breakdown of the expected student workload.

Instructions:

- In Table “Course Structure”, provide a high-level overview of the course. For each module, list the Title, a Short Description of its content, and the main Suggested Key Task or Method (e.g., "*Strategic Business Case Pitch*", "*WBS Creation*").
- In Table “Detailed Hourly Breakdown”, create a session-by-session plan. For each module, break down the Content into specific topics and activities, assigning hours to each to show how the total contact hours will be used.

Table 40. Course Structure (Guide)

Module	Title	Short Description	Suggested Key Task / Method
M1			
M2			
M3			
M4			
M5			
M6			
M7			
M8			
M9			
M10			

Table 41. Detailed Hourly Breakdown by Module (Guide)

Module	Title	Content	Total
M1			
M2			
M3			
M4			
M5			
M6			
M7			
M8			
M9			
M10			

The breakdown assumes a division of 80 teaching hours and 100 independent study hours. Each program has its own rules. Your course may not have the exact 80 contact hours or 10-module structure outlined in the examples. Here's how to adapt the framework:

- Condensing or combining modules: If your course has fewer hours, look for opportunities to merge thematic blocks. The 10 modules in the syllabus are logical units that can be combined. Example (BSc): An instructor with a 50-hour course could combine M4 (Planning I: Scope, WBS, and ESG Tagging) and M5 (Planning II: Time, Cost, and ESG Risk Management) into a single, intensive module on "*Project Planning Essentials*" and consider removing some topics such as "*ESG risk matrix development*"
- Expanding or dividing modules: If you have more hours or wish to go deeper into a specific topic, you can expand a module. Example (BSc): The M1 (Introduction to Projects and ESG) module could be split into two distinct sessions. The first could cover traditional project management, while the second could be an expert-led deep dive dedicated entirely to ESG, core tenets of the ESG4PMChange project. Additionally, we suggest including modules dedicated to AI tools supporting PM in the context of ESG in the programs. We recommend adding one module or at least a thematic section within existing courses so that students can learn about practical examples of AI applications in PM and ESG
- Adjusting module contents: Module contents can be adjusted if topics are already covered elsewhere. Example (MSc): In the MSc, the agile section can be replaced with a Governance section if already taught in another course
- Integrative activities: Integrative activities could be introduced earlier, so that students have the chance to connect PM tools and ESG principles in practical scenarios within the first weeks. Example (BSc): The course has a strong practical orientation (workshops, case studies, and simulations are present throughout), and the final project (M10) offers an opportunity for application of knowledge. However, some integrative activities could be introduced earlier, so that students have the chance to connect PM tools and ESG principles in practical scenarios within the first weeks
- Mapping and integrating your existing content: You don't need to discard your current material. Instead, map your existing lecture topics and activities against the 10 modules. This will help you identify both your strengths and the gaps where ESG content can be most impactfully inserted. The framework's strength is in integrating ESG throughout the project lifecycle, not isolating it in one ethics lecture. Example: When teaching procurement, you can enrich your existing content by adding a discussion on sustainable sourcing or social standards for suppliers, addressing competencies like "*Sustainable procurement (social dimension)*". When teaching costing, you can introduce concepts like "life cycle costing (LCC)" or the financial impact of carbon pricing

6.8. Pedagogical Approaches (Standardized Instructional Approach)

Purpose: To define the teaching methods that will be used in the course.

Instructions: Describe the key instructional approaches you will use. These might include:

- Active Learning: Explain how students will engage in hands-on activities, such as case studies, problem-based learning, simulations, or workshops
- Competency-Based Assessment: Note that assessments are designed to measure specific skills and competencies
- Blended or Flipped Learning: Describe if students are expected to engage with materials online before class to reserve synchronous time for discussion and application.
- Team-Based Learning: Outline the role of group work and collaboration

6.9. Assessment Strategy

Purpose: To detail how student learning will be evaluated, ensuring that assessments are directly aligned with the learning outcomes. The assessments in the examples are designed to measure specific outcomes, but the format can be flexible to suit your needs and institutional policies.

Instructions: Design and describe the assessment components for the course. Your assessment strategy should be balanced and varied

- Focus on the learning outcome, not the format: The key is to assess the intended skill. The Master-level syllabus suggests a "*2,000-word strategic analysis essay*" to assess, among other things, a student's ability to analyze project failure through an ESG lens. This same outcome could be effectively measured through a formal debate, a recorded video presentation analyzing a real-world case, or a detailed report for a mock project board.
- Modify your existing assessments: You can evolve your current assessments rather than replacing them entirely. If you have an existing final team project, you can update its requirements to include the deliverables from the syllabus, such as an ESG-aligned project plan with a risk matrix that includes ESG factors, a stakeholder map with DEI considerations, and a performance dashboard with non-financial KPIs
- Balance individual and group assessment: The guide recommends that individual work should constitute at least 60% of the final grade to ensure personal accountability. If your course has a strong pedagogical focus on teamwork, you can adjust this weighting. However, it is crucial to include a mechanism to assess individual contributions within the group, such as a structured peer evaluation process or requiring each student to be the lead author of a specific section of the final report
- Specify the format and weighting. Clearly state the format of each assessment (e.g., "*research paper*", "*case-based exam*", "*team project*", "*presentation*") and its percentage weight on the final grad
- Provide clear criteria. Let students know how they will be graded. Developing and sharing rubrics is a best practice

6.10. Teaching and Learning Materials

Purpose: To list all required resources for the students.

Instructions: Create a comprehensive list of all required and recommended materials. This includes textbooks, articles, case studies, reports, and any templates or worksheets. Consider including publications from your own research to link teaching with current scholarship.

6.11. Digital Tools and Platforms

Purpose: To list all required resources for the students.

Instructions: List all digital tools students will need (e.g., Learning Management System, collaboration software, video conferencing platforms). Briefly explain the purpose of each tool within the course.

6.12. Instructor Tailoring Notes

Purpose: This section serves as a summary guide for the instructor. Its purpose is to quickly define and summarize the pedagogical approach and teaching style for the specific academic level of the course (e.g., Bachelor, Master, or Executive). It helps to ensure that the depth of content, the instructor's role, assessment expectations, and the application context are consistently aligned with the target audience.

Instructions: Outline how the course will be adapted to the specific level of the students. Create a handbook that guides your preparation and teaching style. This is particularly useful for maintaining consistency, especially if the course is taught by multiple instructors.

- Academic level: Specify the course level (e.g., Bachelor - EQF 6, Master - EQF 7, Executive).
- Cognitive depth: Describe the level of thinking required of students (e.g., understanding of fundamental concepts vs. critical evaluation and synthesis of complex information).
- Learner autonomy & instructor role: Clarify the classroom dynamic. Is the instructor a content provider or a facilitator? What is the expected degree of autonomy for the students?
- Assessment expectations: Summarize the type and complexity of the assessments (e.g., structured tests, group project work, critical essays, consultancy-level reports).
- Application context: Describe the nature of the case studies and projects (e.g., simplified and sector-based scenarios vs. complex, ambiguous, and international scenarios).
- Use of digital tools: Indicate how digital tools are used to support learning at this specific level. Example (Master and Executive): Because of the postgraduate/executive character of the curriculum, consider the integration of a bigger number of innovative digital tools (MS Project / Primavera, Life Cycle Assessment - LCA, Social Impact Assessment Frameworks - SIA.

