

As part of the university's quality assurance processes, all our courses are reviewed periodically to ensure their continued currency and quality. This process ensures that our courses are up to date and reference the latest developments in the subject or professional practice area

This programme specification is for the existing programme. The revised 2018/19 programme specification will be provided here as soon as possible. If you have any queries in the meantime, please contact our [Enquiry Centre](#)

Final Award and Title	Postgraduate Certificate in Sustainable Leadership
Exit Award(s) and Title(s)	N/A
Name of Route / Pathway / Framework	N/A
Professional Qualifications	N/A
Programme Accreditation	N/A
Modes of Study	Part time or Full Time using Blended Learning
Delivery Sites	Ambleside
Programme Length	2 years (PT) 1 semester (FT)
Work Based Learning	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-long block residential experiences at the Campus in Ambleside, the Lake District; these residential block weeks 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 in your programme.

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 enhanced 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 Programme Quality Committees 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 creative, innovative and solve problems for instance when 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 notational 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

(ii) Employability Skills

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

(iii) Qualities, Skills and Other Attributes

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

5. Level Descriptors

At HE Level 7 (Masters level), 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 has been 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. You will 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 final compulsory module, as independent study, can be started at any time.

Block 1		Block 2				Non-Block
UCBS7019 Sustainable Leadership	UCBS7020 Sustainable Exchange	HSO07002 Outdoor Experiential Learning: Contexts & Applications	HSO07004 Theoretical Perspectives of Outdoor & Experiential Learning	HSO07003 Reflective Practitioner	HSO07009 Leadership Democracy	UCBS7021 Independent Study
Core	Option	Option	Option	Option	Option	Compulsory

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	CORE UCBS7019 Sustainable Leadership Block Delivery
October	OPTION HSO07002 Outdoor & Experiential Learning Block Delivery

January (onwards)	COMPULSORY UCBS7021 Independent Study Non Block Delivery
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A part time programme spanning two academic years commencing in April might look like this:

April	CORE UCBS7019 Sustainable Leadership Block Delivery
Oct (onwards)	COMPULSORY UCBS7021 Independent Study Non Block Delivery
April	OPTION UCBS7020 Sustainable Exchange Block Delivery
October	OPTION HS007002 Outdoor & Experiential Learning Block Delivery
January	OPTION HS007003 Reflective Practitioner Block Delivery
February	OPTION HS007009 Leadership and Democracy Block Delivery
March	OPTION HS007004 Theoretical Perspectives of Outdoor & Experiential Learning Block Delivery

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

July	CORE UCBS7019 Sustainable Leadership Block Delivery
January	OPTION HS007003 Reflective Practitioner Block Delivery
February	OPTION HS007009 Leadership and Democracy Block Delivery
March	OPTION HS007004 Theoretical Perspectives of Outdoor & Experiential Learning Block Delivery
April	OPTION UCBS7020 Sustainable Exchange Block Delivery
July (onwards)	COMPULSORY 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	UCBS7021	<p>Independent Study</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	Compulsory	UCBS7019 must be studied before this module.
7	UCBS7019	<p>Sustainable Leadership</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. This module must be studied first.
7	UCBS7020	<p>Sustainable Exchange</p> <p>The aim of this module is for you to understand why and how to create, scale and evaluate digitally-enabled systems</p>	20	Option	Residential Block Delivery. UCBS7019 must be studied

		of sustainable exchange. Sustainable exchange includes systems for giving, sharing, renting, exchanging, and funding, with or without official money. UCBS7019 must be studied before this module.			before this module.
7	HSOO7003	Outdoor & Experiential Learning: Contexts and Applications 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.	20	Option	Residential Block Delivery. UCBS7019 must be studied before this module.
7	HSOO7004	Theoretical Perspectives of Outdoor & Experiential Learning 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	20	Option	Residential Block Delivery. UCBS7019 must be studied before this module.
7	HSOO7003	Reflective Practitioner 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	20	Option	Residential Block Delivery. UCBS7019 must be studied before this module.

