University of Glasgow

Programme Specification[1]

1. Programme Title(s) and Code(s):

Programme Title	UCAS Code	GU Code
MA (Hons) Global Sustainable Development	D400	F900-2312

2. Academic Session:

2023-24

3. SCQF Level (see Scottish Credit and Qualifications Framework Levels):

10

4. Credits:

480

5. Entrance Requirements:

SQA Higher Entry Requirements (by end of S6)
BBBB

A-level Standard Entry Requirements
BBB-CCC

IB Standard Entry Requirements
30 (6,5,5 HL) – 28 (5,5,5 HL)

6. ATAS Certificate Requirement (see Academic Technology Approval Scheme):

ATAS Certificate not required

7. Attendance Type:

Both Full Time and Part Time

8. Programme Aims:

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[1] This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk/

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

Global sustainable development refers to the economic, environmental and social challenges and opportunities arising from the imperative to reduce global inequalities while limiting the threats to the planet's life support systems. Sustainable development is for everyone, not just those in the Global South but also the Global North, with implications from the local to the planetary scale. As a holistic concept, sustainable development encompasses a range of challenges such as sustainable livelihoods, the economic imbalances of globalisation, threats to human health, clean and affordable energy, water scarcity and sanitation, the politics of finite resources and ethical questions of inter-generational justice. This degree equips graduates with the interdisciplinary knowledge, analytical tools, research skills and professional ethos to become subject specialists. Graduates will be ready to address the challenges and opportunities of the sustainable development goals (SDGs) in career pathways as diverse as the development and humanitarian sectors; local and national government, and inter-governmental agencies such as the United Nations; the private sector, innovation and enterprise; risk management and consultancy; environmental, social and corporate governance (ESG); campaigning and advocacy; media and journalism; and research. The knowledge and understanding gained through lectures and seminars will be enhanced through case studies, field visits and independent project work. The emphasis is on student-centred and active learning, independently and in small groups; all of which are designed to foster skills in self-reliance, problem solving, creative thinking, leadership and teamworking, critical analysis and effective presentation, while assisting students to articulate these skills in order to enhance employability.

This degree programme aims to:

- Establish a foundational understanding in theories and concepts of sustainable development and examine their application from local to global levels, in both urban and rural contexts;

- Develop students' understanding of the inter-related nature of economic, environmental and social systems when addressing global sustainable development, drawing on disciplinary insights from anthropology, politics and political economy, business studies, philosophy, sociology and environmental science;

- Equip students with a range of professional and technical skills in sustainable development including impact assessment, Environmental Social and Governance (ESG) frameworks, concept notes, data analysis and Agile project management;

- Provide students with the methodological tools to identify and research global development challenges and develop sustainable strategies for their resolution, including through student-led projects, fieldwork and applied case studies;

- Foster awareness of the contested nature of sustainable development and its ethical and intergenerational dimensions, enabling students to critically reflect on their assumptions, positionalities and practices;

- Provide a supportive learning environment within which students can enhance their employability through developing key graduate attributes such as independent and critical thinking, effective oral and written communication, leadership and teamworking, and intercultural competency for international collaboration.

9. Intended Learning Outcomes of Programme:

The programme provides opportunities for students to develop and to demonstrate knowledge and understanding, skills and other attributes as described below.

Knowledge and Understanding

By the end of this programme, students will be able to:

- Demonstrate the inter-dependent nature of economic, environmental and social systems when addressing global sustainable development, and synthesise knowledge from the various disciplines which contribute to the study of the subject;

- Evaluate key theories and concepts in sustainable development, from thinkers in the Global South and Global North, and apply them to a geographically diverse range of case studies;

- Critically compare policies and governance mechanisms relevant to the economic, environmental and social challenges of sustainable development, at local and global levels;

- Assess the cumulative impact of intersecting characteristics such as gender, age, ethnicity/migrancy and class when analysing inequalities in human development.

Skills and Other Attributes

Subject-specific/Practical Skills

By the end of this programme, students will be able to:

- Apply a range of professional skills and techniques in sustainable development including impact assessment, Environmental Social and Governance (ESG) frameworks, concept notes, data analysis and Agile project management;

- Conduct analyses of relevant policies, considering stakeholder representation, governance models and implementation constraints, and advocating for policy changes and initiatives where appropriate;

- Utilise research techniques from the social sciences, engage in the research design process, conduct research individually and as part of a team, present results in appropriate formats (including report writing and oral presentations), and evaluate and discuss findings within a problem-solving context;

- Investigate issues of sustainable development in applied settings and via field-based study, showing due regard for potential impacts on people and the environment and the ethical implications of undertaking fieldwork.

