

<b>Final Award and Title</b>	Postgraduate Certificate in Sustainable Leadership
<b>Exit Award(s) and Title(s)</b>	N/A
<b>Name of Route / Pathway / Framework</b>	N/A
<b>Professional Qualifications</b>	N/A
<b>Programme Accreditation</b>	N/A
<b>Modes of Study</b>	Part time or Full Time using Blended Learning
<b>Delivery Sites</b>	Ambleside
<b>Programme Length</b>	2 years (PT) 1 semester (FT)
<b>Work Based Learning</b>	N/A

## 1. Educational Aims of the Programme

As a graduate of the Postgraduate Certificate in Sustainable Leadership you will better lead change within your organisation so it contributes to sustainable development, encouraging colleagues and stakeholders to address their ethical, cultural and value stance on decision making. This award is focused on developing leaders of the future who consider sustainability in its widest sense.

The overall aims of the programme are that you will be able to:

1. Critically evaluate your own leadership approach and that of others, and how they are affected by ethical, cultural and value norms;
2. Analyse how the actions of leaders of organisations, in engaging, educating and enabling others, can create widespread change in society;
3. Critically evaluate the frameworks for understanding the way organisations affect sustainable development and can create social change;
4. Identify, critically evaluate and analyse an independent topic of study in leadership for sustainable development for your chosen field.

## 2. Programme Features and Requirements

This is a unique programme of study; the first of its kind in the UK which has embedded its core philosophy in the notion of experiential learning. This builds on the inheritance of the Ambleside campus that saw Charlotte Mason revolutionise the development of teaching skills amongst generations of potential learners. Using the incredible vista that surrounds the campus, which inspired such philosophers as Ruskin and literary giants that include Wordsworth, we use this programme and its modules to explore sustainability and leadership in all its guises. The debate and discussion you encounter will help develop your careers in arenas that include environmental

management and corporate social responsibility whilst challenging how we can engender social change, helping our ethical and philosophical development in the field impact on our organisations ability to grow and develop.

The Postgraduate Certificate in Sustainable Leadership has embedded the university themes of 'Sustainability', 'Creativity', 'Employability' and 'Enterprise'. It is taught through a programme of individual modules that will influence your individual contribution in leadership of organisations. It encourages a peer learning but as well as meeting an eclectic cohort with whom you will share aspects of your study the programme deliberately includes guest speakers that will challenge the status quo and demand intellectual rigour.

Learning, teaching and assessment of this programme is therefore designed to provide highly engaging means of enhancing the cohesion of each module group, drawing together the themes that emerge from the modules that make up the programme, and considerably enhancing your leadership skills as they will affect the sustainability agenda in your organisation, sector and society. The emphasis is on building on your existing competencies and experience to achieve graduate level skills and attributes.

Key Features of this award are:

- Delivery of two modules each as week or multi-day block residential experiences at the Campus in Ambleside, the Lake District; these residential blocks include access to fells and lakes, woodland and vistas which have inspired generations and itself challenged in the field of sustainability.
- Internationally renowned team of facilitators and guest speakers
- The use of experiential learning and nature as a venue and inspiration for education
- A focus on personal, organisational and systemic change
- Opportunity for independent study on your particular interest in sustainable leadership

When you arrive you will be introduced to key staff and students at a welcome event. There will be preparatory sessions for study skills necessary to succeed in University life to help you start your programme with confidence. In addition, there may be the option to attend the module UCBS7020 Sustainable Exchange, at our campus in East India Dock, London.

### **3. Learning Teaching and Assessment**

#### **(i) Learning, Teaching and Assessment approaches, pedagogy and values that underpin LTA design throughout the programme**

The University of Cumbria Business School (UCBS) wishes to offer all students, no matter what their background, culture, disability or gender, an accessible and engaging programme of study that has suitable assessments which offers clear relationships to the world of work and your vocational development. In addition we are committed to providing the opportunity for clear, prompt and appropriate feedback so that you can progress appropriately through each module.

The Institute for Leadership and Sustainability (IFLAS) of the University of Cumbria Business School (UCBS), to which your programme of study 'belongs', aims to challenge and stretch you whilst simultaneously developing your leadership skills and ability to challenge effectively ethical, cultural and value norms. We will support, guide and encourage you through a successful learner journey that will start even before you arrive on campus and continues long after you graduate.

