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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

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 GradDiplSusDev or GradDiplIntRel 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://students.mq.edu.au/important-dates

Learning Outcomes

1. Articulate a position on 'sustainable development' and explain the bases for the contestation about the theory and practice
2. 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.

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

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

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

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

7. 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](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](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](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](https://www.mq.edu.au/about/campus-services-and-facilities/library/assignment-and-study-support)
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Hurdle</th>
<th>Due</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>10%</td>
<td>No</td>
<td>16th March 8.00am</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>15%</td>
<td>No</td>
<td>29th April</td>
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<tr>
<td>Assignment 3</td>
<td>35%</td>
<td>No</td>
<td>Saturday 25th May</td>
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<tr>
<td>Assignment 4</td>
<td>35%</td>
<td>No</td>
<td>10th June</td>
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<tr>
<td>Participation</td>
<td>5%</td>
<td>No</td>
<td>June 10th</td>
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**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 ENVS825 Assessment Guide for more briefing on this task and its objectives.

This Assessment Task relates to the following Learning Outcomes:
• 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 ENVS825 Assessment Guide for more briefing on this task and iLearn for a reading list.

This Assessment Task relates to the following 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.
- 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, testaments 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.

This Assessment Task relates to the following 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 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 choose 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

This Assessment Task relates to the following 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 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

This Assessment Task relates to the following Learning Outcomes:

- 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


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

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%

Blog WEF: Why Equity matters more than you might think

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


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

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]

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]


[https://unitguides.mq.edu.au/unit_offerings/105247/unit_guide/print]
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


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


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=youtube+rockstrom+&view=detail&mid=5462BFA617FF0A8554315462BFA617FF0A855431&FORM=VIRE](https://www.bing.com/videos/search?q=youtube+rockstrom+&view=detail&mid=5462BFA617FF0A8554315462BFA617FF0A855431&FORM=VIRE)


### Unit Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Session theme</th>
<th>Room</th>
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<tbody>
<tr>
<td>Saturday</td>
<td>9.00-5.00</td>
<td><strong>Session 1</strong> 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</td>
<td>EMC Dell Building G240</td>
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<tr>
<td>March 2nd</td>
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<tr>
<td>Saturday</td>
<td>9.00-5.00</td>
<td><strong>Session 2</strong> – Into the nitty gritty and complexity of contested and cultural ideas Exploration of some core issues in SD Climate change; Women; Tourism; Indigenous Knowledge; Agriculture; Biodiversity; Urbanisation/ cities</td>
<td>EMC Dell Building G240</td>
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<td>March 9th</td>
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### 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). 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**

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<table>
<thead>
<tr>
<th>Saturday</th>
<th>March 16th</th>
<th>9.00-5.00</th>
<th><strong>Session 3 – Scenarios, Strategies, Indicators and Reports for Sustainability</strong></th>
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<tr>
<td></td>
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<td>Presenting SDGoal presentations in groups</td>
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<td>Driving change through Strategies and Reporting</td>
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<td>Measuring progress on Sustainable Development - Indicators</td>
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<td>Governance, Participation and stakeholder engagement</td>
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<td>A practical case study: Dealing with waste in GPT Belinda Chellingworth</td>
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<td><strong>EMC Dell Building G240</strong></td>
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<tr>
<th>Thursday</th>
<th>March 21st</th>
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<th>Participate in and support Macquarie University Harmony Day/ Sustainability/ UN Forest day activities on campus (10-5pm);</th>
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<td>10.00-11.00 Welcome and Draw on Wallys Walk, assist with Commitment tree;</td>
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<td></td>
<td>11.00 take part in Campus Forest Walk (help lead and inform)</td>
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<td>12.1.00 <strong>Attend Business Forum MUSE 3rd floor</strong></td>
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<td><strong>1.00-2.00 Connection on the Move or lead sustainability walk</strong></td>
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<td><strong>2.30- 3.00 Take part in a Sustainability vision for MQ</strong></td>
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<td><strong>Centred on Wallys Walk area</strong></td>
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<thead>
<tr>
<th>Saturday</th>
<th>May 4th</th>
<th>9.00-5.00</th>
<th><strong>Session 4 - How does Sustainability look in practice?</strong></th>
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<tr>
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<td>Practitioners present case studies of Sustainable Development actions</td>
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<td>Stories and dilemmas of getting there by organisations</td>
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<td><strong>EMC Dell Building G240</strong></td>
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<tr>
<th>Friday</th>
<th>March 22nd</th>
<th>9.00-5.00</th>
<th><strong>Session 5 - What does the future hold?</strong></th>
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<td></td>
<td>Tools systems and innovation</td>
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<td>What do we do about it? Leading action &amp; change processes</td>
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<td>- Planning an action or campaign</td>
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<thead>
<tr>
<th>Friday</th>
<th>May 10th</th>
<th>9.00-5.00</th>
<th><strong>Field Trip in Sydney area</strong></th>
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<tr>
<td></td>
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<td><strong>Off campus</strong></td>
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<table>
<thead>
<tr>
<th>Saturday</th>
<th>May 25th</th>
<th>9.00-5.00</th>
<th><strong>Session 6 – Presentations of Assessment task</strong></th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Conclusions to unit</td>
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<td><strong>(EMC) G240</strong></td>
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</tbody>
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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 Enquiry Service

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
Equity 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.

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 - 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

https://unitguides.mq.edu.au/unit_offerings/105247/unit_guide/print
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
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- 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

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

Assessment tasks

- Assignment 1
- Assignment 2
- Assignment 3
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

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.