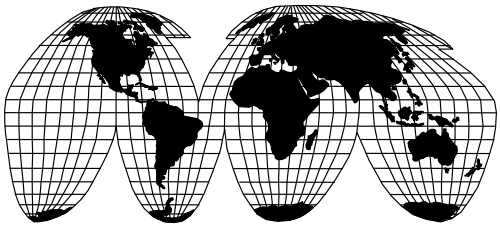
# Programme Specification

**Sustainability & Environment**



**Staffordshire & Madras Universities Partnership**

# Sustainability & Natural Resource Management

## M.Sc. / Pg.D / Pg.C

**February 2010**

STAFFORDSHIRE UNIVERSITY

**PROGRAMME SPECIFICATION**

| | |
|---|---|
| **1. Awarding Body:** | Staffordshire University & University of Madras |
| **2. Teaching Institution:** | Staffordshire University & University of Madras |
| **3. Accreditation by Professional/ Statutory Body:** | n/a |
| **4. Final Awards:** | MSc / PgD / PgC |
| **5. Programme Title:** | MSc Sustainability & Natural Resource Management<br>PgD Sustainability & Natural Resource Management<br>PgC Sustainability & Natural Resource Management |
| **6. UCAS Codes:** | n/a |
| **7. QAA Subject Benchmarking Group:** | n/a |
| **8. Date of Production:** | April 2009 |

## 9. Main Educational Aims of the Programme

### *Context*

Sustainable development became a key goal and principle for policy action at global and local levels, following the lead set by the 1992 Rio 'Earth Summit' and Agenda 21. From the United Nations, through to national and local government, NGOs and the private sector, it is now widely recognised that understanding sustainability, and integrating its principles and methods into everyday practice is vital for the environmental, economic and social welfare of society. This assertion, of the importance of sustainable development, was renewed at the World Summit on Sustainable Development in Johannesburg in 2002.

With continued population and economic growth within developing countries, as well as increasing consumption within developed countries, one of the key challenges for sustainable development is the sustainable management of natural resources. Consequently, the main aim of this course is to provide students with an appreciation of the key factors that contribute to the unsustainable use of natural resources and an advanced understanding of the concepts, philosophies and methods which are central to sustainable natural resource management. Students will also have the opportunity to explore how the delivery of sustainability policy associated with natural resource management can be informed and enhanced by the use of geospatial mapping techniques, such as GIS or Remote Sensing.

Through studying this course, students will acquire the advanced knowledge, understanding and skills needed for progressing the sustainability agenda in relation to the sustainable management of natural resources in a variety of contexts - in local communities, local authorities, education, and different levels of government. The course will challenge students to think deeply about, and critically analyse, the notion of sustainable development in general and the sustainable management of natural resources in particular. They will appreciate the contested nature of concepts such as sustainability, sustainable development, sustainable management, and how these

concepts have been influenced by diverse intellectual histories and discourses, disciplinary concerns and national and local cultural assumptions. As well as considering the conceptual dimensions of sustainable development and the sustainable management of natural resources, this programme also emphasises the very practical concerns involved in moving towards greater sustainability in the use of natural resources. Implementing the broad principles and agendas laid down at a global level involves devising strategies from the international to the local level, deriving appropriate indicators to monitor the transition to more sustainable resource use, utilising effective methods for achieving greater participation from industry and business in the sustainable use of natural resources, promoting the sustainable use of natural resources through education and much more besides.

The specific aims of the programme are:

- To provide an advanced course of study of the theory and practice of sustainable development; emphasis is given to the analysis of the conceptual debates surrounding its contested nature, and the study of its implementation in the 'real world', informing policies from the international to the local scale for the sustainable management of natural resources;
- To provide students with a critical appreciation of a range of natural resources and their associated management issues, together with an understanding of the key principles, laws, theories and models of natural resource management;
- To engage students in the evaluation of key principles, theories and concepts associated with the sustainable development agenda with a focus on the sustainable management of natural resources;
- To provide students with a critical appreciation of the contribution that geo-spatial mapping techniques such as GIS or Remote Sensing can make to the identification of sustainability issues and the sustainable management of natural resources;
- To provide students with the capacity, critical abilities and skills to relate the academic debates on sustainable development to the practice and implementation of the sustainability agenda from the global to local scale with an emphasis on the sustainable management of natural resources;
- To develop students' capacity for independent, creative thought, and developing critical skills to assess and evaluate academic literature and other forms of research output which address the issues and challenges associated with the sustainable management of natural resources;
- To enable an appreciation of the contested nature of the theory and practice of sustainability, and so to develop conceptual skills in understanding and evaluating appropriate research methodologies and strategies as a basis for research into sustainability issues associated with the management of natural resources;
- To develop a critical understanding of the techniques and methods deployed in the implementation of sustainable resource management, competence in collecting, processing and presenting information and data, thus enabling students to undertake their own research;

