

Programme Specification: PGCert, PGDip, MA Sustainable Development

1. Programme title	Sustainable Development
2. Awarding institution	Middlesex University
3. Teaching institution	Middlesex University
4. Programme accredited by	N/A
5. Final qualification	PG Cert/PD Diploma/ MA
6. Academic year	2008-09
7. Language of study	English
8. Mode of study	Full-time Part-time

9. Criteria for admission to the Programme

A good Honours degree (2nd class or above) in a relevant discipline.

OR A good Honours degree in any discipline plus relevant work experience

OR a good Honours degree in any discipline plus proven relevant personal experience and motivation

OR Substantial (normally 3 years or more) relevant professional work experience

The Admissions tutor is willing to consider applicants outside these criteria – this will normally involve in depth discussion and interview

Applicants whose first language is not English must prove competence to study at post-graduate level in English. Normally this will involve certification of competence (IELTS minimum 6.5, TOEFL [paper] 575 minimum, TOEFL [computer] 232 minimum).

10. Aims of the programme

The programme aims to:

1. Provide students who have a professional or general interest in the application of sustainability principles with the opportunity to deepen their overall understanding and their knowledge of specialised topic areas.
2. Provide students with the knowledge and skills needed to develop a career in environmental management or development interventions
3. Develop student competence in a range of research methodologies
4. Develop student problem solving abilities in a range of situations
5. Provide the analytical skills needed at an advanced level to critically evaluate and assess environmental management or development policies at a range of scales
6. Develop students' ability to critically review the links between global problems and policies and local management actions
7. Adopt a broad analytical approach to sustainable management of environment/development which integrates theory and practice in a holistic manner
8. Provide students with a critical understanding of the changing trends in Development and Environmental Management thinking and with an advanced knowledge of evolving theoretical, conceptual and policy debates.

For the PG Diploma the aims will be as above but aim 3 will be developed to a lesser extent.

For the PG Cert the aims will be as in 5 and 8 above.

11. Programme outcomes	
<p>A. Knowledge and understanding On completion of this programme the successful student will have knowledge and understanding of :</p> <ol style="list-style-type: none"> 1. Key principles and concepts of Development and how these relate to current issues of Development policy and process. 2. Current policies and institutions, from the local to the global scale that influence and respond to changing sustainability and development agendas. 3. Alternative approaches to the effective management of development projects and the complexity of factors influencing their effectiveness 4. Key principles of Sustainability and the relationship of these to current debates in development 5 The concept of sustainable development 6. A wide range of research methodologies suitable for application at the post-graduate level <p>For the PGCert. students will have: 1-2 and 4-5</p> <p>For the PGDip. students will have: 1-6</p>	<p>Teaching/learning methods Students gain knowledge and understanding through lectures that introduce core material and key concepts and debates. Seminars provide the opportunity to develop this material and debate alternative viewpoints. Workshops provide interactive opportunities to acquire research and practical skills whilst use of the University Learning Resources extend the core material and provide supporting case study material.</p> <p>Assessment Method Students' knowledge and understanding is assessed by written essays, reports and seminar papers that focus on key principles and concepts. Class presentations assess student ability to synthesise and make effective use of case study material The dissertation report assesses the student's grasp of a narrow field of inquiry and of research methodology</p>
<p>B. Cognitive (thinking) skills On completion of this programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse competing contemporary theories of development including sustainable development 2. Evaluate the importance of key Environmental and developmental policymaking institutions 3. Evaluate the relative roles of formal and informal institutions and personnel in managing the process of change 4. Synthesise understanding of development and environment processes with development and environment policy from a diverse range of sources. 5. Compare and critically evaluate alternative policy frameworks 6. Construct reasoned and well supported arguments, justifying conclusions reached. <p>For the PGCert. students will have: 1-3 and 6</p> <p>For the PGDip. students will have:1-6</p>	<p>Teaching/learning methods Students learn cognitive skills through seminar discussions, group project work, the preparation of essays and the dissertation. Workshops and seminars will explore the interface between theory and practice Workshops and conferences led by practitioners in the field of policy development and implementation Student's will learn self –criticism through group tutorials and individual feedback on coursework</p> <p>Assessment Students' cognitive skills are formatively and summatively assessed by: extended essays and seminar papers, reports, presentations (group and individual), proposal writing and the dissertation.</p>

