



UNIVERSITY  
OF LONDON

## Programme Regulations 2021–2022

For programmes offered through  
the Centre for Development,  
Environment and Policy (CeDEP)

Climate Change and  
Development  
Sustainable Development  
(New Programme)

MSc  
PGDip  
PGCert

**Important document – please read**  
This document contains important  
information that governs your  
registration, assessment and  
programme of study





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## Important information regarding the Programme Regulations

### About this document

**Last revised:** 12 July 2021

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by SOAS University of London which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at SOAS University of London. Programme Regulations will provide the detailed rules and support for your programme of study.

In addition to Programme Regulations you will have to abide by the General Regulations. These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not in the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the University of London website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

### Terminology

The following language is specific to the Climate Change and Development and Sustainable Development programmes:

**CeDEP:** Centre for Development, Environment and Policy. This department of SOAS offers the programmes: MSc Climate Change and Development; MSc Sustainable Development.

**Module:** Individual units of a programme are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria

**Elective module:** Pathway specific optional module that is studied in succession after the core module(s).

**E-tivity:** Online assessment task or tasks specified by the Programme Director.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

If you have a query about any of the programme information provided, registered students should use the *ask a question* tab in the [student portal](#) otherwise the *Contact Us* button on each webpage should be used.

## **Changes to the Programme Regulations 2021-2022**

Assessment for every module, except the dissertation, is now as follows:

- E-tivity 1 – Online participation (10%)
- E-tivity 2 – Library information retrieval (not assessed)
- E-tivity 3 – Literature critique (5%)
- E-tivity 4 – Examined assignment proposal (20%)
- E-tivity 5 – Analytical exercise (5%)
- E-tivity 6 – Examined assignment (60%)

Students deferring from a module before October 2021 will need to complete assessments in accordance with the guideline in [Section 5](#).

## 1 Structure of the programmes

[Appendix A](#) provides details of the programme structures and module titles.

### Qualification

#### 1.1

The following named qualifications are awarded under these regulations:

- Master of Science in Climate Change and Development
- Master of Science in Sustainable Development
- Postgraduate Diploma in Climate Change and Development
- Postgraduate Diploma in Sustainable Development
- Postgraduate Certificate in Climate Change and Development
- Postgraduate Certificate in Sustainable Development

### Qualification structures

#### 1.2

The **Master of Science** (MSc) programmes each consist of 180 credits:

- One core module (30 credits) and
- Three elective modules (30 credits each) and
- A dissertation (60 credits)

#### 1.3

The **Postgraduate Diploma** (PGDip) programmes each consist of 120 credits:

- One core module (30 credits)
- Three elective modules (30 credits each)

#### 1.4

The **Postgraduate Certificate** (PGCert) programmes each consist of 60 credits:

- One core module (30 credits each)
- One elective module (30 credits)

### Exit awards

#### 1.5

If you are registered on one of the MSc/PGDip programmes and are unable to complete your studies, you may be eligible for an exit award according to the number of credits gained. This may be because you choose to withdraw from the programme. If you are at the end of your registration period, you will be automatically awarded the relevant exit award according to the number of credits gained by that time.

## 2 Registration

### Effective date of registration

#### 2.1

Your effective date of registration will be:

- **1 April**, if you register in March/April, of the year in which you initially register
- **1 October**, if you register in September/October, of the year in which you initially register.

#### 2.2

If your effective date of registration is:

- **1 April** this allows you to be assessed in August of the same year
- **1 October** this allows you to be assessed in February / March of the following year.

See the [Programme Specification](#) for the minimum and maximum periods of registration applicable to this programme.

## 3 Recognition of Prior Learning

To be read in conjunction with the [General Regulations](#), Section 3.

### Recognition of prior learning

Recognition of Prior Learning (RPL) is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place at the University of London, or elsewhere, before entry onto a programme of study.

#### 3.1

Within these programmes there is no provision for the recognition of prior learning.

## 4 Module selection

[Appendix A](#) provides details of the programme structures and module titles.

We endeavour to make modules available in sessions as advertised. However, the availability is subject to change. If your preferred choice of elective module is not available, you will be asked to indicate an alternative choice.

For more information regarding SOAS module availability, please visit [the webpage](#).

#### 4.1

Modules are run in two sessions during the year, each comprising 16 weeks of study. Dissertation stages are run in two sessions during the year, each comprising 8 weeks of study.

