



ENVS825

Sustainable Development: Introductory Principles and Practices

S1 Day 2019

Dept of Environmental Sciences

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	4
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	11
<u>Policies and Procedures</u>	12
<u>Graduate Capabilities</u>	14
<u>Changes from Previous Offering</u>	18

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Convenor

Wendy Goldstein

wendy.goldstein@mq.edu.au

Contact via wendy.goldstein@mq.edu.au

12 Wallys Walk Room:505

Open: By appointment

Peter Davies

peter.davies@mq.edu.au

Credit points

4

Prerequisites

Admission to MEnvEd or MSc or MEngMgt or MEnvMgt or MEnvStud or MSusDev or MEnvPlan or MPlan or MDevCult or MIntRel or MEnv or MPPP or MSocEntre or GradDipEnv or GradCertEnv or GradCertSusDev or GradDipSusDev or GradDipIntRel or MPH or MDevStud or GradCertDevStudGlobalHlth or MTransInterMIntRel or MMarScMgt or GradCertSocEntre or MScInnovation

Corequisites

Co-badged status

Unit description

This unit examines the origins, issues, policies, principles and processes of sustainable development (SD) and the international fora that drive the sustainable development agenda. Students are engaged in a process of identifying how sustainable development principles are interpreted in practice in different sectors including in national frameworks, local government and business. Students undertake research with community groups on their concept of and views of progress on sustainable development. The unit involves the students in analysis of the ideological and value bases of SD and a critical appraisal of the policy and practical approaches that are emerging.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Articulate a position on 'sustainable development' and explain the bases for the contestation about the theory and practice

Demonstrate a knowledge of the Sustainable Development Goals, differentiate goals, targets and indicators, explain their value for sustainable development, and generate applications to policy and practice.

Identify and describe processes of bringing about change towards sustainable development, while considering the effects on the opportunities available to future generations

Demonstrate critical thinking and analytical skills in regard to key sustainability challenges in policy, programs and actions to achieve sustainable development

Research how sustainable development is being undertaken in practice with key stakeholders, analyse findings and reflectively report on the findings and research process

Demonstrate an ability to communicate and present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues

Develop an ability to work effectively as part of an intercultural team

General Assessment Information

To show that you have met the outcomes for the unit, all your assessment tasks should be passed. You might be asked to redo assessment tasks that have not passed.

Attendance at class is required. Participation in class is assessed: by attendance, your being prepared to discuss readings in class, contribute to class discussion and class exercises, and join in March 15 activities.

Expect that the assessment tasks will take at least 100 hours - i.e at least 3 weeks of full time application. The criteria for each assessment task are listed in the assignment guide on the ilearn site.

For your assessment task you need to show evidence of reading from journals and books. As the SD agenda is driven by the UN, government, NGO and business, reading materials from these sources on official web sites is important to be read as well. You need to make a reference list as you read.

The APA referencing style or Harvard is accepted for the unit (you need to be consistent in whatever you choose). You can find more information on these at MQ <http://libguides.mq.edu.au/Referencing>

You can find referencing software at that can be downloaded from the Macquarie University

website <http://libguides.mq.edu.au/referencing-software> to organise your citations and keep notes on the readings. The University library has a multisearch function <https://libguides.mq.edu.au/Multisearch> which can give you access to electronic books and journals to which the Library subscribes. You can also receive help with assignments and study <https://www.mq.edu.au/about/campus-services-and-facilities/library/assignment-and-study-support>

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment 1	10%	No	16th March 8.00am
Assignment 2	15%	No	29th April
Assignment 3	35%	No	Saturday 25th May
Assignment 4	35%	No	10th June
Participation	5%	No	June 10th

Assignment 1

Due: **16th March 8.00am**

Weighting: **10%**

Sustainable Development Goals (SDG) 2015-2030.

This assignment requires you to:

1. Prepare a **presentation** on ONE of the SD goals to activate discussion and action for people in a particular context;
2. Your presentation is no more than seven (7) slides, presented in 8 minutes and needs to demonstrate a mastery of communication: a) high quality visual slides with graphics and only key words on a slide and b) include notes pages for each slide which provide referenced background and key points relating to that slide.
3. Present your slides to a small group. Your presentation will be reviewed and assessed by other students against criteria (see Assessment Guide). Submit your presentation for the convenor to review the slides and notes.

