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**Programme Specification**

**Title of Course: MSc Sustainability and Environmental Change**

**Date Specification Produced: October 2012**

**Date Specification Last Revised: October 2016**

This Programme Specification is designed for prospective students, current students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended 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 teaching, learning and assessment methods, learning outcomes and content of each module can be found in Student Handbooks and Module Descriptors.

**SECTION 1: GENERAL INFORMATION**

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| **Title:** | MSc Sustainability and Environmental Change |
| **Awarding Institution:** | Kingston University London |
| **Teaching Institution:** | Kingston University London |
| **Location:** | Penrhyn Road |
| **Programme Accredited by:** | Not applicable |

**SECTION2: THE PROGRAMME**

1. **Programme Introduction**

***Sustainability and Environment Change*** is one of a new suite of postgraduate courses addressing the challenges surrounding climate change and the move to a low carbon economy and related environmental change and management policies and strategies. Distinctively the postgraduate courses share core modules from different discipline areas within the Faculties of Art Design & Architecture, Business & Law and Science. The philosophy and rationale of the course build on the need for new sustainability professionals; people with a strong cross-disciplinary understanding of the societal, economic, and environmental challenges posed by the emerging climate change agenda in particular and environmental change more generally. Identifying appropriate and effective responses, whether technical, regulatory, behavioural or fiscal or by innovative design or changing business priorities demands a high level of multidisciplinary understanding. The *Sustainability and Environment Change* Masters aims to provide students with the in-depth knowledge and the essential practical and evaluative skills needed to give leadership for low carbon, resource efficient, sustainable futures in diverse global contexts. The multidisciplinary understanding that gives rigour and credibility to sustainability and decision-making for a more sustainable future is a key underlying philosophy for this programme. The programme will provide students with a good basis for careers in local government, with NGOs, major international companies, as independent consultants, and in education, research and enterprise more generally.

1. **Aims of the Programme**

The specific aims for the MSc Sustainability and Environmental Change are:

* To provide students with the opportunity to apply their knowledge and skills to the in-depth study of a specific environmental or sustainability issue
* To ensure students are capable of independently and successfully completing a complex research investigation pertinent to sustainability, environment and change including its management, performance, analysis and critical evaluation
* To endow students with the skills to present and defend their research orally and in writing
* To foster a commitment to life-long learning and self development.

The overarching aims of the Masters programme in Sustainability and Environmental are:

* To promote a deep understanding of sustainability
* To develop a critical analytical and reflective understanding of environmental change and the potential for sustainable environmental management
* To understand in particular the economic and legal frameworks promoting sustainable development and other drivers for sustainable behaviour at individual and corporate institutional and governmental levels
* To appreciate the importance of a multidisciplinary approach to sustainability
* To acquire the pertinent research skills to support sustainable development in diverse contexts
* To be aware of global literature and research activity in the field of sustainability and environmental change and to be able to critically analyse these resources whether from academic, business, charitable agency or governmental sources
* To produce graduates who able to innovate and to respond to new and emerging challenges and who can work effectively in changing and unfamiliar situations and manage these sustainably.

1. **Intended Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the revised Benchmark Statements for Earth Sciences, Environmental Sciences & Environmental Studies (ES3) and Geography and Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student.