Intellectual Skills

By the end of this programme, students will be able to:

- Demonstrate proficiency in data acquisition, analysis, presentation and discussion;

- Compile, synthesise and critique information from a variety of sources, including the judicious and critical use of internet sources;

- Use theory in practical problem-solving;

- Debate the ethical and intergenerational complexities of global sustainable development and reflect critically on their own assumptions, positionalities and practices.

Transferable Skills
By the end of this programme, students will be able to:

- Work independently, manage personal time and organise and prioritise work schedules;

- Communicate complex ideas and relevant information to diverse audiences, including specialists and non-specialists, using appropriate technologies and a variety of dissemination modes both written and oral;

- Collaborate effectively, applying theories of leadership and teamworking to scenario-based group assignments;

- Work respectfully with others in a context of cultural diversity, modelling an inclusive and open-minded ethos founded in interdisciplinary working, intercultural competency and international collaboration.

10. Typical Learning and Teaching Approaches:

A variety of teaching methods are used to deliver the programme aims to ensure that students are given a range of learning environments; this recognises the fact that students learn in different ways.

- Primary material is delivered through lectures, tutorials, and seminars in which students are presented with contemporary theories and contrasting analyses within the sustainable development debate. Concepts are discussed in relation to case studies in order to facilitate an objective analysis of the practicalities of sustainability objectives. Extensive use is made of current policy documents and reports in the field of sustainable development, thereby ensuring that students are apprised of current thinking and application.

- Emphasis is placed on field-based teaching and learning. Courses at all levels have some element of field experience with exercises ranging from simple observation to data collection. Through these, students acquire and apply research skills to solve particular problems or address particular scenarios.

- Group work is used as a mechanism not only to encourage the development of personal organisational skills, but also to allow students to demonstrate their initiative in dealing with problem-solving, to increase their professionalism in dealing with others, and to improve the effectiveness of their communication skills. Group working also provides practical experience of the inherent difficulties in delivering sustainable development objectives as a result of multiple agendas and priorities.

- External speakers contribute to classes at all levels, thus exposing students to the practicalities of implementing theories within a context of economic, political and practical constraints.

- Collaborative Online International Learning (COIL) is a feature of this programme, with the aim of enabling students to work respectfully with others in a context of cultural diversity, modelling an inclusive and open-minded ethos founded in interdisciplinary working, intercultural competency and international collaboration. COIL activities are planned in the Level 1 course 'Introduction to Sustainable Development' and Level 4 course 'Migration and Development'.

- Courses on the programme utilise the Moodle virtual learning environment for e-learning. A "flipped classroom" approach is used on some courses, to encourage students' active learning and to maximise the opportunity for interactive and applied learning during on-campus teaching.

- Students must, at all stages in their studies, be conversant with associated literature emanating from governmental/agency sources and in academic journals/texts. Extensive reading lists are provided for each course. Students are also given specific instruction in bibliographic search skills thereby ensuring students make effective use of library resources, both on-line and on-campus. Independent reading is considered an integral part of the learning process and is the most effective way by which students can access a broad range of views, perspectives and debates, thereby facilitating students' engagement in problem-solving, group work, seminars, fieldwork and 'flipped classroom' approaches.

11. Typical Assessment Methods:

A range of assessment methods is used to demonstrate students' achievement of the intended learning outcomes.

- Knowledge and understanding of key sustainable development issues are assessed formatively and summatively through a diverse portfolio of assessment types such as essays, project reports, groupwork, oral presentations, book reviews, policy analyses, reflective journals, concept notes, briefing papers, and examinations. Each assessment type is designed to assess subject-specific knowledge and understanding, subject-specific and practical skills, intellectual skills, and transferable key skills required for a career in the field of sustainable development.

- Sustainable development issues range from the global to the local and students develop subject-specific knowledge through analysis at appropriate scales. Emphasis is given to critical analysis of material, concepts and theories, developing intellectual skills and interdisciplinary approaches to address environmental, economic and social sustainability issues. Students are therefore assessed on their ability to present convincing and well-supported critical arguments in their individual and groupwork assignments. There is an expectation in all written work that students demonstrate that they have undertaken independent reading and have used their initiative in sourcing materials.

