



This specification provides a summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

The content of our courses is reviewed annually to make sure it's up-to-date and relevant. Individual modules are occasionally updated or withdrawn. This is in response to discoveries through our world-leading research; funding changes; professional accreditation requirements; student or employer feedback; outcomes of reviews; and variations in staff or student numbers. In the event of any change we will inform students and take reasonable steps to minimise disruption.

Programme Details

1. Programme title	Global Sustainable Development		
2. Award type	Bachelor of Arts		
3. Programme details	FHEQ Level: 6	Mode of Study: Full time Full time	Duration: 3 years 4 years (Foundation)
4. Faculty	Faculty of Social Sciences		
5. School	Owning: School of Geography and Planning		
6. Accrediting Professional or Statutory Body	None		
7. HECoS code <i>Select between one and three codes from the HECoS vocabulary.</i>	Code: 100488 Percentage: 100	Code: Percentage:	Code: Percentage:
<i>Programme code (internal use)</i>	GPLU004 (Full time) GPLU007 (Foundation)		

9. Programme aims

The programme aims to:	
A1	Develop students' critical appreciation of interdisciplinary perspectives on global sustainable development.
A2	Foster students' understanding of the interconnections of environment, society, politics and economics in achieving global sustainable development.
A3	Equip students with the methodological, ethical and analytical tools to identify and research global development challenges and creatively identify contextually appropriate solutions to these.
A4	Engender a critical awareness of the multiple ethical dimensions involved in global sustainability and development issues.
A5	Engage students in practice-based learning, including opportunities to conduct research, develop professional skills and interact with leading global sustainable development organisations and agencies.
A6	Foster students' self-reflexivity regarding their own principles, assumptions, positionalities and aspirations regarding global sustainable development.
A7	Enhance students' employability by ensuring they develop key competencies including critical and strategic thinking skills, communication skills, leadership and professionalism, intercultural skills and respect for diversity, collaborative and team-oriented practices.

10. Programme learning outcomes

Knowledge and understanding (K)	
On successful completion of the programme, students will be able to demonstrate knowledge and understanding of:	
K1	The history and evolution of global sustainable development as an academic field and arena of applied practice and action.
K2	Key concepts from a range of social science disciplines which contribute to the study of global sustainable development.
K3	The diversity in approaches and theories of global sustainable development as an interdisciplinary field of work.
K4	Qualitative, quantitative and creative/participatory research methods and how to deploy these to explore and evaluate global development concerns.
K5	Approaches to policy making and policy analysis relevant to the environmental, social and economic challenges facing the world.
K6	The ethical complexities inherent to global sustainable development as a concept, practice and field of study.
K7	Key competencies and skills required to realise global development outcomes.

Skills and other attributes (S)

When considering the skills and attributes developed in this programme, please refer to the Sheffield Graduate attributes (SGAs). [SGAs can be found here](#)

On successful completion of the programme, students will be able to:

S1	Synthesise and communicate complex ideas, debates and research findings to diverse audiences, including specialists and non-specialists, using a variety of communication styles.
S2	Work collaboratively across disciplinary boundaries, bringing together different perspectives to identify mutually agreed solutions to collectively agreed problems.
S3	Critically engage with the ethical complexities inherent within the field of global sustainable development.
S4	Design, implement, evaluate and report original research applying appropriate quantitative and/or qualitative (including creative/participatory) methods in the field of global sustainable development.
S5	Conduct policy analysis to evaluate the impact of legislation and policies at a range of scales relating to global sustainable development and be able to advocate for relevant changes and policy initiatives relating to global sustainable development.
S6	Demonstrate skills of globally competent citizens including working respectfully across differences, examining local and global issues, appreciating differing perspectives and how to take responsible actions towards global sustainable development.
S7	Evaluate and articulate their personal strengths, competencies, values and career priorities, and demonstrate key transferable skills including leadership, communication, independent and collaborative working skills.
S8	Work confidently with multiple forms of data to curate, synthesise and analyse evidence to support their argument and justify policy and guide practice.

