



**UNIVERSITY
OF LONDON**

Programme Specification 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

Contents

Important information regarding the Programme Specification	2
Title and name of qualifications	4
Entrance requirements	7
Educational aims and learning outcomes of the programmes.....	9
Learning, teaching and assessment strategies	15
Assessment methods	15
Student support and guidance	16
Quality evaluation and enhancement.....	16
After graduation.....	18

Important information regarding the Programme Specification

Last revised: 12 July 2021

The Programme Specification gives a broad outline of the structure and content of the programme, the entry level qualifications, as well as the learning outcomes students will achieve as they progress. Some of the information referred to in this programme specification is included in more detail on the University of London website. Where this is the case, links to the relevant webpage are included.

Where links to external organisations are provided, the University of London is not responsible for their content and does not recommend nor necessarily agree with opinions expressed and services provided at those sites.

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.

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 modules: Pathway specific optional modules that are studied in succession after the core module(s).

Key revisions made

Programme specifications are revised annually. The quality committee of SOAS University of London, as part of its annual review of standards, confirms the programme structure and the educational aims and learning outcomes, and advises on any development in student support.

Where changes have been made which may impact on continuing students, these are listed below. For all new students, the programme and general information provided in this document is correct and accurate and will be applicable for the current year.

Significant changes to the Programme Specification 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%)

Title and name of qualifications

Postgraduate degrees of the University of London may be classified. The award certificate will indicate the level of the academic performance achieved by classifying the award. The classification of the degree will be based on the ratified marks from the completed assessments.

The classification system for these programmes is as follows:

Distinction; Merit; Pass.

Specific rules for the classification of awards are given in the [Programme Regulations](#), under Scheme of Award.

Qualification titles

Students are registered on one of the following:

- MSc Climate Change and Development
- MSc 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

Intermediate qualifications

The intermediate qualifications for this programme are the Postgraduate Certificates and Postgraduate Diplomas as listed above. Upon successful completion, students will receive the intermediate qualification for which they are registered and may continue to a higher qualification. However, they may not request a lower qualification than that which they are registered on, unless as an exit qualification. The specific rules are given in the [Programme Regulations](#) under Progression rules.

Exit qualifications

- Postgraduate Diploma in Climate Change and Development
- Postgraduate Diploma in Sustainable Development
- Postgraduate Certificate in Climate Change and Development
- Postgraduate Certificate in Sustainable Development

An exit qualification is an intermediate qualification, as noted above, for which the student may not have registered at the outset but which may be awarded on completion of specific modules/courses (or credit accumulated) in a longer programme of study, if the student leaves the programme.

Exit qualifications are awarded at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not normally be permitted to continue their study of the same award with the University of London.

Individual modules

There is no provision for individual modules of these programmes to be studied on a stand-alone basis.

Award titles may be abbreviated as follows:

Master of Science – MSc

Postgraduate Diploma – PGDip

Postgraduate Certificate – PGCert

Level of the programmes

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) forms part of the UK Quality Code for Higher Education of the [Quality Assurance Agency for Higher Education](#) (QAA).

The qualifications are placed at the following Levels of the Framework for Higher Education Qualifications (FHEQ):

- MSc Level 7
- PGDip Level 7
- PGCert Level 7

Relevant QAA subject benchmarks group(s)

Not applicable

Awarding body

University of London

Registering body

University of London

Academic direction

SOAS University of London through the [Centre for Development, Environment and Policy](#) (CeDEP)

Accreditation by professional or statutory body

Not applicable

Language of study and assessment

English

Mode of study

Flexible and online study

Programme structures

The **MSc** programmes each consist of:

- One core module
- Three elective modules; plus
- A dissertation.

The **Postgraduate Diploma** programmes each consist of

- One core module and
- Three elective modules

The **Postgraduate Certificate** programmes offered consist of:

- One core module and
- One elective module

Maximum and minimum periods of registration

The maximum and minimum period of registration, from a student's effective date of registration, are:

	Minimum	Maximum
MSc degree	Two years	Five years
Postgraduate Certificate	One year	Five years
Postgraduate Diploma	Two years	Five years

Study materials are made available after registration and on payment of the applicable fee.

Credit value of modules

Further information about the credit systems used by universities in the UK and Europe is provided by the [Quality Assurance Agency](#) and the [European Credit Transfer and Accumulation System](#).