For your award:

- Each module will require pre-reading and engagement with course materials. These will be sent to you a month before the residential block delivery week.
- The block programme will engage in peer to peer student interaction as well as lectures, seminars and workshops led by experts in their field
- Each module will require you to prepare and present materials to a wide audience that includes employers, academics, fellow students and tutors
- Experiential learning will be encouraged and challenged through engagement with the cultural history and environs of the Lake District

- Group and team work will be mandatory for some modules in order to ensure the opportunity to practice team and leaderships skills; however this will be limited to contributions on the residential blocks only
- Post block study will include engagement with blogs and wikis via the universities virtual online learning environment, 'BlackBoard'

Throughout the course, emphasis will be placed on the symbiotic relationship between theory and practice and its relevance to for-profit and non-profit organisations; local and regional, national and international contexts are discussed. There is a wide exposure to current business issues including employer-based case studies, visits and inputs from visiting practising managers, guest speakers and field visits.

## **(ii) Contexts For Learning**

This is a taught, campus based award which is supported through the use of experiential learning and the use of technology that enables a blended learning approach. In addition there are participatory classes, visits to local locations and the opportunity for interaction with nature.

Ways in which UCBS support your learning in this context are:

- Dedicated programme leadership
- A dedicated personal tutor programme
- Appropriately qualified and specialist lecturing team
- A strong induction programme for each new cohort, and for continuing students that introduces and then consolidates the University of Cumbria's online systems and support. In addition there will be guidance on level 7 academic skills.
- Peer Review Programme across all staff ensuring the highest levels of teaching practices
- Integration of support services from LiSS at all module delivery weeks
- Support via blended learning and technologies. These include, but are not limited to:
  - Podcasts for supported learning
  - Use of Electronic whiteboards
  - Visits to local locations
  - Opportunities for interaction with nature
  - YouTube © videos
  - Prezzi software use
  - Wikis
  - Digitised materials on line for accessibility; this includes e-books and journals
  - Podcasted feedback
  - Audio embedded on lecture/workshop slides
  - Use of Pebble Pad for the creation of appropriate employability and CV building activity
  - Use of the Virtual Learning Environment (Blackboard) which may include, but is not limited to:
    - Module links to the schools main & programme pages
    - A repository for teaching materials to support face to face delivery which may include module handbooks, lecture slides, work books, multimedia elements, reusable learning objects, digitised readings, work sheets, past exam papers and placement handbooks
    - Electronic submission of assignments using the VLE via formative Turnitin drafts and summative assessment submissions.
    - Synchronous and asynchronous interactions online such as FAQ's, discussion boards and chat rooms to support your learning outside of the classroom and to enable you to support each other and establish a course 'community'.
    - Communicating with you using a selection of electronic media via consistent channels
    - Requesting submissions from you in a range of formats such as properly-formatted essays/reports, presentations, posters, blogs and other forms

- Conducting online formative assessments throughout the course; examples include the opportunity to submit an ethics form for the module UCBS7021 Independent Study in order to receive feedback before the final summative submission deadline.
- Monitoring your engagement with the module or course through your level of engagement in online activities and usage statistics
- Providing formative and summative feedback to you on an individual or group level in a selection of formats including electronic and audio feedback
- To encourage you to identify and evaluate other electronic resources from a range of sources internally and externally that may support your studies further
- Encouraging staff & students to engage in subject-specific professional networks and professional debate on and offline

Providing guidance and advice on future programmes of study and career development is important and will be included as part of the programme discussions and features of your discussions with the personal tutor.

The Student Voice Project will assess the modules and award; this is a multi-communication approach to receiving your feedback on your programme that includes module evaluations, residential evaluations, programme surveys, student representation on Staff Student fora and a welcome to the UCBS Student Council.

