University Centre South Devon

Programme Specification

Level 4 Higher Apprenticeship Standards Corporate Responsibility and Sustainable Practitioner

June 2023

1. **Level 4 Higher Apprenticeship Standards Corporate Responsibility and Sustainable Practitioner**

    Final award title: Certificate of Higher Education Corporate Responsibility and Sustainable Practitioner

    Level X Intermediate award title(s)

    Level X Intermediate award title(s)

    UCAS code

    HECOS code: 100471

    LCDS code:

2. **Awarding Institution:**   South Devon College

    Teaching institution(s):   South Devon College

3. **Accrediting body**(ies)

    Summary of specific conditions/regulations

    Date of re-accreditation

4. **Distinctive Features of the Programme and the Student Experience**
    - **Intent of the programme**

At University Centre South Devon, we offer a platform for students to achieve their goals here in the Southwest. Our curriculum is developed with employers to ensure that students develop graduate skills that the local employment market requires, ensuring they play their part in the prosperity of South Devon, and beyond.

The success and well-being of every student is important to us. When they study with South Devon College, they will be part of our community which is built upon a supportive culture of excellence. We work with students, and by sharing our passion

for success and excellence we can help them achieve their goals. This results in an excellent learning environment that gives students every opportunity to excel.

While studying for a level 4 Higher Apprenticeship Standards Corporate Responsibility and Sustainable Practitioner, students will come to appreciate that sustainability is a key component of virtually all types of business models where profit and growth are a means to an even greater end, such as protecting the environment and improving societal sustainability. The programme is dynamic, examining a range of theories, issues and subjects relating to sustainability within industries and organisations.

The overarching plan is the development of student's knowledge, skills and behaviours in the design, implementation and evaluation of progressive programmes to develop individuals or groups. This is achieved through exploring the underpinning theories of corporate responsibility, sustainability, social and environmental change, stakeholder influence and inclusive practice. This has been shaped by the Level 4 Global Change, Sustainability and Society as a key driver for the shape of the programme. The knowledge, skills and behaviour that are required within the apprenticeship provide the underpinning basis of the content taught within the programme.

Studying with experienced and passionate lecturers about social and environmental change, students will begin to bridge theory and practice and applying this to their developing professional practice.
The programme aims to enable an effective, efficient and enjoyable learning experience which is also a sound preparation for the workplace and for continuing individual and career development taking a proactive approach to partnership working between tutors, students, and employers.

- **How is the programme implemented inc. teaching and learning, assessment and academic support;**

The programme will encourage an integrated learning experience; academic, information literacy, key skills and employability skills will all be developed alongside knowledge and intellectual skills. Integration of theory, practical and transferable skills development generates a dynamic approach to the curriculum, preparing graduates

to be flexible and proactive in managing the changing needs of clients and employers within the framework of their own continuing growth. The need for a sound ethical and evidence base for working with people, businesses and organisations is addressed by developing reasoning, analytical and critical skills as well as the ability to select, organise and interpret complex information. Through the practice of presentation skills, students will learn to convey information clearly to others in appealing and accessible ways.

The programme is designed to help students to develop the knowledge, attitudes, attributes, and skills needed by corporate responsibility and sustainable practitioner's employers. Students are pushed to develop research capabilities allowing progression into higher level undergraduate study. Programme development and design was therefore discussed with professionals and providers and responsive to a broad range of pathways and needs within the sector.

The programme team have taken an approach that considers the current research regarding sustainable education within HE. The teaching and learning strategy build on the South Devon College Teaching and Learning Framework. The framework is underpinned by five core principles: the evidence-informed teacher, the evidence-informed learner, the ambitious and inclusive curriculum, the responsive teacher, and the confident and employable learner. As evidence-informed teachers, teaching practice is based on research applying cognitive psychology in the classroom (Rosenshine, 2012), to create learning cultures where students are secure in the key concepts, skills, and behaviours. In practice, our schemes of learning are designed to embed daily review, introducing new topics in small steps, using probing questions, offering guided practice, scaffolding new skills development, and opportunities for independent practice and regularly reviews.