- To develop and advance students' skills in communicating effectively their understanding and analysis of research on a topic related to the sustainable use and management of natural resources to academic and lay audiences;
- To provide students with the opportunity to develop a range of key academic and life-long skills supporting their management of continuous career, professional development or further post-graduate study;

## Programme Outcomes

At Masters level, there is only one level of attainment with intermediate awards (Certificate, Diploma) contributing towards the achievements of some of the outcomes of the Masters degree. Taken over three years on a part-time basis, the students pursue the 180 credit Masters award. There are some outcomes that are obtained all the way through the award, and others e.g. problem solving, which are concentrated at the masters research stage.

The awards provide opportunities for students to achieve and demonstrate the University's specific eight key learning outcomes. These are presented on the following pages: (i) identifying specific level outcomes at postgraduate certificate, diploma and masters awards (ii) linking the generic outcomes to specific module outcomes.

These outcome statements have been devised with reference to the National Qualifications Framework Level Descriptors, the 'Staffordshire University Award Outcomes: Interpreting the NQF' document, and the specific University guidance document, 'The specification of learning outcomes – some notes for u/g/ & p/g practitioners' (2003). Currently, there are no recognised external benchmarking statements which could provide a broader context for this exposition.

## Programme Structure and Requirements

The programme is offered in part-time mode (3 years). Each level consists of 60 credits, based upon 30 credits per semester. The modules are normally taken in sequence, one at a time, with certificate level modules normally involving attendance and work at an introductory face-to-face workshop and **16 weeks of independent study**. At Diploma level there are two 30 credit modules; at Masters level, a 15 credit module and a 45 credit module (project) combine to complete the 180 credits of the programme. If students elect to complete the Masters Sustainability Research Project a second face-to-face workshop is provided before they start of their project is, and whilst not compulsory, attendance is strongly recommended (If students elect to complete the Sustainability Research Placement Dissertation they are required to attend a 6 week research internship at the University of Madras).

At Certificate level, two 30 credit modules, Globalisation and Sustainable Development (GSD), and Delivering Sustainable Development (DSD), provide the conceptual and empirical foundation of the programme. They seek to introduce the key concepts of sustainability and globalisation, both as theoretical constructs and as

factors shaping public policy, from the international to the local level. The modules overlap in their consideration of key concepts, given that both act as potential entry points for new students, but they tend to focus on different scales of application, with the GSD tending to examine the international scale, while DSD spotlights the national and local scale,

At the Diploma level, students must take Natural Resource Management and either GIS for Sustainable Development or Remote Sensing for Sustainable Development. Natural Resource Management examines the physical, social and economic aspects of sustainable resource management. The GIS for Sustainable Development and the Remote Sensing for Sustainable Development modules will both follow a very similar structure and format. They will examine either the various spatial analysis and GIS applications or remote sensing techniques in resource management, society, health, environment, urban dynamics and community mapping and explore ways of utilising either GIS tools or remote sensing techniques in the management of sustainability issues.

At the Masters level, the Award Team sees a 15 credit module, Developing Sustainability Research, (DSR) as the key to advancing students' capability in understanding and applying methodologies and techniques to research. Part of the module specifically focuses on students undertaking a key assignment, the Research Pro-forma designed to establish their programme of research in the subsequent module. DSR then produces a foundation for the 45 credit Masters project which is the culmination of the programme. Students can choose to take either a standard Masters Sustainability Research Project or a Sustainability Research Placement Dissertation. The Research Placement Dissertation will involve students attending a 6 week research internship at the University of Madras during which they will, with guidance through face-to-face discussions with tutors, develop an appropriate research project which focuses on sustainability issues within a suitable location in southern India and complete the bulk of the associated data gathering.