<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Research and critically review primary and secondary information sources 2. Select and apply appropriate qualitative and quantitative research skills in collecting and analysing primary data 3. Prepare and plan a realistic and appropriate research proposal with particular reference to the management of time and other resources 4. Make an effective individual presentation and contribute to a group presentation using appropriate supporting visual and oral presentation skills. 5. Synthesise the above skills in the successful implementation and writing up of a research project. <p>For the PGCert. students will have: 4</p> <p>For the PGDip. students will have: 1, 3 and 4</p>	<p>Teaching/learning methods</p> <p>Students learn practical skills through lectures that provide basic information on key investigation techniques and through a range of workshops in core and optional modules. These workshops will involve students in a range of group activities, data collection exercises, presentation preparations and will provide opportunities for peer and self-appraisal.</p> <p>Assessment</p> <p>Students' practical skills are assessed by: The final dissertation report will assess most of these skills and in addition some modules include assessment where there is a practical element e.g. the bibliographic exercise in the research Methods module.</p>
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<p>12. Programme structure</p>
<p>12. 1 Overall structure of the programme</p> <p>Students on the MA in Sustainable Development will take three core modules of 30 credits each and one optional module from a prescribed list. In addition students will complete a 60 credit module leading to the submission of a lengthy research report on an approved topic.</p> <p>The core modules will focus on developing the students' critical knowledge and understanding of the relevant theories, policy issues and institutions. It is expected that the students will draw on this body of knowledge in developing and executing their dissertation research.</p> <p>All students must undertake a module that provides research training. This module will provide many of the practical research skills needed to complete the dissertation work. It will also provide guidance on topic development and the research design process.</p> <p>In the optional module the student will have the opportunity to acquire specialist knowledge in a narrow field such as Disasters or Tourism and to relate this specialist field to the wider framework provided in the core modules.</p> <p>Students opting for the PG Dip will take the three core modules and the option but will not complete the dissertation.</p> <p>Students taking the PG Cert will take only the TWO core modules – one with a Development focus and one with a more Environmental focus.</p>

12.2 Levels and modules		
Level 4		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <p>GES4530 Global Environmental Issues: Policies and Institutions</p> <p>DEV4001 Approaches to Development: Theory and Practice</p> <p>HSS4001 Social Research Methods</p> <p>GES4091 Dissertation</p>	<p>Students must also choose ONE from the following:</p> <p>DEV4056 Disaster Mitigation in a development context</p> <p>TOU4510 Sustainable Tourism Management</p> <p>POI4110 Globalisation</p> <p>SPL4755 Migration Racism and Citizenship</p> <p>HSS4301 Internship</p>	<p>PGCert</p> <p>Students must pass GES4530 and DEV4001</p> <p>PGDip</p> <p>Students must pass GES4530, HSS4001, DEV4001 and one optional module</p> <p>MA</p> <p>Students must pass three compulsory modules, one option module and the Dissertation</p>

1.3 Non-compensatable modules.	
Modules may additionally be designated non-compensatable.	
Module level	Module code
4	DEV4001
4	GES4530
4	HSS4001
4	GES4091

13. Curriculum map
See attached.

14. Information about assessment regulations
The programme adheres to the Middlesex University Regulations on all assessment matters.

15. Placement opportunities, requirements and support (if applicable)
The group has an active record of uptake of work experience modules. Staff support students in the process of acquiring short internships and offer supervision and workplace visits (where possible) as well as tutorial support for assessed work.