We support our students to be evidence-informed learners by prompting the development of study and academic skills, through scaffolding of skills and guided practice in the classroom, and study skills support from the dedicated HE Study team at the University Centre. We encourage students to learn the metacognitive skills to reflect on their learning, gather feedback, plan, and apply strategies for their learning to promote motivation and persistence in their studies.

The ambitious and inclusive curriculum is designed in response to the needs of our diverse student population, employers, and the local community. The modules and assessments allow students to extend their prior knowledge and experience, explore new and emerging topics, and investigate in depth an area of academic and/or professional interest. Creating a flexible and holistic curriculum allows a degree of personalisation for students. Inclusive teaching and learning practices, and the importance of our personal development programme embedded within the tutorial curriculum are designed to enable all students to thrive in their chosen area and develop their employability.

As responsive teachers, we seek to create a learning culture that empowers staff to deliver a curriculum that is student-centred and responsive to prior knowledge, skills and behaviours, and the progress made by individual students. Collaborative learning and group work are incorporated into schemes of learning, enabling students to learn from and with their peers, and practice their thinking for formative feedback.

Knowledge, understanding, intellectual and transferable skills will be delivered through a diverse and innovative range of methods that will reflect the diversity of learners' needs. Teaching and learning activities within the programme will blend lectures, seminars, field trips and tutorials with practical sessions taking an evidence informed approach in line with the South Devon College evidence informed teaching and learning strategy (2021). This approach will ensure that students are able to develop theoretical understanding of evidenced informed practice in the different domains they are studying.

The use of practical contexts to deliver and develop Corporate Responsibility and Sustainability Practitioner skills will take place using the South Devon University facilities. A wide range of field experiences will be organised by lecturers to guide students in scenarios and environments that challenge student to apply the skills and develop their professional practice. Regular feedback on assignments and practical assessments, in tutorial and through module feedback allows students to develop not

only their understanding, but also their ability to bridge theory to practice regarding practical skills.

Statistical techniques and use of computer-based data analysis is incorporated in a research project and generic ICT skills are developed through a variety of assessment methods. To ensure the currency of the programme content, assessments, where appropriate, will be designed in collaboration with the apprentice's employer. This will support the employability of students and model the importance of research informed practice. A variety of information technologies and virtual learning as well as traditional, formative assessment methods will be used including Moodle and MS teams.

This will take place from September to June. For apprentice's, delivery will consist of a one day a week programme, with their practical learning achieved through their on the job training. End point assessment will take place in line with the Corporate Responsibility and Sustainability Practitioner apprenticeship standard.

- **What is the impact of the qualification, inc. employment, progression and other destinations**

It is intended that this programme will prepare students for career opportunities and further undergraduate study in a range of areas related to Corporate Responsibility and Sustainability. The learning approach is student centred, allowing individuals to bring their own unique personalities, beliefs, and experiences into a framework of progressive development. Students will also be able to work self-sufficiently and collaboratively, a key need in the local area where Corporate Responsibility and Sustainable Practitioners need to reach out into the community and act as ambassadors for their organisations, championing the CR&S strategies, as well as expanding their network of influence to bring positive impacts.

The programme team will do their utmost to support and facilitate student learning and development to help them achieve their future aspirations.

Upon successful completion of the Level 4 Higher Apprenticeship Standards Corporate Responsibility and Sustainable Practitioner students will be able to move into Level 5 of the FdSc Global Change, Sustainability and Society foundation degree. These students can also progress into employment with their current employer or progress elsewhere in the sector.

Additional career progression and other additional opportunities will be included in tutorials throughout the year. Initial advice and guidance will be provided to individual students who may want to progress to other higher education institutes.