For the executive syllabus:

- Consider whether to differentiate learning paths for participants from different industries (e.g., medical, finance, energy, IT, construction)
- If the assessment relies on a practical task, it may be beneficial to include a follow-up session, either with a mentor or online, after six months to review progress, challenges, and reflections. Additionally, a peer review or discussion with industry experts could be conducted before implementing the developed strategic plan.

6.13. Proposed Supplementary Resources

Purpose: To provide instructors with a set of materials that can be used to enrich the readings and bibliography they choose for the course.

Table 42. Proposed supplementary resources

Level	Material Type	Title	Brief description
BSc	Reading	NASA Work Breakdown Structure (WBS) Handbook	The purpose of this document is to provide program/project teams necessary instruction and guidance in the best practices for WBS and WBS dictionary development and use for project implementation and management control. This handbook can be used for all types of NASA projects and work activities including research, development, construction, test and evaluation, and operations. The products of these work efforts may be hardware, software, data, or service elements (alone or in combination). The aim of this document is to assist project teams in the development of effective work breakdown structures that provide a framework of common reference for all project elements

Level	Material Type	Title	Brief description
BSc	Reading	Harvard Business Review Project Management Handbook: How to Launch, Lead, and Sponsor Successful Projects	The one primer you need to launch, lead, and sponsor successful projects. We're now living in the project economy. The number of projects initiated in all sectors has skyrocketed, and project management skills have become essential for every leader and manager. Still, project failure rates remain extremely high. Why? Leaders oversee too many projects and have too little visibility into them. Project managers struggle to translate their hands-on, technical knowledge up to senior management. The result? Worthy projects are starved of time and resources and fail to deliver benefits, while too much investment goes into the wrong projects. To compete in the project economy, you need to close this gap. "The HBR Project Management Handbook" shows you how
BSc	Book	The Ministry for the Future: A Novel	The Ministry for the Future is a masterpiece of the imagination, using fictional eyewitness accounts to tell the story of how climate change will affect us all. Its setting is not a desolate, postapocalyptic world, but a future that is almost upon us
BSc	Video (Ted-talk)	A healthy economy should be designed to thrive, not grow	What would a sustainable, universally beneficial economy look like? "Like a doughnut," says Oxford economist Kate Raworth. In a stellar, eye-opening talk, she explains how we can move countries out of the hole -- where people are falling short on life's essentials -- and create regenerative, distributive economies that work within the planet's ecological limits
BSc	Video (Ted-talk)	B Corp: beyond profit, it measures what matters	Eric Ezechieli introduces Benefit Corporation, a new way of doing business focused on generating value not only for the company itself, but to the whole ecosystem surrounding it: the society, the environment and the people
BSc	Video (class)	The future of project management sustainability and ESG	The video explains how ESG (Environmental, Social, Governance) is shaping our industry. From planning green projects to ethical governance and community engagement, the video shows what ESG means, why it is important, and how people can start applying these principles

Level	Material Type	Title	Brief description
BSc	Documentary	The Shadow State	From our food, fuel, money, even freedom of speech - who is really in control? Kevin Stocklin investigates in this shocking documentary about ESG (Environmental Social and Governance), a new global alliance affecting our way of life
BSc	TV series	Industry	Young bankers and traders make their way in the financial world in the aftermath of the 2008 collapse
BSc	TV series	Down to Earth with Zac Efron	In this travel show, actor Zac Efron journeys around the world with wellness expert Darin Olien in search of healthy, sustainable ways to live
BSc	TV series	Our Oceans	The planet's life-blood, oceans, hide countless mysteries - from balmy Indian waters and fiery Atlantic depths to the Ring of Fire-encircled Pacific and frigid Southern and Arctic seas
BSc	Podcast	The Circular Economy Podcast	The Circular Economy Show Podcast explores the many dimensions of what a circular economy means, and meets the people making it happen
MSc	Book	Implementing Environmental, Social and Governance (ESG) Principles for Sustainable Businesses	This book offers a guide to ESG and its practical applications. Beyond introducing the structured procedures of the most common ESG approaches, it delves into the comprehensive impact on the value chain, providing practical insights. The text explores the latest trends in various business sectors, offering insights into their ESG practices. Closing with a forward-looking perspective, the book anticipates future developments such as climate change management and ESG certifications, while also addressing potential pitfalls encapsulated by the term “greenwashing”
MSc	Book	Thinking, Fast and Slow	Daniel Kahneman, world-famous psychologist and winner of the Nobel Prize in Economics, takes us on a groundbreaking tour of the mind and explains the two systems that drive the way we think

6.14. Adapting your Organization's Syllabuses

Purpose: This section provides concrete examples of how to evolve traditional courses using the ESG4PMChange framework. The methodology is not to replace your current curriculum entirely, but to perform a strategic audit. Instructors are advised to follow a three-step process:

- Take an existing course: Identify a current Project Management module or course structure.
- Assess all syllabus sections: Review your current learning outcomes, topics, and teaching methods to identify gaps regarding ESG.
- Evaluate where to integrate: Selectively inject specific ESG4PMChange modules into your existing flow where they add the most value

The table below illustrates this process for both a Bachelor and a Master level course

Table 43. Examples of how to adapt the syllabus for your organization

Level	Short description of the current syllabus	Short description of integration
Bachelor	**Title**: Management of Innovation Projects **Course contents**: The course is divided into three main parts Part I – Technological Innovation and Competitiveness • Innovation and Business Development • Sources, Models, and Trajectories of Innovation • Design-Driven Innovation, Open Innovation, and Market Entry Timing • New Products as a Leverage for Competitive Advantage Part II – Project Management • Project Definition and Life Cycle • Planning and Control: WBS, Gantt, CPM • Resource, Cost, and Risk Management (Decision Trees, PERT, Monte Carlo) • Organizational Structures, Role of the Project Manager, and Teamwork	Integrate content from the developed BSc syllabus into Part II – Project Management M1: Introduction to Projects and ESG (Explore what defines a project and how ESG shifts its purpose and success metrics) M2: Stakeholder Management & Social Impact (Map stakeholders and consider inclusion and community impact) M3: Project Initiation and ESG Entry Assessment (Understand project phases (from definition to closure) and embed ESG at each stage, with an introduction to Life Cycle Assessment (LCA) principles M4: Planning I: Scope, WBS, and ESG Tagging (Learn key PM tools (e.g., WBS) and how they integrate ESG data M5: Planning II: Time, Cost, and ESG Risk Management (Analyze scheduling tools and budgeting with sustainability criteria, and ESG risk management) M8: Project Closure (Evaluating ESG performance at project end) M9: Team Management and ESG-Integrated Practices (Discuss team dynamics, roles, and diversity in management)

Level	Short description of the current syllabus	Short description of integration
	• Introduction to Multi-Project Management and Use of Dedicated Software Part III – Innovation Management and Product Development • Organization of Innovation Processes • Planning and Phases of New Product Development • Development Support Techniques: QFD, Quality House, Conjoint Analysis, Prototyping	
Master	Title: Project Management **Course contents**: The course is developed in four modules: • "Innovation by Projects" module presents strategic and economic approaches to the generation, development and diffusion of technological innovation, with articulation and distinction of the roles of public and private enterprises and institutions. • The "Project Management" module aims to introduce to structured methodologies for managing innovation projects in complex environments. • The "Designing and Managing Innovation Teams" module aims to provide skills in creating, managing and motivating project teams. • The "Implementing Innovation" module presents the main practices for implementing projects, in a business or entrepreneurial setting.	Integrate some content from the developed MSc syllabus into the Project Management and Designing and Managing Innovation Team modules M1: Strategic Project Management & ESG Value Creation (Position projects as vehicles for ESG strategy and long-term value; define thesis for change management and value creation) M6: Execution Operating Model & Adaptive ESG Governance (Design decision rights, stage-gates, change control, and select delivery approach (agile/hybrid) to keep ESG on-track) M9: Ethical Leadership & High-Performing Global Teams (Ethical decision frameworks, psychological safety, distributed teams; escalate dilemmas through governance) M10: Capstone: Leading ESG Transformation (Synthesize all modules into a board-level plan and pitch; defend scope, budget, risk, governance, reporting)

7. VIRTUAL LIVING LAB FRAMEWORK

7.1. FOUNDATIONS OF THE VIRTUAL LIVING LAB MODEL

Virtual Living Labs (VLLs) are interactive online platforms that bring together students, educators, industry partners, and mentors to collaborate on real-world ESG challenges. Building on the Learning by Development (LbD) pedagogical model, VLLs serve as open, problem-centered ecosystems where knowledge is co-created through hands-on engagement, experimentation, and continuous feedback.

