

# Programme Specification Document

Approved, 2022.02

## Overview

<b>Programme Code</b>	36186
<b>Programme Title</b>	Sustainability and Behaviour Change
<b>Awarding Institution</b>	Liverpool John Moores University
<b>Programme Type</b>	Masters
<b>Language of Programme</b>	All LJMU programmes are delivered and assessed in English
<b>Programme Leader</b>	
<b>Link Tutor(s)</b>	Sarah Dalrymple

<b>Partner Name</b>	<b>Partnership Type</b>
Centre for Alternative Technology	Validated

## Awards

Award Type	Award Description	Award Learning Outcomes
Target Award	Master of Science - MS	See Learning Outcomes Below
Recruitable Target	Postgraduate Diploma - PD	See Learning Outcomes Below
Recruitable Target	Postgraduate Certificate - PC	See Learning Outcomes Below
Alternative Exit	Postgraduate Certificate - PC	Understand the broad concepts of behavioural change within the context of sustainability and adaptation. They will be able to engage with and take an informed position on theories and practice in relation to the field of behavioural change for environmental sustainability.
Alternative Exit	Postgraduate Diploma - PD	Engage with and take an informed position on advanced levels of theories and practice in relation to the field of using behavioural change to bring about sustainability and adaptation. Students will be able to explore, test, identify and apply appropriate research methods and be able to demonstrate appropriate levels of critical analysis, reflection and contextual awareness in a range of modules associated with the field of study.

Alternate Award Names	
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## External Benchmarks

Subject Benchmark Statement	
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## Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length
Full-Time, Distance Learning	September	Centre for Alternative Technology	18 Months

## Aims and Outcomes

### Educational Aims of the Programme

The overall aim of the programme is to train postgraduate students so they are able to play a significant role in the development of approaches and application of knowledge to communicate and bring about transformative change in sustainability and adaption to global environmental issues. By their very nature global environmental issues are complex, and require a holistic awareness of scientific, social, cultural and economic concepts, issues, and theories. Therefore, an interdisciplinary approach is taken throughout the programme and is implicit in the programme aims and learning outcomes. This programme will offer appropriate support to students, so they can continue to build their knowledge, understanding and skills to become independent learners for the future. The specific aims of the programme are:

- To critically reflect upon the consequences, seriousness, and urgency of environmental and climatic change with respect to how these multidisciplinary factors influence sustainability thinking and approaches to adaptation
- To hone the ability to identify and appraise the complex influences that technical, political, legal, social, cultural and psychological factors have on the human / nature interface.
- To develop technical evaluation skills to become systematic, logically iterative and imaginative, in order to make sound judgements within the limits of uncertainty and incomplete data, and communicate evidence and conclusions clearly to specialist and non-specialist audiences;
- To develop critical, practical and analytical problem-based learning and transferable skills to in order to make informed decisions to transform behaviour at a variety of organisational levels and bring about sustainable change;
- To enable students to extend their capacity for independent study and to make an original contribution to research within the fields of Sustainability and Behavioural Change.
- To develop the self-confidence and ability to act on, initiative, and to prepare for the rigours and demands of employment or further postgraduate study in areas related to sociology, communications, or sustainability.
- Provide students with a well-developed academic base for further learning /research/ personal and professional development and employment within the fields of sustainability and/or behavioural change.
- To develop transferable skills including written and verbal communication, IT, problem-solving, teamwork and time management skills, to prepare the students for leadership in the workplace.

### Learning Outcomes

Code	Description
PLO1	Demonstrate a holistic, systematic and sophisticated understanding of the concepts, issues, and theories of behavioural change within the context of environmental, social and economic sustainability (e.g. Critical assessment of the theoretical approaches to enable transformational social change, evaluation of the roles and motivations of government and organisational approaches towards driving societal change, a critical understanding of the interactions of infrastructure, energy and material flows, transportation, food requirements and social dynamics that underpin the development and management of resources in cities);
PLO2	Demonstrate a thorough understanding of the logistical issues involved in planning and conducting social science research and study;
PLO3	Collate and handle data, carry out statistical analyses and modelling where appropriate.
PLO4	Communicate effectively in written and oral forms to a wider audience;
PLO5	Make effective use of communication and IT to gather and use evidence and data to find, retrieve, organise and exchange new information;
PLO6	Demonstrate clarity, fluency, and coherence in a variety of written forms and expression;
PLO7	Organise tasks and manage time effectively;
PLO8	Design, investigate, and present an extended and independently-conceived piece of research;

