



PROGRAMME SPECIFICATION

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Delivery Location(s)	Frenchay
Faculty responsible for programme	FET
Modular Scheme title	Postgraduate modular scheme
Professional Statutory or Regulatory Body Links (type and dates)	n/a
Highest award title	MSc Sustainable Development in Practice
Default award title	MSc Sustainable Development in Practice
Interim award titles	PG Dip/PG Cert. Sustainable Development in Practice
UWE progression route	
Mode(s) of delivery	FT and PT
Codes	
UCAS code	JACS code
ISIS code F8NA12	HESA code
Relevant QAA subject benchmark statements	
On-going	
Valid from (insert date if appropriate)	September 2012
Original Validation Date:	
Latest Committee Approval...ACE CAP (module change)	Date:...20/5/14
Version Code 1.3 wef September 2014	
<i>For coding purposes, a numerical sequence (1, 2, 3 etc.) should be used for successive programme specifications where 2 replaces 1, and where there are no concurrent specifications. A sequential decimal numbering (1.1; 1.2, 2.1; 2.2 etc) should be used where there are different and concurrent programme specifications</i>	

Section 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 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.

Section 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: ...

A Knowledge and understanding

Learning outcomes	Teaching, Learning and Assessment Strategies
<p>A Knowledge and critical understanding of:</p> <p>On successful completion of the programme, the student should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate a critical understanding of the nature, causes and consequences of sustainable and unsustainable development; 2. understand, critique and apply commonly used frameworks, methodologies and tools, 	<p>Teaching/learning methods and strategies:</p> <p>Acquisition of 1 and 2 is principally through UBGMF9-15-M, but will also be acquired through UZVSK9-15-M and UMED4L-15-M.</p> <p>Acquisition of 3 is principally through UZVSK9-15-M.</p>

<p>for integrating sustainability in a range of contexts including places, policy, products and service delivery;</p> <ol style="list-style-type: none"> 3. critically discuss and evaluate 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. critically evaluate and employ 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. critically evaluate, and demonstrate practical understanding of relevant research techniques and methods used to create, interpret and disseminate knowledge in the area of sustainable development and pro sustainability change. 	<p>Acquisition of 4 is principally through UMED4L-15-M.</p> <p>Acquisition of 5 is principally through UACAJH-15-M.</p> <p>Acquisition of 6 is principally through the UBGJCA-60-M.</p> <p>Additional support is provided through encouraging students to apply the various sustainability and change theories throughout the core modules. The optional modules enable students to deepen specific aspects of the learning outcomes relevant to leading and managing change. Module UBGJCA-60-M enables students to deepen and contribute to this body of knowledge through their own independent research.</p> <p>Acquisition of all outcomes is through a combination of guided and independent learning including lectures, seminars, tutorials, discussions, workshops and project work. Technology Enhanced Learning will be used to deliver a range of reading resources and activities (for example discussion, blogging, podcasts and e-learning topics) to support students in their learning.</p> <p>Students will be encouraged to undertake a significant amount of independent reading and research both to supplement and consolidate what is being taught/learned and to broaden their individual knowledge and understanding of the subject.</p> <p>Assessment Testing of the knowledge base is through a range of formative and summative assessment approaches that are designed to foster the student's ability to apply knowledge in a practice context. Mode of assessments may be individual or group-based and will include projects, reports, critical literature reviews, portfolios, individual critical evaluations and presentations. Individual module specifications provide details of assessments.</p>
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B Intellectual Skills