There are two routes through the modules which make up this award as shown below. Normally students are allowed to take up to 6 years to complete the programme of studies. The only constraints on the patterns of study are:

- modules are only available for study in the period designated by the annual timetable;
- 'Developing Sustainability Research' must be taken and passed before the Sustainability Research Project or Sustainability Research Placement Dissertation is formally started;
- Students can take no longer than 2 years to complete their 45 credit project module.

## MSc Sustainability for Natural Resource Management: Award Structure A[1]

| | September - February | February - July |
|---|---|---|
| Certificate | Globalisation and Sustainable Development | Delivering Sustainable Development |
| Diploma | Natural Resource Management | GIS for Sustainable Development **or** Remote Sensing for Sustainable Development |
| Masters | Developing Sustainability Research | Sustainability Research Placement Dissertation **or** Sustainability Research Project |

[1]In the course structures, the monthly periods are approximate: the start week will be specified each year to take account of the changing University Calendar.

## MSc Sustainability for Natural Resource Management: Award Structure B[1]

| | February - July | September - February |
|---|---|---|
| Certificate | Delivering Sustainable Development | Natural Resource Management |
| Diploma | GIS for Sustainable Development **or** Remote Sensing for Sustainable Development | Globalisation and Sustainable Development |
| Masters | Developing Sustainability Research | Sustainability Research Placement Dissertation **or** Sustainability Research Project |

[1]In the course structures, the monthly periods are approximate: the start week will be specified each year to take account of the changing University Calendar.

### *Postgraduate Certificate*

This programme of study serves as the starting point for learning and engaging with sustainability issues and the central notions of sustainable development. It allows students to develop, broaden and build upon their knowledge and understanding through critical analysis and reflection.

At this stage students will be able to:

1. demonstrate an advanced understanding of the mechanisms and processes enabling the implementation of sustainability strategies, in order to evaluate their design and formulation in a variety of political, economic and social contexts and geographical scales from the national to the local.

   *[SU: Knowledge & Understanding, Learning, Enquiry, Problem-Solving, Analysis, Communication, Application, Reflection]*

2. demonstrate their capacity to develop their skills as e-learners, engaging with theoretical and policy debates addressing issues of sustainability, globalisation, the role of education and participation as transformative processes, and reflect on their implications for communities and individuals, including themselves, and develop their ability to articulate and communicate the sometimes complex and abstract ideas embedded in sustainable development to academic and lay audiences.
*[SU: Learning, Communication, Reflection]*

3. demonstrate a critical awareness of the development of, and debates surrounding, the concepts of sustainable development and contemporary globalisation, and their own position within these debates
*[SU: Knowledge & Understanding, Learning, Analysis, Enquiry, Communication, Application, Reflection,]*

**or**

apply sustainability principles to the problems of sustainably managing natural resources and critically evaluate the appropriateness and effectiveness of policy measures devised for sustainable natural resource management
*[SU: Knowledge & Understanding, Enquiry, Analysis, Application, Problem Solving, Reflection]*

***Postgraduate Diploma***

At this stage in addition to those outcomes listed above students will be able to:

1. apply sustainability principles to the problems of sustainably managing natural resources and critically evaluate the appropriateness and effectiveness of policy measures devised for sustainable natural resource management
*[SU: Knowledge & Understanding, Enquiry, Analysis, Application, Problem Solving, Reflection]*

**or**

demonstrate a critical awareness of the development of, and debates surrounding, the concepts of sustainable development and contemporary globalisation, and their own position within these debates
*[SU: Knowledge & Understanding, Learning, Analysis, Enquiry, Communication, Application, Reflection]*

2. demonstrate a critical understanding of the contribution that geo-spatial mapping techniques such as GIS or Remote Sensing can make to the identification and management of sustainability issues and be able to apply either GIS or Remote Sensing techniques in order to identify sustainability issues or problems and inform appropriate strategies for their management
*[SU: Knowledge & Understanding, Enquiry, Application, Problem Solving, Communication]*

***Masters***

To attain a Masters award, students will need to undertake a substantive research assignment, involving theoretical and/or empirical approaches in the analysis of a substantive topic in the field of sustainable natural resource management.