#### 4.2

You may normally register for one module and one dissertation stage per study session,, and up to two modules and two dissertation stages throughout the year.

#### **4.3**

You must register for their initial core module and first dissertation stage in the first session.

#### **4.4**

Module changes can only be made within the first two weeks of the study session.

#### **4.5**

Where you have not yet passed a module and you are registering for it again in order to attempt remaining assessment elements, this may be permitted in addition to the module for that study session. This will be at the discretion of the Programme Director, whose permission must be sought.

### **Modules from other SOAS departments**

#### **4.6**

MSc and PGDip students may select as an elective module, a maximum of one 30 credit module offered by another SOAS distance learning programme. This will be at the discretion of the Programme Director.

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## **5 Assessment for the programme**

You should refer to the VLE for submission deadlines.

### **Assessment methods**

#### **5.1**

Each module excluding the Dissertation module, will be assessed by the completion of the following E-tivities:

- E-tivity 1 – Online participation (10%)
- E-tivity 2 – Library information retrieval (not assessed)
- E-tivity 3 – Literature critique (5%)
- E-tivity 4 – Examined assignment proposal (20%)
- E-tivity 5 – Analytical exercise (5%)
- E-tivity 6 – Examined assignment (60%)

#### **5.2**

The Dissertation module will be assessed by submission of a dissertation assessed proposal of 4,000 words and the submission of a written dissertation of 10,000 words. You are required to submit both elements of assessment to complete the dissertation module.

#### **5.3**

The overall mark for the dissertation module will be based on the combined marks for the dissertation, weighted at 80%, and the dissertation research proposal, weighted at 20%.

#### **5.4**

In order to pass any module, including the dissertation module, you must achieve an overall mark of at least 50%.

## **Submission of assessment elements**

### **5.5**

Your completed assessment elements must be submitted via the Virtual Learning Environment (VLE) no later than the submission dates given on the module timetables.

### **5.6**

For E-tivities, any submission made after the published deadline will be penalised: Marks will be deducted at a rate of two percentage marks per working day. E-tivities will not be assigned a grade if submitted later than 5 working days after the deadline.

### **5.7**

With each submission you must accept the 'No Plagiarism' declaration via the online submission procedure to confirm that the completed e-tivity is all your own work (except where the terms of the e-tivity require reference to collaborating with others) and that there has been no plagiarism.

### **5.8**

For the dissertation, work submitted up to ten working days late will be accepted, but two marks per working day will be deducted from the final mark (a maximum of 20 marks). Submissions received after this period will receive a zero mark.

### **5.9**

Extensions to deadline dates may not be granted. Penalties for late submissions are waived in cases of mitigating circumstances, and are at the discretion of the Programme Director.

For more detail see 5.13 [Mitigating Circumstances](#).

### **5.10**

If an assignment exceeds the word limit by the amounts specified below, we will implement the following deductions.

For E-tivities 4, 5 and 6 in each module, the dissertation assessed proposal and the final dissertation, the following schedule of deductions will apply:

| <b>Excess length</b>                  | <b>Mark deduction (deductions for assessed proposal and dissertation given in parentheses)</b>                                 |
|---------------------------------------|--|
| Up to and including 10%               | 5 marks (5%)   |
| More than 10% up to and including 20% | 10 marks (10%)   |
| More than 20% up to and including 30% | 15 marks (15%)   |
| More than 30%                         | The assignment will not be marked and will be assigned a mark of zero (0). This still counts as one attempt at the assessment. |



The word count does not include footnotes (provided they contain a reference and are not part of the assessment), endnotes, bibliography and figures. The word count does include in-text citations.

Tables which contain text will be included in the total word count, tables which contain numerical data will not.

#### **5.11**

It is your responsibility to retain a copy of your e-tivity in the event of any electronic difficulties in its submission to, or return from, us.

### **Mitigating Circumstances**

Mitigating circumstances are any serious circumstances beyond a student's control which may have adversely affected their academic performance. For more information about mitigating circumstances, see Section 11 of the [General Regulations](#) and the [Examinations section of the website](#).

#### **5.12**

You must bring any mitigating circumstances to our attention as soon as you become aware that your performance may be adversely affected by serious circumstances beyond your control. You should do this before the coursework or dissertation stage deadline date.

For details on how to submit notifications and evidence of mitigating circumstances, see [the assessment resources section of the student portal](#).