5. Relevant external reference points

- **Framework for Higher Education Qualification (2014)**
- **Subject Benchmark Statement –**
- **CIMSPA Professional Standards –**
- **Level 4 Higher Apprenticeship Standards Corporate Responsibility and Sustainable Practitioner**

6. Programme Structure

Level 4 Higher Apprenticeship Standards Corporate Responsibility and Sustainable Practitioner – Full Time – 120 credits					
Module Code	Module Title	Credits	Year of Delivery *	Semester/ Term of Delivery	Core/Optional
UCSD1123	Global Environmental Challenges and Environmental Justice	30	1	1	Core
UCSD1124	Social Change and Global Citizenship	20	1	1	Core
UCSD1126	Sustainable Business, Funding strategies and Philanthropy in action	30	1	2	Core
UCSD1127	Living Environments and Climate Change	20	1	2	Core

	Introduction to research methods in Social Sciences	20	1	1&2	Core
UCSD1128					

Level 4: Higher Apprenticeship Standards Corporate Responsibility and Sustainable Practitioner - Part Time (120 credits)					
Year	Semester	Module Code	Module	Credits	Core or Pathway Module
Year 1- 60 Credits					
1	1	UCSD 1123	Global Environmental Justice	30	Core module
1	2	UCSD1126	Sustainable Business	30	Core module
Year 2 – 60 Credits					
2	1	UCSD1124	Social Change	20	Core module
2	2	UCSD1127	Living Environment	20	Core module
2	1&2	UCSD1128	Introduction to research methods in Social Sciences	20	Core module

7.   Programme Aims

The programme will provide:

1) Students who can demonstrate knowledge and understanding of social and environmental change and how to role model ethical behaviour and values.

2) Students who can demonstrate a range of academic, personal, practical, vocational, and transferable skills with the ability to communicate and present ideas and information related to Corporate Responsibility and Sustainability.

3) Students who can demonstrate the ability to work collaboratively and apply CR&S industry standard practice of communication, problem-solving skills to bring positive impacts.

4) Students who can integrate skills and understanding of a range of inter-related factors when applying key principles of CR&S to help innovate and drive ambitions for social and environmental change.

8.   Programme Intended Learning Outcomes

8.1.   Knowledge and understanding

On successful completion graduates should have developed:

1) The ability to identify the principles, techniques and practices of Corporate Responsibility and Sustainability, showing appreciation and application of these to a specific context

2) The ability to explain knowledge and skills which reflect academic developments in the fundamental principles of Corporate Responsibility and Sustainability

8.2.   Cognitive and intellectual skills

On successful completion graduates should have developed:

1) The ability to research and assess subject specific facts, theories, principles, and concepts.

2) The emerging ability to assess evidence including interpreting data and text to a specific project.

3) The ability to apply knowledge to the solution of familiar and unfamiliar problems to bring positive impacts.

8.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1) Present key information using verbal and written communication, presentation, numeracy and ICT skills.
2) Work independently, collaboratively and commit to develop themselves and others in ways that support CR&S engagement.
3) Use problem solving skills, planning and management techniques where appropriate.

8.4. Employment related skills

On successful completion graduates should have developed:

1) An identified career pathway and employment opportunities for continuing professional development in Corporate Responsibility and Sustainability
2) Reflection skills to contribute towards appropriate strategies, internal and external communication and reporting on data management, research, horizon-scanning and supporting budget management.

8.5. Practical skills

On successful completion graduates should have developed:
1) Competences expected of practitioners working with Core Corporate Responsibility and Sustainable Practitioners competencies such as working on multiple initiatives across scales, focus areas, and stakeholders.
2) Develop abilities to use own initiatives, work independently or collaboratively, and the ability to adopt business management and leadership skills.