At this stage in addition to those outcomes listed above, students will be able to

1. critically assess different research methods and engage with problems of designing research projects based on differing epistemological presuppositions. *[SU: Knowledge & Understanding, Enquiry, Analysis, Problem Solving, Communication, Application, Reflection]*

*2.* independently design and execute a research project on appropriate aspect of sustainability and natural resource management, selecting appropriate research methodologies to carry out data collection and analysis, synthesizing and interpreting the results in an appropriate context with reference to the wider literature, and critically evaluating the contribution of these results to understanding and policy development
*[SU: Knowledge & Understanding, Learning, Enquiry, Problem Solving, Analysis, Application]*

*3.* present the results in the form of a coherently argued and well constructed dissertation including critical reflection on the process of undertaking the research project and applying research methodology; further critically reflect upon, and then employ appropriate strategies and mechanisms, for explaining, debating and articulating complex arguments, proposals and ideas to a variety of audiences and constituencies
*[SU: Analysis, Communication, Reflection]*

Please note that in order to be awarded a Postgraduate Certificate in Sustainability for Natural Resource Management a student will need to have successfully completed the Natural Resource Management module and **one** of either Globalisation and Sustainable Development or Delivering Sustainable Development.

| **Learning Outcomes Mapping Table** **Outcomes ⇨** **Module ⇩** | **Knowledge & Understanding** | **Learning** | **Enquiry** | **Analysis** | **Problem Solving** | **Communication** | **Application** | **Reflection** |
|---|---|---|---|---|---|---|---|---|
| Globalisation and Sustainable Development | ● | ● | ● | ● | | ● | ● | ● |
| Delivering Sustainable Development | ● | ● | ● | ● | ● | ● | ● | ● |
| Natural Resource Management | ● | | ● | ● | ● | | ● | ● |
| GIS for Sustainable Development [1] | ● | | ● | ● | ● | ● | ● | |
| Remote Sensing for Sustainable Development[1] | ● | ● | ● | | ● | ● | ● | |
| Developing Sustainability Research | ● | | ● | ● | ● | ● | ● | ● |
| Sustainability Research Project[2] | ● | ● | ● | ● | ● | ● | ● | ● |
| Sustainability Research Placement Dissertation[2] | ● | ● | ● | ● | ● | ● | ● | ● |

([1]) Students will choose to take either the Remote Sensing or the GIS module.
([2]) Students will choose to complete either a Research Placement Dissertation or a Research Project.

## 12. Teaching, learning and assessment strategies

The Award Team has developed an integrated learning, teaching and assessment strategy:

- builds knowledge and understanding of sustainability issues in natural resource management, and develops appropriate techniques and transferable skills progressively over the three levels;
- attempts to match appropriate and effective modes of teaching and assessment to learning outcomes to foster an innovative and supportive learning environment;
- that has built into the learning experience, learning tasks which focus on interaction within peer groups and interaction with tutors, which will provide prompt and responsive feedback so that students can adapt their learning to maximise their achievements;
- that is concerned to provide a rich educational experience through an active learning environment, that is not only distinctive in terms of curriculum content and delivery, but also facilitative in terms of personal development and employability skills.

### *Teaching*

The programme of teaching follows an ‘e-learning’ approach supported by induction workshops. The Award Team recognises e-learning raises particular opportunities and challenges in terms of instruction and teaching. The e-learning programme of this award is mainly delivered through the use of BLACKBOARD, a virtual learning environment (VLE). The teaching and learning self-instructional material developed for this programme of study, facilitates an 'active learning' pedagogy where the student's learning is more directly structured and supported, and where the passive traditions of listening to lectures and sitting through seminars are inherently avoided. The taught modules consists of weekly Activities containing information, directed reading (from the texts provided to the learners or through hyperlinked web-based documents) and tasks (that may have formative [not graded or contributing to the final module grade] or summative (graded) assignments associated with them.) Throughout the Award(s), learners are also encouraged to further develop their own independent learning capabilities, particularly in the varied diet of tasks they are given. To improve interaction and contact between tutors and students, the latter are organised into learner groups (usually around 10 in number), each with their own virtual space within Blackboard, through which various forms of computer-mediated communications (CMC) are undertaken. At present, interaction between students and tutors during each module is enabled through discussion boards, both within learner groups, and the level of the module, with asynchronous communication threads being posted by members of a learning group. Standard e-mail is used for private communications both between tutors and students, and between students; however wherever possible, the emphasis is on open communication between individuals registered for a module.