### **Modules from other SOAS departments**

#### **5.13**

If you study a module offered by another SOAS department, that module will be assessed and governed by that module's corresponding programme regulations.

### **Resitting assessment components taken before 2021-2022**

Before the 2021-2022 period, these programmes were assessed by a mixture of coursework and examinations.

#### **5.14**

Students who have failed or missed a pre 2021-2022 assessment element, will be required to complete the relevant assessment of equivalent weighting.

Those needing to complete the pre 2021-2022 taught module written examination and examined assignments will complete either a single 'alternative examined assignment' or E-tivities 4 and 6 if they require both examined assignment and written examination components.

Students requiring CCPR and online participation elements will need to take the equivalent E-tivity to the failed element.

Those equivalents are detailed in the following table:

| <b>Assessment element not attempted/failed pre 2021-22</b>            | <b>Equivalent assessment element 2021-22 and onwards</b>   |
|---|--|
| <b>Online participation:</b> VLE contribution/discussion (10%)        | E-tivity 1 – Online participation (10%)  |
| <b>CCPR:</b> Critical commentary on key reading and peer review (10%) | E-tivity 3 – Literature critique (5%)<br>E-tivity 5 – Analytical exercise (5%)                               |
| Examined Assignment (40%)   | 3000 word 'Alternative Examined Assignment' (40%)  |
| Written examination (40%)   | 3000 word 'Alternative Examined Assignment' (40%)  |
| Written examination (50%) (pre 2020-21)                               | 3000 word 'Alternative Examined Assignment' (40%)<br><b>AND</b><br>E-tivity 1 – Online participation (10%)   |
| Examined Assignment (40%)<br><b>AND</b><br>Written examination (40%)  | E-tivity 4 – Examined assignment proposal (20%)<br><b>AND</b><br>E-tivity 6 – word Examined assignment (60%) |

## **6 Number of attempts permitted at an assessment element**

### **6.1**

The maximum number of attempts permitted at any assessment element is **two**. You will not be permitted to re-take any assessment element which you have passed.

### **Core and elective modules**

### **6.2**

If you fail any core or elective module with an overall mark below 50% you will be required to re-enrol for that module. There is no charge for this. You **must** do so at the next available opportunity. When you do so:

- you must retake one or more failed assessment elements to achieve an overall pass ;
- this counts as a **second attempt** when you retake those assessment elements;
- for any assessment element where you have received a mark of 50 or higher, the mark will be carried forward;
- on request, the Programme Director will decide if you may register concurrently on a new module whilst you complete your failed or missed assessment element.

### 6.3

If you fail a core module on your second attempt, we reserve the right to remove you from your enrolled programme. If you fail an elective module on your second attempt, you will be required to enrol and pay for another elective module.

For **core** modules the 'next available opportunity' is the session immediately following the one in which you initially registered for the module.

For **elective** modules, the 'next available opportunity' is the next session in which the module is offered.

### 6.4

Any re-sit mark for a failed assessment element overrides the first mark attained.

## Dissertation

### 6.5

If the dissertation is failed at the first attempt, you must submit a re-written dissertation at the next available opportunity.

### 6.6

If we decide your dissertation requires minor amendment either to achieve a pass mark of 50% or to correct minor irregularities, we may ask you to re-submit it within a specified time. Such a resubmission is not counted as an additional attempt.

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## 7 Progression within the programme

### 7.1

Any weighted overall module mark above 50% will constitute a valid attempt. For taught modules, you must submit E-tivity 4 and 6 in order to complete a valid attempt at a module. For the dissertation, you must submit all required elements for the dissertation stages in order to complete a valid attempt.

### 7.2

Where you fail to make a valid attempt at a module in a given session, you will be deemed to have deferred. You **must** re-enrol for this module at the next available opportunity, although there is no charge for this. When you do so:

- you must attempt one or more failed assessment elements;
- this will count as a first attempt for any the outstanding assessment elements and a second attempt for any failed assessment elements;
- for any assessment elements where you have received a mark of 50 or higher, your mark will be carried forward;
- on request, the Programme Director will decide if you may register concurrently on a new module.

### 7.3

If you fail to re-enrol for a failed or incomplete module at the next available opportunity, this will constitute a second deferral and failure of the module.