By completing this assignment, you will:

About the Sustainable Development Goals

- Increase knowledge about several Sustainable Development Goals and their role in achieving sustainable development
- Identify the role of targets and indicators for achieving a Goal

- Demonstrate the interdependence of a Goal with 3-4 other Goals
- Describe the current progress (and gaps) for this Goal in a chosen context
- Identify key action/s appropriate to achieving a target in your context

About communication

- Propose questions to enable discussion amongst stakeholders
- Develop skills of communicating by way of PowerPoint and through presenting ideas.
- Provide professional feedback to peers and reflect critically on your own work and presentation

The presentation and notes provided with each slide will cover the following:

1. The Sustainable Development Goal (title slide and set the context)
2. Main actions for your chosen SDG
3. Importance of the SDG for Sustainable Development
4. Goal inter-relationships (A diagram showing how your goal is inter-related with 3-5 other SD goals).
5. An analysis of the present context situation
6. Proposed strategies/ changes or actions to achieve a target or indicator for your Goal
7. Next steps

Please see ENV5825 Assessment Guide for more briefing on this task and its objectives.

On successful completion you will be able to:

- Demonstrate a knowledge of the Sustainable Development Goals, differentiate goals, targets and indicators, explain their value for sustainable development, and generate applications to policy and practice.
- Identify and describe processes of bringing about change towards sustainable development, while considering the effects on the opportunities available to future generations
- Demonstrate an ability to communicate and present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues

Assignment 2

Due: **29th April**

Weighting: **15%**

Analysis of the basis for contestation in sustainable development

This assessment task enables you to explore your own understanding, values and way of talking about sustainable development in the light of other discourses on sustainable development.

A **discourse** is a shared way of looking and talking about the world. Each discourse uses certain language and has a shared understanding of the meaning of terms used, assumptions, judgments, and contentions. These terms may not be easily understood by those that subscribe to other discourses, and so discussion and collaboration can be fraught. Discourses are essentially bound up in power and politics, because they are a contest to have ideas heard between different interest groups about what we should pay attention to (priorities) and how we should address them. Importantly these discourses influence decisions and have consequences, as they condition the way we define, interpret, and address environmental and social affairs. (Dryzek 2005:9) This assignment allows you to demonstrate your grasp of different discourses around sustainable development and therefore the contest of ideas between different interest groups about what it is, and how it should progress.

Your analysis will consider the influence of the Sustainable Development Goals on your discourse.

Please see ENV5825 Assessment Guide for more briefing on this task and iLearn for a reading list.

On successful completion you will be able to:

- Articulate a position on 'sustainable development' and explain the bases for the contestation about the theory and practice
- Demonstrate a knowledge of the Sustainable Development Goals, differentiate goals, targets and indicators, explain their value for sustainable development, and generate applications to policy and practice.
- Demonstrate an ability to communicate and present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues

Assignment 3

Due: **Saturday 25th May**

Weighting: **35%**

Research report

This is a small group (4 people) project, and includes an individual reflection component.

Either

a) Report based on research of practical actions to advance sustainable development

Produce a documentary report that captures the stories and actions of individuals who are making progress towards sustainable development. You will be asked to choose people from civil society organisations, women, farmers, scientists/ academia, business or industry or youth in making progress towards sustainable development. The project is based on **field research**, in

which each member of the group interviews 4 members of the community.

The findings from each interview are analysed and synthesised by the group to present an inspiring documentary giving the stories of people from that group to progress sustainable development.

OR

b) Report providing a plan and content for an app that enables NW Metro users to access natural areas from metro stops

The new North West Metro will open in 2019 linking Rouse Hill to Chatswood via Castle Hill and Epping. This project will require research on how to access natural areas from the metro stops along this new route and identify existing walking tracks in natural areas. The report will summarise the benefits for people through contact with nature. The report will include video footage (of natural areas, testimonials of people about the value of nature, or walks), the design and presentation of information for an app that could be used by travellers on the metro. Your work will contribute to a larger Macquarie University research project called 'Connection on the Move'.

Note 10% of the marks are provided for an **individual report** of the interviews and reflection on the process of undertaking interviews and undertaking the project. Further details are on the ilearn site.