		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.			
7	HS007009	<p>Leadership and Democracy</p> <p>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. UCBS7019 must be studied before this module.
<p>Students exiting at this point with 60 level 7 credits will receive the award of Postgraduate Certificate in Sustainable Leadership.</p>					
<p>Progression / Award requirements</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	2. requirement of change to sustainability practices	3. Critical review of information, theories and concepts	4. Development and application of leadership and sustainability	5. Principles of current thinking	6. Ability to lead change	7. Reflection on own and others leadership ability, ethics, cultures, values	8. Engagement in debate and discourse	9. Self-reflection of assumptions and drivers	10. Relationship of personal values	11. Enhanced approaches to wellbeing for leadership
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
HSO07003	Outdoor & Experiential Learning: Contexts and Applications	D	D	DFS	D	D	D	DFS	DFS	DFS	DFS	DF
HSO07004	Theoretical Perspectives of Outdoor & Experiential Learning	D	D	DFS	D	D	D	DFS	DFS	DFS	DFS	DF
HSO07003	Reflective Practitioner	DS	D	DFS	DF	D	D	DFS	DFS	DFS	DFS	DF

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HSO07009	Leadership and Democracy	DS	D	DFS	DFS	DFS	DF	DFS	DFS	DFS	DFS	DFS

8. Indicative Assessment Calendar

Module Code	Module Title	Method(s) of Assessment	Weighting	Approx assessment deadline
UCBS7019	Sustainable Leadership	1. Set Exercise (Group Debate with written blog as reflection)	40%	In residential week
		2. Portfolio (Individual development of an educational or training event in the workplace)	60%	One month after end of residential block
UCBS7021	Independent Study	Portfolio	100%	Negotiated deadline, usually 4 months.
UCBS7020	Sustainable Exchange	1. Set Exercise (Project Group with presentation and written report)	40%	In residential week
		2. Portfolio (Individual)	60%	One month after end of residential block
HSO07002	Outdoor and Experiential Learning: Contexts and Applications	1. Essay	65%	One month after end of residential block
		2. Reflective Log	35%	Kept through the residential

				and handed in three weeks later
HSOO7004	Theoretical Perspectives of Outdoor & Experiential Learning	1. Essay 2. Reflective Log	65% 35%	One month after end of residential block Kept through the residential and handed in three weeks later
HSOO7003	Reflective Practitioner	1. Essay 2. Reflective Log	65% 35%	One month after end of residential block Kept through the residential and handed in three weeks later
HSOO7009	Leadership and Democracy	1. Essay 2. Presentation	65% 35%	One month after end of residential block Made in class

9. Support for Students and their Learning

Library and Student Services (LiSS)

As a student of University of Cumbria, you will have access to Library and Student Services (LiSS) facilities; careers and employability, financial help, counselling, health and wellbeing, support for disabled students and those with specific learning requirements and taught sessions to develop a high level of information literacy, digital skills and academic skills.

You will have embedded skills interventions from LiSS as part of your induction experience and beyond. Typically the interventions have taken the form of workshops but equivalent online input could be chosen through liaison. Embedded induction input will cover IT network passwords, basic intro to Blackboard and webmail, library services and electronic resources used by this award (eBooks, eJournals, image collections etc.). For this award input will cover more advanced information literacy and critical reading and writing skills. The business subject resources pages provide a good start point for choosing relevant material for your assignments

<http://www.cumbria.ac.uk/StudentLife/Learning/Resources/Subjects/Business/Home.aspx>

You can access individual support from LiSS via email guidance and by face to face advice throughout your student journey as LiSS will attend at some point during your residential weeks. Further LiSS Learning and skills development workshops may be requested by tutors or directly by you. These sessions focus on a range of skills including introducing the requirements of academic research and writing together with literature search skills and referencing.

In addition, you will have access to online tutorials and the skills@cumbria support area on Blackboard and on the LiSS website:

<http://www.cumbria.ac.uk/StudentLife/Learning/SkillsCumbria/Home.aspx>.

Module leaders will collaborate with LiSS learning advisers to ensure reading lists are current and that eBooks and electronic journal titles have been considered. Reading lists will be made available to LiSS Learning advisers who will transform them into interactive electronic lists using the Talislist tool. The finished lists will be made available on an open access basis (for prospective students) from the LiSS website (and other appropriate platforms).

Further LiSS Learning and skills development workshops may be requested by tutors or directly by students.

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).

