

# ***Leadership for Sustainable Development*** Programme Specification



**Middlesex  
University**

<b>1. Programme title</b>	Masters of Arts in Leadership for Sustainable Development
<b>2. Awarding institution</b>	Middlesex University
<b>3. Teaching institution</b>	Forum for the Future
<b>4. Programme accredited by</b>	
<b>5. Final qualification</b>	Masters in Leadership for Sustainable Development
<b>6. Academic year</b>	Sept –Sept
<b>7. Language of study</b>	English
<b>8. Mode of study</b>	Full-time

## **9. Criteria for admission to the programme**

Forum for the Future is committed to equal opportunities and looks for ways to enable access to the course. Criteria for admission are normally:

- an upper second-class honours degree in any discipline
- grade C at GCSE level in science, maths and english
- academically strong and evidence of flexible intellect, the ability to participate in intensive study at post-graduate level and the stamina to complete the programme
- clear and critical thinking
- some leadership experience and the potential to take up a leadership position in the future
- a commitment to sustainable development (e.g. through work experience, voluntary work or studies) and a desire to work for positive solutions
- communication skills and well presented application
- interesting project ideas
- strong references

## **10. Aims of the programme**

The programme aims to:

- Build a core of sustainability champions in the UK who have both the competence and confidence to become leaders.
- Provide first hand experience of the sustainability opportunities and challenges faced by organisations. The programme consists of five one month placements in different sectors: an NGO/campaigning organisation, local or regional government, national or European politics, the corporate sector, the finance sector or media. Either a sixth placement or experience in education for sustainable development in schools or the community is given
- Develop an understanding and awareness of leadership and personal qualities.
- Develop transferable skills and competencies desirable to one aspiring to provide leadership in sustainable development, acquired via interactive and practically based activities.
- Provide through the knowledge development programme, tuition from leading experts (academics and practitioners) in sustainable development, leadership as well as the four key areas at the heart of sustainable development, science and technology,

economics, ethics and values, and people and community.

<b>11. Programme outcomes</b>	
<p><b>A. Knowledge and understanding</b> On completion of this programme the successful student will be able to:</p> <p>1. Apply an understanding of the concepts of sustainable development and leadership in a wide range of contexts</p> <p>2. Identify and evaluate best practice of sustainable development change in a wide range of contexts</p>	<p><b>Teaching/learning methods</b> Students gain knowledge and understanding through:</p> <ul style="list-style-type: none"> <li>• Feedback on drafts of work from the tutor and or consultant, in person, by telephone or email</li> <li>• Tutor-led guidance sessions for practical help in completing modules and utilising small group work (optional)</li> <li>• Self-directed learning facilitated by user guides and electronic learning environment</li> <li>• Peer support when attending optional guidance sessions an via on-line discussions.</li> <li>• Reflection on prior and work-based learning and engaging in reflexive practice.</li> <li>• Consultation with practitioners/academics in the field through networking activities.</li> <li>• Collaborative engagement with communities of practice that are appropriate to the candidate's field of study</li> <li>• Undertaking a literature review and integrating pre-understanding of the literature into ongoing reflective analysis</li> </ul> <p>All teaching and learning methods relate to all the programme outcomes (Knowledge and Understanding, Cognitive Skills and Practical Skills) because the practice based nature of the programme requires the integration of knowledge, thinking and practice.</p> <p><b>Assessment Method</b> Students' knowledge and understanding is assessed by</p> <ul style="list-style-type: none"> <li>• Reflective essay</li> <li>• Portfolio of evidence</li> <li>• Negotiated learning agreement</li> <li>• Project proposal</li> <li>• Project report</li> <li>• Oral presentation of project (Final project module)</li> </ul>
<p><b>B. Cognitive (thinking) skills</b> Demonstrate generic intellectual</p>	<p><b>Teaching/learning methods</b> Students learn cognitive skills through:</p>