### **(iii) Learning, Teaching and Assessment Methods**

UCBS want to motivate you in your studies through a variety of teaching and learning approaches. Challenging and authentic tasks will be used to stretch your capabilities in experiential learning and assessment resulting in a deeper approach to learning. Unique learning and teaching approaches adopted, that fall outside the more usual lecture, seminar and workshop, on this course include:

- Group work and team building activities
- Peer learning; one of the important and unique aspects of this award is the ability to meet with like-minded people and interact with the challenges of sustainable leadership within different agendas. Discussion and debate will incur deep peer learning and the ability to seek solutions through the practice of others.
- Work based projects that prepare you for helping to develop a change toward the sustainability agenda in your organisation
- Enterprising and entrepreneurial opportunities to be innovative and solve problems for instance designing, developing and managing successful sustainable exchange systems.
- Engagement with technology (hardware and/or software) where appropriate

The following learning and teaching strategies may be used in modules that you will study:

- Interactive lectures where you will be expected to contribute having done some preparatory reading in advance;
- Tutorials where you will work in smaller groups to engage with learning activities (e.g. to prepare the debate in UCBS7019 Sustainable Leadership);
- Organisation of field study, conducting data collection, analysis and interpretation;
- Working independently to research the relevant literature predominantly using electronic databases and search engines;
- Completion of directed activities/ formative assessments which will inform the content of scheduled sessions, providing opportunities for feedback;
- Participation in practical workshops, field trips and natural contexts to experience/develop the skills required for the vocational context of the award;
- Leading practical sessions in research or subject specific skills;
- Experience of work related learning through field trips, guest speakers and visits.
- Walks and talks in our local area; you will need to bring wet weather gear with you and a stout pair of walking boots.

Modules on this award will consist of 20 credits which equates to 200 notional learning hours. The blended learning approach for this programme provides week long residential modules where face to face contact time will be supported by world renowned speakers in their field, opportunities to visit specific Lake District locations as well as enjoy the unique landscape.

Staff constantly engage with the Disability Support team to ensure all fieldwork and practical sessions are accessible to all students,

### **Types/Methods of Assessment**

There are two types of assessment used for this programme:

#### **Summative Assessment**

Summative assessment is the process of evaluating (and grading) the learning of students at a point in time.

#### **Formative Assessment**

Formative assessment is designed to help learners learn more effectively by giving them feedback on their performance and how it can be improved and sustained.

Examples of innovative, well-adjusted and fit for purpose summative assessments include, but are not limited to:

- Practical work based on 'workshop' exercises to assess specific skills
- Course work reports, project documentation and reflective practice
- Oral Presentations (including seminars and debates)
- Project Work and output including independent and group engagement.

Each module will have at least one formative piece of work to help students understand the final piece of summative work. Details of feedback opportunities for this will be included in your module handbook. Some feedback methods for formative assessment include:

- On line audio or written via Virtual Learning Environment (VLE)
- Generic feedback to group in class or via email/VLE.
- Peer feedback through seminars, particularly where presentations have been undertaken
- Immediate verbal feedback where appropriate

Feedback methods for summative assessment include all of the above plus:

- Oral and/or written feedback using marking criteria and additional comments.
- Immediate verbal comment or Q&A in the case of presentations

Learning, teaching and assessment approaches will be continually improved using feedback from mid and end of module evaluations, peer review, focus groups, enhancement and development days and module development days. This will ensure that the students learning experience is continually enhanced.

### **(iv) Formative Assessment**

Formative assessment is used to develop learning within the module. Each module will have at least one formative piece of work to help students understand the final piece of summative work.

Feedback methods for formative assessment include:

- On line audio or written via VLE
- Generic feedback to group in class or via email/VLE.
- Peer feedback through seminars, particularly where presentations have been undertaken
- Immediate verbal feedback where appropriate

## **4. Programme Outcomes**

**This programme provides opportunities for you to develop and demonstrate:**

### **(i) Knowledge and Understanding**

1. Understanding of the professional, moral and ethical issues involved in organisational impacts on society and the environment
2. Critical evaluation of business responses to sustainability challenges
3. Critical review, evaluation and synthesis of relevant information, theories and concepts
4. The ability to develop and apply theories of leadership and sustainability

5. The evaluation of principles, theories and working methods in the context of current scholarship in leadership, sustainability, transition and social change
<b>(ii) Employability Skills</b>
6. The ability to lead change in sustainability agendas and programmes in organisations, sectors and communities
7. The ability to reflect on your own, and others, leadership abilities, ethics, cultures and values and how these may affect a drive for change in sustainability agendas and analysis frameworks
8. Critical engagement in discourse and debate on how a sustainable development agenda may affect your current or possible future employers/organisations agenda
<b>(iii) Qualities, Skills and Other Attributes</b>
9. Critical analysis of concepts and self-reflection of one's assumptions and drivers to liberate participants from limiting assumptions and patterns
10. Ability to relate personal values to work and sustainable development goals
11. Enhanced approaches to personal wellbeing as part of being a sustainable leader