A VLL simulates a real operating environment while removing geographical barriers, allowing students from different countries and disciplines to work together on complex sustainability issues. Teams collaborate through digital collaboration tools. Within these labs, industry experts, project managers, and academic supervisors provide guidance, ensuring a strong link between theoretical concepts and practical application. Innovative pedagogies such as flipped classroom and game-based learning, together with direct interaction with professionals actively working in the ESG and project management sectors, further enhance student engagement, adaptability, and learning outcomes, allowing students to better understand roles, responsibilities, and career pathways.

In this space, students encounter real ESG project challenges proposed by business partners, engage in structured teamwork, and receive regular mentoring and feedback. The VLL is therefore a dynamic, multi-stakeholder innovation environment, designed to cultivate the mindset and competencies required for future ESG project management professionals.

7.2. STAKEHOLDER MAPPING

7.3. STAKEHOLDER NEEDS

The following table summarizes the main needs of the stakeholder groups identified in the mapping, highlighting how the Virtual Living Labs can support them in their daily activities related to study, work, and collaboration. For each group, the key needs are presented along with the ways in which the VLLs help to address them, generating educational, professional, and social value.

Table 44. Stakeholder needs (VLL)

Stakeholder group	Key needs	How VLL address these needs
Students (Undergraduate, Master's, International, Multidisciplinary)	• Real-world ESG project experience • Job-ready ESG & project management skills • International and multidisciplinary teamwork • Clear career pathways • Formal recognition of learning outcomes	VLLs provide a realistic project environment where students work on real ESG challenges proposed by companies. Through mentoring, teamwork, and professional tools, students gain hands-on experience, intercultural skills, and recognised work-based learning outcomes that enhance employability.
Professors & Educators	• Virtual spaces for classroom connection • Effective experiential and project-based learning • Reduced operational workload • Access to real industry challenges • Curriculum alignment with labour market needs • Sustainable academic–industry collaboration	The VLL offers a plug-and-play teaching ecosystem with ready-to-use digital tools and workflows. Professors can easily integrate ESG projects, engage external partners, and monitor student progress, allowing them to focus on teaching and mentoring rather than coordination.
Universities / HEIs	• Bridging the skills gap • Virtual internationalisation of curricula • Stronger links with industry and society • Scalable and sustainable innovation models • Recognition of work-based learning	VLLs enable virtual mobility and cross-border collaboration while embedding ESG challenges into structured learning pathways. The modular design supports scalability, long-term partnerships, and formal recognition of work-based learning activities.

Stakeholder group	Key needs	How VLL address these needs
Companies & Partners	• Development of ESG-focused internships for students • Access to future ESG talent • Innovative ideas and fresh perspectives • Low-risk engagement with academia • Efficient collaboration with multiple HEIs • Employer branding and talent scouting	Through VLLs, companies propose real ESG challenges and collaborate with multidisciplinary student teams supported by academic supervisors. This structured framework reduces coordination effort while generating innovative insights and strengthening employer visibility.
Industry Experts, Mentors & Consultants	• Structured engagement with students • Efficient knowledge transfer • Professional visibility and networking • Contribution to skills development	The VLL framework defines clear mentoring roles, scheduled interactions, and digital collaboration tools. Experts can contribute through focused mentoring sessions, feedback loops, and Q&A activities, ensuring high impact with flexible time commitment.
Public Administrations, NGOs & Third-Sector Organisations	• Innovative solutions to ESG challenges • Engagement of young talent • Policy alignment and societal impact • Participatory, evidence-based approaches	VLLs allow public and third-sector actors to bring real societal challenges into a co-creation environment involving students, academia, and industry, fostering experimentation, policy relevance, and social impact.
International Organisations & Policy Actors	• Dissemination of ESG frameworks and standards • Development of policy-aligned skills • Cross-country collaboration • Scalable and transferable models	The transnational structure of VLLs supports international cooperation, diffusion of ESG standards, and testing of innovative educational and governance models that can be scaled across countries and institutional contexts.

7.4. Participation Pathways and Engagement Structure

During the initial pilot phase, the project will implement five Virtual Living Labs, one coordinated by each participating country. Each VLL will host a minimum of 10 students coming from different partner universities, forming mixed-nationality and multidisciplinary teams. This structure creates a virtual Erasmus-style learning experience, where students collaborate across borders while remaining enrolled at their home institutions. By working together in international teams, students will experience real transnational project environments that reflect the global and interconnected nature of ESG challenges, strengthening both their technical and intercultural competencies. The access and selection process will work as follows:

- Students enrolled in the ESG curriculum courses will automatically access the Virtual Living Labs as part of their learning pathway.
- Additional interested students from partner HEIs may apply through a dedicated online registration form. Selection will be based on motivation, background relevance, and diversity criteria to ensure balanced team composition.
- Once selected, students are granted access to the Virtual Living Labs and invited to an introductory session presenting the VLL structure, objectives, tools, and expectations. Student preferences are taken into account in the allocation process, while ensuring a balanced number of participants per Living Lab and preserving the international and multidisciplinary composition of each team.

This hybrid access mechanism ensures inclusiveness and alignment with the project's objective of equipping a wide community of learners with ESG-focused project management skills.

7.5. Learning Opportunities Within the VLL Ecosystem

The Virtual Living Labs provide a rich and immersive learning experience where students can engage in meaningful activities that closely resemble professional ESG project environments. Opportunities include:

- Collaborative Problem-Solving: Students work in international teams to address real ESG-focused projects proposed by partners such as ENG, ESG eLAB, FFI, REVAS, and SPARKY. Challenges may relate to environmental performance, social impact strategies, governance innovation, or cross-cutting ESG issues
- Mentoring and Expert Guidance: Students receive structured support from Industry experts, ESG project managers, Academic supervisors. These mentors guide the problem-solving process, provide feedback during iterative review sessions, and support students in refining their proposals and project outcomes.
- Intercultural and Cross-Sector Collaboration: Participants learn to collaborate with peers from different Academic disciplines, National backgrounds, Professional interests. This diversity enriches the problem-solving process and broadens students' perspectives on the multifaceted nature of ESG issues.
- Exposure to Real-World Standards and Tools: Students become familiar with professional tools, methodologies, and sector updates, including ESG reporting and regulations, Sustainability standards, Emerging governance frameworks (The VLL provides a dedicated space to stay informed about rapidly evolving ESG policies and industry expectations).

