

**PROGRAMME SPECIFICATION –
MA in Professional Practice, Sustainable Development Advocacy**

1	Awarding institution/body	University of Worcester
2	Teaching institution	Bulmer Foundation
3	Programme accredited by	N/A
4	Final award	MA Postgraduate Diploma Postgraduate Certificate
5	Programme title	Professional Practice: Sustainable Development Advocacy
6	Pathways available	N/A
7	Mode and/or site of delivery	Practice based / Herefordshire and the West Midlands/ taught at the Cider Museum, Hereford
8	Mode of attendance	Full and part-time
9	UCAS Code	N/A
10	Subject /Professional Benchmark statements	N/A
11	Date of Programme Specification preparation/revision	Sept 2010
12	Educational aims of the programme	<p>In order to effect change at any level, from grass roots delivery to international policy making, there is a need for informed advocates who can demonstrate high levels of skill and professionalism.</p> <p>The MA in Sustainable Development Advocacy is an intensive programme which runs full-time over one year and part-time over three years. It is a highly innovative course with experiential learning at its heart. Students will learn through masterclasses, live projects and work placements in real settings. Core taught sessions will enable students to develop the in-depth knowledge and skills necessary for them to construct powerful evidence based arguments. As a result students will gain the skills that are attuned to the needs of employers and will be equipped to become competent, professional sustainability advocates.</p> <p>Key aims are to:</p> <ul style="list-style-type: none"> • Strengthen student understanding of the interrelationship between human nature, human health, animal health and the continued ability of the planet to support life as we know it • Provide students with the core evidence base to effectively encourage improvements in environmental quality and reductions in negative impacts of human activity • Produce highly skilled advocates who can successfully effect change and to promote, facilitate and develop sustainable development policies and practices in their chosen career • Empower students to promote the regeneration, diversification and localisation of economies and the revitalisation of communities
13	Intended learning outcomes and learning, teaching and assessment methods	<p>On completion of the Programme students should be able to</p> <ol style="list-style-type: none"> 1 Demonstrate a sophisticated, up-to-date understanding of the concept of and critically evaluate the need for sustainable development 2 Create opportunities for putting sustainable development principles into practice in the community and the workplace

- 3 Demonstrate enhanced advocacy and problem solving skills
- 4 Analyse, evaluate and reflect on the opportunities and barriers to achieving sustainable development and what constitutes best practice.
- 5 Evidence a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge

Pedagogic approach

The Programme seeks to exemplify best practice in terms of sustainable development education. The following list of indicators below give a flavour of our pedagogic approach which:

- Is situated in real-world issues
- Encourages interaction with local community
- Promotes cooperative and critical inquiry
- Encourages creative and systemic thinking
- Promotes an ethos of respect and inclusion
- Provides time and space for reflection

Learning and teaching activities include key note lectures and seminars, placement learning; reflective practice, problem solving, debate, mediation, portfolio development, dialogue, professional networking, team tasks, presentations, identification of sustainable and unsustainable practice.

Assessed work will include: facilitated self-assessment; peer assessment; external assessment; formative assessment; summative assessment and team assessment.

Students will be required to produce essays and reports, give presentations, conduct research and undertake sector placements.

Sector placements have been designed in accordance with the UW Quality Standards for Work-based and Placement Learning.

14 Assessment Strategy

Advocates require a high level of self awareness, including an understanding of how they impact on others. Peer and self assessment facilitate their development in this domain. Formative assessment encourages students to refine their written work and more fundamentally to continuously develop and cultivate their thinking as a result of new information and reflection. This is particularly relevant in sustainable development field where the scene is constantly changing. Advocates will be required to present on their chosen topic areas to a range of audiences. Assessed presentations will help develop students' ability to use different presentation styles. Host employers are required to contribute to the assessment process as they are best placed to judge the added value of the students' work to their organisation, and their level of professionalism.

The programme has been designed taking into account the University's Assessment Policy and student work is assessed against the University's M level grade descriptors. This ensures that assessment is rigorous and equitable for each student.

Internal and external moderation of assessed work will be carried out as described in section 20.