On successful completion you will be able to:

- Identify and describe processes of bringing about change towards sustainable development, while considering the effects on the opportunities available to future generations
- Demonstrate critical thinking and analytical skills in regard to key sustainability challenges in policy, programs and actions to achieve sustainable development
- Research how sustainable development is being undertaken in practice with key stakeholders, analyse findings and reflectively report on the findings and research process
- Demonstrate an ability to communicate and present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of an intercultural team

Assignment 4

Due: **10th June**

Weighting: **35%**

Report: a critical analysis on an aspect of sustainable development.

This assessment offers the opportunity to engage in different forms of written communication of value in the workplace and to enable you to pursue a topic of interest in depth.

You may chose A, B or C

Part A Policy brief

4.A This assignment is to be prepared in the format of **policy advice** to a government, business or other organisation on a sustainable development issue and in a particular context. The policy brief is to make a recommendation for a policy that will advance action on a SDG target. The brief will make the arguments for and against, to assist in decision making.

Part 4 B Evaluation Report of a Sustainability Report

Choose a sustainability report from a company or organisation; or a national voluntary report of a country on progress to the SDGs.

Describe the main areas of sustainability material to that organisation; assess whether it is an integrated report or separate sustainability report, and evaluate the report and the areas where actions need to be prioritised.

Part 4 C. Investigative journalism report on a topic

This assignment is to be prepared in the format of an investigative journalism report on a sustainable development topic.

Further details are on the ilearn site

On successful completion you will be able to:

- Identify and describe processes of bringing about change towards sustainable development, while considering the effects on the opportunities available to future generations
- Demonstrate critical thinking and analytical skills in regard to key sustainability challenges in policy, programs and actions to achieve sustainable development
- Research how sustainable development is being undertaken in practice with key stakeholders, analyse findings and reflectively report on the findings and research process
- Demonstrate an ability to communicate and present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues

Participation

Due: **June 10th**

Weighting: **5%**

This assessment is based on

1. doing the required reading and being able to discuss issues in class activities
2. working on group activities in class and contributing to research and presentations
3. participating in March 15th activities on campus for Harmony Day - Un Forest Day -

Sustainability

On successful completion you will be able to:

- Demonstrate an ability to communicate and present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of an intercultural team

Delivery and Resources

Delivery of the Unit

The unit is delivered by face to face interaction in block mode sessions. This means all day sessions spread over the semester. The teaching process includes:

1. Background reading by the students
2. Short presentations to introduce basic concepts.
3. Practical workshop sessions to provide opportunities for experiential learning on tasks and through discussion with other class members (preparation is essential).
4. Student presentations of tasks prepared in advance.
5. Talks from guest lecturers that convey the practice of sustainability and the ways change is facilitated.
6. A field trip to appreciate the practical, technical and sociopolitical aspects of sustainability
7. Assignments that require students to practice key skills, including critical and integrative thinking, taking a systems perspective, listening to stakeholders, and communicating through diverse forms including digital stories, writing and presenting in a logical and clearly argued manner.
8. Assignments provide opportunities for presenting in different formats, working with people of different skills and cultural perspectives.

Students are expected to:

- participate in workshop activities in small groups;
- read set readings in advance for classes; and
- follow current developments with regard to sustainable development in the media/ internationally.

Resources to start you off

Good books that give an overview of sustainable development

Baker S. 2016 *Sustainable Development* London: Routledge

Blewitt J. 2018 (3rd ed) *Understanding Sustainable Development* London Earthscan Routledge

At the outset students can review the following:

United Nations Conference on Sustainable Development 2012 *The Future We Want*, UN <http://www.un.org/en/sustainablefuture/> This document is the consensus of aspirations from Rio + 20 intergovernmental meeting on sustainable development UNCSD

The Sustainable Development Goals 2015 <https://sustainabledevelopment.un.org/?menu=1300>

NOTE: the UN has a website on sustainable development - a rich source of information. <http://sustainabledevelopment.un.org/>

Countries have filed Voluntary National Review Reports on the Implementation of the Sustainable Development Goals <https://sustainabledevelopment.un.org/memberstates>

Targets and Indicators for each of the 17 Sustainable Development Goals can be found in the UN Document *Work of the Statistical Commission pertaining to the 2030 Agenda for Sustainable Development* at <https://undocs.org/A/RES/71/313>

Inequality: *The two following relate to the rising inequality in the world,*

Oxfam An economy for the 1%

<https://www.oxfam.org.au/wp-content/uploads/2016/01/an-economy-for-the-1-percent.pdf>

Blog WEF: Why Equity matters more than you might think

<http://www.weforum.org/agenda/2016/02/why-equality-matters-more-than-you-might-think>

What are the trends which are going to influence sustainable development?