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| **Programme Learning Outcomes** | | | | | | |
|  | **Knowledge and Understanding**  **On completion of the course students will be able to:** |  | **Intellectual skills – able to:**  **On completion of the course students will be able to:** | |  | **Subject Practical skills**  **On completion of the course students will be able to:** |
| A1 | Demonstrate self–management and autonomy in the planning, organisation, analysis and execution of an independent research project. | B1 | Be able to demonstrate appropriate skills and competence in the independent design management, completion and critical evaluation of a multidisciplinary research project. | | C1 | Integrate research design and data collection and analysis methods from a diverse range of discipline areas. |
| A2 | Show a critical understanding of the multidisciplinary challenges characteristic of sustainability and environmental change and with reflection and recall integrate their theoretical and practical skills to respond to those challenges. | B2 | Be able to communicate concisely, orally and in writing, the findings of their research and to defend their work. | | C2 | Plan design and execute a sustained piece of research to a given timeframe and budget. |
| A3 | Apply judgement, reflection and original thought to problem solving in a variety of contexts pertinent to sustainability, sustainable development and environmental change and to policy and management responses to environmental change and the perceived need for more sustainable approaches to resource use and development. | B3 | Demonstrate proficiency in the analysis, interpretation and presentation of complex research data and information. | | C3 | Evaluate critically and interpret their own data in the light of current research. |
| A4 | Be able to reflect on and evaluate critically proposed policies and practices for more sustainable future development in a wider and more diverse range of socio-economic and geo-political contexts. | B4 | Have enhanced and deepened their multi-disciplinary understanding of sustainability issues and challenges. | | C4 | Present and defend their findings concisely and effectively to lay and expert audiences using a wide range of media. |
| **Key Skills** | | | | | | |
|  | **Self Awareness Skills** |  | **Communication Skills** | |  | **Interpersonal Skills** |
| AK1 | Take responsibility for own learning and plan for and record own personal development | BK1 | Express ideas clearly and unambiguously in writing and the spoken work | | CK1 | Work well with others in a group or team |
| AK2 | Recognise own academic strengths and weaknesses, reflect on performance and progress and respond to feedback | BK2 | Present, challenge and defend ideas and results effectively orally and in writing | | CK2 | Work flexibly and respond to change |
| AK3 | Organise self effectively, agreeing and setting realistic targets, accessing support where appropriate and managing time to achieve targets | BK3 | Actively listen and respond appropriately to ideas of others | | CK3 | Discuss and debate with others and make concession to reach agreement |
| AK4 | Work effectively with limited supervision in unfamiliar contexts |  |  | | CK4 | Give, accept and respond to constructive feedback |
|  |  |  |  | | CK5 | Show sensitivity and respect for diverse values and beliefs |
|  | **Research and information Literacy Skills** |  | **Numeracy Skills** | |  | **Management & Leadership Skills** |
| DK1 | Search for and select relevant sources of information | EK1 | Collect data from primary and secondary sources and use appropriate methods to manipulate and analyse this data | | FK1 | Determine the scope of a task (or project) |
| DK2 | Critically evaluate information and use it appropriately | EK2 | Present and record data in appropriate formats | | FK2 | Identify resources needed to undertake the task (or project) and to schedule and manage the resources |
| DK3 | Apply the ethical and legal requirements in both the access and use of information | EK3 | Interpret and evaluate data to inform and justify arguments | | FK3 | Evidence ability to successfully complete and evaluate a task (or project), revising the plan where necessary |
| DK4 | Accurately cite and reference information sources | EK4 | Be aware of issues of selection, accuracy and uncertainty in the collection and analysis of data | | FK4 | Motivate and direct others to enable an effective contribution from all participants |
| DK5 | Use software and IT technology as appropriate |  |  | |  |  |
|  | **Creativity and Problem Solving Skills** |  |  | |  |  |
| GK1 | Apply scientific and other knowledge to analyse and evaluate information and data and to find solutions to problems |  |  | |  |  |
| GK2 | Work with complex ideas and justify judgements made through effective use of evidence |  |  | |  |  |
| **Teaching/learning methods and strategies** | | | | | | |
| The range of learning and teaching strategies includes | | | | | | |
| * Formal lectures * Practicals * Role-playing * Guided team work activities | | | | * Seminars and workshops * Debate * Module symposia * Tutorials | | |
| **Assessment strategies** | | | | | | |
| The range of learning and teaching strategies includes | | | | | | |
| * Written examinations * In-class tests * Reports * Case studies | | | | * Oral presentations * Research projects * Essays * Projects | | |
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1. **Entry Requirements**

The minimum entry qualifications for the programme are:

A good honours degree (*normally* 2.2 or better) or equivalent in a relevant discipline, such as Geography, Earth, Environmental, or Biological Sciences as the major field(s) of study or a relevant professional qualification, with suitable work experience.

Work Experience: Where applicants have relevant work experience and/or professional qualifications in the field of sustainability or related fields may be presented for evaluation against Kingston University’s mechanisms and processes for Accreditation of Prior Certificated Learning (APCL) and Accreditation of Prior Experiential Learning (APEL).

International students for whom English is not the first language, will also be required to have achieved an IELTS English language qualification with a score of 6.5 or above including a minimum score of 6.0 in writing and 5.5 in reading, listening and speaking; TOEFL 88 (minimum of 20/30 in writing; 20/30 for reading; 17/30 for listening and 20/30 in speaking) or equivalent is required for those for whom English is not their first language.