Grid showing how assessment methods at each level are mapped to modules

Module	Essay	Work based performance	Written evaluative report	Journal	Literature Review	Presentation	Poster Presentation	Portfolio	Independent Study	Peer performance
	Percentage weighting of assessment									
SDAP 4011	100									
SDAP 4012		20	40			40				
SDAP 4013		20	40			40				
SDAP 4014		20	40			40				
SDAP 4015		20	40			40				
SDAP 4016	30					30		30		10
SDAP 4017				20		40	40			
SDAP 4020					30				70	

15

AWARD MAP FOR A POSTGRADUATE AWARD

Title: MA Professional Practice: Sustainable Development Advocacy

Year: Sept 2010

Last Updated: June 2010

LEVEL 7

Module Code	Module Title	Credits (Number)	Status Mandatory (M) or Optional (O)	Prerequisite (Code of Module required)
SDAP 4011	Sustainable Development Advocacy Master Classes	20	M	None
SDAP4012	Placement 1 Policy, Standards & Advice	20	O*	None
SDAP4013	Placement 2 Business	20	O*	None
SDAP4014	Placement 3 Media and Campaigns	20	O*	None
SDAP4015	Placement 4 Community and Social	20	O*	None
SDAP4016	Team Task	20	M	None
SDAP4017	Advocating Change	20	M	None
SDAP4020	Sustainable Development Project	60	M	None

PG Certificate Requirements: Students completing the Postgraduate Certificate must successfully complete 60 credits at level 7, to include SDAP4011, one of SDAP4012-15 plus either SDAP4016 or SDAP4017.

PG Diploma Requirements: Students completing the Postgraduate Diploma must successfully complete 120 credits at level 7, comprising SDAP4011, SDAP4016, SDAP4017 and three from SDAP4012 – SDAP4015.

MA Requirements: Students completing the Masters award must take all mandatory modules specified above, together with three from SDAP4012 – SDAP4015. Students must successfully complete 180 credits in total.

Note: O* denotes modules that are optional but students are required to take three out of the

four. For the PG Dip and MA, and two out of four for the PG Cert

16 QAA Academic Infrastructure

The QAA's FHEQ requirements for M Level and sections 2 and 9 of their Code of Practice have been taken into consideration when designing the programme, its assessment strategy and arrangements for the Sector Placements. The QAA's Masters Degree characteristics have also informed the Programme Development.

17 Support for students

During the first week of the Programme students will receive a full induction to the Programme. This will include a familiarisation visit to the University. All students will receive a Course Handbook.

Whilst on placement students will be assigned a Placement Supervisor. Appropriate placement activities will be negotiated with the Placement Supervisor. To support the students with their Project, a Project Supervisor will be allocated with specialist subject knowledge.

All students will have access to both University of Worcester and the MASDA Programme Libraries and University Careers Service. The University's Virtual Learning Environment will provide significant information source on latest research and policy development in the sustainable development field. In addition, resource material and lists relating to recommended reading will be provided by Placement Supervisors and external speakers.

Each student will be allocated a personal tutor who will be responsible for their pastoral support as well as being first point of contact.

The University of Worcester has an [Equal Opportunities Policy](#), together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

The Bulmer Foundation also has an equal opportunities policy, a copy of which is available at the course office in the Cider Museum.

Students are entitled to access the full range of University Student Support Services as listed in section 7 of the course handbook.

18 Admissions policy, criteria and procedures

For this Programme students should normally:

- Have an honours degree of at least lower second class honours in a relevant subject or work based equivalent.
- Be able to evidence a commitment to sustainable development.
- Be able to evidence advocacy potential.

NB. Applicants not possessing a first degree who believe they have the work-based equivalent experience will be considered on an individual basis by the Programme Team. APEL will not be considered for module exemption but might be admissible in relation to admission requirements. In this case, evidence of past work based experience will be required.

All prospective students are interviewed.

19 Methods for evaluating and improving the quality and standards of teaching and learning

- Annual programme evaluation report.

- Student feedback (e.g. module evaluation forms/informal feedback during/after activities).
- Placement Supervisor feedback (evaluation forms, verbal feedback).
- Twice yearly Course Committee meetings (minimum).
- Double marking of projects.
- University of Worcester link tutor.
- External Examiner input and Examination Boards.

20 Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is 50% for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at 50% unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module, which will incur payment of the module fee.
- For full details of submission regulations see PRF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment takes place during the following semester or during the summer reassessment period at the end of the academic year.
- If following reassessment the module has been passed, the module grade will be capped at 50%.
- If a student is unsuccessful in the reassessment, they will have one further and final reassessment opportunity.
- A student who fails 40 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.

Moderation

- Internal moderation of assessments will be carried out by the Programme Leader and Programme Lecturer. Where this is not possible or appropriate a UW member of academic staff will be asked to carry out the work.
- Internal moderation of assessments marked by Placement Supervisors will also be carried out by the Programme Leader or Programme Lecturer.
- Presentations will be attended by both Programme Leader and Programme Lecturer in order to moderate assessment of these. Where this is not possible or appropriate a UW member of academic staff will be asked to attend.
- External moderation will be carried out by the External Examiner, who will moderate a sample of assignments and Placement Supervisor Reports. In addition the External Examiner will be invited to attend assessed student presentations.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, to include SDAP4011, one of SDAP4012-15 and either SDAP4016 or SDAP4017
PG Dip	Passed a minimum of 120 credits at level 7, comprising SDAP4011- SDAP4017
Masters (MA)	Passed a minimum of 180 credits at level 7 including a minimum of 60 credits from the Dissertation

The awards of PG Cert, PG Dip or Masters may be made with Merit or Distinction.