<b>5. Level Descriptors</b>
<b>At HE Level 7 (Masters level),</b> students will be able to demonstrate that they have the ability: to display a mastery of a complex and specialised area of knowledge and a critical awareness of issues at the forefront of the area of study; employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations; generate new ideas and support the achievement of desired outcomes; accept accountability for decision making including the use of supervision; analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

The course is designed so that you can complete it either within one year, as a full time student, or two years, as a part time student, attending a minimum of two residential block weeks. It is recommended but not compulsory that you take the core module first, and then may take the other modules in any order. The optional modules are subject to availability and scheduling. The online module, as independent study, can be started at any time.

<b>Block 1</b>		<b>Block 2</b>			<b>Non-Block</b>
UCBS7019 Sustainable Leadership	UCBS7020 Sustainable Exchange	HS007002 Outdoor Experiential Learning: Contexts & Applications	HS007004 Theoretical Perspectives Outdoor & Experiential Learning	HS007009 Leadership Democracy	UCBS7021 Independent Study
<b>Core</b>	<b>Option</b>	<b>Option</b>	<b>Option</b>	<b>Option</b>	<b>Option</b>
		UCBS7305 Facilitation & Dialogue	HS007003 Reflective Practitioner		
		<b>Option</b>	<b>Option</b>		

For full-time students 60 credits of study can be achieved in one academic year. A typical programme could look like this if commencing in September:

September	<b>CORE</b> UCBS7019 Sustainable Leadership Block Delivery
October	<b>OPTION</b> HSOO7002 Outdoor & Experiential Learning Block Delivery
January (onwards)	<b>OPTION</b> UCBS7021 Independent Study Non Block Delivery

A part time programme spanning two academic years commencing in April might look like this:

April	<b>CORE</b> UCBS7019 Sustainable Leadership Block Delivery
Oct (onwards)	<b>OPTION</b> UCBS7021 Independent Study Non Block Delivery
April	<b>OPTION</b> UCBS7020 Sustainable Exchange Block Delivery
October	<b>OPTION</b> HSOO7002 Outdoor & Experiential Learning Block Delivery
January	<b>OPTION</b> HSOO7003 Reflective Practitioner Block Delivery
February	<b>OPTION</b> HSOO7009 Leadership and Democracy Block Delivery
March	<b>OPTION</b> HSOO7004 Theoretical Perspectives of Outdoor & Experiential Learning Block Delivery

An alternative *indicative* part time programme could look like:

July	<b>CORE</b> UCBS7019 Sustainable Leadership Block Delivery
January	<b>OPTION</b> HSOO7003 Reflective Practitioner Block Delivery

February	<b>OPTION</b> HSO07009 Leadership and Democracy Block Delivery
March	<b>OPTION</b> HSO07004 Theoretical Perspectives of Outdoor & Experiential Learning Block Delivery
April	<b>OPTION</b> UCBS7020 Sustainable Exchange Block Delivery
July (onwards)	<b>OPTION</b> UCBS7021 Independent Study Non Block Delivery

Degree certificate for any student would be awarded in November following completion of the award

## 6. Curriculum Map

Programme Structure					
Level	Module Code	Module Title and Module Aims	Credit Points	Core/ Compulsory/ Optional *	Notes
7	UCBS7019	<p><b>Sustainable Leadership</b></p> <p>The aim of this module is that you examine the nature of leadership for social change which could lead to more socially just and environmentally appropriate societies. You will critically consider your own journey as leader towards sustainable development and engage in debate on how your own values and ethics can impact on organisational change.</p>	20	Core	Residential Block Delivery. Recommended that this module be studied first.
7	UCBS7021	<p><b>Independent Study</b></p> <p>The aim of this module is to enable you to select a topic which you study independently to further your personal and professional development; you will use initiative and resourcefulness to formulate problems, locate and manage data or information, interpret experiences, synthesize findings, draw conclusions and present findings in an appropriate way. You will locate and use experiences and literature appropriate to the subject area. The module encourages you to make your own choice of a subject for study to permit the development of individual knowledge and skills and thus stimulate commitment and personal responsibility for learning. It will develop oral and written communication skills as appropriate, increase ability to analyse and be appropriately critical of the work of others</p>	20	Option	Online
7	UCBS7020	<p><b>Sustainable Exchange</b></p> <p>The aim of this module is for you to understand why and how to create, scale and evaluate digitally-enabled systems of sustainable exchange. Sustainable exchange includes systems for giving, sharing, renting, exchanging, and funding, with or without official money.</p>	20	Option	Residential Block Delivery