Apprenticeship Mapping referring to your indicative sequence of delivery
This approach must be agreed in advance

On programme and end point assessment if required

The Corporate Responsibility and Sustainable Practitioner will be able to:	Where it is covered in the programme of delivery	Cross reference to CertHE CR&S
Knowledge		
K1: Principles of project management and a range of project planning tools.	On-programme taught activity/directed self-study and workplace practice	UCSD1128
K2: Principles of change management and culture management.	On-programme taught activity/directed self-study and workplace practice	UCSD1124
K3: Potential CR&S data sources including organisation, sectoral and stakeholder.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
K4: The types of metrics and insight evidence that help inform CR&S issues.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
K5: How the positioning of the CR&S function within organisational and governance structures can impact CR&S performance.	On-programme taught activity/directed self-	UCSD1124 UCSD1126

	study and workplace practice	
K6: Techniques to identify/evaluate the internal and external range of potential CR&S partners.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
K7: Techniques for managing and influencing stakeholder relationships.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
K8: Principles of negotiating a CR&S project with an internal and/or external partner.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
K9: Different forms of communication (written, verbal, electronic) and how to tailor the solution to the circumstances.	On-programme taught activity/directed self-study and workplace practice	UCSD1124 UCSD1128
K10: Techniques for reporting on CR&S delivery against objectives.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
K11: Principles for developing a strategy that manages the social, environmental and ethical risks and opportunities of an organisation.	On-programme taught activity/directed self-study and workplace practice	UCSD1124 UCSD1123
K12: Techniques that recognise and utilise the comparative strengths and	On-programme taught	UCSD1126

weaknesses across teams and across the organisation.	activity/directed self-study and workplace practice	UCSD1128
K13: Techniques to motivate individuals to work together to meet CR&S requirements.	On-programme taught activity/directed self-study and workplace practice	UCSD1127
K14: The principles of data management including how to manipulate and store data needed for CR&S projects.	On-programme taught activity/directed self-study and workplace practice	UCSD1127
K15: Techniques that compare a range of qualitative and quantitative data on CR&S performance.	On-programme taught activity/directed self-study and workplace practice	UCSD1123 UCSD1128
K16: Factors that contribute to successful CR&S event management.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
K17: The principles of CR&S fundraising.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
K18: Quality assurance techniques for monitoring the delivery of CR&S work.	On-programme taught activity/directed self-study and workplace practice	UCSD1126

K19: The importance & impact of the sector specific factors (the legislation, guidance and best practice) when developing a CR&S strategy.	On-programme taught activity/directed self-study and workplace practice	UCSD1124 UCSD1126
K20: The principles of risk management including conducting and reviewing risks affecting a CR&S strategy. (for example safeguarding risk).	On-programme taught activity/directed self-study and workplace practice	UCSD1124 UCSD1126
K21: Horizon scanning techniques for keeping up to date with the CR&S landscape (including evolving best practice and what other organisations are doing).	On-programme taught activity/directed self-study and workplace practice	UCSD1126
K22: Principles of CR&S related budget management.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
K23: The different ways in which people learn and how this links to embedding CR&S ethos.	On-programme taught activity/directed self-study and workplace practice	UCSD 1124
K24: How responsible corporate approaches bring mutually compatible organisation and societal benefits.	On-programme taught activity/directed self-study and workplace practice	UCSD1124 UCSD1126
K25: The range of sustainable practices available to any organisation including in-house practices, partner policies, and outputs.	On-programme taught activity/directed self-	UCSD1123

	study and workplace practice	
K26: How CR&S delivery is impacted by the environment, social and governance agendas affecting industry.	On-programme taught activity/directed self-study and workplace practice	UCSD1124 UCSD1123
K27: How CR&S Strategy influences talent management, reputation, and branding.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
Skills		
S1: Select and implement project management and planning tools applicable to the type of project/ campaign lifecycle.	On-programme taught activity/directed self-study and workplace practice	UCSD 1126 UCSD 1128
S2: Assess the effectiveness of change and identify opportunities to improve outcomes, guiding and supporting others to deliver results.	On-programme taught activity/directed self-study and workplace practice	UCSD1124
S3: Balance own CR&S workload to prioritise competing demands and achieve key performance indicators.	On-programme taught activity/directed self-study and workplace practice	UCSD1128
S4: Utilise strengths of internal organisational structures to help build self-sustaining CR&S populations.	On-programme taught activity/directed self-study and workplace practice	UCSD 1123

