PROGRAMME SPECIFICATION 2016-17

POSTGRADUATE DIPLOMA IN SUSTAINABLE BUSINESS

1	**Awarding body**	University of Cambridge
2	**Teaching institution**	Cambridge Institute for Sustainability Leadership
3	**Accreditation details**	Postgraduate Diploma
4	**Name of final award**	Postgraduate Diploma in Sustainable Business (120 CAT points)
5	**Programme title**	Postgraduate Diploma in Sustainable Business
6	**UCAS code**	N/A
7	**JACS code(s)**	N190, N215
8	**Relevant QAA benchmark statement(s)**	None
9	**Qualifications framework level**	7 (Masters)
10	**Date specification produced**	March 2016

The University of Cambridge Institute for Sustainability Leadership (CISL), an institute within the School of Technology, has run executive development programmes in sustainability for 26 years, with open programmes in the UK, Europe, North America, South America, South Africa and Australia, and customised programmes for many leading organisations. CISL has a global alumni base of over 6,500 senior leaders from business, government and civil society.

CISL also offer a Master of Studies in Sustainability Leadership, a Postgraduate Certificate in Sustainable Business and a Postgraduate Certificate in Sustainable Value Chains.

Programme Structure

The Postgraduate Diploma in Sustainable Business (PGDip) is designed to enable students who have completed a CISL Postgraduate Certificate (PG Cert) to continue their learning and development with the Institute[1]. The PGDip offers an alternative to the Master of Studies in Sustainability Leadership (MSt) as an avenue for professional development. It builds on the teaching of PG Certs and will extend participants' knowledge and understanding of key topical sustainability themes and cutting edge responses.

Individuals who have not completed one of the PG Certs can apply directly for the PG Dip. Once accepted on to the PG Dip they must complete one of the CISL PG Certs. The PG Cert counts as part 1 of the PG Dip. Having passed part 1 they progress on to part 2 of the Diploma.

Having completed one of the PG Certs as part 1 of the PG Dip, students have three years in which to complete part 2 of the course. As the students' progress through the programme, they:

- Attend three Sustainability Leadership Laboratories (Labs) in Cambridge.

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[1] Alumni of PCSB and PCSVC who have completed the course since 2008 are eligible for immediate entry on to the PGDip. Alumni prior to 2008 and Alumni of the now defunct Postgraduate Certificate Cross Sector Partnerships are not currently eligible for entry to the PGDip. This is due to the fact that the course they completed did not meet the accreditation standard required for Postgraduate study at a Master's level and therefore they do not have the 60 credits required to enter the PGDip.

- Complete a series of assessed assignments and formative assignments.
- Complete one E–module.

Educational Aims & Learning Outcomes

The programme aims to build on the skills and the broad knowledge that the students gained on the PG Certs. The course:

- Offers a forum for focused professional development, allowing the students to have flexibility in choosing which labs to attend based on their professional needs.
- Provides a 'deep dive' into specific topical critical challenges.
- Includes sessions from high profile academic and practitioner experts intended to update the students' knowledge of cutting edge research and practice.
- Demonstrates interdisciplinary approaches to solving complex problems in relation to sustainability challenges. This includes presentations from individuals in non-sustainability roles with the intention of broadening the way in which the students approach problem solving.
- Enables students to be actively involved in the 'co-creation' of sustainability 'solutions', using creative problem solving techniques and innovative learning approaches.
- Asks students to commit to taking action on these 'sustainability solutions' once they return to the workplace.
- Provides a forum for students to use the skills and confidence gained on the PG Certs to contribute to academic and practitioner debates.
- Furthers the students' ability to undertake sound, applied research in sustainability using a relevant research methodology, and to write up the findings convincingly.
- Advances their leadership skills beyond that gained on the PG Certs, thereby equipping them to respond more effectively in their roles.
- Provides a forum for the students to share their experiences and learn from each other.

Skill Development

The course further develops and provides an opportunity for the students to demonstrate their sustainability skills. Most notably they:

- Develop further a 'systems' perspective in understanding and responding to complex sustainability challenges, drawing on multiple insights and inter-disciplinary insights;
- Build on the PG Cert learning around communication and influence, advancing and practising their ability to communicate sustainability-related messages effectively to non-sustainability target audiences.
- Further enhance their ability as effective change agents within their organisational context, actively putting into practice and refining learning around applying appropriate levers for change.
- Demonstrate their ability to be reflective and reflexive with regard to sustainability world views or paradigms, and the organisational and personal assumptions that shape those views.
- Develop understanding and application of tools and techniques based around co-creating solutions, collaboration, innovation and design.

Teaching and Learning Methods

The following approaches to teaching and learning are used:

- Taught sessions by academics and expert practitioners, to refresh knowledge, stimulate thinking and provide relevant case studies for exploration.
- Interactive peer-learning sessions, expertly facilitated, based on 'design thinking' and generation of solutions in response to particular sustainability challenges and opportunities. The emphasis will be on using the expertise and experience of participants at each lab to 'co-create' appropriate responses to complex issues.
- E-learning, including one remote learning module on Sustainability Leadership.
- Supplementary online materials and collaborative e-platforms to maximise knowledge sharing.
- Individual work, involving research and written presentation of findings on selected topics.
- Peer-to-peer learning, including plenary presentations and informal networking.
- Coaching, support and facilitation by a CISL-led team of Tutors from within the University and externally from corporate practitioners and NGOs.
- Experiential learning drawing on the relevant resources in Cambridge, e.g. Botanical Gardens.
- Field trips where relevant.

