PROGRAMME SPECIFICATION MRes SA

Programme Aim and Title	MRes Sustainability and Adaptation
Intermediate Awards Available	*Short Course SA*
Teaching Institution(s)	This programme is offered only at: The Graduate School of the Environment at the Centre of Alternative Technology and is available by Distance Learning
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	School of Architecture, Computing and Engineering (ACE)
UCAS Code	N/A
Professional Body Accreditation	N/A
Relevant QAA Benchmark Statements	• *Masters' degrees characteristics (2020)* • *UK Quality Code for Higher Education (2014)* • *Architecture (2020)* • *UG: Earth sciences, environmental sciences and environmental studies(2019)* • *Engineering (2019)* • *M: Engineering (2020)*
Additional Versions of this Programme	MSc in Sustainability and Adaptation by Distance/Online Learning
Date Specification Last Updated	6 January 2022

Programme Aims and Learning Outcomes

This programme is designed to give you the opportunity to:

1. Critically reflect upon the causes, seriousness, and urgency of the current episode of environmental and climatic change with respect to how these factors influence sustainability thinking and adaptation.
2. Hone your ability to identify and appraise the complex influences that political, ethical, legal, social, cultural and non-cultural, factors and opinions, related to environmental and climatic change, have on the sustainability and adaptation related, practice and research.
3. Develop evaluation skills of complex issues to become systematic, iterative, imaginative and creative, in order that you can make sound judgements within the limits of uncertainty and incomplete data and become a self-reflective practitioner or researcher who can communicate opinions and

conclusions clearly to specialist and non-specialist audiences.
4. Undertake an extended independent piece of original research and writing upon a topic of your choosing within the field of sustainability and adaptation.
5. Develop self-confidence and an ability to act on your own initiative, to prepare you for the rigours and demands of employment or further postgraduate study in the discipline of sustainability and adaptation.
6. Make informed decisions based upon an appraisal of the academic content combined with practical experience and directed research, in order that you may develop the ability to synergise theory and practical knowledge domains into a deep and holistic understanding.
7. Analyse with increased awareness your personal competences in order that you can realise your potential for self-development and become independent, lifelong self-reflective learners and practitioners in your areas of interest.

What you will learn:

Knowledge

- Demonstrate a holistic, systematic and sophisticated understanding of the concepts, issues, and theories at the forefront of both practice and research that are central to sustainability thinking and adaptation (e.g. urgency of environmental change, vulnerability, adaptive capacity, behavioural change and building resilience);

- Demonstrate a critical understanding of the potential nature and scope of the complex interactions between, and the interconnectedness of, the variety of factors that influence sustainability and adaptation;

- Present a sophisticated appreciation of the influence that political, social, cultural and non- cultural perspectives can have on sustainability and adaptation processes within the wider perspective;

- Demonstrate through reasoned argument the ability to integrate and rationalise the influences that the multiple environmental concerns facing humanity have on sustainability and adaptation decision-making processes;

- Clearly understand the theories and processes of teamwork and how these facilitate self- reflective practice.

Thinking skills

- Develop and sustain arguments in a variety of written and verbal formats, formulating appropriate questions and utilising primary and secondary evidence;

- Critically evaluate the methodologies, analyses, conclusions and relevance, and where appropriate, propose new hypotheses from congruent argument, of current research and advanced scholarship;

- Synthesise a clear understanding in a manner that may be innovative, utilising knowledge of the various legal, institutional and ethical considerations and developments associated with sustainability and adaptation in an area of practice;

- Display a holistic and sophisticated understanding of how knowledge is advanced through research, and produce clear, logically argued and original written works.