World Economic Forum 2019 Global Risks Report http://www3.weforum.org/docs/WEF_Global_Risks_Report_2019.pdf

Sustainable Development Impact Summit - panel (Al Gore, Rockstrom) 2018 <https://www.weforum.org/events/sustainable-development-impact-summit>

Fourth Industrial Revolution <https://www.weforum.org/about/the-fourth-industrial-revolution-by-klaus-schwab>

Dennis H 2013 *The world we want to see: perspectives on post-2015* A Christian Aid report September

<https://www.christianaid.org.uk/sites/default/files/2017-08/world-we-want-to-see-perspectives-post-2015-september-2013.pdf>

This document presents the vision for sustainable development from an NGO and has a strong values/ethical/ justice (Christian) viewpoint and highlights where action is needed

KPMG *Future State 2030 the global megatrends shaping government*

<https://assets.kpmg.com/content/dam/kpmg/pdf/2014/02/future-state-2030-v3.pdf>

<https://home.kpmg.com/xx/en/home/insights/2015/03/future-state-2030.html>

This document provides an easy read that encompasses the major global forces taking shape now that will significantly impact business for government and private sectors

Or you can look at the Australian research on megatrends

CSIRO Our Future World: Global megatrends that will change the way we live <http://www.csiro.au/Portals/Partner/Futures/Our-Future-World.aspx>

Raskin, P.D Electrix, C. Rosea, R.A. 2010 The century ahead searching for sustainability *Sustainability* 2:2626-2651

This journal article presents 4 scenarios for the future and looks at various indicators associated with those scenarios. Gives an insight into how sustainable development might be measured - more technically based article

Steffen, W. Persson, A. Deutsch, L. Zalasiewicz, M. Richardson, K, Crumley, C. Crutzen, P. Folke, C. Gordon, L, Molona, M. Ramanathan,, V. Rockstrom, J Scheffer, M. Schellnhuber, H.J. and Svedin, U. 2011 The Anthropocene: From Global Change to Planetary Stewardship *AMBIO*(2011) 40:739-761

This journal article lays out the human-nature relationship, the pace of change, the scientific basis and calls for action

Rockstrom J. et al 2009 Feature: A safe operating space for humanity *Nature* 461:24: 472-475 September

This article develops a concept of boundaries in the global system for certain impacts, and propose that these set limits for human development

You can check out videos on this theme by Johan Rockstrom:

Resilient people, resilient planet in a peaceful transformation <https://www.bing.com/videos/search?q=you+tube+rockstrom+&view=detail&mid=5462BFA617FF0A8554315462BFA617FF0A855431&FORM=VIRE>

Beyond the anthropocene <https://www.bing.com/videos/search?q=you+tube+rockstrom+&view=detail&mid=31F914803385DA2E16D031F914803385DA2E16D0&FORM=VIRE>

Unit Schedule

Date	Time	Session theme	Room
Saturday March 2nd	9.00-5.00	Session 1 Words Words Words! It is the economy stupid! Its people first! Its the environment! Its science! Its values and justice! Its political Introduction: to Discourses around Sustainable Development What is sustainable development? Why sustainable development? History of SD - International policy processes Principles of Sustainable Development Assessment expectations	EMC Dell Building G240