UCBS

Alongside the University student services UCBS have built a supportive learning environment in which students are empowered to reach their potential through pastoral care and student support:

- A designated Programme Leader will provide you with academic support, advice in case of academic difficulty, and provide advice on using appeals, complaints procedures and issues involving disciplinary processes.
- A designated CIP (Course Information Point) administrator will provide you with administrative support such as in the maintenance of your records and the provision of standard letters of attendance. They also take notes at our programme quality committee meetings to which student representatives are invited.
- All members of UCBS provide academic, pastoral, and career support. You will be provided with a personal tutor on the day of arrival with support and guidance provided throughout their year, or years, of study. You will have regular and compulsory meetings throughout the academic year as part of the residential weeks. The idea of the Personal Tutoring system is to help empower you to reach your potential. Support is provided especially in identifying skills you will need to work upon to improve your academic performance. Personal tutors also provide on-going advice and support. The personal tutoring system enables UCBS to ensure that students are happy with their progress to date.
- Teaching and Learning support in all modules are provided through workshops, Lectures and seminars. You are provided with opportunity for online discussions after lectures and seminars on many of our modules, using BlackBoard. For each module, students are provided with a module guide listing the module topics, advice on assessment and the syllabus. All students are provided with a Programme handbook and all relevant information is discussed with the students during Welcome Week. Module Tutors/Leaders are available for individual academic support in individual subject areas via our office hours system and for your award details from all staff will be provided on when and how they are available via Skype, Blackboard or email.
- 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

The Student Representative System allows you to be represented in the Programme Quality Committee which discusses on-going changes to our awards or modules. Each cohort of your award will be invited to nominate a student representative.

10. Criteria for Admission

There are specific specialist requirements for this course:

- Standard entry criteria will be used for this award in line with the University Admissions Policy. It is usual that entrants to this postgraduate award will provide evidence of study to level 6 undergraduate level and have at least two years' work experience in a management or supervisory category.
- Potential students will be able to demonstrate an interest in sustainable development and will be required to undertake an interview as places are limited
- Where an MoC or MoU exists with a partner college or institution students must provide evidence of graduating from the appropriate qualification in order to gain entry onto the level of study for which the agreement exists
- Advanced standing on the course will be considered in line with the University's APL Regulations and Procedures.

In its efforts to create and support widening participation, the University actively encourages applications from of all ages, of any gender, ethnic and / or social background and from students with disabilities.

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
AER at course and quality group levels
Periodic review and revalidation activities
Liaison with External Examiners
Involvement of student representatives on course / school committees.
Involvement of student representatives on Framework Quality committee.
Regular Section Team meetings.
Also via Peer Review mechanism.

	The Institute for Leadership and Sustainability (IFLAS) convenes an Advisory Group. Programme Quality Committee (PQC)
Committees with responsibility for monitoring and evaluating quality and standards	Programme Quality Committee (PQC) Postgraduate Awards Framework Quality Committee Faculty Learning, Teaching and Quality Enhancement Committee (FLTQEC) (University) Learning, Teaching and Quality Enhancement Committee LTQEC
Mechanisms for gaining (and responding to) student feedback on the quality of teaching and their learning experience	Module Evaluation forms Student Membership of PQC Feedback from students into personal tutor system Informal consultative meetings with students Postgraduate Student Survey Peer Review
Staff development priorities for staff teaching this programme	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.

12. Additional Information

Students attend a week of classes in the famously beautiful Lake District, 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 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

13. Administrative and Supporting Information

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

Faculty	Arts, Business and Science		
Teaching Institution	University of Cumbria		
Collaborative Partners	N/A		
Description of type of Collaboration	N/A		
JACS code:	N214 N215		
Programme code (CRS):	PJ-SUSLEA		
UCAS code: (where applicable)	N/A		
Date of last engagement with external bodies (eg QAA, Ofsted, etc)	QAA April 2011		
Date of Programme Specification validation	September 2013		
Validated period of programme:	Normally 5 years		
Date of changes to Programme Specification:	Reason for change: (eg minor changes)	Date:	
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DEFINITIVE DOCUMENT			Date:
Record of Changes:			
Date	Section(s) affected	Actioned by	SITS updated (Y/N/NA)