Code	Description
PLO9	Work in a team, identifying individual and collective goals; exercising initiative and personal responsibility when performing roles in a manner appropriate to achieving team goals.
PLO10	Present a sophisticated and integrative appreciation of the influence that technical, engineering, legal, political, social and cultural perspectives can have on developing sustainability and adaptation strategies;
PLO11	Gain specialist knowledge of behavioural, social and systems approaches to delivering the transformational social changes needed to bring about environmental and social sustainability and adaptation;
PLO12	Gain experience in techniques to assess, measure and monitor the effectiveness of behaviour change approaches and motivations towards sustainability.
PLO13	Develop and sustain arguments in a variety of written and numerical forms, formulating appropriate questions and using primary and secondary evidence;
PLO14	Critically evaluate methods, analyses, conclusions and relevance from interdisciplinary sources, and where appropriate, propose new hypotheses from congruent argument, of current research and advanced scholarship;
PLO15	Synthesise a clear understanding of the various attitudinal, legal, institutional and ethical considerations and developments associated with sustainability and adaptation in an area of practice;
PLO16	Display a holistic and sophisticated understanding of how knowledge is advanced through research, and produce clear, logically argued and original written work.
PLO17	Analyse the effectiveness of approaches to driving forward sustainable change, at a range of societal scales from individual, community, to governmental.

## Programme Structure

### Programme Structure Description

The MSc (180 credits) Sustainability and Behavioural Change is achieved via completion of the 30-credit introductory core module, the four 15-credit core modules, two optional 15-credit modules and the 60-credit dissertation module. Students completing the MSc programme full time will complete 120 credits in year 1 of their studies and 60 credits (dissertation) in year 2. Postgraduate Diploma in Behaviour Change for Sustainability - The PgDip (120 credits) Sustainability and Behavioural Change exit award is achieved via completion of the 30-credit introductory core module, the four 15-credit core modules plus two other optional 15-credit modules. The PgCert (60 credits) Sustainability and Behavioural Change exit award is achieved via completion of the 30-credit introductory core module and two of the core 15-credit modules, 'Theoretical approaches to transformational social change' 'Communicating Transformational social change' or 'Environmental politics and economics'. Students who joined the programme prior to September 2022 may opt to take 7500CATSCI plus an additional option module instead of 7520CATSCI and 7521CATSCI. In addition for those students 7508CATSCI was offered as an alternative to 7509CATSCI.

Programme Structure - 180 credit points	
Level 7 - 180 credit points	
Level 7 Core - 150 credit points	CORE
[MODULE] 7501CATSCI Sustainability and Adaptation: Concepts and Planning Approved 2022.01 - 30 credit points	
[MODULE] 7502CATSCI Environmental Politics and Economics Approved 2022.01 - 15 credit points	
[MODULE] 7512CATSCI Theoretical Approaches to Transformational Social Change Approved 2022.01 - 15 credit points	
[MODULE] 7515CATSCI Communicating Transformational Social Change Approved 2022.01 - 15 credit points	
[MODULE] 7520CATSCI Dissertation Approved 2022.01 - 60 credit points	
[MODULE] 7521CATSCI Applied Research Design Approved 2022.01 - 15 credit points	
Level 7 Optional - 30 credit points	OPTIONAL
[MODULE] 7503CATSCI Food Production and Consumption Approved 2022.01 - 15 credit points	
[MODULE] 7504CATSCI Cities and Communities Approved 2022.01 - 15 credit points	
[MODULE] 7505CATSCI Energy Provision Approved 2022.01 - 15 credit points	
[MODULE] 7507CATSCI Sustainable Materials in the Built Environment Approved 2022.01 - 15 credit points	
[MODULE] 7509CATSCI Work-based Project Approved 2022.01 - 15 credit points	
[MODULE] 7511CATSCI Buildings and People Approved 2022.01 - 15 credit points	