Saturday March 9th	9.00-5.00	<p>Session 2 – Into the nitty gritty and complexity of contested and cultural ideas</p> <p>Exploration of some core issues in SD</p> <p>Climate change; Women; Tourism; Indigenous Knowledge; Agriculture; Biodiversity; Urbanisation/ cities</p>	EMC Dell Building G240
Saturday March 16th	9.00-5.00	<p>Session 3 – Scenarios, Strategies, Indicators and Reports for Sustainability</p> <p>Presenting SDGoal presentations in groups</p> <p>Driving change through Strategies and Reporting</p> <p>Measuring progress on Sustainable Development - Indicators</p> <p>Governance, Participation and stakeholder engagement</p> <p>A practical case study: Dealing with waste in GPT Belinda Chellingworth</p>	EMC Dell Building G240
Thursday March 21st		<p>Participate in and support Macquarie University Harmony Day/ Sustainability/ UN Forest day activities on campus (10-5pm);</p> <p>10.00-11.00 Welcome and Draw on Wallys Walk, assist with Commitment tree;</p> <p>11.00 take part in Campus Forest Walk (help lead and inform)</p> <p>12-1.00 Attend Business Forum MUSE 3rd floor</p> <p>1.00-2.00 Connection on the Move or lead sustainability walk</p> <p>2.30- 3.00 Take part in a Sustainability vision for MQ</p>	Centred on Wallys Walk area
Saturday May 4th	9.00-5.00	<p>Session 4 - How does Sustainability look in practice?</p> <p>Practitioners present case studies of Sustainable Development actions</p> <p>Stories and dilemmas of getting there by organisations</p>	EMC Dell Building G240
Friday March 22nd	9.00-5.00	<p>Session 5 - What does the future hold?</p> <p>Tools systems and innovation</p> <p>What do we do about it? Leading action & change processes</p> <p>- Planning an action or campaign</p>	(EMC) G240
Friday May 10 th	9.00-5.00	<p>Field Trip in Sydney area</p>	Off campus
Saturday May 25 th	9.00-5.00	<p>Session 6 – Presentations of Assessment task</p> <p>Conclusions to unit</p>	(EMC) G240

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Articulate a position on 'sustainable development' and explain the bases for the contestation about the theory and practice
- Identify and describe processes of bringing about change towards sustainable development, while considering the effects on the opportunities available to future generations
- Demonstrate critical thinking and analytical skills in regard to key sustainability challenges in policy, programs and actions to achieve sustainable development
- Research how sustainable development is being undertaken in practice with key stakeholders, analyse findings and reflectively report on the findings and research process
- Demonstrate an ability to communicate and present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of an intercultural team

Assessment tasks

- Assignment 2
- Assignment 3
- Assignment 4

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

Learning outcomes

- Articulate a position on 'sustainable development' and explain the bases for the contestation about the theory and practice
- Demonstrate a knowledge of the Sustainable Development Goals, differentiate goals, targets and indicators, explain their value for sustainable development, and generate applications to policy and practice.
- Identify and describe processes of bringing about change towards sustainable development, while considering the effects on the opportunities available to future generations
- Demonstrate critical thinking and analytical skills in regard to key sustainability challenges in policy, programs and actions to achieve sustainable development
- Research how sustainable development is being undertaken in practice with key stakeholders, analyse findings and reflectively report on the findings and research process
- Demonstrate an ability to communicate and present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of an intercultural team

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience,

of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

- Articulate a position on 'sustainable development' and explain the bases for the contestation about the theory and practice
- Identify and describe processes of bringing about change towards sustainable development, while considering the effects on the opportunities available to future generations
- Demonstrate critical thinking and analytical skills in regard to key sustainability challenges in policy, programs and actions to achieve sustainable development
- Research how sustainable development is being undertaken in practice with key stakeholders, analyse findings and reflectively report on the findings and research process

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 4

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Identify and describe processes of bringing about change towards sustainable development, while considering the effects on the opportunities available to future generations
- Research how sustainable development is being undertaken in practice with key stakeholders, analyse findings and reflectively report on the findings and research process

Assessment tasks

- Assignment 3
- Assignment 4

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

- Identify and describe processes of bringing about change towards sustainable development, while considering the effects on the opportunities available to future generations
- Demonstrate an ability to communicate and present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of an intercultural team

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
- Assignment 4

PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

Learning outcomes

- Articulate a position on 'sustainable development' and explain the bases for the contestation about the theory and practice
- Demonstrate a knowledge of the Sustainable Development Goals, differentiate goals, targets and indicators, explain their value for sustainable development, and generate

applications to policy and practice.

- Identify and describe processes of bringing about change towards sustainable development, while considering the effects on the opportunities available to future generations
- Demonstrate critical thinking and analytical skills in regard to key sustainability challenges in policy, programs and actions to achieve sustainable development
- Demonstrate an ability to communicate and present findings in different forms including multimedia, and cogent, structured reports, addressing defined issues
- Develop an ability to work effectively as part of an intercultural team

Assessment tasks

- Assignment 3
- Participation

Changes from Previous Offering

Guest speakers change from year to year, as do case studies used for triggering discussion and developing concepts of sustainable development. A work practice research report has been included in the third assignment. The second assignment has reduced options and is more focused. The fourth assignment has been modified. Students are asked to participate in an on campus event to promote conversations about sustainability. Our work on national strategies focus on the countries students come from. Reading lists are updated.