



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	UWE	
Teaching Institution	UWE	
Delivery Location	UWE	
Faculty responsible for programme	Environment and Technology	
Department responsible for programme	Geography and Environmental Management	
Modular Scheme Title	PG Modular Scheme	
Professional Statutory or Regulatory Body Links		
Highest Award Title	MSc Sustainable Development in Practice	
Default Award Title		
Fall-back Award Title		
Interim Award Titles	PG Diploma Sustainable Development in Practice PG Certificate Sustainable Development in Practice	
UWE Progression Route		
Mode(s) of Delivery	FT PT	
Codes	<b>UCAS:</b>	<b>JACS:</b>
	<b>ISIS2:</b> F8NA12	<b>HESA:</b>
Relevant QAA Subject Benchmark Statements	<ul style="list-style-type: none"> <li>• QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland</li> <li>• Undergraduate Benchmark Statements for: Geography, Earth and Environmental Sciences Communication, Media, Film and Cultural studies, Health Studies and Sociology</li> <li>• Masters Degree Benchmark Statements for Business and Management.</li> </ul>	
CAP Approval Date	30 May 2017	
Valid from	September 2017	
Version	3	

Part 2: Educational Aims of the Programme

This programme responds to the need for professionals and activists who are able to facilitate pro sustainability change. Designed by a multi-disciplinary team of experts, the programme aims to equip students with the knowledge, skills and competencies to respond to the challenge of creating behavioural, organisational and social change. Creating a learning experience in which

## **Part 2: Educational Aims of the Programme**

students can explore, test and develop key concepts, tools and approaches in the context of practice and work-based learning is a fundamental underpinning principle of the course.

The specific educational aims of the programme are to:

- provide a challenging and rigorous programme in sustainability and change that is underpinned by the University's research, consultancy and operational experience in these areas, and which addresses the demands of practice in both professional and community settings;
- support students in bringing their multiple intelligences (including intellectual, creative, interpersonal and intrapersonal) to bear in meeting the challenge of creating pro sustainability change;
- provide a programme that offers varied and flexible patterns of study suited to students and employers and which make it possible for programme content to be aligned to professional needs and career aspirations;
- enable students to become reflexive and autonomous learners as an integral part of their practice and development as agents of pro sustainability change;
- produce graduates that have the knowledge, tools and competencies necessary to be skilful, dynamic and innovative in facilitating pro sustainability change in a variety of contexts and settings.

## **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

Students graduating will have been exposed to key debates, policies and legislative frameworks in Sustainable Development, and will be equipped as critical, professional practitioners. By following pathways that are appropriate to their career needs and aspirations, students will have acquired specialist skills and knowledge. They will have developed professional confidence by rehearsing and implementing complex theoretical concepts in tasks that emulate professional practice. Graduates will be competent and effective communicators, in both written and spoken forms.

### Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

<i>Learning Outcomes:</i>	UBGMF9-15-M	UZVSK9-15-M	UMED4L-15-M	UPCAJH-15-M	UBGMF4-30-M	UBGMRK-60-M
<b>A) Knowledge and critical understanding of:</b>						
1. the nature, causes and consequences of sustainable and unsustainable development	✓	✓	✓			✓
2. commonly used frameworks, methodologies and tools, for integrating sustainability in a range of contexts including places, policy, products and service delivery	✓		✓			✓
3. a range of behaviour change models, interventions and policy-based initiatives applied to issues of sustainability, and develop implications for policy, practice and research		✓		✓		
4. a range of practical and theoretical frameworks and tools relevant to making a business or other organisation more sustainable	✓	✓	✓	✓		✓
5. critically evaluate and apply the rhetorical strategies and tactics used in successful social movements and processes of cultural change, and to situate this within broader theoretical contexts and conceptual frameworks relevant to an understanding of processes of cultural change.				✓		
6. relevant research techniques and methods used to create, interpret and disseminate knowledge in the area of sustainable development and pro sustainability change.						✓
<b>(B) Intellectual Skills</b>						
1. analyse and evaluate texts, articles, theories and arguments, forming judgements on their suitability and validity for addressing specific issues or situations	✓	✓	✓	✓	✓	✓
2. analyse real-world scenarios and challenges, and develop and communicate alternative ways of dealing with these, including the critical evaluation of these alternatives	✓	✓	✓	✓	✓	✓
3. be strategic, creative and resourceful in employing and adapting tools, approaches and theory from a range of disciplines to design practical solutions to the challenge of creating pro sustainability change	✓	✓	✓	✓	✓	✓
4. design and undertake substantial investigation to address significant areas of theory and/or practice	✓	✓	✓	✓	✓	✓
5. demonstrate the ability to act autonomously in planning, organising and undertaking complex tasks.	✓	✓	✓	✓	✓	✓
<b>(C) Subject/Professional/Practical Skills</b>						
1. undertake a sustainability impact analysis and develop recommendations about how the sustainability of a policy, product or service might be improved;	✓					
2. design and evaluate pro sustainability change strategies, processes and plans;	✓	✓	✓	✓		
3. effectively communicate about sustainable development and pro sustainability change to a wide variety of audiences	✓	✓	✓	✓	✓	
4. facilitate collaborative decision making	✓	✓	✓	✓		

### Part 3: Learning Outcomes of the Programme

(D) Transferable skills and other attributes						
1. communicate ideas, arguments and information in clear, effective and reasoned ways in written and spoken formats;	✓	✓	✓	✓	✓	✓
2. demonstrate collaboration and team working skills;	✓	✓	✓	✓	✓	
3. respond resourcefully and creatively to a range of challenges associated with the creation of pro-sustainability change;	✓	✓	✓	✓	✓	✓
4. effectively plan and manage projects and their own time;	✓	✓	✓	✓	✓	✓
5. undertake self-appraisal and reflection and formulate plans for continual professional development.	✓	✓	✓	✓	✓	✓

### Part 4: Student Learning and Student Support

#### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

#### 4.1 CURRICULUM DESIGN CONTENT AND ORGANISATION

The focus of the programme is on initiating and supporting pro sustainability change, a challenge that is ever more high profile as governments, organisations and communities grapple with how we can create an environmentally sustainable and healthy society. This programme is unique in enabling students to engage with multidisciplinary and practice based approaches to change at behavioural, organisational and societal level. The programme is delivered by a cross-University team who together bring a wealth of experience in sustainability and multi-level change gained in academic, consultancy and policy settings. The overarching aim of the programme is to equip students to respond strategically and holistically to this complex and multi-faceted agenda.

This practice-focused programme is designed to give maximum flexibility to students who wish to study on a part-time or full-time basis. It is aimed at both professionals who wish to apply their learning in their workplace as well as recent graduates and career changers. The blend of intensive block teaching, technology enhanced learning, project-based teaching and learning, and module options has been designed to enable students to fit the course around individual schedules and to align the course with their career needs and aspirations. The collaborative nature of the programme (e.g. fostered through elements of group-based projects and peer assessment, and the use of technology enhanced learning to facilitate a virtual community of practice via student blogs, online discussions and peer assisted learning) enables students to develop and manage their learning and skills in the context of a vibrant and cohesive learning community.

The duration of the course is 12 months full-time and 24 months part-time. At Certificate level students are expected to take four 15 credit core modules. At Diploma level students take a 30 credit work based learning module and 30 credits of options modules. At Masters level students take a 60 credit project module. The recommended routeway for full-time and part-time modes of study is shown in Section 6.

#### 4.2 TEACHING, LEARNING & ASSESSMENT

A variety of learning approaches have been integrated throughout the programme with an overall emphasis (in line with the University's policy on postgraduate study) on active student participation and enabling students to become reflexive and autonomous learners. Guided learning (including lectures, tutorials, seminars, workshops, visiting speakers, technology enhanced learning, case studies), group learning and independent learning are used throughout the programme. Strong emphasis is placed on challenging existing perspectives of the students, encouraging creative thinking and the application of knowledge to investigate real-world challenges relevant to sustainability and change. Thus many of the approaches used including those that are case based, the use of group and individual problem-solving activities, live briefs and project work in a wide range of contexts are designed to add depth and complexity and to ensure an applied focus.