1. **Programme Structure**

The full time mode of the MSc in Sustainability, Environment and Change *normally* takes a full calendar year (12 months) study and the part time mode takes a minimum 24 months to complete. The taught element is spread over 2 semesters; the Dissertation/Masters Project module including the Conference element are taken over the summer with the Conference taking place in mid-September, though preparatory work may be undertaken ahead of this time period.

**E3. Outline Programme Structure**

Each level is made up of five modules each worth 30 credit points. Typically a student must complete 120 credits in the taught programme. They must then complete a dissertation worth 60 credit points. All students will be provided with the University regulations. Full details of each module will be provided in module descriptors and student module guides.

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| **Level 7** | | | | |
| **Compulsory modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | |
| The challenge of Climate Change | GG7030 | 30 | 7 |  | |
| Research Methods and Techniques | GG7050 | 30 | 7 |  | |
| Environmental Law and Regulation | LL7053 | 30 | 7 |  | |
| MSc Research Project | GG7900 | 60 | 7 |  | |
| **Option modules** |  |  |  |  | |
| Land and Water Resources Management | GG7010 | 30 | 7 |  | |
| Biodiversity and Conservation | GG7020 | 30 | 7 |  | |
| Evolving Cities1 | SV7303 | 30 | 7 |  | |
| Socio-Economic Sustainability in the environmental context1 | SV7304 | 30 | 7 |  | |
| 1Closure of Survey and Planning faculty precludes delivery of these modules.  Students can choose one optional module  Students exiting the programme with 60 credits are eligible for the award of PgCert  Students exiting the programme with 120 credits are eligible for the award of PgDip | | | | |

1. **Principles of Teaching Learning and Assessment**

This course has been designed to take account of the Kingston University Curriculum Design Principles. The course utilises a wide range of teaching and learning methods that enable students to learn actively with all elements of the course and embed the skills and knowledge within their own career aspirations. Teaching and learning methods are specifically designed to suit the content and the learning outcomes of each module. Typically, lectures are used to introduce key theoretical concepts and methodologies; practical sessions and field-based investigations introduce specific methods and exemplify theoretical concepts; independent learning space (e.g. guided by tutorials and seminar reflection) allows in-depth development and reading to support key concepts. Group work may be used to expose students to team working and working on larger projects.

Emphasis is placed on participatory learning though seminars, debate, role-playing, practicals, module symposia, tutorials and guided team work activities. Key note lectures will introduce major topics which students will be expected to develop further through guided reading and independent research. Expert guest speakers and sustainability practitioners will be invited to contribute to the taught programme to ensure relevance and currency in the world of business and commerce, research and professional practice. Tutorial support will be offered through the course director and module leaders.

Appropriate use will be made of Kingston’s on-line ‘Studyspace’ facility as a repository for support materials and for exchange of information and ideas between module participants. To accommodate the differing timetable needs across the three schools contributing to the programme and at the same time. Video and podcasts, self-assessment quizzes and dedicated reading materials will support the modules.

Research skills will be developed throughout the programme and explicitly in the research methods module GG7050 and in GG7900, the research project. Students are expected to scope, develop and manage their own research programmes, with appropriate supervisory support. Research links with employer needs, Kingston University and neighbouring Local Authority projects are encouraged. The teaching team through research and consultancy activities has good local, and wider, contacts to help promote this activity. Links with other European universities are actively under development in the context of this and related Masters programmes; it is expected that further research and exchange opportunities will emerge in these contexts. These will also importantly serve to promote international understanding of sustainability concerns and their resolution. Module programmes will:

* Enable students to achieve the overall aims and objectives of their course
* Encourage development of a strong knowledge base for subject material
* Promote multidisciplinary understanding
* Provide a stimulating and exciting educational programme
* Encourage independent learning and critical reflection
* Foster the development of personal, transferable, IT, and team working skills
* Encourage an appreciation and enthusiasm for research, and especially the challenge of multidisciplinary research

1. **Support for Students and their Learning**

Students are supported by:

To assist students to achieve their learning outcomes, the Faculty of Science, Engineering and Computing (SEC) and the School of Geography, Geology & the Environment have developed a wide range of initiatives to support postgraduates in both academic and pastoral matters. These include skills workshops that offer English language support, academic surgeries, detailed induction and orientation programmes at the start of the academic year, and subject based conference-style and team-building events. Advice on generic learning and study skills is available through the electronic learning management system to which all students have access: this includes, for example, advice on academic writing, oral communication, and numeracy, problem solving and career management.