7.6. Work-Based Learning Integration

The VLLs provide significant work-based learning (WBL) opportunities, bridging academic training with real professional practice. These include:

- Immersive Learning by Development: Students directly apply what they learn in the curriculum to real situations, following the LbD approach. They work on open-ended challenges, They co-create solutions with partners, They prototype, iterate, test, and refine ideas.
- Q&A Sessions with Professionals: Universities and teaching staff will facilitate moments where ESG project managers, Sustainability officers, Industry specialists dedicate time for Q&A sessions. These interactions help students understand real project constraints, explore emerging career roles, and receive guidance on professional development.
- International Networking: VLLs enable students to Learn from peers with different expertise, Access international career opportunities through early exposure to cross-border project work, a key skill for ESG project management relationships, Develop the ability to work effectively in international and multicultural teams
- Practical Experience and Credit Recognition: Students completing WBL activities receive formal recognition of Hours invested, Tasks completed, Project outputs. This ensures transparency and supports mobility, certification, and validation of ESG project management competencies.

7.7. Governance, Monitoring, and Quality Assurance

FFI, with its extensive expertise in implementing Living Labs and multistakeholder engagement, will work in close coordination with UNS and the consortium partners to ensure the quality, consistency, and overall effectiveness of all Virtual Living Labs.

The functioning and impact of the Virtual Living Labs will be continuously monitored through a structured quality assurance process. Feedback from students, mentors, and industry experts will be systematically collected, analysed, and used to refine the learning experience, collaboration dynamics, and digital tools supporting the VLLs.

This approach ensures that VLLs remain relevant and dynamic, while keeping students continuously engaged in collaborative project work based on real challenges proposed by companies and universities, and ensuring that every student has the opportunity to meet at least once per semester with a mentor or an industry expert, strengthening both motivation and learning impact.

7.8. Platforms mapping

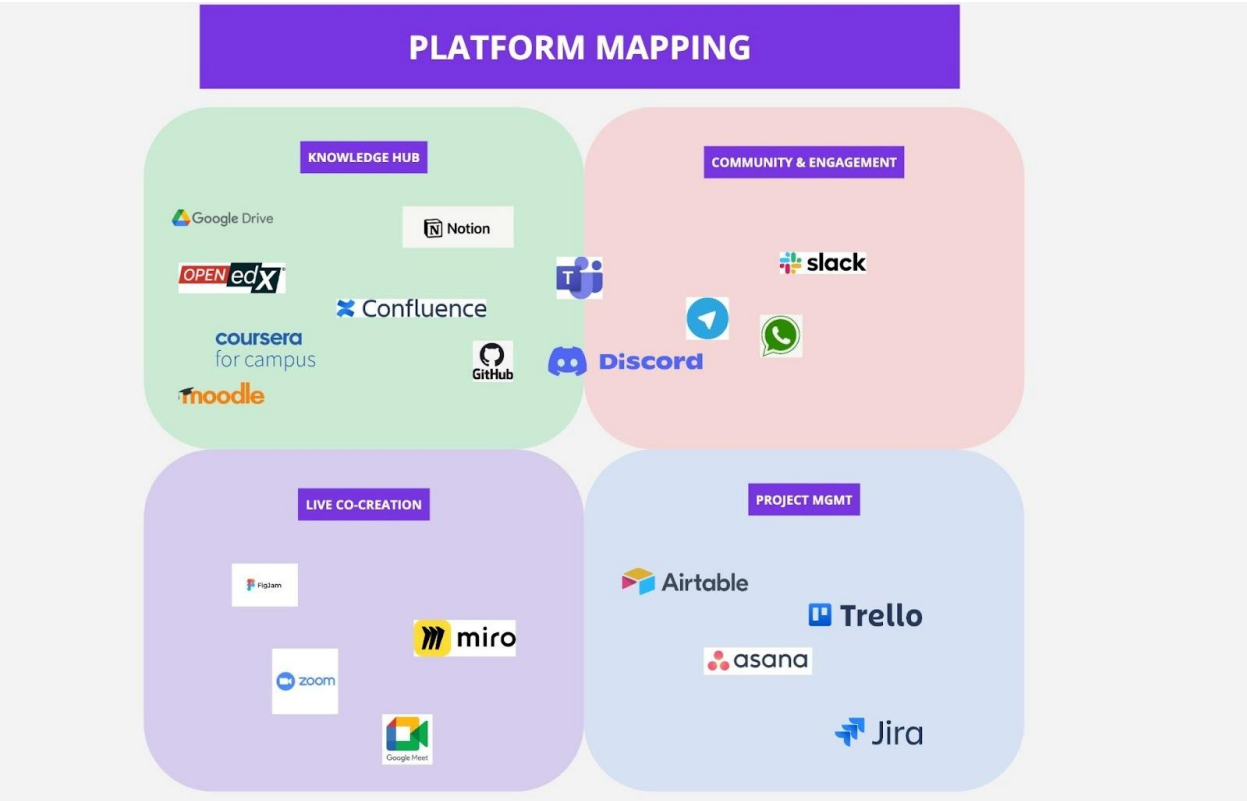
The Virtual Living Lab is a modular digital ecosystem combining different levels of structure and interaction. This architecture allows universities and partners to activate the VLL quickly, leveraging tools that are often already in use, while ensuring a coherent and scalable learning experience.

- At the core of the ecosystem is the Knowledge Hub, which hosts structured learning materials, project briefs, guidelines, and shared documentation. Platforms such as Notion, Google Drive, LMS environments (e.g. Moodle, Open edX, Coursera for Campus),

and collaborative documentation tools like Confluence enable professors to access a ready-made environment where content, assignments, and learning pathways are already organised. This significantly reduces setup time and allows teaching staff to focus on facilitation, mentoring, and academic supervision rather than technical coordination.

- The Community & Engagement layer supports informal interaction, peer-to-peer exchange, and continuous communication among students, mentors, and external stakeholders. Tools such as Slack, Discord, Microsoft Teams, Telegram, or WhatsApp help build a sense of belonging and maintain active participation throughout the VLL lifecycle. This layer is essential to foster community dynamics, encourage spontaneous collaboration, and facilitate direct connections between students and companies.
- The Live Co-Creation space is where collaborative work happens in real time. Platforms like Miro, FigJam, Zoom, and Google Meet enable brainstorming sessions, project mapping, mentoring meetings, and interactive workshops. These tools support the Learning by Development approach by allowing teams to co-create, prototype, and iterate solutions together, closely simulating real ESG project environments.
- Finally, the Project Management layer ensures structure, accountability, and progress tracking. Tools such as Trello, Asana, Airtable, or Jira allow teams and supervisors to manage tasks, timelines, responsibilities, and deliverables transparently. This layer mirrors professional project management practices and helps students develop practical skills aligned with real-world ESG project workflows.

Together, these layers form a flexible yet robust digital ecosystem. Professors can adopt the Virtual Living Lab in a plug-and-play manner, companies can easily connect to student teams and challenges, and learners benefit from an integrated environment that combines learning, collaboration, and real-world application within a single, coherent framework.



From the perspective of professors and academic coordinators, the Virtual Living Lab represents a ready-to-use teaching and collaboration environment, not an additional workload. The core structure, digital architecture, and operational logic of the VLL are already designed, tested, and aligned with experiential learning and ESG project management requirements. This means that professors do not need to build new platforms, design complex digital infrastructures, or coordinate multiple tools from scratch: they can simply plug into the existing ecosystem and adapt it to their course objectives.