7	UCBS7305	<p><b>Facilitation and Dialogue</b></p> <p>This is a skills based module which will develop individual leadership characteristics, improve negotiation, dialogue, collaboration and facilitation within groups and teams. You will critically analyse theories of group process and facilitation in order to engage in the cognitive science of decision making</p>	20	Option	Residential Block Delivery
7	HSOO7002	<p><b>Outdoor &amp; Experiential Learning: Contexts and Applications</b></p> <p>This module aims to develop students' critical understanding of the principles, practice and curricula of Outdoor and Experiential Learning, including reference to key professional frameworks.</p>	20	Option	Residential Block Delivery
7	HSOO7004	<p><b>Theoretical Perspectives of Outdoor &amp; Experiential Learning</b></p> <p>This module will explore the ideas, theories and models that contribute to and interpret the practices of Experiential Learning. The contribution of leading thinkers, practitioners and organisations will be reviewed. This will develop understanding and application of the psychological and social processes involved and the outcomes to which they contribute. New applications that address emerging issues to which an experiential learning response may be helpful will be explored</p>	20	Option	Residential Block Delivery
7	HSOO7003	<p><b>Reflective Practitioner</b></p> <p>The aims of the module are to examine the concept of 'world views' and explore their impact upon professional practice. This will include an opportunity to gain a reflexive understanding of your own 'world views' and support the development of your critical understanding of how this affects practice. The module will also consider the dominant 'world views' held by your professions and their implications. Lectures will introduce issues relating to cultural and historical influences on the field and the current environmental, social and economic factors affecting it. The module has a number of practical elements as well. These will include techniques to help you reflect on your professional practice. Many of these are transferable to your own facilitation and will help you develop the reflective skills of the participants you work with. Please come prepared to spend half days outside.</p>	20	Option	Residential Block Delivery

7	HS007009	<p><b>Leadership and Democracy</b>  The aims of the module are to explore the history of leadership theory and current approaches with special reference to the relationship between the idea and practices of leadership and the idea and practices of democracy; also examine critically and practice methods of group dialogue and decision-making. Students will examine their immediate experience of the module group, in order to describe and understand the patterns of leadership and democratic process. The module will include case studies and exercises in textual analysis designed to bring out otherwise unnoticed patterns of domination and exclusion in organisational life and in learning groups. An important aim is to develop students' capacity to reflect upon the ways in which their practice is formed by habits and assumptions that mirror broader patterns of exclusion and to adapt their practice, thus extending their range of options as group leaders.</p>	20	Option	Residential Block Delivery
<p><b>Students exiting at this point with 60 level 7 credits will receive the award of Postgraduate Certificate in Sustainable Leadership.</b></p>					
<p><b>Progression / Award requirements</b></p>					
<p>Module pass mark: 50% (Postgraduate)</p>					

(\*) Note:

**Core Modules** – must be taken and successfully passed.

**Compulsory Modules** – must be taken but can be carried as fails.

**Optional Modules** – students would be required to take an appropriate number of optional modules

### 7. Programme Assessment Map

This map charts the assessment of the Programme Learning Outcomes across the different modules. It is designed to ensure that assessment tasks are focused on demonstrating achievement of the Programme Learning Outcomes including knowledge, understanding, academic and vocational skills, and other qualities.

*D = programme outcome is **developed** in this module*

*F = programme outcome, or aspects of the programme outcome, are **formatively** assessed on this module*

*S = programme outcome, or aspects of the programme outcome, are **summatively** assessed on this module*