<p>capabilities.</p> <p>3. Use different research methodologies</p> <p>4. Identify the personal attributes in anyone aspiring to provide leadership for sustainable development and reflect on your own leadership and personal qualities</p>	<ul style="list-style-type: none"> <li>• Feedback on drafts of work from the tutor in person, by telephone or email</li> <li>• Tutor-led guidance sessions for practical help in completing modules and utilising small group work (optional)</li> <li>• Self-directed learning facilitated by user guides and electronic learning environment</li> <li>• Peer support when attending optional guidance sessions and via on-line discussions.</li> <li>• Reflection on prior and work-based learning and engaging in reflexive practice.</li> <li>• Consultation with practitioners/academics in the field through networking activities.</li> <li>• Collaborative engagement with communities of practice that are appropriate to the candidate's field of study</li> <li>• Undertaking a literature review and integrating pre-understanding of the literature into ongoing reflective analysis</li> </ul> <p>All teaching and learning methods relate to all the programme outcomes (Knowledge and Understanding, Cognitive Skills and Practical Skills) because the practice based nature of the programme requires the integration of knowledge, thinking and practice.</p> <p><b>Assessment Method</b> Students' cognitive skills are assessed by</p> <ul style="list-style-type: none"> <li>• Reflective essay</li> <li>• Portfolio of evidence</li> <li>• Negotiated learning agreement</li> <li>• Project proposal</li> <li>• Project report</li> <li>• Oral presentation of project (Final project module)</li> </ul>
<p><b>C. Practical skills</b> On completion of the programme the successful student will be able to:</p> <p>5. Organise, plan and manage work</p> <p>6. Communicate effectively in different ways to a variety of audiences</p> <p>7. Work effectively with others</p>	<p><b>Teaching/learning methods</b> Students learn practical skills through:</p> <ul style="list-style-type: none"> <li>• Feedback on drafts of work from the tutor and in person, by telephone or email</li> <li>• Tutor-led guidance sessions for practical help in completing modules and utilising small group work (optional)</li> <li>• Action research</li> <li>• Self-directed learning facilitated by user guides and electronic learning environment</li> <li>• Peer support when attending optional guidance sessions and via on-line</li> </ul>

	<p>discussions.</p> <ul style="list-style-type: none"> <li>• Reflection on prior and work-based learning and engaging in reflexive practice.</li> <li>• Consultation with practitioners/academics in the field through networking activities.</li> <li>• Collaborative engagement with communities of practice that are appropriate to the candidate's field of study</li> <li>• Undertaking a literature review and integrating pre-understanding of the literature into ongoing reflective analysis</li> </ul> <p><b>Assessment Method</b></p> <ul style="list-style-type: none"> <li>• Reflective essay</li> <li>• Placement supervisor reports</li> <li>• Portfolio of evidence</li> <li>• Negotiated learning agreement</li> <li>• Project proposal</li> <li>• Project report</li> <li>• Oral presentation of project (Final project module)</li> </ul>
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## 12. Programme structure

### 12. 1 Overall structure of the programme

The programme consists of one compulsory module studied over one calendar year from September to September. All elements are compulsory amounting to 180 credit points. It consists of:

- Placement programme
- Knowledge development programme
- Skills development programme
- Personal development
- Project
- Portfolio

One month placements are interspersed with seminar weeks based at Forum for the Future and the Leadership Trust.

### 12.2 Levels and modules

Level 7

COMPULSORY

OPTIONAL

PROGRESSION REQUIREMENTS

<p>Students must take all of the following: WBS4180 (ECTS 90)</p> <ul style="list-style-type: none"> <li>• Placements</li> <li>• Personal development</li> <li>• Skills Development</li> <li>• Project</li> <li>• Reflective Assignments</li> <li>• Knowledge development</li> </ul>	N/a	N/a
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### **12.3 Non-compensatable modules**

<b>Module level</b>	<b>Module code</b>
N/a	N/a

### 13. Curriculum map

All programme learning outcomes are developed to level 7

Where learning happens	A1	A2	B3	B4	C5	C6	C7
Placements	X	X	X	X	X	X	X
Personal development				X			
Skills development		X				X	X
Knowledge development	X	X	X				
Project	X	X	X		X	X	X
Where assessed							
Placement reports, Supervisor reports and Leadership review	X	X	X	X	X	X	X
Portfolio rationale			X	X			x
Project	x	X	X		X	X	X
Personal reflection			X	X			x
Personal dev review				X			X
Skills development review		X	x	x	x	X	X

### 14. Information about assessment regulations

All formal assessment is of coursework only. There are no examinations. The award is on a pass/fail basis. Standard information can be found in the Middlesex University Guide and Regulations.

### 15. Placement opportunities, requirements and support (if applicable)

The placement programme is structured around 5 placements:

1. NGO's/campaigning organisations.
2. Local and Regional Government
3. Central Government, Regulatory organisations and Politics
4. Business
5. Media and Finance

These are organised and administered by Forum staff and detailed guidance and support is given to both students and placement supervisors.

### 16. Future careers (if applicable)

Forum graduates work as leaders for sustainability in a wide range of sectors such as central government, business, finance, international politics and NGO's. A number have

started their own enterprises, innovating for sustainability.

#### 17. Particular support for learning (if applicable)

Course Director, Consultant, Forum staff, mentors. Electronic access to the Middlesex University Information and Learning Resources Services

#### 18. JACS code (or other relevant coding system)

tbc

#### 19. Relevant QAA subject benchmark group(s)

N/a

#### 20. Reference points

The Masters in Leadership for Sustainable Development corresponds to the second cycle of the European Qualifications Framework (EQF) within the European Higher Education Area (EHEA). Credits referred to are expressed in both UK and European Credit terms (ECTS).

