**Programme Specification**

# Sustainable Development in Practice [Frenchay]

Version: 2024-25, v2.0, 17 Jun 2024

**Contents**

## Section 1: Key Programme Details

**Part A: Programme Information**

**Programme title:** Sustainable Development in Practice [Frenchay]

**Highest award:** MSc Sustainable Development in Practice

**Interim award:** PGCert Sustainable Development in Practice

**Interim award:** PGDip Sustainable Development in Practice

**Awarding institution:** UWE Bristol

**Teaching institutions:** UWE Bristol

**Study abroad:** No

**Year abroad:** No

**Sandwich year:** No

**Credit recognition:** No

**School responsible for the programme:** CATE School of Architecture and Environment, College of Arts, Technology and Environment

**Professional, statutory or regulatory bodies:** Not applicable

**Modes of delivery:** Full-time, Part-time

**Entry requirements:** For the current entry requirements see the UWE public website.

**For implementation from:** 01 September 2019

**Programme code:** F8NA12

## Section 2: Programme Overview, Aims and Learning Outcomes

**Part A: Programme Overview, Aims and Learning Outcomes**

**Overview:** 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.

**Features of the programme:**

**Educational Aims:** 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 Learning Outcomes:**

On successful completion of this programme graduates will achieve the following learning outcomes.

## Knowledge and Understanding

A1.    The nature, causes and consequences of sustainable and unsustainable development

A2.    Commonly used frameworks, methodologies and tools, for integrating sustainability in a range of contexts including places, policy, products and service delivery

A3.    A range of behaviour change models, interventions and policy-based initiatives applied to issues of sustainability, and develop implications for policy, practice and research

A4.    A range of practical and theoretical frameworks and tools relevant to making a business or other organisation more sustainable

A5.    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

A6.    Relevant research techniques and methods used to create, interpret and disseminate knowledge in the area of sustainable development and pro sustainability change

## Intellectual Skills

B1.    Analyse and evaluate texts, articles, theories and arguments, forming judgements on their suitability and validity for addressing specific issues or situations

B2.    Analyse real-world scenarios and challenges, and develop and communicate alternative ways of dealing with these, including the critical evaluation of these alternatives

B3.    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

B4.    Design and undertake substantial investigation to address significant areas of theory and/or practice

B5.    Demonstrate the ability to act autonomously in planning, organising and undertaking complex tasks

**Subject/Professional Practice Skills**

C1.    Undertake a sustainability impact analysis and develop recommendations about how the sustainability of a policy, product or service might be improved

C2.    Design and evaluate pro sustainability change strategies, processes and plans

C3.    Effectively communicate about sustainable development and pro sustainability change to a wide variety of audiences

C4.    Facilitate collaborative decision making

**Transferable Skills and other attributes**

D1.    Communicate ideas, arguments and information in clear, effective and reasoned ways in written and spoken formats

D2.    Demonstrate collaboration and team working skills

D3.    Respond resourcefully and creatively to a range of challenges associated with the creation of pro-sustainability change

D4.    Effectively plan and manage projects and their own time

D5.    Undertake self-appraisal and reflection and formulate plans for continual professional development

**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 student' 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.

**Student support:** 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 prereading, 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.

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 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 B: Programme Structure**

**Year 1**
Full-time students must take 180 credits from the modules in Year 1, comprising 150 compulsory modules and 30 credits of optional modules from departmental offerings available from Geography and Environmental Management and / or Architecture and the Built Environment and/or in other areas offered by other Faculties that complement the core learning on the programme, as advised by the Programme Leader.

Part-time students must take 120 or 150 credits in year 1, depending on which year they take UBGMF4-30-M Work-Based Learning in Sustainability and Environmental Management.

**Year 1 Compulsory Modules (Full-time)**
Full-time students must take 150 credits from the modules in Compulsory Modules (Full-time).

| Module Code | Module Title | Credit |
|---|---|---|
| UPCAJH-15-M | Communications Campaigns: Creative Approaches and Tools 2024-25 | 15 |
| UZVSK9-15-M | Creating Sustainable Behaviour Change 2024-25 | 15 |

| UBGMRK-60-M | Masters Project 2024-25 | 60 |
| UBGMF9-15-M | Sustainable Development: Principles and Practice 2024-25 | 15 |
| UBLL33-15-M | The Sustainable Organisation: Vision into Practice 2024-25 | 15 |
| UBGMF4-30-M | Work-Based Learning in Sustainability and Environmental Management 2024-25 | 30 |

### Year 1 Compulsory Modules (Part-time)

Part-time students must take 120 credits from the modules in Compulsory Modules (Part-time).

| Module Code | Module Title | Credit |
| --- | --- | --- |
| UPCAJH-15-M | Communications Campaigns: Creative Approaches and Tools 2024-25 | 15 |
| UZVSK9-15-M | Creating Sustainable Behaviour Change 2024-25 | 15 |
| UBGMRK-60-M | Masters Project 2024-25 | 60 |
| UBGMF9-15-M | Sustainable Development: Principles and Practice 2024-25 | 15 |
| UBLL33-15-M | The Sustainable Organisation: Vision into Practice 2024-25 | 15 |

### Year 1 Optional Modules (Part-time)

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

UBGMF4-30-M Work-Based Learning in Sustainability and Environmental Management

| Module Code | Module Title | Credit |
| --- | --- | --- |
| UBGMF4-30-M | Work-Based Learning in Sustainability and Environmental Management 2024-25 | 30 |

**Year 2**
Part-time students must take 30 or 60 credits in year 2 depending on whether or not they have already taken UBGMF4-30-M Work-Based Learning in Sustainability and Environmental Management in year 1.

**Year 2 Optional Modules (Part-time)**
Part-time students must take 30 credits of optional modules from the departmental offerings available from Geography and Environmental Management and / or Architecture and the Built Environment and/or in other areas offered by other Faculties that complement the core learning on the programme, as advised by the Programme Leader.

Possible examples include: exploring the application of sustainability in a context different to that explored in core modules (e.g. engineering), further developing skills in affecting sustainability change (e.g. activism and the media or advanced feature writing), specialising in one or more aspect of sustainability (e.g. modules relating to air quality, etc.) or exploring sustainability at a wider scope than the community/city/organisational level covered by the core learning on the programme (e.g. national and international law).

Optional modules offered each year may be subject to change and are dependent on availability.

Students must take module UBGMF4-30-M Work-Based Learning in Sustainability and Environmental Management if they have not taken it already in year 1.

| Module Code | Module Title | Credit |
|---|---|---|
| UBGMF4-30-M | Work-Based Learning in Sustainability and Environmental Management 2025-26 | 30 |

**Part C: Higher Education Achievement Record (HEAR) Synopsis**

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 D: External Reference Points and Benchmarks**

External reference points:

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.

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)

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:

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

External Reference Points

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.

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.

Internal Reference Points:

The UWE 2020 Strategy

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.

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.

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.

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, 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.

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.

**Part E: Regulations**
Approved to University Regulations and Procedures.