The Award Team recognises the importance of establishing personal contact with the students it is teaching. The use of face-to-face workshops is an important element of the teaching programme. The workshops enable academic and social interaction between learners and tutors; they also serve as a vehicle for evaluation and development of transferable skills and independent learning skills within the context of the Award.

This award will include two face-to-face workshops. One will be an award induction workshop, normally attended shortly before the start of the e-learning delivery. This will normally be delivered over 3 to 4 days at the University of Madras in Chennai, and as well as providing a general introduction to the concepts and skills considered within the award, it will also provide students with information on how the award will be delivered and managed, and discuss with them the similarities and differences between e-learning and conventional face-to-face learning. Although attendance at this workshop will not be compulsory students will be strongly advised to attend it. Where students are unable to attend it the Award Team is committed to providing web-based delivery and discussion of the material used in the face-to-face workshop. The second face-to face workshop is associated with the Masters project. Students will choose to do one of two types of research projects, a standard Masters Sustainability Research Project or a Sustainability Research Placement Dissertation. The Research Placement Dissertation will involve students spending 6 weeks on a research internship at the University of Madras during which they will, with guidance through face-to-face discussions with tutors, develop an appropriate research project and complete their data collection within an appropriate field location in southern

India. If students are unable to, or do not wish to, spend 6 weeks on a research internship at the University of Madras they can elect to complete a standard sustainability research project. In preparation for the Masters Research Project students will be encouraged to attend a 2 to 3 day face-to-face research project workshop at the University of Madras in Chennai. Where students are unable to attend this workshop in person, the Award Team is committed to: (i.) engaging the student in a real time one to one tutorial using conventional telephone and web-based audio-visual interaction, to allow discussion on the first steps towards planning the research project; and (ii.) delivering material used in the face-to-face workshop to the student. Face-to-face workshops are a feature of the programme, but as an Award Team teaching sustainability issues, we are well aware of the major environmental impact on the global environment that they constitute.

### *Learning*

With the bulk of the teaching and interaction between students and tutors being undertaken through electronic methods, the Award Team identifies the key skills objective of the programme is that of developing 'a successful e-learner'. A number of qualities define this:

- developing into a confident and independent learner;
- cultivating a positive attitude to learning and self-motivation;
- having effective communication skills, especially having competence in and becoming confident with information and computer technologies;
- developing the social skills to collaborate and co-operate with other learners, as part of your own learning process

Individuals learn in different ways and utilise a wide variety of mechanisms to develop these qualities. The introductory face-to-face workshops provide some of the initial guidance and support towards the student's development as an e-learner (e.g. providing initial advice on identifying the importance of time management and the process of managing the learning environment in which the e-learner will undertake their studies, recognising the potential challenges and constraints that the e-learner may face, establishing the basic computer skills required and answering technical questions on software/hardware requirements), the Award Team recognise it is a process, which develops as the award unfolds. To help in this process, the teaching material is structured in activities and tasks, which allow specific issues to be addressed in integrated segments. The independent learning is thus 'directed' through reading and a range of formative tasks. These 'active tasks' require the learner not just to read, but engage, discuss, critically evaluate and, re-formulate the material provided. In addition key e-learning skills are developed in a progressive manner, particularly in the modules at Certificate level (e.g. establishing the appropriate conventions for referencing sources especially web-based ones; seeking reading sources beyond those provided directly or through web links, developing collaborative learning tasks where drafts of formative assignments.