##### Key documents that have informed the programme include:

- FHEQ
- <http://www.forumforthefuture.org/leadership-services>

(Forum for the Future's cutting edge practice in sustainability, specifically approaches to Leadership, Futures and Innovation. The expertise of 70 staff, who are working with both public and private sector organisations, is drawn on. The Forum is helping organisations to help future-proof their strategies, innovate low-carbon products and services, and equip their leaders with the skills necessary to ensure their organisation is fit for the future).

#### 21. Other information

##### Other strengths:

Forum for the Future works in partnership with over 100 companies and public sector organisations. These partnerships provide access to high level work placements and renowned sustainability practitioners. The Alumni network is very strong and provides an additional resource of expertise for the programme.

### Curriculum map for *Leadership for Sustainable Development Masters*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

#### Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Apply an understanding of the concepts of sustainable development and leadership in a wide range of contexts	C5	Organise, plan and manage work
A2	Identify and evaluate best practice of sustainable development change in a wide range of contexts	C6	Communicate effectively in different ways to a variety of audiences
		C7	Work effectively with others
Cognitive skills			
B3	Use different research methodologies		
B4	Identify the personal attributes in anyone aspiring to provide leadership for sustainable development and reflect on your own leadership and personal qualities		

Module Title	Module Code by Level	A1	A2	B3	B4	B5	C6	C7
Leadership for Sustainable Development	WBS 4180	x	x	x	x	x	x	x

Learning Outcomes	Teaching and Learning methods	Assessment Method
<b>A Knowledge and understanding</b>  On completion of this programme the successful student will have knowledge and understanding of:	Students gain knowledge and understanding through:	Students knowledge and understanding is assessed by:
1 The concepts of sustainable development and leadership and be able to apply them in a wide range of contexts	Interactive seminars covering the foundations. Lectures and seminars by leading thinkers and practitioners in the field from different sectors Two experiential learning modules at the Leadership Trust focus on the understanding of self, group dynamics and communications.	Summative assessment through 5 placement reports and an essay incorporating a literature review. Formative feedback in tutorials
2 How to identify and evaluate best practice of sustainable development change in a wide range of contexts	Seminars giving models and case studies of good practice in SD, analysis of why they constitute good practice, links between theory and practice, critical thinking, use of evidence to support conclusions. Action learning and reflection during placements. Feedback from tutor. Student facilitated learning event for placement supervisors	Diagnostic assessment through student self-assessment and discussion in tutorials. Formative feedback in tutorials. Summative assessment through 5 placement reports and feedback on event design.
<b>B. Skills development</b>		
3 Organise, plan and manage work	Structured opportunities for students to plan, chair/facilitate and manage meetings. Self-directed learning through facilitating sector learning, designing and running post-placement events in pairs and organising book review sessions. Workshops and debates facilitated by scholars.	Diagnostic feedback part of Post-placement event design. Formative and summative assessment.
4 Use different research methodologies	Seminars, online learning and action learning through writing project proposal and placement reports. These provide the opportunity to understand, select and apply appropriate research methodologies e.g. documentary analysis, interview	Formative and summative assessment.
5 Communicate effectively in different ways to a variety of audiences	Experiential through placement activities, work-place reports and presentations, project proposal and presentation, Post Placement Event delivery, formal debates and book club sessions. Formal presentation skills sessions including combination of theory, practice and feedback. Practical networking session.	Diagnostics session individually and as a group. Formative assessment in tutorials and work-place feedback from supervisors. Summative assessment in reports.

<b>C. Personal development</b>		
1 Identify the personal attributes in anyone aspiring to provide leadership for sustainable development and reflect upon your own leadership and personal qualities	Through 5 work-placements and reflective practice writing up in placement reports and from both formal written reports from placement supervisors and informal feedback from work-place peers and supervisors. Two modules at the Leadership Trust designed for feedback from peers on their leadership and personal qualities. Seminars with experts and leaders.	Diagnostic assessment. Formative and summative.
2 Work effectively with others	Students work in many different teams during the year including paired activities and project groups in fours. Team-working seminars in induction weeks. Two modules at the Leadership Trust consisting of team-work and methods for giving constructive feedback. Through 5 work-placements and reflective practice writing in placement reports and from both formal written reports from placement supervisors and informal feedback from work-place peers and supervisors.	Diagnostic assessment in individual and group settings. Formative and summative feedback given by peers as key part of group projects. Formative and summative assessment by tutors and supervisors.