Through the VLL, professors are able to address multiple academic needs within a single framework. They can activate project-based learning activities, coordinate teamwork across institutions, and monitor student progress using professional tools that mirror real-world project environments. At the same time, the VLL enables the creation and long-term nurturing of a learning community that goes beyond a single course or semester, connecting current students with alumni, industry experts, mentors, and colleagues from other universities.

Crucially, the Virtual Living Lab also acts as a bridge between academia and the private sector. Professors gain access to a structured channel to engage companies and organisations, co-design real ESG challenges, and integrate them directly into their teaching activities. This reduces the effort required to find external partners, formalise collaborations, and manage applied projects, while increasing the relevance and impact of academic courses.

In this sense, the VLL is not just a digital environment, but a plug-and-play ecosystem that solves key academic pain points: it simplifies course delivery, strengthens engagement, facilitates collaboration across borders and disciplines, and enables sustainable, long-term partnerships with industry. For professors, it means less operational complexity and more focus on what matters most: teaching, mentoring, and creating meaningful learning experiences with real-world impact.

7.9. Digital Architecture and Operational Setup

The Virtual Living Labs can be implemented through a simple, scalable, and user-friendly digital ecosystem. A dedicated Notion workspace will serve as the central access point for all participants, with one page for each participating country. Each national page will host:

- Project briefs and challenges
- Team assignments and deadlines
- Links to collaborative tools such as Miro boards for brainstorming and project mapping
- Zoom rooms or equivalent platforms for synchronous meetings, mentoring sessions, and Q&A activities
- Resource repositories, including guidelines, readings, and regulatory updates

This modular structure allows each VLL to remain coherent while giving partners the flexibility to adapt tools and spaces to their specific needs. Notion ensures transparency, documentation, and ease of access, while integrated platforms like Miro and Zoom support highly interactive collaboration. This digital “hub-and-spoke” system makes the VLLs intuitive to use, easy to scale, and fully aligned with the open, participatory spirit of the ESG4PMChange learning model. In summary, the approach we identified consists of establishing a shared central hub (Notion) that can integrate with and adapt to the platforms already used by universities. Below you can find selected screenshots of the draft Virtual Living Lab environments developed using Notion, illustrating the proposed structure and digital setup.


VLL_ESG4PMChange
Search
Open Notion
esg4PMChange
The ES erative for the Project Management World:
VLL_ESG4PMChange
Virtual Living Lab (part of ESG4PMChange - https://esg4pmchange.com/)
ESG4PMChange VLL is a dynamic, multi-stakeholder virtual ecosystem where students, educators, industry partners, and mentors collaborate across countries and disciplines to tackle real-world ESG challenges through project-based learning and digital collaboration.
The VLL helps students to apply theoretical knowledge in real operational contexts, develop practical ESG and project management skills, work in international and multidisciplinary teams, and gain direct exposure to professional standards, tools, and career pathways in sustainability-driven organizations.
Access your Virtual Living Lab
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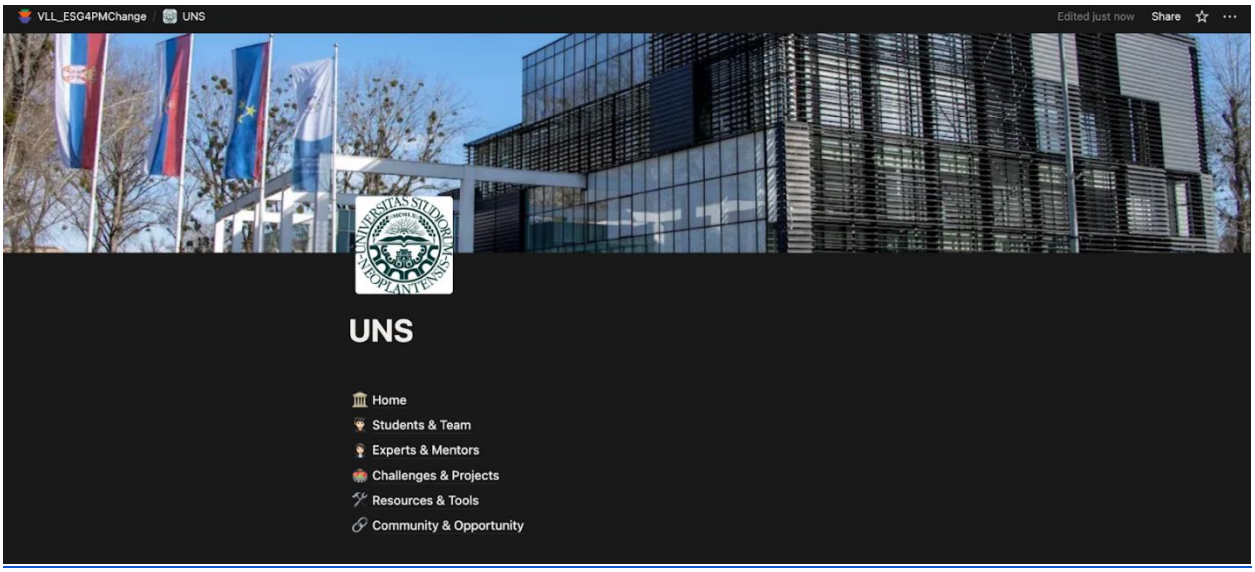
VLL_ESG4PMChange
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Share
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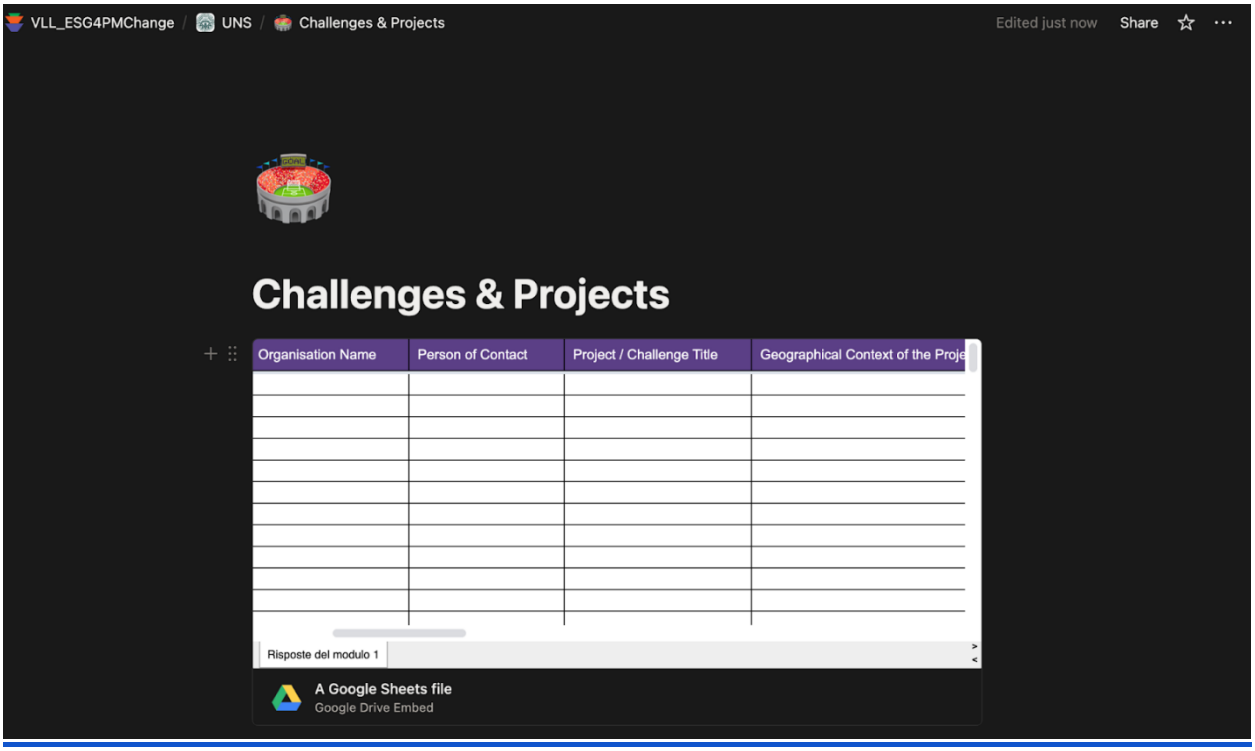
Home
Students & Team
Experts & Mentors
Challenges & Projects
Resources & Tools
Community & Opportunity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Share
Challenges & Projects
Organisation Name
Person of Contact
Project / Challenge Title
Geographical Context of the Proje
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ANNEX

This annex includes the template completed by each HEI indicating into which study programmes and specific courses the ESG4PMChange curriculum will be integrated.