Module specifications may be accessed at <https://proformas.ljmu.ac.uk/Default.aspx>

### Approved variance from Academic Framework Regulations

#### Variance

Variance from PG.A4.2 (module-size requirements.) - 15-credit modules permitted Variance from PGA4.4 (semester credit balance) - A credit imbalance between semesters is permitted Note: Part-time students will be requested to do 60 credits of taught module in each academic year. The following variance applies only to students who joined the programme prior to September 2022. Variance from PG A4.3 (Ten credits of research skills) - This programme does not require the successful completion of a separate research skills module prior to submission of a dissertation (PGA4.3). All students must obtain a pass grade for the Research Design Proposal (10%) on 7500CATSCI before they are able to commence research on their dissertation.

## Teaching, Learning and Assessment

Teaching and learning will be via interactive lectures, workshops, discussion groups, seminars, oral presentations, and practical work. Assessments will be written, oral and practical assignments such as essays, project reports and presentations. Intellectual skills are developed through the teaching and learning programme. Experimental, research and design skills are further developed and practised through a broad range of coursework activities and project work. Written or verbal individual feedback is given on all work submitted. Critical thinking and problem-solving skills are assessed through written and oral assignments. Professional social science skills are taught during workshops in the core modules. Other relevant numerical and practical skills are taught across the suite of options. Experimental design is taught in the Dissertation module and is embedded through the topic via lectures and workshops, and practical work. Critical analysis and problem solving skills are embedded in all modules and are taught, developed and practised through debate, workshops and all forms of practical work. Experimental research and design skills are assessed in the dissertation. Professional social science skills are taught during workshops in the core modules. Other relevant numerical and practical skills are taught across the suite of options. Experimental design is taught in the Dissertation module and is embedded through the topic via lectures and workshops, and practical work. Professional social science skills are assessed via the dissertation and in core modules 'Theoretical approaches to transformational social change,' 'Environmental politics and economics' and 'Communicating Transformational social change' as well as in some of the optional modules. Transferable skills are taught, developed and practised through the teaching and learning programme. Social science techniques and problem-solving skills are taught on 'dissertation and core modules 'Theoretical approaches to transformational social change', 'Environmental politics and economics' and 'Communicating Transformational social change' Students will also develop additional numerical and statistical problem solving skills within the dissertation and in modules such as 'Energy Provision,' or 'Buildings and People'.

## Opportunities for work related learning

The programme offers a specific period of work-related skills in the Dissertation module (7520CATSCI) such as planning, and managing and completing an independent piece of research. Students have the option of completing a module 'Work-Based Project' which is an individual project based within the work-place (7509CATSCI). The use of practitioners from industries in areas such as adaptation planning and change management within module teaching will also enable students to learn first-hand about the industry and meet professionals.

## Entry Requirements

Type	Description
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Alternative qualifications considered	<p>Graduates: Normally entrants to the programme will have at least a second class degree or above in a subject appropriate to or compatible with environmental sciences, geography, sociology or psychology and related topic areas. Students may be admitted with advanced standing through the recognition of credit or the accreditation of experiential or certificated learning within 5 years of the start of study according to the LJMU Recognition of Prior (Experiential) Learning (RP(E)L) policy, document 188 (<a href="http://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework">www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework</a>). RE(P)L will be considered in accordance with University regulations. Non-graduates: For applicants not in possession of a good honours degree, the programme leader will take into account relevant professional qualifications and experience. Any participant who does not have a first degree must satisfy the programme team of their ability to study at Master's level (e.g. presentation of a strong portfolio to demonstrate appropriate equivalent skills). For these applicants, individual assessments of their suitability for post graduate level study will be arranged and conducted by the programme team. The team may require evidence to be submitted as part of the assessment process e.g. a portfolio of written and other work; papers presented at conferences, publications; reports and research proposals</p>
Other international requirements	<p>Normally a good degree (2ii equivalent) preferred in a subject appropriate to or compatible with environmental sciences, geography, sociology or psychology and related topic areas combined with a recognised English language qualification (IELTS score of 6.5 with a minimum of 6 in each category) or Pearson score of 58-64 within 2 years prior to the programme start date (minimum score of 51 in each component for UKVI Purposes).</p>

## Extra Entry Requirements