16. Future careers: how the programme supports graduates' future career development (if applicable)

Most students on this programme intend to seek work with a development agency (either in the UK or overseas). Some students who have been sponsored by an employer will return to their former workplace on graduation. The programme provides a solid grounding in the relevant academic fields plus a range of practical /research/management skills that are known to be applicable in development interventions. Graduates have successfully found employment in NGOs and other development organisations.

17. Particular support for learning (if applicable)

- The Academic group supports a specialist GIS laboratory which is available for data presentation (specifically of spatial data, maps etc..) to all students on the programme.
- The University supports a Technical Unit which provides students with specialist facilities and training in graphical and visual presentation techniques.
- In addition to normal library activities the Library provides specialist support and training in Bibliographic search techniques to Sustainable Development students.
- Students whose first language is not English can access the specialist English Language support centre on the Campus.
- The University English Language Centre offers English language courses (pre-entry) to enable applicants to achieve the required entry score.
- Programme staff have many years of experience and links to assist and support students wishing to undertake work experience.
- Programme staff seek to provide a lively programme of external speakers (in seminars and field visits) and external visits (e.g. to one day conferences at other Universities)

18. JACS code (or other relevant coding system) F903

19. Relevant QAA subject benchmark group(s) Geography/Area Studies

20. Reference points

The following reference points were used in designing the programme:

- QAA framework for Higher education qualifications
- School of Health and Social Science Teaching and Learning Strategy
- Middlesex University Teaching and Learning Strategy
- QAA Benchmark documents for Geography and Area Studies (undergraduate)
- HSSC strategic focus 2006-9

21. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning

opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the University Regulations.

Curriculum map for PGCert, PGDip, MA Sustainable Development

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 outcomes – highest level to be achieved by all graduates																									
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
4	4	4	4	4	4		4	4	4	4	4	4	4	4	4	4	4								

Module Title	Module Code by Level	Programme outcomes																									
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7
Global Environmental Issues policies and institutions	GES4530		X	X	X	X							X	X	X	X	X	X			X						
Approaches to development: theory and practice	DEV4001	X				X			X				X	X	X	X			X								
Social research Methods	HSS4001						X							X	X	X		X									
Dissertation	GES4091					X		X	X	X	X	X	X	X	X	X	X	X	X								
Globalisation	POI4110		X							X	X		X	X	X			X									
Sustainable Tourism Management	TOU4510		X		X	X							X	X	X	X	X			X							
Disaster Mitigation in a Development Context	DEV4056	X	X	X						X	X	X	X	X	X			X									
Migration, Racism and Citizenship	SPL4755		X	X						X	X		X	X	X												
Internship	HSS4301			X									X		X	X	X			X							

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Key principles and concepts of Development and how these relate to current issues of Development policy and process.	C1	Research and critically review primary and secondary information sources.
A2	Current policies and institutions, from the local to the global scale that influence and respond to changing sustainability and development agendas.	C2	Select and apply appropriate qualitative and quantitative research skills in collecting and analysing primary data.
A3	Alternative approaches to the effective management of development projects and the complexity of factors influencing their effectiveness	C3	Prepare and plan a realistic and appropriate research proposal with particular reference to the management of time and other resources.
A4	Key principles of Sustainability and the relationship of these to current debates in development	C4	Make an effective individual presentation and contribute to a group presentation using appropriate supporting visual and oral presentation skills.
A5	The concept of sustainable development	C5	Synthesise the above skills in the successful implementation and writing up of a research project.
A6	A wide range of research methodologies suitable for application at the post-graduate level	C6	
A7		C7	
Cognitive skills			
B1	Critically analyse competing contemporary theories of development including sustainable development		
B2	Evaluate the importance of key Environmental and developmental policymaking institutions	D2	

B3	Evaluate the relative roles of formal and informal institutions and personnel in managing the process of change	D3	
B4	Synthesise understanding of development and environment processes with development and environment policy from a diverse range of sources.	D4	
B5	Compare and critically evaluate alternative policy frameworks	D5	
B6	Construct reasoned and well supported arguments, justifying conclusions reached.	D6	
B7		D7	