#### 7.4

You will only be permitted to defer a module or dissertation stage once without being awarded a fail. If you do not attempt E-tivities 4 and 6 of the module or all required elements for the dissertation stages at the next opportunity you will still be deemed to have made an attempt.

#### 7.5

Once you have been awarded an overall mark of 50% or higher, your mark cannot be raised any further and you will not be permitted to submit any outstanding E-tivities of a module.

See [Section 8](#) for rules relating to condoning a fail mark for an elective module.

#### 7.6

If your registration has expired, we will not permit you to re-register for the Postgraduate Certificate, Postgraduate Diploma or MSc, as applicable, but you may be eligible for an exit award.

### Progression between related awards

#### 7.7

If you are registered on a Postgraduate Certificate or Postgraduate Diploma, you can apply to progress on to a higher award upon successful completion of your core module. A student may only request to upgrade after completion of their first module, and within the first year. This will only be granted at the discretion of the Programme Director.

#### 7.8

If you successfully complete a Postgraduate Certificate you may apply to transfer to the related Postgraduate Diploma or MSc offered under these regulations and receive appropriate credits. There is no automatic progression.

#### 7.9

Registration on the related MSc requires you to start the dissertation in the first session of your transfer, comprising four stages and a minimum of two years to complete.

## 8 Schemes of award

#### 8.1

Modules are marked according to the following scale:

| Mark range | Award       |
|------------|-------------|
| 0 to 49    | Fail        |
| 50 to 59   | Pass        |
| 60 to 69   | Merit       |
| 70+        | Distinction |

#### 8.2

The final award classification for an MSc is calculated using a weighted average of the marks for the four taught modules (each 30 credits) and the Dissertation (60 credits).

You will be awarded:

- a distinction if the weighted average of your marks is 70 or more;



- a merit if the weighted average of your marks is between 60 and 69;
- a pass if the weighted average of your marks is between 50 and 59.

### **8.3**

The final award classification for a Postgraduate Diploma is calculated using a simple average of the marks for the four modules. You will be awarded:

- a distinction if the average of your marks is 70 or more;
- a merit if the average of your marks is between 60 and 69;
- a pass if the average of your marks is between 50 and 59.

### **8.4**

If you have transferred credit from successful completion of 15-credit modules to the MSc or the Postgraduate Diploma, the final award classification will be calculated using a weighted average.

### **8.5**

The final award classification for a Postgraduate Certificate is calculated using a simple average of the marks for the two modules. You will be awarded:

- a distinction if the average of your marks is 70 or more.
- a merit if the average of your marks is between 60 and 69;
- a pass if the average of your marks is between 50 and 59.

To calculate the final award classification average marks are rounded upwards (n.5 - n.9) or downwards (n.1 – n.4) to the nearest whole figure.

### **8.6**

Normally, you are required to pass all modules. However, a fail mark of 40% or more in one elective module may be condoned by the Board of Examiners if you have passed the other core and elective modules and have an overall average of not less than 54% (a total of 214 marks in the 30cr programme). (The Board of Examiners will condone one mark of 49%, even if the total of 214 marks has not been attained).

### **8.7**

When awarding a PGCert qualification, a maximum of one module may be condoned. This decision will be made by the Board of Examiners.

### **8.8**

If you are unable to complete the 120 or 180 credits required for the Postgraduate Diploma or MSc award respectively, you may be awarded the related Postgraduate Certificate or Postgraduate Diploma, as applicable. The award of the Postgraduate Certificate or Postgraduate Diploma will be at the discretion of the Board of Examiners and with effect from the year, and under the regulations, in which the relevant assessments were completed.

### **8.9**

If you accept a Postgraduate Certificate or Postgraduate Diploma offered under these regulations, we will not permit you to register or re-register for the related Postgraduate Diploma or MSc at a later date.

## Appendix A – Structure of the programmes

A detailed outline of each module syllabus is provided on the [CeDEP](#) modules page, under Study Programmes.