Assessment of the teaching and learning within modules is broadly divided into formative and summative assessment. These include individual and group projects, case studies, presentations, portfolios and individual critical reflections. This range of assessments is designed to:

## Part 4: Student Learning and Student Support

- identify students' learning strengths and weaknesses and continuing performance needs;
- expose students to a variety of assessment methods in order to promote inclusive learning;
- test students ability to move dynamically between theory and practice and their effectiveness in working independently and as part of a group;
- allow students to demonstrate the learning achieved as measured against learning outcomes and professional competency;
- encourage students to develop a deep approach to learning.

Students undertaking the Work Based Learning module will be supported by a reading strategy encompassing subject relevant materials and resources relating to the nature of learning in a workplace setting.

The programme manager will maintain regular contact with the optional module leaders to ensure that students are undertaking learning and assessment in the context of sustainable development. In particular the programme manager will seek to ensure that optional module guidance locates the module within the context of the MSc Sustainable Development in Practice. The programme manager will also liaise with optional module leaders at times when the focus and direction of individual assessments is being formed.

### Description of any Distinctive Features

#### 4.3 STUDENT SUPPORT AND GUIDANCE

Student learning is supported by researchers and academics with relevant expertise and experience from across the University. A module guide is provided before each module commences, which includes pre-reading, the module teaching and learning plan and the module assessment. Students have access to online resources and the UWE library, which provides services for remote and part-time students as well as a dedicated environmental learning resources room and technical and administrative support.

The University provides a student advisor system and Module leaders are available via email or private tutorial to provide further guidance on any aspect of the programme.

The programme team will be vigilant in ensuring that the variety of study modes and work experience backgrounds are accounted for in the mechanisms that are put in place to ensure a strong cohort identity. The central strands of the cohort identity strategy are:

##### *Induction*

An intensive day-long induction programme will be compulsory for all students and will include team-building exercises and the establishment of a Blackboard (the University's accessible online learning environment) community with contributions from staff and students.

##### *Collaborative and project-focussed approaches to learning, teaching and assessment*

The collaborative nature of the programme (e.g. fostered through elements of group-based projects, group exercises and peer assessment, the use of technology enhanced learning, and peer assisted learning) will enable students to develop and manage their learning and skills in the context of a vibrant and cohesive learning community. Groups will be structured to reflect the diversity of learning modes and work experience to optimise the opportunity for students from different backgrounds to learn from each other.

##### *Online community*

Students will be encouraged to interact through discussions boards and the use of social media. Staff will be available during scheduled periods to monitor and encourage interaction, and to answer questions. Staff will also encourage student online engagement through the posting of new links and resources and topics for discussion. Communication developed via the online community will be reinforced by tutors through contact sessions and supervision.

#### 4.4 WORK BASED LEARNING

The University has long experience of managing workplace learning and these experiences will be drawn upon in the management of this programme using best practice. The key elements of the strategy to

#### Part 4: Student Learning and Student Support

Support students undertaking work based learning on this programme are:

- The provision of a university placements office to broker opportunities for the placement of students within a workplace setting
- The establishment of an agreement and relevant policies between the University and the employer to ensure that that the employer is aware of their requirements and commitment to the study of work based learning
- The development of a learning contract between the learner, manager and work based learning tutor to reflect the student's learning needs and goals, ensuring that these are in line with specific organisational goals
- The allocation of a tutor to each student who will visit the student in the workplace
- The monitoring of student progress through journals, a record of activities and health and safety assessments loaded onto Blackboard

#### Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

##### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment of the teaching and learning within modules is broadly divided into formative and summative assessment. These include individual and group projects, case studies, presentations, portfolios and individual critical reflections. This range of assessments is designed to:

- identify students' learning strengths and weaknesses and continuing performance needs;
- expose students to a variety of assessment methods in order to promote inclusive learning;
- test students ability to move dynamically between theory and practice and their effectiveness in working independently and as part of a group;
- allow students to demonstrate the learning achieved as measured against learning outcomes and professional competency;
- encourage students to develop a deep approach to learning.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements module diet, including compulsory and optional modules

<b>ENTRY</b> ↓	<b>Year 1</b>	<b>Compulsory modules</b> UBGMF9-15-M Sustainable Development: Principles and practice  UZVSK9-15-M Creating Sustainable Behaviour Change  UMED4L-15-M The Sustainable Organisation: Vision into practice  UPCAJH-15-M Communications Campaigns: Creative Approaches and Tools  UBGMF4-30-M Work Based Learning in Sustainability and Environmental Management  UBGMRK-60-M Masters Project	<b>Options modules</b> Students must take 30 credits from the following:  The departmental offerings available from Geography and Environmental Management and / or Architecture and the Built Environment and/or the following:  UMOCB3-15-M Managing Change  UMOCBA-15-M Leading Change  UMOCB6-15-M Leadership  UMMCYU-15-M Sustainable Procurement  UJGUPN-15-M Natural Resources Law  UABAYG-15-M Journalism Writing	<b>Interim and Default Awards:</b>  <b>Target Award</b>  <b>MSc Sustainable Development in Practice</b> 180 credits  <b>Interim Awards</b>  <b>PGDip Sustainable Development in Practice</b> 120 credits excluding UBGMRK-60-M  <b>PGCert Sustainable Development in Practice</b> 60 credits excluding 30 credits of optional modules and UBGMRK-60-M
		<b>→ GRADUATION</b>		

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

**Part-time Structure**

ENTRY	Year		
	1.1	UBGMF9-15-M Sustainable Development: Principles and practice	UMED4L-15-M Sustainable Organisation: Vision into practice
	1.2	UZVSK9-15-M Creating Sustainable Behaviour Change	UPCAJH-15-M Communications Campaigns: Creative Approaches and Tools
	2.	<p><b>OPTIONS</b></p> <p>Students must take 30 credits from the departmental offering of GEM and ABE and/or:</p> <p>UJGUPN-15-M Natural Resources Law</p> <p>UMOCB3-15-M Managing Change</p> <p>UMOCBA-15-M Leading Change</p> <p>UMOCB6-15-M Leadership</p> <p>UMMCYU-15-M Sustainable Procurement</p> <p>UABAYG-15-M Journalism Writing</p> <p>UABAYC-30-M Multimedia Journalism</p>	UBGMRK-60-M Masters Project

Part-time students may take this module in their first or second year of study.

**GRADUATION**



## Part 7: Entry Requirements

An honours degree (a lower second or above) from a recognised UK Higher Education institution or equivalent from a recognised overseas institution OR

At least two years experience in a professional or management capacity, in particular in a sustainability role, or as an activist within an NGO or community organisation. Ideally you will have a level 3 qualification, although candidates with extensive experience may be accepted subject to interview. You may also be asked to complete a pre-entry assessment to allow us to judge your motivation and skills for successful higher level study.

## Part 8: Reference Points and Benchmarks

### External reference points:

1. QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland (March 2010):  
The programme has been developed in accordance with QAA statements on postgraduate qualifications, and in relation to QAA Master's level descriptors referred to in the QAA Master's degree characteristics.
2. QAA Code of Practice:  
The FET UG and PG modular schemes and their policies are underpinned by the relevant sections of the QAA Code of Practice as articulated in Volume 1 of the PG modular schemes documentation. Particular sections of QAA Codes of Practice which have been referred to in the development of this programme, include:
  - Section 1: Postgraduate research programmes (2004)
  - Section 2: Collaborative provision and flexible and distributed learning (including e-learning) - Amplified version (2010)
  - Section 6: Assessment of students (2006)
  - Section 7: Programme design, approval, monitoring and review (2006)
  - Section 9: Work-based and placement learning (2007).
3. The Geography, Earth and Environmental Sciences Benchmark Statement:  
In the absence of any Level-M GIS specific benchmarks, the GEES benchmark statements for graduates have been applied and extended, particularly in the formulation of Section D of the Programme Outcomes (Transferable skills and other attributes).