S5: Tailor approach to maintaining new/existing external stakeholder relationships to achieve progress on plans (e.g objectives, key initiatives, and shared interests).	On-programme taught activity/directed self-study and workplace practice	UCSD 1126 UCSD1128
S6: Contribute to the negotiation of external CR&S projects of mutual benefit.	On-programme taught activity/directed self-study and workplace practice	UCSD1123 UCSD1126
S7: Adopt a communication method that takes account of the audience and is suitable for the circumstances.	On-programme taught activity/directed self-study and workplace practice	UCSD1124
S8: Recommend opportunities for external engagement, articulating the mutual benefits and risks.	On-programme taught activity/directed self-study and workplace practice	UCSD1126 UCSD1127
S9: Contribute to written reports on CR&S performance in line with organisational requirements.	On-programme taught activity/directed self-study and workplace practice	UCSD1123 UCSD1127
S10: Contribute to the drafting of the CR&S strategy.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
S11: Adjust leadership style to achieve results, having regard to the needs of the individual/teams involved.	On-programme taught activity/directed self-	UCSD1128

	study and workplace practice	
S12: Select data that is relevant to the CR&S issue being considered.	On-programme taught activity/directed self-study and workplace practice	UCSD1123 UCSD1126
S13: Analyse data to form evidence-based conclusions on CR&S performance.	On-programme taught activity/directed self-study and workplace practice	UCSD1123 UCSD1126
S14: Deliver CR&S events in accordance with contractual arrangements.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
S15: Quality assure own and others work in accordance with organisational requirements	On-programme taught activity/directed self-study and workplace practice	UCSD1128
S16: Contribute to reporting externally on CR&S Strategy and delivery in line with industry and legislative requirements.	On-programme taught activity/directed self-study and workplace practice	UCSD1124 UCSD1127
S17: Identify own organisations CR&S opportunities and threats. Escalate risks within own organisation when needed.	On-programme taught activity/directed self-study and workplace practice	UCSD1123 UCSD1126

S18: Research the CR&S landscape, escalating best practice opportunities within own organisation.	On-programme taught activity/directed self-study and workplace practice	UCSD1128
S19: Apply management techniques needed to deliver CR&S projects within budget.	On-programme taught activity/directed self-study and workplace practice	UCSD1126
S20: Train colleagues in CR&S techniques, tailoring the learning style to the circumstances.	On-programme taught activity/directed self-study and workplace practice	UCSD 1124
S21: Identify and deliver initiatives that may raise funds for CR&S projects.	On-programme taught activity/directed self-study and workplace practice	UCSD1123 UCSD1126
S22: Identify and apply relevant IT solutions to CR&S issues.	On-programme taught activity/directed self-study and workplace practice	UCSD1127
Behaviours		
B1: Actively champion the CR&S agenda/ethos.	On-programme taught activity/directed self-study and workplace practice	UCSD1124
B2: Committed to developing self and others in ways that support CR&S engagement.	On-programme taught activity/directed self-	UCSD1123

	study and workplace practice	
B3: Works within own level of authority, seeking support when needed.	On-programme taught activity/directed self-study and workplace practice	UCSD1126 UCSD1128
B4: Takes the lead in helping others to achieve CR&S results. (within limits of own role).	On-programme taught activity/directed self-study and workplace practice	UCSD1126
B5: Seeks innovative ways to add value to CR&S issues while remaining objective.	On-programme taught activity/directed self-study and workplace practice	UCSD1127 UCSD1128
B6: Stand by difficult CR&S decisions and hold your team/organisation to account.	On-programme taught activity/directed self-study and workplace practice	UCSD1124
B7: Ethical and non-judgmental	On-programme taught activity/directed self-study and workplace practice	UCSD1128