### MSc in Climate Change and Development

(All modules are worth 30 credits, except the dissertation module which is worth 60 credits)

#### One core module:

DPM500      Climate change and development

+

#### Three elective modules

##### One to three elective modules chosen from List A, as below:

DPM510      Climate change adaptation

DPM511      Low carbon development

DPM512      Energy and development

+

##### A maximum of two elective modules chosen from List B, as below:

DPM551      Food Security and Social Protection

DPM552      Urban Sustainability

DPM553      Global Environmental Change and Sustainability

DPM554      Water and Land Management for Sustainable Development

DPM555      Understanding Poverty

+

DPM600      Dissertation

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## **Postgraduate Diploma in Climate Change and Development**

(All modules are worth 30 credits)

### **One core module:**

DPM500      Climate change and development

**+**

### **Three elective modules:**

**One to three elective modules chosen from List A, as below:**

DPM510      Climate change adaptation

DPM511      Low carbon development

DPM512      Energy and development

**+**

**A maximum of two elective modules chosen from List B, as below:**

DPM551      Food Security and Social Protection

DPM552      Urban Sustainability

DPM553      Global Environmental Change and Sustainability

DPM554      Water and Land Management for Sustainable Development

DPM555      Understanding Poverty

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## **Postgraduate Certificate in Climate Change and Development**

(All modules are worth 30 credits)

### **One core module:**

DPM500      Climate change and development

**+**

**One elective module chosen from List A, as below:**

DPM510      Climate change adaptation

DPM511      Low carbon development

DPM512      Energy and development

## **MSc in Sustainable Development**

(All modules are worth 30 credits, except the dissertation module which is worth 60 credits)

### **One core module:**

DPM201      Understanding Sustainable Development

**+**

### **Three elective modules chosen from:**

DPM510      Climate Change Adaptation

DPM512      Energy and Development

DPM553      Global Environmental Change and Sustainability

DPM511      Low Carbon Development

DPM555      Understanding Poverty

DPM552      Urban Sustainability

DPM554      Water and Land Management for Sustainable Development

DPM551      Food Security and Social Protection

**+**

DPM600      Dissertation



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## **Postgraduate Diploma in Sustainable Development**

(All modules are worth 30 credits)

### **One core module:**

DPM201      Understanding Sustainable Development

**+**

### **Three elective modules chosen from:**

DPM510      Climate Change Adaptation

DPM512      Energy and Development

DPM553      Global Environmental Change and Sustainability

DPM511      Low Carbon Development

DPM555      Understanding Poverty

DPM552      Urban Sustainability

DPM554      Water and Land Management for Sustainable Development

DPM551      Food Security and Social Protection

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## **Postgraduate Certificate in Sustainable Development**

(All modules are worth 30 credits)

### **One core module:**

DPM201      Understanding Sustainable Development

**+**

### **One elective module chosen from:**

DPM510      Climate Change Adaptation

DPM512      Energy and Development

DPM553      Global Environmental Change and Sustainability

DPM511      Low Carbon Development

DPM555      Understanding Poverty

DPM552      Urban Sustainability

DPM554      Water and Land Management for Sustainable Development

DPM551      Food Security and Social Protection

## **Appendix B – Module Descriptions**

All modules are worth 30 credits. Not all modules are offered in every session. Refer to the [SOAS website](#) for more information on module availability.

### **Climate change adaptation [DPM510]**

Alongside the question of how to mitigate the impacts of climate change at a time when greenhouse gas emissions are still rising, adapting to them is vital to the prospects of development, given the potential for climate impacts to reduce or reverse poverty reduction gains across the global South.

The module explores what adaptation means for development, what it means conceptually and what it is starting to look like in practice, in terms of the differing trajectories of low, middle and high income countries. It explores the governance and architecture of adaptation, considering both how we might foster the kinds of collective action necessary for global adaptation and the current institutions and mechanisms that have emerged to pursue this goal. The module also considers adaptation and development futures: in short, do we need to 'mainstream' adaptation thinking into development, or does robust adaptation require a more fundamental transformation of how we think of and do development? Answering this question requires us to attend to the underlying global political and economic forces which produce both climate change itself and the inequalities which ensure that some people are much more adversely affected by climate impacts than others.

### **Climate change and development [DPM500]**

This module provides a multidisciplinary understanding of climate change processes and their direct and indirect interactions with development. It describes the main climate change processes, scenarios and vulnerabilities, and international and national policy responses. Different sectors' contributions and sensitivities to climate change (and to mitigation and adaptation responses) are identified, with their implications for policies and outcomes for different economies, and for people's livelihoods within them.

The module aims to provide students with a foundational, multidisciplinary understanding of core issues and processes, and their interactions with development and with poverty and poverty reduction. Students will be best equipped to understand, interrogate and respond to the rapidly changing science, environmental and social/political/economic contexts of climate change by an education in integrative core processes. Learning about these core processes is contextualised with relevant applied explanations and illustrations/cases.