21 Indicators of quality and standards

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education. The University will be audited next in 2011.

In past years the Programme has enjoyed excellent success rates, with the majority of full time students going on to work in their chosen fields. For example, out of three cohorts of twelve students, 34 graduated with an MA. The Programme has also received positive external examiner reports in past years

The course has been reviewed in 2010 and improvements have been made as a result of feedback from past and present students, former placement hosts, the wider University of Worcester course team, the external examiner and external advisor.

22 Career Opportunities & Links with Employers

A feature of working at the sharp-end of any debate is that of working ahead of demand. People do not always demand what is needed. This is particularly true in relation to the adoption of new ideas such as sustainable development which call for new ways of doing things. Practice always lags behind policy. People need to be persuaded, which is why we are training Advocates with the ability to make the case for sustainable development and create a demand for their skills.

Through the sector placements students are provided with opportunities to develop relationships with potential employers. We invite all our placement supervisors to a placement debriefing and the end of Programme presentation and their feedback is actively sought.

We have an excellent employment record with most students gaining employment in the sustainable development field within a few months of graduating. For example, graduates of the programme have gone on to occupy the following posts:

Project officer – Marches Energy Agency
Sustainable development officer – Shropshire Council
Recycling officer – Hackney Council
FE lecturer in sustainable agriculture – Hartpury College
Enviro Link NW – Business development manager

Please note: 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 s/he 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 each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Template updated January 2010

SDA timetable 2010-11

Module	Credits	Sep-10	Oct-10	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	Jul-11	Aug-11
AP4011	20	4 days - incl iductn & UW visit	2		2	2		2	2	2		Finished	Finishe
AP4012-5	3 x 20		1 intro + Pre placement prep	4 week placements	1 pres + Plcmnt reps	1 intro + Pre placement prep	4 week placements	1 pres + Plcmnt reps		1 intro + Pre placement prep	4 week placements	1 pres + Plcmnt reps	Finishe
AP4016	20				2 Planning and research	2 Incl group tutorials		2 Incl group tutorials	2 Incl group tutorials	2 Incl presentations		Finished	Finishe
AP4017	20	1	2 (Grp & ind tutorials)		1 Tutorials/talks	2 Poster planning		1 Tutorials	2 Tutorials & poster event	2 event planning		2 Incl final event	Finishe
AP4020	60		2 Research & Planning		1 Ind tutorial	1 ind tutorials		1 Ind Tutorials	1 Ind tutorials	1 Ind tutorials		1 Ind tutorial + rep submission	Finishe

N.B. The numbers in the boxes represent the number of days of face to face teaching sessions for the relevant module in each month.

Module Specifications

MODULE SPECIFICATION	
ESSENTIAL ELEMENTS	EXPLANATION
*Module Code:	SDAP4011
*Module Title:	Sustainable Development Advocacy Masterclasses
*Department:	Science and the Environment
*Subject:	Sustainable Development Advocacy
Module Leader:	Christianne Wakeham.
*Module Type and Restrictions:	MA Closed
*Level:	Level 7
*Module Credits:	20 credits
*Module Status in relation to courses:	Mandatory – MA in Professional Practice, Sustainable Development Advocacy
*Pre-requisites:	None
*Co-requisites:	None
*Excluded combinations:	None
*Location of Teaching:	The Bulmer Foundation, Cider Museum, Hereford
Short Module Descriptor:	<p>A series of Masterclasses and visits led by local, national and international experts in the sustainable development field. They are designed to deepen students' understanding of the evolving concept of sustainable development and associated cutting edge solutions to ensure they can operate at the 'sharp-end' of the debate. Site visits complement Masterclasses e.g. visiting farms where biofuel crops are being grown following presentation on the subject of energy security for the region.</p> <p>The classes also provide students with a sense of the breadth of the sustainable development debate and the visits exemplify sustainable development principles in practice.</p>
*Rationale:	<p>This module aims to provide students with the fundamental knowledge they will require in order to be effective advocates for sustainable development. Whilst some Masterclasses will deliver key core information underpinning sustainable development theories and practices, others will provide challenging and thought provoking topics to allow students to develop their advocacy skills with both peers and experts. Discussion will follow each presentation in order to develop students' advocacy skills.</p>
*Intended Learning Outcomes	<p>Intended Learning Outcomes should be student centred and express what it is intended the student will have learnt and therefore be able to do on completion of the module/unit.</p> <p><i>'On successful completion of the module, students should be able to:'</i></p> <ol style="list-style-type: none"> 1. Demonstrate and apply a sophisticated, comprehensive understanding of sustainable development principles e.g.