Students are encouraged to discuss academic and pastoral concerns with their tutors. All academic staff operate a system of ‘office hours’ when they are routinely available for drop-in consultation or students may email for specific appointments. In addition the Faculty employs Student Support Officers who are available in both drop-in and appointment sessions to support students in all aspects of their education including pastoral issues.

Specific teaching and learning strategies are indicated in the individual module outlines and embrace the following.

Students are further supported by:

* A Module Leader for each module to provide logistical and academic support
* A Course Director to guide students through the programme structure and progression
* The Course Team to provide high quality teaching and advice
* Personal Tutors to provide academic and personal support
* Technical support to advise students on IT and the use of software
* Dedicated programme administration office for all non-academic queries
* An induction week at the beginning of the programme
* Staff Student Consultative Committee
* StudySpace – an on-line learning environment for *every* module
* A Learning Resource Centre and designated staff
* Study Skills Centre that provides academic skills support
* KU Student Support facilities that provide advice on financial, regulatory, legal, international student and accommodation issues;
* A Faculty-based Student Support team that provides advice and guidance on disability issues, student complaints and mitigating circumstances;
* International Office that provides support for those with English as a Second Language
* The Students’ Union
* Careers and Employability Service

1. **Ensuring and Enhancing the Quality of the Course**

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

* External examiners
* Boards of study with student representation
* Annual review and development
* Periodic review undertaken at the subject level
* Student evaluation
* Moderation policies

1. **Employability Statement**

The UK government, and the international community, has identified a priority need for graduates with advanced understanding of sustainability, sustainable development, climate change, environmental change phenomena and their management and monitoring, and appropriate policy and practical responses. The present programme addresses this need and distinctively integrates legal and economic drivers and understanding of social context with analysis of climate change, and broader topics in environmental management. Teaching strategy by facilitating exchange between students from this programme and related programmes in *Sustainability for Built Environment Practice* and *Sustainability, Law and Practice,* will widen and deepen understanding of related pertinent professional fields. As such graduates should find extensive career opportunities with NGOs, governmental organisations, businesses, industry and education or as independent consultants and advisers. They should be equipped for leadership roles.

As well as enhancing employability of entrants moving directly from first degree programmes, it is anticipated that the *Sustainability and Environmental Change* programme will, in particular, prove attractive to mid-career professionals seeking to upgrade their skills in this increasingly important area. It is anticipated that links with European Universities will further enhance career skills and opportunities.

It is anticipated that most graduates from the programme will seek relevant professional employment but the course aims to equip graduates with the skill base to pursue higher qualifications or enter a research environment should they so desire.

1. **Approved Variants from the UMS/PCF –**
2. **Other sources of information that you may wish to consult**

**Development of Programme Learning Outcomes in Modules**

This map identifies where the programme learning outcomes are assessed across the modules for this programme. It provides an aid to academic staff in understanding how individual modules contribute to the programme aims, and a means to help students monitor their own learning, personal and professional development as the programme progresses and a checklist for quality assurance purposes. Include both core and option modules.