11. Learning and teaching methods *(this should include a summary of methods used throughout the programme, including any unique features and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

A variety of teaching and learning methods are employed to support your development through the programme, providing you with opportunities to learn from across the academic disciplines of Geography, Politics, Planning, Sociological Studies, Economics, and Landscape Architecture. The programme has been designed to provide a structured approach across the three years of study, building your knowledge, skills and competencies to prepare you for a range of possible future careers.

In the first year (FHEQ Level 4) there is a focus on building core knowledge and skills through lectures, supplemented by smaller group seminars and tutorials. Field visits, workshops and project activities will allow you to apply your learning to real world places and challenges.

In years 2 (FHEQ level 5) and 3 (FHEQ level 6), seminars, workshops, field classes and project work will deepen your understanding of issues, enhance your research skills and give you some more experience of collaborative working practices. Core skills and knowledge, such as the challenges of undertaking geographic research, are developed within compulsory modules. You will also have the opportunity to choose from a range of option modules as your programme progresses, allowing you to specialise in areas you find particularly interesting or important. The third year concludes with a Dissertation in which you will

be supported to undertake an independent research project on a topic of your choosing.

The following teaching and learning methods are used throughout the programme:

- 1. Lectures** are used to develop your fundamental knowledge. They provide the foundation on which more reflective teaching and learning is built up through seminars and self-directed study.
- 2. Seminars and tutorials** provide a smaller group format in which ideas, concepts and knowledge can be discussed and examined, deepening your understanding of a topic and allowing you to develop your communication and collaboration skills.
- 3. Projects** allow you to examine an issue in depth, often incorporating fieldwork and collaborative learning, you will come into contact with real world challenges, people and places. Projects involve the synthesis of knowledge from different parts of the curriculum. In addition, they encourage you to develop problem solving and research skills, to improve your team working by practicing respectful interaction with diverse people and to develop your skills at presenting evidence in different formats.
- 4. Field work** provides opportunities to learn key skills for understanding geographical evidence, the qualities of places and how various forms of intervention might affect them.
- 5. Workshops** are an important part of some modules, especially those where you learn key professional and technical skills in policy-making, presenting your ideas and problem solving. These sessions are tutor-guided but allow you to do focused work on a specific topic or task, like learning new software or techniques.
- 6. Group Work** forms an important part of the teaching and learning experience because group working skills are highly valued by employers. Some group work is formative, providing opportunities for you to learn together with other students in order to improve your individual understanding. In other cases group assessments are undertaken and are accompanied by peer review.
- 7. Individual research** will deepen your knowledge of a particular area of theory and practice in global sustainable development, improving your research and self-management skills.

12. Assessment and feedback methods *(this should include the range of types of methods used and should be written with a student focus as this information will display to current students and applicants i.e. prospectus)*

A wide range of assessment methods are used across the programme to help you demonstrate the development of your knowledge and skills. Throughout, you will be given feedback to help you improve your performance within individual modules and also across each semester. At every level there will be assessments based on real-world projects, helping you bring your knowledge and skills together to formulate responses to real-world challenges and giving you valuable experience to enhance your future employability.

In the first year, there is an emphasis on developing your fundamental academic and professional writing and communication skills through a variety of coursework assignments, classroom testing and formal examinations. This emphasis draws on your learning from formal classes, field visits and project activities to develop your core knowledge, assess your understanding and build core employability skills for real world challenges.

In the second and third years there is a continued emphasis on coursework and project work to assist in the learning of new skills and techniques and to give you an experience of collaborative working practices. Assessed coursework takes a variety of forms, including essays but also presentations, reports, maps and spatial data analyses, plans and policy proposals for real world challenges.

Option modules will offer you the opportunity to deepen your understanding of more specialist subjects. The assessment for these will vary according to your choices. In the final year, you will also complete a dissertation which will enable you to conduct a significant piece of independent research on a topic of your

choosing.

Version Number:	Purpose / Change:	Cohort affected: (academic year and level)	Date change approved:
1			December 2022
2			September 2023
3	Programme Simplification	25/26 - Foundation 26/27 - All years	June 2025

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