### **Energy and development [DPM512]**

This module explores the main issues around energy and development. Access to energy is a key development issue as recognised by the Sustainable Development Goals. At the same time, energy use is closely intertwined with environmental challenges such as climate change, fossil fuel resource depletion and air pollution.

This module elaborates the key issues and concepts in the field of energy and development; it addresses policy responses such as the energy issues goals of the Sustainable Development Goals (SDGs) and the UN's target of universal energy access. The module further outlines various options for delivering energy access (both low carbon and fossil fuel-based), and their environmental, socio-economic and technological implications and how this links to contemporary global challenges in the fields of climate change, environmental management and sustainable development.

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## **Food Security and Social Protection [DPM551]**

Despite ongoing progress, hundreds of millions of people still suffer from poverty, food insecurity and malnutrition, with major consequences for human wellbeing, health and development. Globalisation, combined with increasing incomes in many countries, has resulted in major changes to the structure of food markets, and new challenges for food production and consumption policies. In many countries, high and volatile food prices have heightened awareness of these issues, and a highly effective international advocacy campaign has seen nutrition rise rapidly up the policy agenda. The past two decades have also witnessed massive growth in the scope and scale of social protection programmes in low- and middle-income countries. These are now recognised as a key tool in fighting poverty and inequality (SDGs 1 and 10) and even in contributing to women's empowerment (SDG 5).

This module considers food security and social protection together, given that both are linked to concepts of poverty, vulnerability and resilience. The module introduces students to relevant concepts, theories and approaches to gathering evidence, then uses these to explore practical policy issues such as the following: What are the most effective interventions for tackling poverty, food insecurity and malnutrition? Should governments provide free or cheap food, or simply offer poor people cash? Is offering a job on a public works scheme a better option and, if so, for whom? Who should be eligible to receive help, on what conditions and for how long? Is there a trade-off between growth and investment in social protection or can well designed programmes promote growth? What are the potential trade-offs with other investments which could reduce food insecurity, such as direct investments in small-scale farming?

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## **Global Environmental Change and Sustainability [DPM553]**

This module provides an overview of the major contemporary issues in global environmental change and sustainability, which has increasing relevance for environmental management and development practice in both the developed and developing world.

The module examines definitions, concepts and theories of global environmental change and sustainability; it examines the historical emergence and evolution of scientific and social science understandings of environmental change; and it examines the ways in which global environmental change is increasingly entangled with notions of sustainability. This module provides a foundation in key earth processes including, the geosphere, atmosphere, hydrosphere and biosphere, emphasising their connections and interactions.

The themes explored in this module are applied to a variety of sustainability issues, including the tasks of finding appropriate policy responses to the challenges of biodiversity loss, climate change, pollution and resource management. The module also covers the implications of global environmental change for disease and for the persistent and widening health inequalities that occur at the global scale.

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## **Low carbon development [DPM511]**

This module explores the main issues around climate change mitigation and low carbon development. Global climate change poses a serious threat to international development efforts. Developing countries -and especially the poor- have historically contributed very little to climate change. However, they are often the most vulnerable to climate change due to their limited resources and limited capacity to adapt to climate change. At the same time, developed countries and emerging economies are struggling to mitigate emissions that lead to climate change. To mitigate the emissions leading to climate change and achieve human development, there is a need

for serious global commitment to low carbon development. Low carbon development is a new development model, which aims to achieve these two goals simultaneously.

This module elaborates the key issues and concepts in the field of climate change mitigation and low carbon development; it discusses how greenhouse gas emissions can be mitigated and how low carbon development can be implemented in policy and practice. The module also critically discusses some of the global and national challenges; it also addresses policy responses, such as those of the United Nations Framework Convention on Climate Change (UNFCCC).

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## **Understanding Poverty [DPM555]**

The first two targets within the Sustainable Development Goals (SDGs) are as follows:

- 1.1 “By 2030, eradicate extreme poverty for all people everywhere ...”, measured as people living below the so-called international (consumption) poverty line;
- 1.2 “By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions.”

This module is aimed at (current or future) development practitioners – from government departments, international development agencies, NGOs or private business – who are involved in the design of policy or interventions to combat poverty in low- or middle-income countries. It aims to provide a sound understanding of the nature of poverty, its causes and consequences, of trends in poverty reduction across low and middle income countries, and of debates as to the drivers of these trends.