Module Code	Module Name	Knowledge and Understanding					Employability Skills			Qualities, Skills and other outcomes		
		1. Professional, moral and ethical practices	2. requirement of change to sustainability	3. Critical review of information, theories and concepts	4. Development and application of leadership and	5. Principles of current thinking	6. Ability to lead change	7. own and others leadership ability, ethics, cultures	8. Engagement in debate and	9. Self-reflection of assumptions	10. Relationship of personal values	11. Enhanced approaches to wellbeing for
UCBS7019	Sustainable Leadership	DFS	DFS	DFS	DFS	DF	DFS	D	DFS	D	DF	DFS
UCBS7021	Independent Study	DS	D	DFS	DFS	DFS	D	D	DFS	DFS	DFS	D
UCBS7020	Sustainable Exchange	D	DF	DFS	D	DFS	D	DF	DFS	DF	DF	D
HSOO7002	Outdoor & Experiential Learning: Contexts and Applications	D	D	DFS	D	D	D	DFS	DFS	DFS	DFS	DF
HSOO7004	Theoretical Perspectives of Outdoor & Experiential Learning	D	D	DFS	D	D	D	DFS	DFS	DFS	DFS	DF
HSOO7003	Reflective Practitioner	DS	D	DFS	DF	D	D	DFS	DFS	DFS	DFS	DF
HSOO7009	Leadership and Democracy	DS	D	DFS	DFS	DFS	DF	DFS	DFS	DFS	DFS	DFS
UCBS7305	Facilitation and Dialogue	D	D	DFS	DFS	DS	D	DF	DFS	DF	DFS	D

## 8. Indicative Assessment Calendar

Module Code	Module Title	Method(s) of Assessment	Weighting	Approx assessment deadline
UCBS7019	Sustainable Leadership	<ol style="list-style-type: none"> <li>1. Set Exercise (Group Debate with written blog as reflection)</li> <li>2. Portfolio (Individual development of an educational or training event in the workplace)</li> </ol>	40% 60%	In residential week 6 weeks after end of residential block
UCBS7021	Independent Study	Portfolio	100%	Negotiated deadline, usually 4 months.
UCBS7020	Sustainable Exchange	<ol style="list-style-type: none"> <li>1. Set Exercise (Project Group with presentation and written report)</li> <li>2. Portfolio (Individual)</li> </ol>	40% 60%	In residential week 1 month after end of residential block
HSOO7002	Outdoor and Experiential Learning: Contexts and Applications	<ol style="list-style-type: none"> <li>1. Essay</li> <li>2. Reflective Log</li> </ol>	65% 35%	One month after end of residential block Kept through the residential and handed in three weeks later
HSOO7004	Theoretical Perspectives of Outdoor & Experiential Learning	<ol style="list-style-type: none"> <li>1. Essay</li> <li>2. Reflective Log</li> </ol>	65% 35%	One month after end of residential block Kept through the residential, hand in 3 weeks later

HSOO7003	Reflective Practitioner	1. Essay	65%	One month after end of residential block
		2. Reflective Log	35%	Kept through the residential and handed in three weeks later
HSOO7009	Leadership and Democracy	1. Essay	65%	6 weeks after end of residential block
		2. Presentation	35%	Made in class
UCBS7305	Facilitation and Dialogue	1. Portfolio	100%	8 weeks after end of residential block

## 9. Support for Students and their Learning

All students have an induction programme. This gives you an opportunity to:

- i. meet the teaching team
- ii. provide an introduction to the programme
- iii. meet fellow students
- iv. undertake a team presentation on a topic of interest,
- v. provide an overview of all the modules available to you
- vi. meet and develop a relationship with personal tutors and get to know the student cohort

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

### Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

**In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers:**

#### Preparing for M Level Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

#### Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email [careerahead@cumbria.ac.uk](mailto:careerahead@cumbria.ac.uk).

### English language development

If you have been given a conditional offer based on your IELTS score or if you would like to upgrade your academic English regardless of your score, the Centre for English Language Learning and Teaching (CELLT) runs a 5-week or 11-week pre-sessional programme at additional cost.

During your academic year, you can also access in-sessional support via CELLT. There is a range of online learning materials to support the development of your English language, English for academic purposes and study skills available on the English Language Support Blackboard site. This is also the place to find the English for Academic Practice (EAP) Toolkit, a comprehensive set of interactive learning resources you can use independently and/or with the support of an English language tutor. More information about this service, including advice on how to book an appointment with a tutor, can be acquired from the International Office ([international@cumbria.ac.uk](mailto:international@cumbria.ac.uk)).

## 10. Criteria for Admission

The University's standard criteria for admissions apply. Please refer to the [Applicant Information](#) pages of the University website for more information. For [APL](#), please refer to the University website.