	<ul style="list-style-type: none"> ○ the interdependence of major systems ○ the needs, rights and responsibilities of current and future generations ○ the equity and justice issues associated with sustainable development ○ the need for objectivity and evidence based decision making ○ the environmental limits to human activities <ol style="list-style-type: none"> 2. Demonstrate an awareness of the 'live' areas of the sustainable development debate and advanced scholarship 3. Analyse and evaluate a wide range of sustainable development solutions tools, techniques and technologies available. 4. Evaluate different styles of communicating sustainable development principles to specialists and non specialists. 5. Understand techniques required to empower people and inspire them to take positive action. 										
Indicative Content	The Masterclasses series will include core presentations/lectures and discussion, covering key issues such as the environmental needs for sustainable development (e.g. the evidence base around climate change), (LOs1,3,4) principles of sustainable development (LOs 1,3,4), the status quo of sustainable development (LOs1,2,3,4), basic advocacy skills (LOs 4,5), introductory presentation skills (LOs 4,5), use of reflective models. The remaining classes will comprise topical and cutting edge presentations and educational visits arranged to complement selected presentations (LOs 1 - 5).										
*Mode of Module Delivery	Standard delivery model. (There will be 12 presentations/visits in total, running throughout semester one and to end of May in semester 2.)										
Learning and Teaching Activities	The module will be delivered through a series of Masterclasses; presentations/lectures, followed by facilitated discussion. Presentations/lectures will be delivered by the course team and by local, national and international experts. Site visits will be arranged to complement a selection of the presentations. The Masterclasses will address learning outcomes as specified above, under Indicative Content. The module will be assessed via an essay.										
Use of learning technologies	The main delivery method for this module will be face to face teaching.										
*Attendance Policy /Requirement	No formal requirements, although students are expected to attend all sessions.										
*Assessment Details	<table border="1"> <thead> <tr> <th>Summative Assessment Items</th> <th>Indicative Word Limit or equivalent (e.g. time)</th> <th>Weighting</th> <th>Learning Outcomes Assessed</th> <th>Anonymous Marking</th> </tr> </thead> <tbody> <tr> <td>Essay</td> <td>3000 words</td> <td>100%</td> <td>LOs 1 - 5</td> <td>No</td> </tr> </tbody> </table>	Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Learning Outcomes Assessed	Anonymous Marking	Essay	3000 words	100%	LOs 1 - 5	No
Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Learning Outcomes Assessed	Anonymous Marking							
Essay	3000 words	100%	LOs 1 - 5	No							
Sample Assignments	Discuss, analyse and evaluate the appropriateness of different styles of advocacy for a range of audiences, citing examples from at least six masterclasses.										
Key Texts	Dresner, S (2002) <i>The principles of sustainability</i> . Earthscan, London Elliot, J (2005) <i>An introduction to sustainable development</i> . Routledge, London Reid, D. (1995) <i>Sustainable development: an introductory guide</i> . Earthscan, London.										
Indicative Bibliography and other learning resources	As above plus key journals such as the Environment Times, The Ecologist, Green Futures, Sustainable Development, and Environmental										

	Planning.
Date Module Specification Validated	

MODULE SPECIFICATION	
ESSENTIAL ELEMENTS	EXPLANATION
*Module Codes:	SDAP4012-5
*Module Title:	Sector Placements
*Department:	Science and the Environment
*Subject:	Sustainable Development Advocacy
Module Leader:	Christianne Wakeham
*Module Type and Restrictions:	MA Closed
*Level:	Level 7
*Module Credits:	20 credits per module
*Module Status in relation to courses:	Optional – MA in Professional Practice, Sustainable Development Advocacy (Students to do three of the four options SDAP 4012, SDAP 4013, SDAP 4014, SDAP 4015).
*Pre-requisites:	None
*Co-requisites:	None
*Excluded combinations:	None
*Location of Teaching:	The Cider Museum, Hereford
Short Module Descriptor:	<p>Each module/placement comprises a four week placement in an agreed host organisation. There are four subject areas for the placements, of which students will need to choose three.</p> <p>The subject areas are:</p> <ul style="list-style-type: none"> • SDAP 4012 Policy, standards and advice • SDAP 4013 Business • SDAP 4014 Media and campaigning • SDAP 4015 Community and Social <p>Students should expect to act as a pro-bono consultant to undertake a discrete, Masters Level piece of work in their host organisations.</p>
*Rationale:	<p>The aim of these modules is to provide the student with experience of working as a professional in a real environment on a live and relevant project.</p> <p>Through the assessed work the student will need to reflect on their performance as a professional in the workplace, so developing their skills as an advocate and specialist.</p>