<p>B Intellectual Skills On successful completion of this programme, the student should be able to:</p> <ol style="list-style-type: none"> 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. 	<p>Teaching/learning methods and strategies</p> <p>The teaching and learning strategy aims to support the continuous development of the intellectual skills identified opposite across the core modules. These emphasise the use of non didactic and practice-focussed learning methods including the use of case study analysis, individual or group-based project planning and delivery (including the use of live briefs), and peer and self-evaluation.</p> <p>Independent reading and the use of formal lectures and guest speaker sessions complemented by a programme of live and online discussion will support the development of students' reflexive, critical and communicative capacities (Skill 1 and Skill 2).</p> <p>Skill 3 will be developed across the four core modules UBGMF9-15-M, UZVSK9-15-M, UMED4L-15-M and UACAJH-15-M.</p> <p>Specific training relevant to Skill 4 is provided by the UBGJCA-60-M.</p> <p>In addition to UBGMF9-15-M, UZVSK9-15-M, UMED4L-15-M and UACAJH-15-M, skills 3 and 5 will be developed through UBGJCA-60-M and, UBIMF4-30-M.</p> <p>Assessment</p> <p>Testing of intellectual skills is provided through a range of formative and summative assessment approaches that are designed to foster the student's ability to apply these intellectual skills in a practice context. Mode of assessments may be individual or group-based and will include projects, reports, critical literature reviews, portfolios, individual critical reflections and presentations. Individual module specifications provide details of assessments.</p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills On successful completion of this programme, the student should be able to:</p> <ol style="list-style-type: none"> 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. 	<p>Teaching/learning methods and strategies</p> <p>Acquisition of 1 is primarily through UBGMF9-15-M. This module will give students hands-on experience of applying a range of sustainability frameworks and sustainability assessment tools. UBIMF4-30-M and UBGJCA-60-M also provide an opportunity to develop Skill 1 depending on the focus of the projects that are undertaken.</p> <p>Acquisition of 2, 3 and 4 will be continuous across the four core modules UBGMF9-15-M, UZVSK9-15-M, UMED4L-15-M and UACAJH-15-M. Students will have the opportunity to develop specific professional skills through their choice of project in UBGJCA-60-M.</p> <p>Assessment</p> <p>Testing of the subject, professional and practical skills is through a range of formative and summative assessment approaches which aim to support the continuous acquisition of work-based skills. Mode of assessments may be individual or group-based and will include projects, reports, critical literature reviews, portfolios, individual critical reflections and presentations. Key subject, professional and practical skills will be assessed through UBGJCA-60-M. Individual module specifications provide details of assessments.</p>
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes On successful completion of this programme, the student should be able to:</p> <ol style="list-style-type: none"> 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. demonstrate facilitation and conflict resolution skills; 5. effectively plan and manage projects and their own time; 6. undertake self-appraisal and reflection and formulate plans for continual professional development. 	<p>Teaching/learning methods and strategies These skills will be gained through experiential learning and teaching across the core modules, module UBIMF-4-3-M and UBGJCA-60-M as well as through assessment.</p> <p>Verbal communication skills (1) will be developed through live and online group discussions and presentations. Communication through written media will be developed through the writing of reports, case studies, critical self reflections as well as formats such as online discussions and blogs.</p> <p>Collaboration, facilitation, project management and personal time management skills (2, 3, 4 and 5) will be developed through the emphasis in this course on group work and project-based teaching, learning and assessment.</p> <p>The ability to be reflexive and autonomous in their own professional development (6) will be supported through the employment of self and peer assessment, group discussions and critical self reflection.</p> <p>Assessment Testing of the transferable skills and attributes is through a range of formative and summative assessment approaches which aim to support the continuous acquisition of these skills. Mode of assessments may be individual or group-based. Those with particular relevance to the acquisition of transferable skills include, projects, reports and presentations. Key transferable skills such as 1, 5 and 6 will also be assessed through UBGJCA-60-M. Individual module specifications provide details of assessments.</p>
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Section 4: Programme structure				
ENTRY ↓	Masters Level	Compulsory modules <ul style="list-style-type: none"> • Sustainable Development: Principles and practice [UBGMF9-15-M] • Creating Sustainable Behaviour Change [UZVSK9-15-M] • The Sustainable Organisation: Vision into practice [UMED4L-15-M] • Communication Campaigns: Creative approaches and tools [UACAJH-15-M] • Work Based Learning [UBIMF4-30-M] • Masters Project [UBGMRK-60-M] 	Options modules <p>Students must take 30 credits from the following:</p> <p>The departmental offerings available from Geography and Environmental Management and / or Architecture and the Built Environment and/or the following:</p> <p>International Environmental Law [UJGUPD-15-M]</p> <p>International Human Rights Law [UJGUPE15-M]</p> <p>Leading Change [UMOCBA-15-M]</p> <p>Natural Resources Law UJGUPN-15-M</p> <p>Interventions for Creativity and Change [UMOD3L-15-M]</p> <p>Researching Educational Contributions to Just and Sustainable Societies [UTLGTM-30-M]</p>	Interim and Default Awards: <p>Target Award MSc Sustainable Development in Practice 180 credits</p> <p>Default Award</p> <p>Interim Awards</p> <p>PGDip Sustainable Development in Practice 120 credits excluding UBGJCA-60-M</p> <p>PGCert Sustainable Development in Practice 60 credits excluding 30 credits of optional modules and UBGJCA-60-M</p>