Detailed criteria for admission to this programme can be found on the programme webpage:

<http://www.cumbria.ac.uk/study/courses/postgraduate/sustainable-leadership/>

The following additional requirements apply for entry to this programme:

### English language requirements

You will be required to evidence English language proficiency standards where UK GCSE examinations in English (or their equivalent) have not been passed. These standards are normally represented by a minimum overall band of 6.0 on the International English Language Testing Service (IELTS) test, with no sub-test band below 5.5, or Test of English as a Foreign Language (TOEFL) Internet-based test score of 90/paper-based test score of 575.

### UKBA Requirements

This is a part time award therefore you cannot be in the in the UK on a Student Visa under the Tier 4 regulations.

## 11. Methods for Evaluating and Improving the Quality and Standards of Learning and Teaching

**Mechanisms for review and evaluation of LTA, the curriculum and outcome standards**

Documented Module Evaluations by Students and staff

	<p>AER at course and department levels          Periodic review and revalidation activities          Liaison with External Examiners          Involvement of student representatives on course / school committees.          Involvement of student representatives on Departmental Quality committee.          Regular Section Team meetings.          Also via Peer Review mechanism.          The Institute for Leadership and Sustainability (IFLAS) convenes an Advisory Group.          Staff Student Forums          Departmental Quality Committee (DQC)</p>
<b>Committees with responsibility for monitoring and evaluating quality and standards</b>	<p>Departmental Quality Committee (DQC)          Academic Quality and Standards Committee          Academic Board          University Assessment Boards</p>
<b>Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience</b>	<p>Module Evaluation forms          Staff Student Forums          Feedback from students into personal tutor system          Informal consultative meetings with students          Postgraduate Student Survey          Peer Review</p>
<b>Staff development priorities for staff teaching this programme</b>	<p>Attendance at conferences and events discussing sustainability and leadership          Development of conference and journal publications on leadership and sustainability, transition and currencies          Research outputs and key note speaking at agenda focused events.</p>

## 12. Additional Information

Students normally attend classes in the famously beautiful Lake District at least twice during the duration of the programme, with the nature and cultural heritage of Cumbria providing a backdrop for exploring issues with a cohort of sustainability professionals. The residential weeks involve internationally well-known tutors and guest lecturers. The programme is structured to be flexible to different schedules, and if desired, one third of it is comprised of independent research into sustainable leadership. The residential courses will incur accommodation costs, additional to course fees, and some small additional fees for admission to museums. Students will benefit from bringing suitable clothes for hiking, according to the season. Fees and a guide to additional costs can be obtained from [www.cumbria.ac.uk/iflas](http://www.cumbria.ac.uk/iflas)

## 13. Administrative and Supporting Information

<b>Key sources of information about this programme and its development can be found in the following:</b>	<p>QAA General Business and Management Benchmark Statements, 2007.          QAA Unit 25 Hospitality, Leisure, Sport and Tourism Benchmark Statements 2008.</p>
<b>Quality Group:</b>	<p>University of Cumbria Business School</p>

<b>Faculty</b>	Business, Law, Policing and Social Science	
<b>Teaching Institution</b>	University of Cumbria	
<b>Collaborative Partners</b>	N/A	
<b>Description of type of Collaboration</b>	N/A	
<b>JACS code:</b>	N214 N215	
<b>Programme code (CRS):</b>	PJ-SUSLEA	
<b>UCAS code: (where applicable)</b>	N/A	
<b>Date of last engagement with external bodies (eg QAA, Ofsted, etc)</b>	QAA April 2011	
<b>Date of Programme Specification validation</b>	September 2013	
<b>Validated period of programme:</b>	Validation period extended to December 2019	
<b>Date of changes to Programme Specification:</b>	Reason for change: (eg minor changes)	Date:
	<i>Web Update</i>	<i>July 2016</i>
<p>The University of Cumbria is registered under the Data Protection Act 1998 to collect and process your personal data. The University may be required to disclose student data, but will only do so within the terms of this Act. Please see the University of Cumbria website for more information.</p>		

<b>DEFINITIVE DOCUMENT</b>			<b>Date:</b>
<b>Record of Changes:</b>			
<b>Date</b>	<b>Section(s) affected</b>	<b>Actioned by</b>	<b>SITS updated (Y/N/NA)</b>
July 2016	Student Support/Entry Criteria/ Methods of Evaluation	ES	NA