<p>*Intended Learning Outcomes</p>	<p>On successful completion of the module, students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the purpose and nature of a given organisation's work 2. Succinctly summarise the modus operandi of an organisation 3. Assess how an organisation might relate to other organisations and stakeholders 4. Critically appraise a given organisation's position concerning sustainable development 5. Identify what constitutes best practice for sustainability within a specified sector 6. Identify and reflect on the opportunities and difficulties faced in trying to implement sustainable development strategies 7. Evidence enhanced personal, interpersonal, analytical, managerial and/or entrepreneurial skills 8. Demonstrate improved presentation and event coordination skills 																				
<p>Indicative Content</p>	<p>Students will undertake a four week placement conducting an in-depth piece of research or similar project. At the end of this work they will need to provide an appropriate report on the work and a further assessment of their own performance in the workplace. Host supervisors and the module leader will also be involved in supporting, monitoring and feeding back to the student during and after each placement. Further to this, each student will present a summary of their placement and any findings their peers and members of the course team to give them the opportunity to demonstrate their advocacy skills both inside and outside the workplace.</p>																				
<p>*Mode of Module Delivery</p>	<p>Each placement will comprise an intensive, four week piece of work in an approved host organisation.</p>																				
<p>Learning and Teaching Activities</p>	<p>The primary method of these modules is that of experiential learning although there will also be elements of mentoring and workplace style supervision.</p> <p>In addition to each (full time, four week) placement, students will be required to complete preparatory (formative) and final reports on their placements, as well as a presentation to peers.</p>																				
<p>Use of learning technologies</p>	<p>This is primarily a hands on, self directed, experiential learning module and so is unlikely to involve any substantial other learning technologies unless it they are directly relevant to a specific placement.</p>																				
<p>*Attendance Policy /Requirement</p>	<p>Students will be expected to attend the sector placement on a full time basis and to attend a mid-placement visit by a member of the course team.</p> <p>Non attendance, except in exceptional mitigating circumstances, will result in a failure of the module.</p>																				
<p>*Assessment Details</p>	<table border="1"> <thead> <tr> <th data-bbox="580 1554 767 1709">Summative Assessment Items</th> <th data-bbox="767 1554 951 1709">Indicative Word Limit or equivalent (e.g. time)</th> <th data-bbox="951 1554 1110 1709">Weighting</th> <th data-bbox="1110 1554 1270 1709">Learning Outcomes Assessed</th> <th data-bbox="1270 1554 1453 1709">Anonymous Marking</th> </tr> </thead> <tbody> <tr> <td data-bbox="580 1709 767 1800">Placement performance</td> <td data-bbox="767 1709 951 1800">Assessed by placement host</td> <td data-bbox="951 1709 1110 1800">20%</td> <td data-bbox="1110 1709 1270 1800">LOs 1, 2, 3, 4</td> <td data-bbox="1270 1709 1453 1800">No</td> </tr> <tr> <td data-bbox="580 1800 767 1921">Evaluative placement report</td> <td data-bbox="767 1800 951 1921">2000 words</td> <td data-bbox="951 1800 1110 1921">40%</td> <td data-bbox="1110 1800 1270 1921">LOs 1 - 7</td> <td data-bbox="1270 1800 1453 1921">No</td> </tr> <tr> <td data-bbox="580 1921 767 2042">Placement presentation</td> <td data-bbox="767 1921 951 2042">30 minute presentation as part of seminar</td> <td data-bbox="951 1921 1110 2042">40%</td> <td data-bbox="1110 1921 1270 2042">LOs 1 - 7</td> <td data-bbox="1270 1921 1453 2042">No</td> </tr> </tbody> </table>	Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Learning Outcomes Assessed	Anonymous Marking	Placement performance	Assessed by placement host	20%	LOs 1, 2, 3, 4	No	Evaluative placement report	2000 words	40%	LOs 1 - 7	No	Placement presentation	30 minute presentation as part of seminar	40%	LOs 1 - 7	No
Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Learning Outcomes Assessed	Anonymous Marking																	
Placement performance	Assessed by placement host	20%	LOs 1, 2, 3, 4	No																	
Evaluative placement report	2000 words	40%	LOs 1 - 7	No																	
Placement presentation	30 minute presentation as part of seminar	40%	LOs 1 - 7	No																	