A. UNIVERSITY OF THESSALY (DEPARTMENT OF BUSINESS ADMINISTRATION) - GREECE

Table 45. Digital and Urban Innovation (Course)

Information about the study programme	
Study programme name	Business Administration
Study cycle / level	BSc
Accreditation status	Under renewal
ECTS of the programme	240
Department / Faculty in charge for the study programme	Department of Business Administration
Information about the course	
Course title	Digital and Urban Innovation
Course code (if applicable)	803
ECTS / contact hours	6
Year/Semester	Spring
Course category (Mandatory/Elective)	Mandatory
Integration type (New / Revised)	Revised
Accreditation-compliance explanation	The course of Digital and Urban Innovation is a course introduced in 2022, within the accredited BSc Business Administration Programme. Based on the Hellenic Authority for Higher Education (HAHE) the BSc Business Administration Programme was accredited in 2022 and it is expected to undergo the reaccreditation inspection in 2027. The revision of the course is fully compliant with national rules. The course is a part of the accredited study programme and the revision based on ESG4PM framework will appear in the course syllabus distributed to students and uploaded on the department's website.
Full-integration description	The course is built around the ESG4PMChange curriculum model.
Academic staff responsible for the course(s) with email	Professor Leonidas Anthopoulos; lanthopo@uth.gr

Table 46. E-Marketing - Digital Transformation of Businesses (course)

Information about the study programme	
Study programme name	Master in Business Administration
Study cycle / level	MBA
Accreditation status	Active
ECTS of the programme	90
Department / Faculty in charge for the study programme	Department of Business Administration
Information about the course	
Course title	E-Marketing - Digital Transformation of Businesses
Course code (if applicable)	
ECTS / contact hours	15
Year/Semester	Fall
Course category (Mandatory/Elective)	Elective
Integration type (New / Revised)	Revised
Accreditation-compliance explanation	The course of E-Marketing - Digital Transformation of Businesses is an elective course within the accredited Master in Business Administration (MBA) Programme. Based on the Hellenic Authority for Higher Education (HAHE) the MBA Programme was accredited in 2024 and it is expected to undergo the reaccreditation inspection after five years. The revision of the course will be fully compliant with national rules. The course is a part of the accredited study programme and the revision based on ESG4PM frameworkm will appear in the course syllabus distributed to students and uploaded on the department's website.
Full-integration description	The course is built around the ESG4PMChange curriculum model.
Academic staff responsible for the course(s) with email	Professor Leonidas Anthopoulos; lanthopo@uth.gr

B. University of Information Technology and Management in Rzeszów (Department of Management) - Poland

Table 47. Micro-Specialisation in ESG-Integrated Project Management (Course)

Information about the study programme	
Study programme name	Data analytics in business (in Polish)
Study cycle / level	BSc
Accreditation status	Active
ECTS of the programme	180
Department / Faculty in charge for the study programme	Faculty of Management
Information about the course	
Course title	Micro-Specialisation in ESG-Integrated Project Management
Course code (if applicable)	To be assigned
ECTS / contact hours	6 ECTS/ 48 contact hours
Year/Semester	Fall (Year 3)
Course category (Mandatory/Elective)	Elective
Integration type (New / Revised)	New
Accreditation-compliance explanation	The proposed elective micro-specialisation is fully compliant with Polish higher-education legislation, in particular §7 of the Regulation of the Minister of Science and Higher Education (27 September 2018), which permits universities to introduce new specialisations and elective modules without altering more than 30% of programme-level learning outcomes. The structure of the study programme remains unchanged; instead, students gain access to an additional specialisation aligned with labour-market needs in sustainability and ESG competencies. Polish regulations governing the Diploma Supplement explicitly allow universities to record the specialisation completed by the student. This means the *Micro-Specialisation in ESG-Integrated Project Management* may be formally listed as a completed specialisation for students who finish all three modules. The micro-specialisation does not change the structure of the accredited degree programme and therefore does not require external reaccreditation. It will be introduced through standard internal curriculum revision procedures.

Full-integration description	This micro-specialisation is fully based on the Bachelor-level metasyllabus developed in Deliverable D3.1 of the ESG4PMChange project. It is delivered as one elective specialisation, internally structured into three modules that together provide students with 6 ECTS and foundational competencies in ESG-integrated project management. Module 1 – Foundations of ESG in Business Projects (2 ECTS, 16 contact hours) • Introduction to project management fundamentals, ESG principles, systems thinking, stakeholder mapping, and ESG opportunity/risk screening. Module 2 – Tools for ESG-Integrated Project Planning (2 ECTS, 16 contact hours) • Practical tools for ESG-aware planning: WBS, ESG tagging, basic scheduling, sustainable budgeting, and ESG risk analysis. Module 3 – ESG Business Project Lab (2 ECTS, 16 contact hours) • A project-based module in which students design and present an ESG-oriented mini-project, create ESG KPIs, analyse performance, and conduct a final project review. The micro-specialisation will make extensive use of the e-learning materials developed within the ESG4PMChange project. These resources will complement classroom activities by enabling students to explore key ideas at their own pace, thus supporting differentiated learning needs and continuity of skills development. In addition, the micro-specialisation will offer micro-credentials aligned with each module, awarded upon successful completion of core competencies.
Academic staff responsible for the course(s) with email	Joanna Świętoniowska — jswietoniowska@wsiz.edu.pl Joanna Wójcik — jwojcik@wsiz.edu.pl

Table 48. Sustainable Project Management (MSc Course)

Information about the study programme	
Study programme name	Project management
Study cycle/level	MSc
Accreditation status	Other
ECTS of the programme	
Department / Faculty in charge for the study programme	Faculty of Management
Information about the course	
Course title	Sustainable Project Management
Course code (if applicable)	n/a
ECTS / contact hours	
Year/Semester	Spring
Course category (Mandatory/Elective)	Mandatory
Integration type (New / Revised)	New
Accreditation-compliance explanation	The inclusion of the new course in the mandatory block of the programme will be linked to the introduction of a new Master's-level study programme (independent study track) titled *Project Management*, which will be offered from the academic year 2025/2026. In accordance with Polish higher education regulations, this programme can be introduced through a simplified internal procedure that does not require ministerial accreditation. Work on the development of the full curriculum is currently underway. Within this new study programme, a course titled *Sustainable Project Management* will be introduced, incorporating the content developed within the ESG4PMChange course and developing competencies in line with the project's competency framework.
Full-integration description	The newly introduced course will reflect the structure and logic of the curriculum model for the course (master) developed in the project. The integration will be ensured through: • the inclusion of the course and its complete syllabus in the official institutional curriculum database, • formal approval by the relevant faculty curriculum committee, • its placement in the official programme structure and study plan, • its visibility in the course syllabus and materials.
Academic staff responsible for the course(s) with email	Joanna Świętoniowska - jswietoniowska@wsiz.edu.pl