9.   Admissions Criteria, including APCL, APEL and DAS arrangements

NB The following table is a draft exemplar for an undergraduate programme

Entry Requirements for Level 4 Higher Apprenticeship Standards Corporate Responsibility and Sustainable Practitioner	
A-level/AS-level	Normal minimum entry requirements are 48 UCAS points at A-level

GCSE or Equivalent	
T Level	
BTEC National Diploma/QCF Extended Diploma	Normal minimum entry requirements are 48 UCAS points
Access to Higher Education at level 3	Normal minimum entry requirements are 48 UCAS points, with a minimum of 24 credits at Merit
Welsh Baccalaureate	Normal minimum entry requirements are 48 UCAS points
Scottish Qualifications Authority	Normal minimum entry requirements are 48 UCAS points, from Scottish Advanced Highers
Irish Leaving Certificate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, and Ordinary Level Grade C Maths and English
International Baccalaureate	Normal minimum entry requirements are 48 UCAS points, from Higher Level, If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
Interviews	Interviews for the course may be required where students do not have the necessary qualifications but may show other non-traditional learning (e.g. significant experience within the industry or additional vocational qualifications).
DBS requirements	
Whilst a DBS is not a requirement to join the course, students may need to apply for one to begin employment as an apprentice. The cost of this is usually covered by the employer. In addition, it is common for many roles in the sector that a DBS is required for employment. For potential apprentices who do not believe they may be able to attain one they should factor this into their decision making when considering this course.	

10. Progression criteria for Final and Intermediate Awards

11. Non Standard Regulations

None

12. Transitional Arrangements

Upon successful completion of the Level 4 Higher Apprenticeship Standards Corporate Responsibility and Sustainable Practitioner students will be able to move into Level 5 of the FdSc Global Change, Sustainability and Society foundation degree. As the Level 4 Higher Apprenticeship Standards Corporate Responsibility and Sustainable Practitioner is delivered over 34 months students can progress onto the Level 5 on the following September after their EPA. These students can also progress into employment with their current employer or progress elsewhere in the sector.

If there is a suitable demand it is possible an in year start maybe considered.

Appendices
Programme Specification Mapping (UG) – core/elective modules
Assessment
Reading Lists

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.

Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)														Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical
		Knowledge & understanding			Cognitive & intellectual skills			Key & transferable skills			Employment related skills				Practical skills			
		1	2		1	2	3	1	2	3	1	2			1	2		
Level 4	UCSD 1123 Global Environmental Challenges and Environmental Justice	X	X		X	X	X	X	X	X	X	X			X	X		Y	C1- Literature Review (50%) C1- Manifesto (50%)
	UCSD 1126 Sustainable Business, Funding strategies and Philanthropy in action	X	X		X	X	X	X	X	X	X	Y			X			Y	C1- Essay, theories of globalisation – (50%) P1 – 15 minutes debate – (50%)
	UCSD 1127 Living Environments and Climate Change	X	X		X	X		X			X	X			X			Y	C1- Poster (50%) C1- Case study (50%)
	UCSD 1128 Introduction to research methods in Social Sciences	X	X		X	X		X	X			X			X	X			C1 – Literature Review (50%) C1 – Academic Report (50%)