Sample Assignments	Placement performance - assessment of placement performance by host supervisor. Placement report – 2000 word evaluative report on the placement work and the host organisation that addresses all of the learning outcomes to include a critical reflection on own placement performance. Sector placement presentation to peers and members of course team. Small groups of students to create a joint presentation which encompasses and illustrates their individual placements in a cohesive manner.
Key Texts	Savitz, A W and Weber, K (2006) <i>The triple bottom line: How today's best run companies are achieving economic, social and environmental success and how you can too</i> . Wiley, Chichester.
Indicative Bibliography and other learning resources	Welford, R and Starkey, R (2000) <i>The Earthscan reader in business and sustainable development</i> . Earthscan, London.
Date Module Specification Validated	

MODULE SPECIFICATION	
ESSENTIAL ELEMENTS	EXPLANATION
*Module Code:	SDAP 4016
*Module Title:	Team Task
*Department:	Science and the Environment
*Subject:	Sustainable Development Advocacy
Module Leader:	Christianne Wakeham
*Module Type and Restrictions:	MA Closed
*Level:	Level 7
*Module Credits:	20 Credits
*Module Status in relation to courses:	Mandatory – MA in Professional Practice, Sustainable Development Advocacy
*Pre-requisites:	None
*Co-requisites:	None
*Excluded combinations:	None
*Location of Teaching:	The Bulmer Foundation, The Cider Museum, Hereford
Short Module Descriptor:	Students will work in small groups to undertake a research project or work of a similar nature in a live setting, on behalf of a local organisation or group. This module is designed to develop teamwork skills and to provide assistance to local organisations or groups seeking to address the sustainable development challenge.
*Rationale:	Working in small groups in a real world setting where there is something at stake i.e. the possibility to make a difference, provides students with

	an opportunity to deepen their self knowledge and their understanding of what it takes to convert principles and strategy into practice.																				
*Intended Learning Outcomes	On successful completion of the module, students should be able to: <ol style="list-style-type: none"> 1. Demonstrate enhanced ability to work as a cooperative team member and where necessary as a team leader 2. Evidence enhanced ability to reflect on and assess one's own and others practice 3. Show enhanced ability to plan appropriately 4. Display a high level of competence in applying sustainable development principles and relevant solutions 5. Evidence their entrepreneurship/problem solving ability 																				
Indicative Content	The team tasks will vary year on year. Tasks could comprise: Tackling an aspect of the development of a Parish Plan or Planning a community sustainability project.																				
*Mode of Module Delivery	Students will work in groups of three to five with the support of the academic staff and in collaboration with the identified local organisation / group. Teaching and learning will comprise initial face to face teaching, tutorial support and self directed group work.																				
Learning and Teaching Activities	Teaching and learning will comprise face to face teaching for study, research and other module related skills, tutorial support and self directed group work. Students will be expected to take responsibility for their self directed study.																				
Use of learning technologies	Students will use Blackboard and Pebble pad to communicate and compile their team task portfolios. Training in the use of these technologies will be given in the Course Induction process and ongoing support will be given by the course team.																				
*Attendance Policy /Requirement	Students are expected to attend all sessions. The group presentation session is mandatory.																				
Assessment Details	<p>Students should complete a 500 word formative reflective report at the end of week 4 of the module.</p> <table border="1"> <thead> <tr> <th>Summative Assessment Items</th> <th>Indicative Word Limit or Equivalent (e.g. time)</th> <th>Weighting</th> <th>Learning Outcomes Assessed</th> </tr> </thead> <tbody> <tr> <td>Reflective Report</td> <td>1000 words</td> <td>30%</td> <td>LO 1, 2</td> </tr> <tr> <td>Group Presentation</td> <td>30 minutes plus questions</td> <td>25%</td> <td>LO 3,4,5</td> </tr> <tr> <td>Group Portfolio</td> <td>Up to 5000 words</td> <td>30%</td> <td>LO 3, 4, 5</td> </tr> <tr> <td>Peer performance assessment</td> <td>Performance summary and mark for each of fellow team members</td> <td>15%</td> <td>LO 1, 2</td> </tr> </tbody> </table> <p>* indicates group mark</p>	Summative Assessment Items	Indicative Word Limit or Equivalent (e.g. time)	Weighting	Learning Outcomes Assessed	Reflective Report	1000 words	30%	LO 1, 2	Group Presentation	30 minutes plus questions	25%	LO 3,4,5	Group Portfolio*	Up to 5000 words	30%	LO 3, 4, 5	Peer performance assessment	Performance summary and mark for each of fellow team members	15%	LO 1, 2
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Sample Assignments																					
Key Texts	Belbin, M. (2008). <i>Team Roles at Work</i> . A Butterworth-Heinemann.																				
Indicative Bibliography and	Alastair Fraser, Suzanne Neville, Industrial Society. Teambuilding																				

other learning resources	Myers, Isabel Briggs (1980). Gifts Differing: Understanding Personality Type. Davies-Black Publishing; Reprint edition (May 1, 1995). Goleman D, Boyatzis R E, McKee A. The New Leaders: Transforming the Art of Leadership. Sphere (2003) Peters T, Waterman R H Jr. In Search of Excellence with Tom Peters (DVD-ROM).
Date Module Specification Validated	