- Demonstrate initiative and originality in problem solving to research, acting independently to plan and implement novel lines of scientific inquiry to a professional or equivalent level, making decisions in complex situation

Subject-Based Practical skills

- Position with clarity, relevance and insight a variety of sustainability and adaptation responses within a wider conceptual and methodological framework drawn from secondary literature and scholarship;

- Design and execute a project presenting its results and discussing its implications at the level of professional research standard

- Data collection from primary and secondary data sources which may include fieldwork where appropriate

- Report original research including planning, design, execution of report writing using personal initiative in a dissertation format and also potentially towards peer-reviewed academic publications where appropriate

- Analyse, evaluate, draw conclusions from and critically reflect upon primary and secondary literature and evidence, including academic and scholarly writings, advertising materials, arts and visual representations, various legal documentation, regulations and guidelines associated with adaptation and sustainability in general application;

- Utilise the principles of sustainability and adaptation in practice.

Skills for life and work (general skills)

- Effectively communicate (in written and oral forms) to a team and to a wider audience including, potentially, peer-reviewed academic publication;

- Design, investigate, manage and present an extended and independently-conceived piece of research;

- Gather and use evidence and data to find, retrieve, organise and exchange new information;

- Demonstrate clarity, fluency, and coherence in a variety of written forms and expression;
- Use IT and computer skills to gather and organise evidence and data to find, retrieve, sort and exchange new information at a standard which could be acceptable for publication in a refereed journal;
- Organise tasks and manage time autonomously and effectively to a professional academic level
- Work in a team, identifying individual and collective goals and responsibilities and performing in a manner appropriate to these roles, recognizing and respecting the views and opinions of other team members, and evaluating your own and others performance in a constructive manner.

Learning and Teaching

Knowledge is developed through:
- *Guided and self-guided reading;*
- *An extensive lecture series;*
- *Knowledge-based activities with feedback;*
- *Online discussions and activities;*
- *Peer to peer, and tutor interaction.*

Thinking skills are developed through:
- *Guided numerical exercises;*
- *Successful completion of coursework;*
- *Assessment and reflection on experimental design*
- *Qualitative and /or quantitative data analysis*
- *Successful completion of dissertation;*
- *Online discussions and activities.*

Practical skills are developed through:
- *IT activities with feedback;*
- *Research skills-based activities including fieldwork, where appropriate, with feedback;*
- *Experiential based activities with feedback.*

Skills for life and work (general skills) are developed through:
- *Time management and organisation of study time around timetabled and self-led sessions, and extensive research programme;*
- *Presentation of research through a variety of media with feedback;*
- *Planning activities with feedback;*
- *Project work with feedback;.*

Assessment

Knowledge is assessed by coursework including:
- *Essays;*
- *Case studies;*
- *Critical reviews;*
- *Numerical exercises;*
- *Project reports;*
- *A communication artefact;*
- *Extended Dissertation;*
- *Viva voce assessment of dissertation research*
- *Poster and slide presentations.*

Thinking skills are assessed by:
- *Coursework (above);*
- *Extended period of Research and project work.*

Practical skills are assessed by:
- *Practical reports;*
- *Numerical tasks*
- *Dissertation report.*

Skills for life and work (general skills) are assessed by:
- *Project work reports;*
- *Group work reports*
- *All coursework (above).*

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree course.

4 Equivalent in standard to the first year of a full-time undergraduate degree course.
5 Equivalent in standard to the second year of a full-time undergraduate degree course.
6 Equivalent in standard to the third year of a full-time undergraduate degree course.
7 Equivalent in standard to a Masters degree.

Programmes are made up of modules that are each credit weighted.

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	EV7132	Introduction to Sustainability and Adaptation	15	Core	Y
7	EV7137	Sustainability and Adaptation Concepts in Practice	15	Core	Y
7	EV7103	Ecosystems and Ecosystem Services	15	Optional	Y
7	EV7104	Introduction to Politics and Economics of the Environment	15	Optional	Y
7	EV7105	Cities and Communities	15	Optional	Y
7	EV7106	Energy Flows in Buildings	15	Optional	Y
7	EV7108	Energy Provision	15	Optional	Y
7	EV7110	Sustainable Materials in the Built Environment	15	Optional	Y
7	EV7126	Communicating Transformational Social Change	15	Optional	Y
7	EV7129	Food Production and Consumption	15	Optional	Y
7	EV7130	International Zero CO_2 Energy	15	Optional	Y
7	EV7136	Restoration Ecology	15	Optional	Y
7	EV7125	Applied Research Design	15	Core	Y

7	EV7135	MRes Dissertation	120	Core	Y

Please note: Optional modules might not run every year, the programme team will decide on an annual basis which options will be running, based on student demand and academic factors, in order to create the best learning experience. Furthermore, due to timing, certain combinations may not be possible with a single year.