Level 4 LOs

Module Title	Level	Credits	C - core / E - elective	8.1 Knowledge & understanding 1	8.1 2	8.2 Cognitive & intellectual skills 1	8.2 2	8.2 3	8.3 Key & transferable skills 1	8.3 2	8.3 3	8.4 Employment related skills 1	8.4 2	8.5 Practical skills 1	8.5 2
UCSD 1123 Global Environmental Challenges and Environmental Justice	4	30	C	I/A	I/A	I/A	I/A	I/A	I/A	I	I	I	I/A	I/A	
UCSD 1124 Social Change and Global Citizenship	4	20	C	I/A	I/A	I/A	I/A	I	I/A	I	I	I	I	I	
UCSD 1126 Sustainable Business, Funding strategies and	4	30	C	I/A	I/A	I/A	I/A	I/A	I/A	I/A	I/A			I/A	

Award Learning Outcomes (for more information see Section 8 of the Programme Specification)

Please map where a module does one or more of the following:

I – ALO is introduced

A –ALO is assessed

Philanthropy in action																	
UCSD 1127 Living Environments and Climate Change	4	20	C	I	I/A		I/A		I/A							I/A	I/A
UCSD 1128 Introduction to research methods in Social Sciences	4	20	C	I/A	I/A	I/A	I/A		I/A	I/A			I		I	I/A

Module Code	Module Name	Mode of Assessment
UCSD 1123	Global Environmental Challenges and Environmental Justice	C1- Literature Review (50%) C1- Manifesto (50%)
UCSD 1124	Social Change and Global Citizenship	C1 – Essay (50%) P1- Debate Presentation (50%)

UCSD 1126	Sustainable Business, Funding Strategies and Philanthropy in action	C1- Design a Fundraising Strategy for Sustainable Business (50%) C2- Academic Report (50%)
UCSD 1127	Living Environments and Climate Change	C1 – Poster (50%) C1 – Case study (50%)
UCSD 1128	Introduction to Research Methods in Social Sciences	C1 – Literature Review (60%) C1 – Academic Report (50%)

(Please insert an * if a resource is available electronically)

	Module 1 UCSD1123 Global Environmental Challenges and Environmental Justice	Module 2 UCSD1124 Social Change and Global Citizenship	Module 3 UCSD1127 Living Environments and Climate Change	Module 4 UCSD 1126 Business, Funding strategies and Philanthropy in action	Module 5 UCSD 1128 Introduction to research methods in Social Sciences
Year 1					

Core (2 resources)					
Schlosberg, D., 2004. Reconceiving environmental justice: global movements and political theories. *Environmental politics*, 13(3), pp.517-540. Martin, A., Armijos, M.T., Coolsaet, B., Dawson, N., AS Edwards, G., Few, R., Gross-Camp, N., Rodriguez, I., Schroeder, H., GL Tebboth, M. and White, C.S., 2020. Environmental justice and transformations to sustainability. *Environment: Science and Policy for Sustainable Development*, 62(6), pp.19-30. Walker, G., 2012. *Environmental*	Dower, N. and Williams, J., 2016. *Global citizenship: A critical introduction*. Routledge. Cabrera, L., 2010. *The practice of global citizenship*. Cambridge University Press. Cheney, H., Nheu, N. and Vecellio, L., 2004. Sustainability as social change: Values and power in sustainability discourse. *Sustainability and social science: Roundtable proceedings*, pp.225-246. Welch, D. and Yates, L., 2018.	Hulme, M (2021). *Climate Change*. Taylor and Francis (ISBN: 9781000413236) Lovejoy, T.E., and Lee, H (Ed) (2019): *Biodiversity and Climate Change-Transforming the Biosphere.* Yale University Press (ISBN: 9780300206111) Maslin, M (2021). *A Very Short Introduction to Climate Change*. OUP Oxford; 4th edition (ISBN: 978-0198867869)	Kapo Blühdorn, I., & Deflorian, M. (2019). The Collaborative Management of Sustained Unsustainability: On the Performance of Participatory Forms of Environmental Governance. Sustainability, 11. Berk, J and DeMarzo, P. (2013) Corporate Finance, Global 3rd Edition, Pearson Buchner, B., Mazza, F. and Falzon, J. (2015) Global Climate Finance: An Update View on 2013 and 2014 Flows, CPI Friedman, E. (2013). Reinventing Philanthropy: A Framework for More Effective Giving. Washington DC: Potomac Books.	Della Porta, Donatella and Michael Keating, eds. (2008) Approaches and Methodologies in the Social Sciences: A Pluralist Perspective, Cambridge: Cambridge University Press. Denzin, N. and Lincoln, Y. (1994) Handbook of Qualitative Research Frew, J. (1986) Geography fieldwork. Macmillan Limb. M, and Dwyer. C., (2001) Qualitative Methodologies