→ GRADUATION

The following structure diagram (Figure 1) demonstrates the student journey from Entry through to Graduation for a typical full-time student
Figure 1. Full-time Structure

ENTRY	Year	Core	Core	Core	Core	Options
↓	1.1	UBGMF9-15-M Sustainable Development: Principles and practice	UMED4L-15-M Sustainable Organisation: Vision into practice	UBIMf4-30-M Faculty of Environment and Technology (F) Work Based Learning	UBGMRK-60-M Masters Project	Students must take 30 credits from: The departmental offerings available from Geography and Environmental Management and / or Architecture and the Built Environment and/or the following: UJGUPD-15-M International Environmental Law UJGUPE15-M International Human Rights Law UMOCBA-15-M Leading Change
	1.2	UZVSK9-15-M Creating Sustainable Behaviour Change	UACAJH-15-M Communication Campaigns: Creative approaches and tools			

GRADUATION

The following structure diagram (Figure 2) demonstrates the student journey from Entry through to Graduation for a typical part-time student.

Figure 2. Part-time Structure

ENTRY	Year		
↓	1.1	UBGMF9-15-M Sustainable Development: Principles and practice	UMED4L-15-M Sustainable Organisation: Vision into practice
			UBIMf4-30-M Faculty of Environment and Technology (F) Work Based Learning
	1.2	UZVSK9-15-M Creating Sustainable Behaviour Change	UACAJH-15-M Communication Campaigns: Creative approaches and tools
	2.	<p>OPTIONS Students must take 30 credits from the departmental offering of GEM and ABE and/or:</p> <p>UJGUPD-15-M International Environmental Law</p> <p>UJGUPE15-M International Human Rights Law</p> <p>UMOCBA-15-M Leading Change</p> <p>UJGUPN-15-M Natural Resources Law</p> <p>UMOD3L-15-M Interventions for Creativity and Change</p> <p>UTLGTM-30-M Researching Educational Contributions to Just and Sustainable Societies</p>	UBGMRK-60-M Masters Project
↓			GRADUATION

Section 5: 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.

Section 6: Assessment Regulations

The current University Assessment Regulations and Procedures will apply to this programme.

Section 7: Student learning: distinctive features and support

7.1 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 focussed 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 24-36 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 Figure 1 (Section 4).

7.2 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:

- 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.

7.3 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 identify strategy are:

Induction

An intensive day-long induction programme will be compulsory for all students and will include team-building exercises, a project focussed workshop 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.

Programme staff representing all four faculties will be present at a day-long induction programme that is compulsory for all students. The day will include team building exercises, a project focussed workshop, an introduction to and establishment of a programme Blackboard, and an introduction to the facilities and support that are available through each faculty.

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 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 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

Section 8 Reference points/benchmarks

The following reference points are included in more detail in the contextual document:

8.1 QAA Academic Infrastructure

8.1.1 Framework for Higher Education Qualifications:

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 (March 2010).

8.1.2 QAA Subject and Qualification Benchmark Statements:

As yet QAA benchmark statements are not available for disciplines relevant to Masters level for this programme. The structure of the proposed degree is, however, fully consistent with the QAA position statement on postgraduate qualifications. The award team has made reference to 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 and specialised skills

8.1.3 QAA Code of Practice:

All of the QAA Codes of Practice have been referred to in the development of this programme, in particular:

- 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).

8.2 External Reference Points

8.2.1 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.

8.2.2 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.

8.3 Internal Reference Points

8.3.1 The University's Mission Statement

This programme aligns strongly with the University's Mission Statement, strategic partnership themes as represented by the INSPIRE acronym:

- Innovation
- Nurturing Talent

- Student Experience
- Participation
- Internationalisation
- Research
- Exchange

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

8.3.2 University's Teaching and Learning Policies

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.

8.3.3 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. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.