Additionally, the content has been informed by:

4. The QAA Education for Sustainable Development: Guidance for UK Higher Education Providers and the QA Honours Degree benchmark statement for communication, media, film and cultural studies, Earth sciences, environmental sciences and environmental studies, geography, health studies and sociology and the Masters Degree benchmark statements for Business and Management. These offer guidance on the level and nature of skills that can be expected of graduates in these disciplines. These have been used as a starting point from which to build more in depth

### 8.1 External Reference Points

#### 8.1.1 Employer and Sector Interaction and Feedback

The development of this programme has benefited from interaction with and feedback from employers in the private, public and third sectors. This has been obtained through a market survey of employers in the South West region, the testing of prototype learning materials via short courses and also informally via intelligence and input gained via the multi-layered networks of the University's Institute for Sustainability, Health and Environment.

## Part 8: Reference Points and Benchmarks

### 8.1.2 Secondary Market Data

Two major independent studies of business sustainability training needs (Ipsos-MORI survey of 700 businesses “Leadership Skills for a Sustainable Economy” conducted for Business in the Community (July 2010) and Accenture Survey of 766 Global Compact CEOs) have been of particular significance in the design and development of this programme.

### 8.2 Internal Reference Points:

#### 8.2.1 The UWE 2020 Strategy

1. Professionally recognized and **practice-oriented** programmes  
There is a strong emphasis on the professionalization of the students on the programme by exposing them to a range assessment formats that are specifically designed to emulate professional practice.
2. Connecting and working with our **local and regional economy**  
The opportunity to undertake work-based learning provides an opportunity to engage with, and contribute to local companies and organizations. This contributes to the professional development of students, and will also help to foster the profile of the programme locally and regionally.
3. Being **inclusive and global**  
The programme has been developed in response to market research and is designed to appeal the international market, permitting students, both home and overseas, and from a variety of backgrounds, to become competent sustainability professionals by following a customizable, personally relevant programme of study.

#### 8.2.2 University's Teaching and Learning Policies

The programme is also strongly supportive of the education for sustainable development elements within the University's Sustainability Strategy and Sustainability Plan, and the University's ambition to incorporate sustainability as a universal theme within the curriculum.

In line with the University's teaching and learning policies, this programme takes a student-centred approach to learning by allowing students to take control of aspects of their learning to develop individual participation and autonomy in learning. The University's policy on work-based learning is of particular relevance to this programme, which seeks to optimise opportunities for students to learn in and from the workplace, and to engage with real world challenges.

A stimulating and collegiate postgraduate environment is provided, facilitated through tutor support and the wide range of research and knowledge exchange seminar programmes that are run by each of the Faculties. A variety of assessment methods are incorporated within the programme to cater for a diversity of student strengths and abilities. All assignments comply with the current version of the University's Academic Regulations and Procedures.

#### 8.2.3 Research

The design and development of this programme has been strongly informed by an extensive base of research and consultancy expertise in areas relevant to its syllabus. This includes sustainability and its application in a range of sectors including business, local government and the NHS carried out via the Institute for Sustainability, Health and Environment and through the University's research centres to which members of the programme team belong.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

**FOR OFFICE USE ONLY**

First CAP Approval Date	Feb 2012			
Revision CAP Approval Date	22 March 2017	Version	2	<a href="#">Link to RIA ID 4201</a>
	30 May 2017		3	<a href="#">Link to RIA (ID 4377)</a>
Next Periodic Curriculum Review due date	2020			
Date of last Periodic Curriculum Review				