Table 49. Sustainable Project Management (Executive Course)

Information about the study programme	
Study programme name	Project management
Study cycle / level	MBA - postgraduate studies
Accreditation status	Active
ECTS of the programme	
Department / Faculty in charge for the study programme	Faculty of Management
Information about the course	
Course title	Sustainable Project Management
Course code (if applicable)	n/a
ECTS / contact hours	1 ECTS/ 8 hours
Year/Semester	Spring
Course category (Mandatory/Elective)	Mandatory
Integration type (New / Revised)	Revised
Accreditation-compliance explanation	The revision of the existing course *Sustainable Project Management* complies with both national accreditation regulations and the internal curriculum governance procedures of the UITM. According to the Polish higher education rules, modifications to course content and learning outcomes that do not change the overall structure of the accredited programme can be introduced through an internal syllabus revision procedure and do not require external reaccreditation. The revision will follow the institutional procedure for annual updates of course documentation, which includes internal approval by the faculty committee.
Full-integration description	The revised course will reflect the structure and logic of the curriculum model for the course (executive) developed in the project. The integration will be ensured through: • the updated official syllabus stored in the institutional curriculum database, • internal approval of the revised syllabus, • the inclusion of the revised course description and learning outcomes in the official programme documentation (course syllabus).
Academic staff responsible for the course(s) with email	Joanna Świętoniowska - jswietoniowska@wsiz.edu.pl

C. University of Bologna (Department of Management) - Italy

Table 50. Management of Innovation Projects (BSc Course)

Information about the study programme	
Study programme name	Management Engineering
Study cycle / level	BSc
Accreditation status	Active
ECTS of the programme	180
Department / Faculty in charge for the study programme	DIN Department of Industrial Engineering
Information about the course	
Course title	Management of Innovation Projects
Course code (if applicable)	28646
ECTS / contact hours	9
Year/Semester	Fall
Course category (Mandatory/Elective)	Mandatory
Integration type (New / Revised)	Revised
Accreditation-compliance explanation	No accreditation for the change of syllabus of existing courses
Full-integration description	The course consists of 3 modules (Technological Innovation, Project Management, and Innovation Management and New Product Development). We will integrate some content into the "Project Management" module. • M1: Introduction to Projects and ESG (Explore what defines a project and how ESG shifts its success metrics) • M2: Stakeholder Management & Social Impact (Map stakeholders and consider inclusion and impact) • M3: Project Initiation and ESG Entry Assessment (Understand project phases and embed ESG at each stage, with an introduction to LCA principles • M4: Planning I: Scope, WBS, and ESG Tagging (Learn key PM tools (e.g., WBS) and how they integrate ESG data • M5: Planning II: Time, Cost, and ESG Risk Management (Analyze scheduling tools and budgeting with sustainability criteria, and ESG risk management) • M8: Project Closure (Evaluating ESG performance at project end) • M9: Team Management and ESG-Integrated Practices (Discuss team dynamics, roles, and diversity in management)
Academic staff responsible for the course(s) with email	Alessandro Grandi - alessandro.grandi@unibo.it

Co-funded by the European Union

Table 51. Project Management - Economic Management Engineering (MSc Course)

Information about the study programme	
Study programme name	Advanced Design
Study cycle / level	MSc
Accreditation status	Active
ECTS of the programme	120
Department / Faculty in charge for the study programme	DIN - Department of Industrial Engineering
Information about the course	
Course title	Project Management - Economic Management Engineering
Course code (if applicable)	81907
ECTS / contact hours	8
Year/Semester	Spring
Course category (Mandatory/Elective)	Mandatory
Integration type (New / Revised)	Revised
Accreditation-compliance explanation	No accreditation for the change of syllabus of existing courses
Full-integration description	The course consists of 4 modules ("Innovation by Projects", "Project Management", "Designing and Managing Innovation Teams", "Implementing Innovation). We will integrate some content into Project Management, Designing and Managing Innovation Teams, and Implementing Innovation modules. • M1: Strategic Project Management & ESG Value Creation (Position projects as vehicles for ESG strategy and long-term value; define thesis for change management and value creation) • M6: Execution Operating Model & Adaptive ESG Governance (Design decision rights, stage-gates, change control, and select delivery approach (agile/hybrid) to keep ESG on-track) • M9: Ethical Leadership & High-Performing Global Teams (Ethical decision frameworks, psychological safety, distributed teams; escalate dilemmas through governance) • M10: Capstone: Leading ESG Transformation (Synthesize all modules into a board-level plan and pitch; defend scope, budget, risk, governance, reporting)
Academic staff responsible for the course(s) with email	Matteo Vignoli m.vignoli@unibo.it

Table 52. Potential Executive course on sustainability transition management

Information about the study programme	
Study programme name	Sustainability Transition Management
Study cycle / level	MBA
Accreditation status	Under renewal
ECTS of the programme	
Department / Faculty in charge for the study programme	Department of Management + Bologna Business School
Information about the course	
Course title	TBD
Course code (if applicable)	
ECTS / contact hours	
Year/Semester	Fall/Spring/Both
Course category (Mandatory/Elective)	Mandatory/Elective
Integration type (New / Revised)	New / Revised
Accreditation-compliance explanation	It's a yearly process.
Full-integration description	We are revising the whole master and we are discussing how to include a course on Project Management for ESG
Academic staff responsible for the course(s) with email	Matteo Vignoli m.vignoli@unibo.it

D. UNIVERSITY OF SPLIT (FEBT) – CROATIA

Table 53. Environmental, Social, and Governance (ESG)-Integrated Project Management (BSc Course)

Information about the study programme	
Study programme name	UNIVERSITY UNDERGRADUATE STUDY PROGRAMME Business and Economics (PROPOSAL)
Study cycle/level	BSc
Accreditation status	Other (to be submitted for accreditation)
ECTS of the programme	180
Department / Faculty in charge for the study programme	FEBT
Information about the course	
Course title	Environmental, Social, and Governance (ESG)-Integrated Project Management
Course code (if applicable)	
ECTS / contact hours	6 (30)
Year/Semester	Year 3, Spring
Course category (Mandatory/Elective)	Elective
Integration type (New / Revised)	New
Accreditation-compliance explanation	The course is newly introduced as part of the elective curriculum in the Bachelor's in Business and Economics programme, in complete alignment with the proposed programme's structure. It expands third-year students' methodological and analytical competencies by integrating sustainability-oriented project management concepts at an appropriate introductory level for EQF 6. The course follows the core content, learning outcomes, and pedagogical model developed within the ESG4PMChange project, while remaining compatible with the programme's established assessment methods, workload allocation, and qualification descriptors.
Full-integration description	The course is based entirely on the Bachelor-level curriculum model developed in Deliverable 3.1 of the ESG4PMChange project. It introduces students to fundamental project management concepts and connects them with environmental, social, and governance considerations across the project life cycle. Key modules—such as Introduction to Projects and ESG, ESG Compliance and Governance, Project Initiation and ESG Entry Assessment, WBS and ESG Tagging, Time, Cost and ESG-Risk Planning, Execution and ESG Monitoring, and Project Closure and Impact Review—have been embedded into the

	course syllabus in accordance with the project's competency framework. The integration ensures that students acquire basic skills in analysing, planning, and evaluating projects through an ESG lens, with an emphasis on systems thinking, sustainability-related risk identification, stakeholder engagement, and the use of digital project management tools. The course enhances the programme's alignment with contemporary European priorities in sustainability competencies while maintaining the academic coherence and methodological rigor.
Academic staff responsible for the course(s) with email	Ivana Bilić, Nikša Alfirević