Students are invited to electronically post their contributions to the various tasks on the discussion boards, engaging in further discussion with their peers and tutors. The specific readings associated with the directed tasks, are supplemented with further

reading sources. These form the initial port of call for independent reading and research which is normally required when students are engaging in research for a graded (summative) assignment. In terms of the 'directed active learning' tasks and learning, allowing some time for following up additional reading, you will need to undertake about 18 hours of independent work per week – the actual study time will vary from student to student depending upon their background, reading speed etc. Each 30 credit module reflects an indicative allocation of 300 hours, and is normally undertaken over a 16 week period. This includes assessment time; specifically 4 weeks out of the 16 week period are allocated to undertaking graded (summative) assessments. These weeks will be distributed over the 16 weeks and not necessarily concentrated at the end of the module. Module tutors are the primary individuals to provide support to the students to discuss any queries, for advice on plans and initial drafts etc. The curriculum is structured so that skills and knowledge can be transferred, particularly between the different levels of the award. This allows for a process of practice and continual improvement in essay writing, report skills, presentation skills. To oversee student progress and help students with self-appraisal and Personal Development Planning (PDP) to ensure that they are constantly reflecting upon, adapting and enhancing their learning, students will be allocated a personal tutor from the module team delivering the module that the student is currently studying.

### *Assessment*

Every module contributes to the overall final grade for an Award. All of the assessment consists of coursework rather than examinations. This coursework takes a number of forms, including essays, reports (sometimes written as consultancy documents, or involving engagement with problem-based scenarios), portfolios of tasks, and a range of shorter submitted tasks (such as short responses to questions, annotated bibliographies, etc,).

This diversity of assessment results from various observations about the nature and value of assessment:

- we recognise that students have different abilities and learning styles (including those with special educational needs); and assessment needs to 'capture' the strengths and weakness if it is to be transformative and act as a foundation for further improvement in life-long learning skills;
- we recognise that assessment must reflect the sorts of tasks our postgraduates will be asked to prepare in their existing and future careers;
- we want to ensure that learning outcomes are tested in the most appropriate way

The assessment workload has been devised to ensure that the distribution of work across the award is broadly appropriate, equitable and balanced across modules and between levels.

The general framework for assessment is as follows:

- for Certificate and Diploma awards, 30 credit modules normally have 3 – 4 assignment elements / tasks; although some of these may be integrated into portfolios of work, indicating connections between assignments;
- the assignments are allocated an appropriate share of 6000 words allocated per module;
- an official penalty policy operates for assignments 10% over the word limits;
- at least one of the graded (summative) assignments would normally have a final deadline set by 6 or 7 weeks into the module;
- for the Masters level, both the Developing Sustainability Research module, the Research Project and the Sustainability Research Placement Dissertation, have a different pattern given their key role in determining the Masters award.

    - *Developing Sustainability Research:*
      Two assessments with an upper limit of 3,700 words. This is largely the product of requiring a Project Pro-forma, which details the topic, research strategy and methodologies to be employed, alongside a basic review of the relevant literature.

    - *Masters Sustainability Research Project*
      Three assessments – the research producing a dissertation (range of 10,000 – 12,000 words). This wide range encompasses the wide diversity of research approaches and strategies used in this area from a heavy reliance on qualitative information and discursive interaction with textual sources to a quantitative, highly systematic and scientific approach with hypotheses and statistical testing. Additionally the module has 4 pro-forma progress reports and a viva voce as part of the assessment for the 45 credit allocation.

    - *Sustainability Research Placement Dissertation*
      Three assessments – the research producing a dissertation (range of 10,000 – 12,000 words). This wide range encompasses the wide diversity of research approaches and strategies used in this area from a heavy reliance on qualitative information and discursive interaction with textual sources to a quantitative, highly systematic and scientific approach with hypotheses and statistical testing. Additionally the module has 4 pro-forma progress reports and a viva voce as part of the assessment for the 45 credit allocation.

The use of multiple assessments per module is for pedagogic reasons, including:

- to use a greater variety of shorter assessment formats such as electronic presentations, annotated bibliographies, comparative reviews, etc. rather than overuse very large formats such as two 3000 word research essays to reflect the 300 hour learning time of modules;
- to provide students with further opportunities if they under-perform for a particular assessment within a module;
- early graded (summative) assessments also provide a useful formative function for the subsequent assessments.