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|  |  |  | **Level 7** | | | | | | | | | | | | | | | |
|  | **Module Code** |  | GG7010 | GG7020 | GG7030 | GG7050 | GG7900 | LLM054 | SVM301 | SVM309 |  |  |  |  |  |  |  |
| **Programme Learning Outcomes** | **Knowledge & Understanding** | A1 | FS | FS | FS | S | FS | FS | FS | FS |  |  |  |  |  |  |  |
| A2 | FS | FS | Fs | FS | F | FS | FS | S |  |  |  |  |  |  |  |
| A3 | FS | FS | FS | F | F | S | FS | FS |  |  |  |  |  |  |  |
| A4 | FS | F | F |  |  | S | FS | S |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Intellectual Skills** | B1 | FS | FS | FS | FS | FS | S | F | S |  |  |  |  |  |  |  |
| B2 | FS | FS | FS | FS | FS | FS | S |  |  |  |  |  |  |  |  |
| B3 | FS | FS | FS | FS | FS | F | F | F |  |  |  |  |  |  |  |
| B4 | FS | FS |  | FS | FS | F | S | S |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Practical Skills** | C1 | FS | FS |  |  | FS |  |  |  |  |  |  |  |  |  |  |
| C2 | FS | FS | F | FS | FS |  |  |  |  |  |  |  |  |  |  |
| C3 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |
| C4 | FS | FS | FS | FS | S | S |  |  |  |  |  |  |  |  |  |
| **Key Skills** | **Sell Awareness** | AK1 | F | F | F | F | F | F | F | F |  |  |  |  |  |  |  |
| AK2 | F | F | F | F | F | F | F | F |  |  |  |  |  |  |  |
| AK3 | FS | FS | F | FS | FS | F | F | F |  |  |  |  |  |  |  |
| AK4 | FS | FS |  |  | FS | F | F | F |  |  |  |  |  |  |  |
| **Communication** | BK1 | FS | FS | FS | FS | FS | F | FS | FS |  |  |  |  |  |  |  |
| BK2 | FS | FS | FS | FS | FS | F | S | S |  |  |  |  |  |  |  |
| BK3 | FS | FS | FS | FS | F | F | S | FS |  |  |  |  |  |  |  |
| **Interpersonal** | CK1 | FS | FS |  |  |  |  | F | FS |  |  |  |  |  |  |  |
| CK2 | F | F | F | F | F | F | F | FS |  |  |  |  |  |  |  |
| CK3 | FS | FS | F | F | F | F | FS | F |  |  |  |  |  |  |  |
| CK4 | F | F | FS | F | F | F | F | F |  |  |  |  |  |  |  |
| CK5 | F | F | F | F |  | F | F | F |  |  |  |  |  |  |  |
| **Research and Information Literacy** | DK1 | F | F | F | F | F | FS | FS | FS |  |  |  |  |  |  |  |
| DK2 | FS | FS | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| DK3 | F | F | F | F | F | FS | FS | FS |  |  |  |  |  |  |  |  |
| DK4 | FS | FS | FS | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| DK5 | FS | F | F | F | FS | FS | FS | FS |  |  |  |  |  |  |  |  |
| **Numeracy** | EK1 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| EK2 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| EK3 | FS | FS | FS | FS | FS |  |  |  |  |  |  |  |  |  |  |  |
| EK4 | F | FS | F | F | FS |  |  |  |  |  |  |  |  |  |  |  |
| **Management and Leadership** | FK1 | F | F | F | F | FS | F | F | F |  |  |  |  |  |  |  |  |
| FK2 | F | F | F | F | FS | F | F | F |  |  |  |  |  |  |  |  |
| FK3 | FS | FS |  |  | FS | F | F | F |  |  |  |  |  |  |  |  |
| FK4 | F | F | F | F | F | F | F | F |  |  |  |  |  |  |  |  |
| **Creativity and Problem Solving** | GK1 | FS | FS | F | F | FS | SF | SF | SF |  |  |  |  |  |  |  |  |
| GK2 | FS | FS | FS | FS | FS | SF | SF | SF |  |  |  |  |  |  |  |  |

**S**  indicates where a summative assessment occurs.

**F** where formative assessment/feedback occurs.

**Technical Annex**

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| **Final Award(s):** | *MSc Sustainability and Environmental Change* |
| **Intermediate Award(s):** | *PgCert (60 credits); PgDip (120 credits)* |
| **Minimum period of registration:** | *1 year* |
| **Maximum period of registration:** | *3 year* |
| **FHEQ Level for the Final Award:** | *Masters* |
| **QAA Subject Benchmark:** | *None* |
| **Modes of Delivery:** | *On-site* |
| **Language of Delivery:** | *English* |
| **Faculty:** | *Science, Engineering and Computing (SEC)* |
| **School:** | *Geography, Geology and the Environment (GGE)* |
| **JACS code:** | *This is the* [*Joint Academic Coding System*](http://www.qaa.ac.uk/WorkWithUs/Documents/jacs_codes.pdf) *(JACS) agreed jointly by UCAS and HESA.* |
| **UCAS Code:** |  |
| **Course Code:** |  |
| **Route Code:** |  |
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