MODULE SPECIFICATION	
ESSENTIAL ELEMENTS	EXPLANATION
*Module Code:	SDAP 4017
*Module Title:	Advocating Change
*Department:	Science and the Environment
*Subject:	Sustainable Development Advocacy
Module Leader:	Christianne Wakeham
*Module Type and Restrictions:	MA Closed
*Level:	Level 7
*Module Credits:	20 credits
*Module Status in relation to courses:	Mandatory – MA in Professional Practice, Sustainable Development Advocacy
*Pre-requisites:	None
*Co-requisites:	None
*Excluded combinations:	None.
*Location of Teaching:	The Cider Museum, Hereford
Short Module Descriptor:	This module will comprise a range of activities designed to help students develop their communication and presentations skills as well as their personal resilience. Students will keep a reflective diary and design and deliver two different types of presentation – an academic poster presentation and a public event.
*Rationale:	This module seeks to help students enhance the interpersonal, presentation and communication skills that are required to present the challenge of sustainability to those around them and inspire others to take positive action. While developing these skills they will also explore ways to further increase their capacity for personal growth and resilience in order to remain effective in future challenging roles. An effective Sustainable Development Advocate will take responsibility for delivering a complex message that has the potential to deeply and personally challenge those they are communicating with. Their skill as a ‘messenger’ and “persuader” needs to be matched by their personal fortitude, commitment and resilience in the face of a world that is often strongly resistant to change. So as well as developing the skills to communicate effectively and to advocate for personal, community and institutional change they will also need to develop as

	a reflective practitioner, able to retain and renew the original passions that originally compelled them to work for change.				
*Intended Learning Outcomes	On successful completion of the module, students should be able to: <ol style="list-style-type: none"> 1. Demonstrate knowledge of different aspects of sustainable development. 2. Design and deliver an engaging presentation 3. Present on sustainable development themes coherently, confidently, and persuasively to small and large groups. 4. Reflect on their own experience, learning and performance 				
Indicative Content	Students undertaking this module will keep a reflective diary in order to record and reflect on their academic progress, performance and response to challenges encountered (LO1,3,4). They will also design and present an academic poster relevant to their studies on the course (LOs 1,2,3) and engage in a group task to design and deliver an event aimed at other professionals with an interest in sustainable development (LOs 1,2,3,4) .				
*Mode of Module Delivery	Standard taught module.				
Learning and Teaching Activities	Students will also learn through face to face taught sessions, tutorials, self directed study and group work.				
Use of learning technologies	Students will use both Blackboard and Pebblepad in this module. Training will be given in the use of these technologies as part of the student induction process. Ongoing support will be provided by the course team.				
*Attendance Policy /Requirement	Students are expected to attend all sessions. Attendance at both poster presentation and final event is mandatory.				
*Assessment Details	Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Learning Outcomes Assessed	Anonymous Marking
	Poster presentation/defence	Defence: 20 min	40%	LOs 1,2,3	No
	End of module dissemination event	4 hours	40%	LOs 1,2,3,4	No
	Reflective diary	Weekly entry of 300 – 500 words over 24 weeks.	20%	LOs 1,3,4	No
Sample Assignments	Assignments will vary year on year. The end of module event will be a group activity, where students will be required to design and deliver a seminar or similar event to disseminate their learning “journey”, experiences and key findings during their current year of study. The reflective diary will require students to evidence their progress as a student and advocate, including strengths, weaknesses and academic progress, during their current academic year.				
Key Texts	Influence: Science and Practice. Fourth Edition. Allyn & Bacon: 2001. Cialdini, Robert B. Ecological Intelligence: How Knowing the Hidden Impacts of What We Buy Can Change Everything (2009) Broadway Business. Goleman, D				
Indicative Bibliography and other learning	Harvard Business Review on What Makes a Leader? (1998) Goleman, D, MacCoby, M, Davenport T, Beck J.C, Clampa, D, Watkins. M, Harvard Business School Press				

resources	Nickerson, R. S. (2003). Psychology and environmental change. Mahwah, NJ: Erlbaum Web based poster presentation guides
Date Module Specification Validated	