Assessment

Students undertake a number of assessed and non-assessed assignments. They are supported by assigned experts (Tutors) to support the completion of the assignments. Assignments are marked by a group of experienced CISL Faculty.

The assignments are designed to ensure integration of the student's learning with their workplace context. Some of the assignments will relate directly to the theme of the Lab attended. Students:

Part 1

During Part 1 of the PG Dip students choose to complete one of our Postgraduate Certificates. Information about the assessments can be found in the programme specification for the Postgraduate Certificate in Sustainable Business or Postgraduate Certificate in Sustainable Value Chains.

Part 2

Assessed assignments

- Produce an analytical case study of up to 5,000 words which demonstrates sustainability leadership in practice within their own or another organisation. Students are encouraged, where appropriate, to base this on the implementation of the Strategic Action Plan produced on the Postgraduate Certificate. The study includes a 1,000-word summary suitable for web publication.

- Deliver a presentation on their case study at one of the Diploma Labs, aimed at encouraging presentation of the key findings in an engaging and accessible way.

- Develop a thought leadership piece on a topic relevant to sustainability leadership in a business context, drawing on academic and practitioner literature (2,000words).

- Prepare a short (500-word) article in an accessible format based on the above essay. It should be suitable for publication in an appropriate non-academic publication or website.

- Host an interactive webinar on a theme of relevance to sustainability leadership.

Non-assessed assignments

The following are non-assessed but, nevertheless, required:

- Work through preparatory materials in advance of the residential workshops and Labs.

- Produce a short review of the key findings, discussions and content of one of the Labs attended, pulling together and reflecting on learnings and outputs from the process of co-creation.

- Participate in a set number of webinars hosted by their peers and programme contributors (one webinar every three months).

- Complete an E-module on the topic of Leadership for Sustainability or Corporate Philanthropy. This combines lessons, tasks, student-led discussions and written exercises.

- **Either** keep a blog over the course of one year, with posts every month, exploring sustainability leadership in action **or** prepare a series of short leadership reflections (in article or video format) for publication via an appropriate channel.

Entry Requirements

Acceptance on to the programme relies upon:

- Having completed the Postgraduate Certificate in Sustainable Business or the Postgraduate Certificate in Sustainable Value Chains since 2008.
- Or applying to the PG Dip and successfully completing part 1 (ie one of the PG Certs).
- Access to appropriate computer technology and internet software.
- Ability to pay the course fees or identify a sponsoring institution.
- Ability to complete the PGDip within three years of enrolment.

Prospective participants must be able to demonstrate:

- Possession of an undergraduate degree from a recognised university, or evidence of equivalent work experience/achievement and ability to read for a Master's-level programme;
- An acceptable ability in written and spoken English language (evidence will be required of participants' proficiency if English is not their first language);
- A minimum of 3 years' work experience after graduation;
- An endorsement from their employing institution supporting their application, or – if independent – from an acceptable institution familiar with their work;
- Interest in and commitment to sustainability;
- Academic and/or professional excellence;
- Commitment to using learning from the programme to lead or influence change within

their business context;
- Access to appropriate computer technology and internet software;
- Ability to pay the course fees or identify a sponsoring institution;
- Ability to complete the PG Dip within three years of enrolment.

Student Support

Participants are provided with significant support, including:

- Briefing materials and a course handbook.
- Course materials and supplementary materials available electronically on the programme-specific VLE.
- Regular communication between the Programme Team and the students via the VLE, especially between Labs when the students are undertaking their assignments.
- Regular peer interaction between students via the VLE. Students will be assigned to online learning groups, to provide a dedicated peer support network.
- Coaching and support for assignments provided by an experienced Tutor.
- Personal access to the Course Director and course contributors.
- A dedicated CISL Team to handle enquiries and deal with any issues that may arise.

Management of Teaching Quality and Standards
Throughout the programme, participants are asked for their feedback on speakers, syllabus content, teaching approach, faculty, assignments and pastoral care. This feedback is reviewed carefully by the Programme Team and appropriate suggestions / feedback are acted upon.

A review meeting is held at the end of the programme which is attended by the key course contributors and the programme team. All aspects of the programme are discussed and recommendations for how the programme can be improved are recorded and where appropriate implemented for the next programme.

The Examiner's reports and Examiner's meetings are used by CISL as an indicator of quality and recommendations are incorporated into the programme.

Finally, the programme will be incorporated into the University's schedules for periodic Learning & Teaching Review.

Graduate Employability and Career Destinations

As the PGDip is delivered on a part-time basis, it is anticipated that the majority of participants will be in existing employment and will use the course to improve their career prospects. The course takes an applied approach to knowledge, with both the teaching and assignments oriented towards relevance to their work situation.

Over the past 15 years there has been an increase, both nationally and internationally, in the 'green collar' jobs market. The continued growth in this area has resulted in a demand for relevant skills in a variety of sectors and organisations. Hence, this programme will appeal to CISL alumni wishing to further enhance their career prospects. Employers will support attendance at the PGDip as it provides the opportunity for attendees to enhance their knowledge in specific areas relevant to their role / organisation.

The Careers Service maintains links with employers and takes their needs and opinions into

account in the services which it provides for students. The Careers Service also allocates a Careers Adviser to each College, faculty and department to act as a point of contact.