The module encompasses economic, social and political perspectives and examines the interaction of diverse factors in producing and reproducing poverty. There is an emphasis within the module on assisting students to gain a rigorous and critical understanding of key concepts used in international poverty debates, and on showing how the definitions of poverty that we use affect our findings regarding both poverty incidence and poverty trends, and hence also the policies prescribed to tackle poverty.

The module requires a basic level of numeracy.

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## **Understanding Sustainable Development [DPM201]**

‘Sustainable development’ has become the main guiding principle in international development – but where did it come from, and what does it really mean? The idea of sustainable development emerged during the late twentieth century in response to growing concerns about the apparent failure of conventional, state-led ‘development’ initiatives and about the extent and pace of environmental degradation, especially at the global scale. ‘Sustainable development’ has rapidly become a popular term – yet one that is also ambiguous and fiercely contested. As Jonathon Porritt, former Chairman of the UK Sustainable Development Commission acknowledged, sustainable development is a notoriously slippery term that can mean ‘practically nothing to people, or practically everything’. Indeed, some versions of sustainable development demand radical social re-organisation – including new forms of government and governance – in order to promote more just relations between societies and environments, whilst other versions of sustainable development amount to little more than ‘business as usual’. Therefore, it is important to understand the concept of sustainable development and the various ways in which it is used. In its most authoritative form, sustainable development is associated with some important, core principles that deserve critical examination.



In this module, the different ideas and definitions of sustainable development are explained and explored. The main principles of sustainable development are explained and critically analysed. We look at the emergence and evolution of the concept of sustainable development, in order to explain the historical context of current debates. 'Mainstream' notions of sustainable development are outlined together with some of the key strategies that are now used to promote sustainable development. Various resistances to the concept, and some alternative approaches to sustainable development, are also examined critically. The module also considers whether the idea of sustainable development is serving us well, or whether it is time for a fresh approach. Overall, this module provides an overview of some of the most important areas of debate and controversy in relation to sustainable development, and it points towards some of the ways in which the concept may continue to evolve.

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## **Urban Sustainability [DPM552]**

This module provides an overview of the major contemporary issues in urban sustainability, which have increasing relevance for policy, planning and development practice in both the developed and developing world. The module examines definitions and changing ideas of urban sustainability; it examines the key aspects of governing and planning for sustainability in changing urban contexts with respect to climate change, resource management including water and energy research, health, sustainable urban food systems and the built environment; and it examines the ways in which urban sustainability is promoted through policy and planning and in practice through the use of case studies.

The themes explored in this module are applied to a variety of sustainability issues, including the tasks of finding appropriate urban responses to the challenges of climate change and persistent, and widening health inequalities.

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## **Water and Land Management for Sustainable Development [DPM554]**

This module provides an opportunity to study and understand fundamental theories, concepts and tools relevant to the management of water and land resources. Management of water, land and the linkages between are key for sustainable development, and affect both the developed and developing world. The themes of climate change, poverty, gender, equity, development and sustainability are treated as cross-cutting in this module.

Focusing on water resources (quantity, including flood and drought risk, and quality) to drive improvements in integrated land-water management has strengths as all human activities need water and water resources are directly impacted by what happens on land (rural and urban). Water's centrality can facilitate assessment and management of prioritisation, synergies and trade-offs. A river's basin and sub-catchments naturally provide nested scales for holistic management, and this is enhanced by land and water users' shared resource dependence and understanding of natural processes. Coverage includes the key water and land management challenges communities are facing today and the solutions that people have developed.

It has long been recognised that water and land management are not simply technical problems requiring technical solutions, in fact, on the contrary, experience has shown that water and land-use decisions are based on social and economic criteria and it is here that governments potentially have most influence. Therefore, in addition to considering technical measures for sustainable management in a variety of contexts, this module considers the policy options open to governments to encourage the sustainable use of water and land resources.