A core module for a programme is a module which a student must have passed (i.e. been awarded credit) in order to achieve the relevant named award. An optional module for a programme is a module selected from a range of modules available on the programme.

Additional detail about the programme structure:

The MRes SA programme will commence in September with all students undertaking a linked pair of 15-credit core modules, both untaken within the first term of study: EV7132 'Introduction to Sustainability and Adaptation' starting in September, followed by EV7137 'Sustainability and Adaptation Concepts in Practice' that typically starts in November. These modules aim to establish the overarching concepts and theoretical grounding needed for the programme, build scientific literacy and core academic skills, and introduce the specialist 'themes' of the programme.

Thereafter, MRes SA students study the core EV7125 Applied Research Design which is designed to support skills required for the MRes Dissertation and one 15-credit optional module from the optional modules available on the MSc Sustainability and Adaptation taught route – see the table above. The option should ideally cover the subject material of the extended research dissertation, but this is not essential depending on the experience of the student. .

The 120-credit core EV7135 MRes Dissertation module, undertaken after completion of 60-credits of taught modules, completes the MRes programme (MRes SA). Students may present a conventional written dissertation for this module, or an alternative, design focused portfolio approach that allows presentation in a non-standard format and assessment of research artefacts.

The overall credit-rating of this programme is 180 credits. If for some reason students are unable to achieve this credit they may be entitled to an intermediate award, the level of the award will depend on the amount of credit accumulated:

Short Course: Students achieving both 15-credit core introductory modules EV7132 and EV7137 will be eligible for a 'Short Course SA' award.

The module structure of this MRes SA programme:

The overall credit-rating of this programme is 180 credits. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

Programme Specific Regulations

In order to pass a module, a student must both achieve an aggregate mark of 50% and also meet the component threshold marks (when applicable), see below:

- For the purposes of passing a module that is summatively assessed through two or more 'components', each component (e.g. essay, report, presentation etc.) has a threshold mark of 40%;
- For the purposes of passing a module that is summatively assessed through a 'Portfolio' with module weighting of 100%, each portfolio component (e.g. reflective essay, critique review, dissertation etc.) must be submitted in accordance with coursework submission deadlines but has no minimum threshold mark.

Typical Duration

The duration of this programme is:

Period of study full-time: 24-months, comprising 12-months taught modules and the 12-month extended research Dissertation module..

Period of study part-time: the normal expected progression will be to complete the programme in 36-months, comprising 12-months taught modules and the extended research Dissertation module over 2-years

Our provision is designed to be flexible and it is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

The time limit for completion of a programme is six years after first enrolment on the programme.

Further Information

More information about this programme is available from:

- The UEL web site (www.uel.ac.uk)
- The CAT web site (http://www.cat.org.uk)
- The GSE web site (http://gse.cat.org.uk)
- The programme handbook (https://gse.cat.org.uk/index.php/about-us/policies-and-information)
- Module study guides (available to enrolled students via the Virtual Learning Environment, Moodle, and Teams)
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- The School of Architecture, Computing and Engineering (ACE) web site(https://www.uel.ac.uk/schools/ace)
- Current External Examiners (https://www.uel.ac.uk/Discover/External-Examiner-System)

All UEL programmes are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

The fees structure, timings and operation for students studying this programme are described within the current GSE MSc Fees Terms and Conditions, which is accessible from: ***https://gse.cat.org.uk/index.php/about-us/policies-and-information*** Please note that any updated version will be that which is applied.

Alternative Locations of Delivery

N/A