## Diversity of Assessment Matrix

| | Globalisation and Sustainable Development | Delivering Sustainable Development | Natural Resource Management | GIS for Sustainable Development | Remote Sensing for Sustainable Development | Developing Sustainability Research | Sustainability Research Project | Sustainability Research Placement Dissertation | Total |
|---|---|---|---|---|---|---|---|---|---|
| Research Essay | 2 | | | | | | | | 2 |
| Report | | 1 | 1 | (1) | (1) | | | | 3 |
| Other Assignments separate or within Portfolio | 1 | 1 | 3 | (3) | (3) | 1 | (4) | (4) | 13 |
| Electronic Seminar Presentation | | 1 | | | | | | | 1 |
| Project Proforma | | | | | | 1 | | | 1 |
| Research Dissertation | | | | | | | (1) | (1) | 1 |
| Viva Voce | | | | | | | (1) | (1) | 1 |

For optional pairs the number of assessments are in brackets – students will take either GIS for Sustainable Development or Remote Sensing for Sustainable Development and either the Sustainability Research Project or the Sustainability Research Placement Dissertation.

**Assessment Weighting Matrix**

| | | |
|---|---|---|
| Globalisation and Sustainable Development<br>(30 credit module) | 1000-1200 word assignment<br>2000-2400 word essay<br>2000-2400 word essay | 20%<br>40%<br>40% |
| Delivering Sustainable Development<br>(30 credit module) | Report 2400 words<br>Electronic seminar presentation:<br>1800 words equivalent<br>Comparative review –1800 words | 40%<br><br>30%<br>30% |
| Natural Resource Management<br>(30 credit module) | Report: 2000 words<br>Portfolio: 4000 words<br>(to include 3 tasks) | 40%<br>60% |
| GIS for Sustainable Development<br>(30 credit module option) | Report: 2000 words<br>Portfolio: 4000 words<br>(to include 3 tasks) | 40%<br>60% |
| Remote Sensing for Sustainable Development<br>(30 credit module option) | Report: 2000 words<br>Portfolio: 4000 words<br>(to include 3 tasks) | 40%<br>60% |
| Developing Sustainability Research<br>(15 credit module) | Project Proforma:<br>2250-2500 words<br>Case study:<br>1000-1200 words | <br>70%<br><br>30% |
| Masters Sustainability Research Project<br>(45 credit module) | Dissertation: 10000- 12000 words<br>Progress Report Proformas (x 4)<br>Viva Voce | 80%<br>20%<br>Pass/Fail |
| Sustainability Research Placement Dissertation<br>(45 credit module) | Dissertation: 10000- 12000 words<br>Progress Report Proformas (x 4)<br>Viva Voce | 80%<br>20%<br>Pass/Fail |

Assessment is marked with tutors using clear published criteria and sample verification by both internal and external examiners is undertaken to ensure parity of marking standards. Feedback is provided in a variety of ways including electronic written comments by e-mail; while individual essays can be scanned and sent back to students if the need arises to work through the actual assignment submitted. Specimens of submitted work are also scrutinised by the external examiner for the Award. Feedback is normally provided within 25 days of submission.

### *Formative Assessment*

Formative assessment does not count towards module grades, but it is an important part of undertaking an e-learning course. Information in the weekly activities directs learners to undertake many tasks that are not assessed. As noted in the discussion of Learning (see page 11) – this is part of the 'active learning' approach that is fundamental to the way in which the Award Team have approached the design of this award. We advise learners to work through all of these tasks because only by doing this will they be able to achieve the knowledge and skills needed to fully gain from the experience of study at postgraduate level.

Some of the formative tasks can be immediately self-assessed by comparing answers or notes to those included as part of the Activity. For some of the formative tasks, learners are directed to submit work to the tutor or to share work with their learner group, posting their information, reflections, presentations on the discussion boards. Learners are sometimes provided with individual feedback from tutors on formative assessments, and sometimes with collective feedback commenting on the profile of work across the group. When work is shared with a learner group, individuals can compare their work with that of others, comment on each other's work and sometimes work collaboratively to produce joint documents that are then evaluated. This formative work is critical to the learning process at the heart of this award. Interaction with others on the module is important, although we recognise that for some part-time students, their work patterns are not always conducive to regular interaction. The value of asynchronous communications threads in discussion boards lies in the ability for individuals to read back through earlier submissions, and add comments at any point during the course. These threads are maintained throughout the 'life' of a module, so that they can be consulted when students are undertaking their assignments.