- The use of small-scale projects (within courses) is an important tool in developing and testing subject-specific, practical and transferable skills where students apply their knowledge to a given problem. Problem-based and solutions-focused learning is used throughout the Global Sustainable Development programme to develop and enhance graduate attributes, intellectual skills, knowledge and understanding of a subject-specific topic.

- Larger project-based assessment (Dissertation/ Honours Action Research Project/ Work Placement Report) is also key to ensuring that students develop subject-specific and practical skills, and demonstrate an ability to acquire relevant data, either from existing sources or by self-collection. Research projects require students to evaluate and critique a sustainable development issue, design and manage a project, utilise appropriate research techniques and methods, develop and refine subject-specific skills and report succinctly. Students therefore are assessed on their ability to design, apply appropriate methods to specific scenarios, conduct focused research, reflect and report. The process develops both transferable key skills along with subject-specific knowledge. Students should also reflect on the limitations of different research methods and critically evaluate results within a context at an appropriate scale.

- Students are required to undertake oral presentations throughout their studies, which requires that they not only know the material they are presenting, but understand it to such an extent that they can convey often complex issues to others, both specialists and non-specialists. Oral presentation assessments develop transferable skills and give students the opportunity to practise their skills and develop confidence, but also tutor them in the art of presenting material to a wide and varied audience.

- Groupwork assessments, including oral presentations and practical fieldwork tasks, are undertaken by students to develop personal, interpersonal and problem-solving transferable skills along with subject-specific knowledge. These are assessed summatively in terms of the effective delivery of the project aims and formatively through self-evaluation of the groupwork process.

- Innovative assessment methods and tasks which aim to develop subject-specific knowledge, transferable, intellectual and practical skills are constantly being reviewed and where appropriate will be introduced to the Global Sustainable Development programme.

12. Programme Structure and Features:

Structure

Course Title	Course Code	Credits	Core	Optional	Semester(s) taught
Level 1					
Introduction to Sustainable Development	New	20	X		1
Introduction to Global Environmental Issues	DUMF1008	20	X		1
People, Power and Place	DUMF1075	20	X		2
Energy, Waste and Pollution: Options for Sustainability	DUMF1074	20	X		2
Option 1		20		X	1
Option 2		20		X	2
Level 2					
Global Perspectives on Health and Human Development	DUMF2079	20	X		1
Ethics: Environment and Development	DUMF2076	20	X		1
Political Economy of Globalisation and Development	New	20	X		2
Politics and the Environment	DUMF2077	10	X		2
Environmental Communication and Behaviour Change	DUMF2078	10	X		2
Option 1		20		X	1
Option 2		20		X	2
Level 3					
Advanced Texts in Sustainable Development	New	20	X		1
Innovation and Enterprise for Sustainability	DUMF3093	20	X		1
Research Methods for Social Science	DUMF3094	20	X		1
Dissertation	DUMF3007P	60		X	2
Placement	DUMF3086P	60		X	2
Placement (International)	DUMF3087P	60		X	2
Level 4					
Sustainable Development Field Course	DUMF4049	20	X		Summer
Migration and Development	DUMF4048	20	X		1
Water resources: Policy and Governance	DUMF4047	20	X		2
Honours Action Research Project	DUMF4046P	60	X		1 & 2

Features

Regulations

This programme will be governed by the relevant regulations published in the University Regulations. These regulations include the requirements in relation to:

(a)   Award of the degree

(b)   Progress

(c)   Early exit awards

(d)   Entry to Honours (For undergraduate programmes, where appropriate)

https://www.gla.ac.uk/myglasgow/apg/policies/uniregs/

13. Programme Accredited By:

14. Location(s):

Dumfries

15. College:

College of Social Sciences

16. Lead School:

Interdisciplinary Studies [REG40300000]

17. Is this programme collaborative with another institution:

No

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

University of Glasgow

20. Language of Instruction:

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see Quality Assurance Agency for Higher Education) and Other External or Internal Reference Points:

Not applicable

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such Student Learning Development (www.gla.ac.uk/myglasgow/sld/), Counselling & Psychological Services (www.gla.ac.uk/myglasgow/counselling/), the Disability Service (www.gla.ac.uk/myglasgow/disability/) and the Careers Service (www.gla.ac.uk/myglasgow/careers/).

24. Online Distance Learning:

No

25. Date of approval:	17/05/2023