MODULE SPECIFICATION	
ESSENTIAL ELEMENTS	EXPLANATION
*Module Code:	SDAP 4020
*Module Title:	Sustainable Development Advocacy Project
*Department:	Science and Environment
*Subject:	Sustainable Development Advocacy
Module Leader:	Christianne Wakeham.
*Module Type and Restrictions:	MA Closed
*Level:	Level 7
*Module Credits:	60 Credits
*Module Status in relation to courses:	Mandatory – MA in Sustainable Development Advocacy
*Pre-requisites:	None
*Co-requisites:	None
*Excluded combinations:	None
*Location of Teaching:	The Bulmer Foundation, The Cider Museum, Hereford
Short Module Descriptor:	The Sustainable Development Advocacy Project comprises an in depth piece of independent research or similar work, relating to an area of sustainable development chosen by the student. This is a substantial piece of work where students can demonstrate the extent of their acquired skills and abilities. Students will be required to submit a 5000 word literature review and a 10000 word project report.
*Rationale:	This module will enable students to develop the robust research and reporting skills necessary to really make a difference in the workplace and wider society. Working on a live project, students will be able to gain experience of working at a level where they can influence both policy and strategy.
*Intended Learning Outcomes	On successful completion of this module students should be able to: <ol style="list-style-type: none"> 1. Draw together and evaluate current thinking from a range of sources. 2. Research and develop the parameters for a 'live' project to improve sustainability within a sector or an organisation 3. Produced a detailed project action plan/proposal/feasibility study/funding proposal/other 4. Identify and propose ways of involving key stakeholders whose

	<p>participation is needed for the project to be successful</p> <p>5. Produce a detailed, coherent and evaluative project report</p>															
Indicative Content	<p>This module represents the culmination of the student's learning on the course and is one of the most important means by which Masters' quality is identified and assessed. It is an individual undertaking and the final responsibility for its successful planning and completion rests with the student, though supervisory guidance will be given. In this module students will initially complete a 5000 word literature review around their chosen specialist subject area. A Literature Review both analyses and synthesises a wide range of literature. It should draw from the academic literature, Masterclasses and any other relevant areas of the course. It may also review policy and/or technical publications. As well as presenting summaries of information and arguments in individual publications, the Review should critically appraise and evaluate documents; drawing comparisons between them.</p> <p>Students will then undertake a significant project and submit a 10,000 word project report. The Project requires students to display evidence of their ability to work independently and ethically in both researching and presenting a 'live' sustainable development topic of their own choice, to sustain these skills in an extended exercise and to plan and complete a substantial piece of work within the set deadlines.</p>															
*Mode of Module Delivery	This module will primarily comprise self directed study, with regular tutorial support.															
Learning and Teaching Activities	<p>Students will undertake their own research and will be supported by taught sessions and face to face tutorials.</p> <p>This is a 60 credit module and as such students should expect to spend around 600 hours to complete the work involved, with the majority of these hours being spent on self directed study.</p>															
Use of learning technologies	Students will use both electronic and printed means of research.															
*Attendance Policy /Requirement	No formal requirements, students must attend all tutorials.															
*Assessment Details	<p>Students should complete a 1000 word formative project proposal and a University Ethics Checklist.</p> <table border="1"> <thead> <tr> <th>Summative Assessment Items</th> <th>Indicative Word Limit or equivalent (e.g. time)</th> <th>Weighting</th> <th>Learning Outcomes Assessed</th> <th>Anonymous Marking</th> </tr> </thead> <tbody> <tr> <td>Literature Review</td> <td>5000 words</td> <td>30%</td> <td>LOs 1</td> <td>No</td> </tr> <tr> <td>Project report</td> <td>10000 words</td> <td>70%</td> <td>LOs 1,2,3 and 4</td> <td>No</td> </tr> </tbody> </table>	Summative Assessment Items	Indicative Word Limit or equivalent (e.g. time)	Weighting	Learning Outcomes Assessed	Anonymous Marking	Literature Review	5000 words	30%	LOs 1	No	Project report	10000 words	70%	LOs 1,2,3 and 4	No
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Sample Assignments	<p>5000 word literature review</p> <p>10000 word project report</p>															
Key Texts	Bell, J. (2005) <i>Doing Your Research Project</i> . Open University Press															
Indicative Bibliography and other learning resources	<p>Bell, J. (2002) <i>Learning From Research: Getting More From Your Data</i>. Open University Press</p> <p>Denscombe, M. (2003) <i>The Good Research Guide</i>. Open University Press</p> <p>Oliver, P. (2003) <i>Student Guide to Research Ethics</i>. Open University Press</p> <p>Robson, C. (2002) <i>Real World Research</i>. 2nd Ed. Blackwell</p>															

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