## **Appendix C – Assessment Criteria**

### **80%+ High distinction**

- Outstanding ability to make informed judgements and develop original insights
- Very high levels of creativity, originality and independence of thought
- Very significant ability to assemble information from different sources to produce exceptionally well-organised and original answers
- Very significant ability to evaluate published or publicly-presented work critically
- High professional standards of competence, expression and presentation
- Outstanding levels of accuracy and technical competence

### **70—79% Distinction**

- High level of creativity, originality, and independence of thought
- Significant ability to assemble information from different sources to produce well organised and original answers
- Significant ability to evaluate published or publicly-presented work critically and to a high professional standard
- Excellent standards of competence, expression, and presentation
- High levels of accuracy and technical competence

### **60—69% Merit**

- Good standard of competence, expression and presentation
- Some creativity and independence of thought
- Ability to assemble information from different sources to produce organised and insightful answers
- Ability to evaluate published or publicly-presented work to a professional standard
- Good degree of accuracy and technical competence

### **50—59% Pass**

- Evidence of knowledge and understanding of the relevant literature and other key sources of information
- Ability to construct coherent and relevant answers, though with few signs of originality
- A basic professional standard of organisation and written expression
- Satisfactory degree of competence and technical accuracy

### **40—49% Fail on one or more indicators**

- Some knowledge and understanding of the essential literature and other key sources of information, but answers are either incomplete or not entirely coherent

- Some grasp of the problem but little or no evidence of originality
- Lacks clarity in written presentation
- Poor written presentation
- Work which is below a professional standard

#### **20—39% Fail on some or most indicators**

- Fragmentary or no knowledge or understanding of the essential literature and other key sources of information
- Shows little or no grasp of the problem or topic
- Lacks clarity in written or oral presentation
- No evidence of independent or original thought
- Confused written presentation
- Work which is very clearly below a professional standard

#### **0—19% Fail on most or all indicators**

- Short answers with no knowledge and understanding of the literature or topic
- No independent thought or analysis
- Incoherent written presentation

### **Specific marking guidelines for dissertations**

#### **80%+ Distinction of publishable quality**

- Very high level of analysis
- Ability to plan, organise and execute independently a research project to the highest standards
- Demonstrates creativity, originality, and independence of thought in research design
- Ability to assemble information from different sources to produce highly organised and original arguments
- Ability to evaluate critically existing methodologies and suggest new approaches to current research or professional practice
- Ability to analyse data critically
- Ability to evaluate published or publicly-presented work critically to the highest professional standards
- Highest standards of competence, written expression, and presentation

### **70—79% Distinction**

- Ability to plan, organise and execute independently a research project to a high standard
- Considerable evidence of creativity, originality and independence of thought in research design
- Ability to assemble information from different sources to produce well organized and original arguments
- Ability to analyse data critically and formulate new questions leading to productive lines of enquiry
- Ability to evaluate published or publicly-presented work critically and to a high standard
- High standards of competence, written expression and presentation

### **60—69% Merit**

- Evidence of potential to undertake original research given appropriate guidance and support
- Flexibility of thought, and the ability to solve complex, though not entirely original research problems
- Evidence of some creativity, originality and independence of thought in research design
- Ability to evaluate published or publicly-presented work and to analyse critically sources of literature and information
- Ability to analyse data critically
- Professional standard of competence, expression and written presentation

### **50—59% Pass**

- Adequate knowledge and understanding of the relevant literature and other key sources of information
- Ability to construct coherent and relevant responses to research questions, though with few signs of originality
- Some ability to analyse critically sources of literature and information
- Ability to engage in research when provided with supervision and support
- A competent level of organisation and written expression
- Satisfactory degree of technical accuracy

### **40-49% Fail on one or more indicators**

- Some knowledge and understanding of the essential literature and other key sources of information, but arguments are either incomplete or not entirely coherent
- Limited grasp of the problem or topic
- Lacks clarity in written presentation
- Little or no evidence of originality
- Weak grasp of the basic concepts and facts



- Poor formatting, style, presentation and referencing
- Work which is below an acceptable professional standard

**20—39% Fail on some or most indicators**

- Fragmentary or no knowledge and understanding of the essential literature and other key sources of information
- Shows little or no grasp of the problem or topic
- No evidence of independent or original thought
- No attempt to analyse data or present results in scientific manner
- Confused written presentation
- Inadequate formatting, style, presentation and referencing
- Work that is clearly below an acceptable professional standard

**0—19% Fail on most or all indicators**

- Short answer with no knowledge and understanding of the literature or topic
- No independent thought or analysis
- Incoherent written presentation
- Wholly improper formatting, style, presentation and referencing. Answers to problems must show elements of judgement and analytical and evaluative content, in addition to knowledge and understanding of the context and of the wider literature