Table 54. Sustainability and Environmental Management for Business (MSc course)

Information about the study programme	
Study programme name	UNIVERSITY GRADUATE STUDY PROGRAMME Master in Management (MiM) (PROPOSAL)
Study cycle/level	MSc
Accreditation status	Other (to be submitted for accreditation)
ECTS of the programme	120
Department / Faculty in charge for the study programme	FEBT
Information about the course	
Course title	Sustainability and Environmental Management for Business
Course code (if applicable)	
ECTS / contact hours	6 (30)
Year/Semester	Year 1, Fall Semester
Course category (Mandatory/Elective)	Mandatory
Integration type (New / Revised)	Revised
Accreditation-compliance explanation	The course has been revised to strengthen its alignment with the ESG4PMChange learning framework, particularly by integrating advanced sustainable project management concepts into an already existing core module within the MSc in Management programme. The revision maintains full compliance with national and institutional accreditation requirements by preserving the course's learning outcomes, workload structure, and academic level, while incorporating additional content on sustainability-oriented project governance, organisational integration, evaluation of sustainability projects, and capability development. These updates enhance the programme's relevance and ensure

	coherence with European policy directions on sustainability competencies without altering the fundamental structure of the proposed course and its positioning in the curriculum.
Full-integration description	The integration focuses on embedding key elements of sustainable project management into the course content and learning outcomes. Four new thematic units—Sustainable Project Management and Business Strategy Implementation; Project Governance and Organisational Integration for Sustainability; Sustainability Projects, ESG-Oriented Project Management and Value Creation; and Organisational Learning and Capability Development for Sustainable Projects—have been incorporated into the syllabus. These units operationalise the ESG4PMChange Master-level curriculum by introducing project-based perspectives on sustainability strategy, organisational decision-making, stakeholder engagement, and value creation. The integration enhances students' ability to understand and evaluate sustainability initiatives within real organisational contexts and complements the course's existing focus on sustainable business models, stakeholder coordination, and responsible management. The revision preserves the course's generalist orientation while providing a structured project management framework entirely consistent with the ESG4PMChange competence model.
Academic staff responsible for the course(s) with email	Ivana Bilić, Nikša Alfirević

Co-funded by the European Union

E. University of Novi Sad (Faculty of Technical Sciences) – Serbia

Table 55. Project Management for Sustainable Development (BSc course)

Information about the study programme	
Study programme name	Engineering Management
Study cycle / level	BSc
Accreditation status	Under renewal
ECTS of the programme	240
Department / Faculty in charge for the study programme	Faculty of Technical Sciences, Department of Industrial Engineering and Management
Information about the course	
Course title	Project Management for Sustainable Development
Course code (if applicable)	25.IM1238
ECTS / contact hours	5 ECTS/75 hours
Year/Semester	4th year/Spring
Course category (Mandatory/Elective)	Elective
Integration type (New / Revised)	New
Accreditation-compliance explanation	The course *Project Management for Sustainable Development* is a newly introduced course within the reaccredited BSc Engineering Management programme. According to the national accreditation standards and procedures of the National Accreditation Body (NAT Serbia): The BSc Engineering Management programme undergoes full reaccreditation in 2027. The reaccreditation decision was adopted sequentially by: -The Department Council -The Faculty Academic Council -The Senate of the University of Novi Sad During this process, the introduction of new elective courses is fully compliant with national rules, provided they are approved by the institutional bodies and included in the accredited study programme documentation. The course becomes an official, integral part of the accredited study programme through this formal procedure and will appear in: -The official syllabus database of UNSFTS -The Faculty website -The internal electronic curriculum management system
Full-integration description	The integration does not consist of adding isolated lectures; rather, the entire course is built around the ESG4PMChange curriculum model.

Academic staff responsible for the course(s) with email	Danijela Ciric Lalic; danijela.ciric@uns.ac.rs

Table 56. Integration of ESG principles in Project Management (MSc course)

Information about the study programme	
Study programme name	Engineering Management
Study cycle / level	MSc
Accreditation status	Under renewal
ECTS of the programme	60
Department / Faculty in charge for the study programme	Faculty of Technical Sciences, Department of Industrial Engineering and Management
Information about the course	
Course title	Integration of ESG principles in Project Management
Course code (if applicable)	25.IM2148
ECTS / contact hours	4 ECTS/60 hours
Year/Semester	1st/Spring
Course category (Mandatory/Elective)	Elective
Integration type (New / Revised)	New
Accreditation-compliance explanation	The course *Integration of ESG Principles in Project Management* is a newly introduced course within the reaccredited MSc Engineering Management programme. According to the national accreditation standards and procedures of the National Accreditation Body (NAT Serbia): The MSc Engineering Management programme undergoes full reaccreditation in 2027. The reaccreditation decision was adopted sequentially by: -The Department Council -The Faculty Academic Council -The Senate of the University of Novi Sad During this process, the introduction of new elective courses is fully compliant with national rules, provided they are approved by the institutional bodies and included in the accredited study programme documentation. The course becomes an official, integral part of the accredited study programme through this formal procedure and will appear in: -The official syllabus database of UNSFTS -The Faculty website -The internal electronic curriculum management system

Full-integration description	Full compliance with the structure, logic, and competencies developed in the project The integration does **not** consist of adding isolated lectures; rather, the *entire course* is built around the ESG4PMChange curriculum model
Academic staff responsible for the course(s) with email	Danijela Ciric Lalic; danijela.ciric@uns.ac.rs

Table 57. Strategic and Project Leadership for Sustainable Transformation (executive course)

Information about the study programme	
Study programme name	Engineering Management MBA
Study cycle / level	MBA
Accreditation status	Under renewal
ECTS of the programme	120
Department / Faculty in charge for the study programme	Faculty of Technical Sciences, Department of Industrial Engineering and Management
Information about the course	
Course title	Strategic and Project Leadership for Sustainable Transformation
Course code (if applicable)	25.MBA529
ECTS / contact hours	9/105
Year/Semester	2nd/Fall
Course category (Mandatory/Elective)	Elective
Integration type (New / Revised)	New
Accreditation-compliance explanation	The course *Strategic and Project Leadership for Sustainable Transformation* is a newly introduced course within the reaccredited MBA Engineering Management programme. According to the national accreditation standards and procedures of the National Accreditation Body (NAT Serbia): The MSc Engineering Management programme undergoes full reaccreditation in 2027. The reaccreditation decision was adopted sequentially by: -The Department Council -The Faculty Academic Council -The Senate of the University of Novi Sad During this process, the introduction of new elective courses is fully compliant with national rules, provided they are approved by the institutional bodies and included in the accredited study programme documentation. The course becomes an official, integral part of the accredited study programme through this formal procedure and will appear in:

	-The official syllabus database of UNSFTS -The Faculty website -The internal electronic curriculum management system
Full-integration description	The integration does not consist of adding isolated lectures; rather, the entire course is built around the ESG4PMChange curriculum model.
Academic staff responsible for the course(s) with email	Bojan Lalic; blalic@uns.ac.rs Maja Petrovic; majadjogo@uns.ac.rs