## 13. Criteria for admission to the programme

This programme is designed for Indian students who are resident in India.

Normally, an honours degree from an officially recognised Institution of Higher Education in a related subject such as geography, politics, environmental studies/ science, environmental management, ecology, agriculture, law, sociology or development.

Candidates with degrees (or equivalent) in other subjects will also be considered as well as those individuals who have related employment or substantial voluntary experience, with a demonstrable interest in or a commitment to sustainable development issues.

A postgraduate diploma recognised as being equivalent to an honours degree or accredited professional or vocational experience in natural resource related areas of practice will also be considered.

Additional evidence of particular interests and active involvement in the environmental and sustainable development agendas will also be considered. Where specific professional expertise is involved, candidates who do not have a first degree, but who

have qualifications or experiences which could be accredited through Staffordshire University's Accreditation of Prior Learning (APL) or Accreditation of Experiential Learning (APEL) systems are welcome to apply.

Applicants must be able to demonstrate proficiency in English Language and may be required to meet an IELTS standard of 6.5 (or equivalent).

Applicants may be asked to undertake an interview (by telephone / internet phone) in order to establish and/or confirm their eligibility for entry onto the award.

The University of Madras employs a mechanism through which all reservations for specific social groups - Backward Classes, Most Backward Classes, Schedules Castes and Scheduled Tribes) - are treated fairly. The admission policy is based on the following criteria of seat allotments: General Turn or Overall Merit 30%; Backward Classes 30%; Most Backward Classes 20%; Scheduled Castes and Scheduled Tribes 20%. The admissions to the proposed programme will also be in terms of the reservation policy of the Government. While merit will be the general consideration in the admission process, the reservation / quotas will be normally be adhered to in the admission process.

For more information on Post-graduate entry requirements, go to the Staffordshire University web pages at:

(general information)
http://www.staffs.ac.uk/study_here/why_staffordshire/postgraduate_study/index.jsp

(specific to the award)
http://www.staffs.ac.uk/faculties/sciences/subject_and_courses/geography/geography_postgraduate_course_list.jsp

The programme also operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Students who apply to this award with Special Education Needs and Disabilities will be identified and counselled as to the reasonable adjustments that can be made to teaching, learning and assessment to ensure that they have the opportunity to achieve the award outcomes.

For further information and advice about disability support and admissions onto this award go to the Staffordshire University web-pages at:
http://www.staffs.ac.uk/uniservices/ess/Disability_Advisory_Service/Disabilty_Advisory_Service_Homepage.php

For general information about the Geography Department at Staffordshire University go to:

http://www.staffs.ac.uk/schools/sciences/geography/.

and for general information about the Geography Department at the University of Madras go to:

http://www.unom.ac.in/geo1.html

## 14. Information on Assessment Regulations

Staffordshire University Postgraduate Assessment Regulations apply to these Awards except with regard to compensation. There are also additional rules regarding progression to Diploma and Masters levels.

For this award the following compensation rules are in operation:

### Compensation between modules

- there is NO compensation allowable between 30-credit modules. This means that students have to pass ALL of these modules with a grade point 7 or higher;

### Compensation within modules

In the case of a multi-component assessment, internal compensation can normally be applied within the module. In addition there are further conditions:

- for all modules with multiple assessments students need to achieve at least a grade-point 4 (compensatables fail grades: 4, 5, 6) for each of the summative assessments. Again, students may achieve a module average grade-point of 7 or more, but still be referred in one or more components if any element of assessment is grade-point 0 or 3. This is to ensure that all students demonstrate engagement with the full range of learning objectives and assessments for each module;
- for 30 credit modules, the majority of the assessment has to achieve at least a grade point 7 (pass)

### Progression

For students to progress to Diploma level, they are required to have undertaken and passed at least 30 credits at Certificate level.
For students to progress to Masters level, they are required to have undertaken and passed 60 credits at Certificate level, and at least another 30 credits at Diploma level.

The Staffordshire University Postgraduate Assessment Regulations which are applied to these Awards are available online at:

http://www.staffs.ac.uk/images/postgrad_regs_tcm68-12690.pdf

## 15. Supplementary Information

Supplementary information about this Student Award can be found in the Student Award Handbook and in the individual Module Handbooks.