	justice: concepts, evidence and politics. Routledge. Mohai, P., Pellow, D. and Roberts, J.T., 2009. Environmental justice. *Annual review of environment and resources*, *34*, pp.405-430.	The practices of collective action: Practice theory, sustainability transitions and social change. *Journal for the Theory of Social Behaviour*, *48*(3), pp.288-305.			for Geographers: Issues and Debates Diamond, I. And Jeffries, J. (2001) Beginning Statistics: An Introduction for Social Scientists.
Further	Bowen, W., 2002. An analytical review of environmental justice research: what do we really know?. *Environmental management*, *29*, pp.3-15. Temper, L., Del Bene, D. and Martinez-Alier, J., 2015. Mapping the frontiers and front lines of global environmental justice: the	Brown, E.J., 2018. Practitioner perspectives on learning for social change through non-formal global citizenship education. *Education, Citizenship and Social Justice*, *13*(1), pp.81-97. Shultz, L., 2007. Educating for global citizenship:	Miller, G. and Spoolman, S. (2009). Essentials of Ecology: 5th Edition. Brooks/Cole (ISBN: 978-0495557951) Schimel, D (2013). *Climate and Ecosystems: 7 (Princeton Primers in Climate)*. Princeton University Press. (ISBN 978-0691151960)	Buchanan, P. (2019) Giving Done Right: Effective Philanthropy and Making Every Dollar Count. New York: Public Affairs Frumkin, P. (2006) Strategic Giving: The Art and Science of Philanthropy, Chicago: University of Chicago Press.	Gilbert, N. and Stoneman, P. (2016), Researching social life. SAGE. Los Angeles. Fourth Edition Cloke, P., Cook, I., Crang, P., Goodwin, M., Painter, J. and Philo, C., 2004. *Practising human geography*. Sage.

EJAtlas. *Journal of Political Ecology*, *22*(1), pp.255-278. Walter, M., Weber, L. and Temper, L., 2020. Learning and teaching through the online environmental justice atlas: from empowering activists to motivating students. *New Directions for Teaching and Learning*, *2020*(161), pp.101-121.	Conflicting agendas and understandings. *Alberta Journal of Educational Research*, *53*(3). Golmohamad, M., 2008. Global citizenship: From theory to practice, unlocking hearts and minds. In *Global citizenship education* (pp. 519-533). Brill.			Aitken, S.C. and Valentine, G. eds., 2014. *Approaches to human geography: Philosophies, theories, people and practices*. Sage. Gordon, L., 2019. *Real research: Research methods sociology students can use*. Sage Publications.
Journals	Journal of Environmental Management Journal of *Environment: Science and Policy for Sustainable Development*,	*Journal of Sustainable Social Change* *Journal for the Theory of Social Behaviour*	Journal of Frontiers in Climate Journal of Nature Climate Change Journal of Global Change Biology	Journal of Sustainable Finance and Development Journal of Philanthropy and Marketing	Journal of Environment Humanities Journal of Geographical Research

		Journal of Educational Research			Journal of Sustainability Research
Other resources	https://ejatlas.org/		Natural Environment Research Council (NERC): https://www.ukri.org/councils/nerc/ **Natural Resources Defence Council: Global Warming 101: https://www.nrdc.org/stories/global-warming-101**	https://www.sustainablebusiness.com/	