Where credits are assigned to each module of a programme, credit indicates the amount of learning carried out in terms of the notional number of study hours needed, and the specified FHEQ credit level indicates the depth, complexity and intellectual demand of learning involved. The details below indicate the UK credits and the European Credit Transfer and Accumulation System (ECTS) values.

For the Climate Change and Development and Sustainable Development programmes, credits are assigned to the modules as follows:

- 30 UK credits or 15 ECTS credits for core and elective modules; and
- 60 UK credits or 30 ECTS credits for the dissertation.

One UK credit equates to a notional ten hours of study.

The award of an MSc requires 180 UK credits or 90 ECTS credits

The award of a Postgraduate Diploma requires 120 UK credits or 60 ECTS credits

The award of a Postgraduate Certificate requires 60 UK credits or 30 ECTS credits

Credit transfer

Students may apply to transfer to these programmes from another CeDEP programme. If an application is accepted students may transfer credits across as set out in the [Programme Regulations](#) and any marks carried across will be used for the purposes of classification.

Students registered on these programmes may choose to register for an elective module offered by another SOAS department. Where they do so, they will sit the assessment set out by that module's corresponding programme regulations and the credit obtained will be transferred to their registered programme of study.

Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place elsewhere, before entry onto this programme of study.

Where the prior learning covered a similar syllabus to a module/course studied elsewhere, credit will be awarded as if you took the CeDEP module.

See the [General Regulations](#) (Section 3) and [Programme Regulations](#) for more rules relating to prior learning.

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

Entrance requirements

Postgraduate entrance requirements

Applicants must submit an application in line with the procedures and deadlines set out on the SOAS [website](#).

Entrance requirements for a postgraduate award vary. Full details are provided on the relevant programme page under the [Overview](#) tab.

Details of the programme specific requirements are given on the relevant [programme page](#), under the Apply tab.

English language requirements

All applicants must satisfy the English language requirements for the programme. These are set out in detail on the relevant [programme page](#) under the Apply tab.

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission the University may, at its discretion, consider the application.

Internet access and computer specification

Students will require regular access to a computer with an internet connection to use the University of London's online resources and systems. A webcam may be required in the event that online timed assessments (if offered) are proctored, and in such a case, it is a student's responsibility to ensure that they have a webcam.

The computer should have at least the following minimum specification:

- a web browser with Cookies and JavaScript enabled (a latest version of Firefox or Chrome is recommended);
- a good internet connection;

And the following applications installed:

- a word processor that accepts Microsoft Word formats (.doc and .docx);
- a pdf reader.

Students with specific access requirements

The University of London welcomes applications from disabled students and/or those who have access requirements. The University will make every effort to provide reasonable adjustments to enable those with a disability, learning difficulty or access requirements to have the same opportunity as all other students to successfully complete their studies.

The University is committed to managing the application procedure and the programme itself to ensure that services are accessible for all students and that an inclusive environment is created. Students with a disability, or others who may need access arrangements to assist in taking assessments, should complete the relevant section of the application form, or contact the [Inclusive Practice Manager](#). A separate room or other arrangements may be considered.

Requests are considered by a University panel, whose purpose is to ensure that students with disabilities and/or specific access requirements are neither advantaged nor disadvantaged by such arrangements when compared with other students. These considerations remain separate from the academic selection processes.

For further information, see [Inclusive Practice Policy](#)

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and where available is included in the prospectus web pages.

For further information see the [website](#)

Educational aims and learning outcomes of the programmes

The learning outcomes below provide a concise summary of the main features of the masters programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the specific learning outcomes, content and the learning, teaching and assessment methods of each module can be found on the Virtual Learning Environment (VLE).

Climate Change and Development

The **Climate Change and Development** programme aims to:

- Provide a thorough grounding in how current development models produce environmental problems which themselves threaten the objectives of development
- Provide the analytical skills to solve adaptation problems and identify low carbon development options
- Produce the next generation of environment and development professionals working on climate policy and practice, by equipping students with the necessary knowledge and skills to find employment in the organisations working on this agenda
- Offer the most academically gifted students a route into PhD studies on climate change and development, either at CeDEP or in academia more broadly.

Learning outcomes of MSc programme:

Subject specific – knowledge and understanding

- Understand and critically assess the relationships and the links between climate change and development;
- Interdisciplinary awareness of diversity of climate change and development perspectives;
- Understand how climate adaptation and mitigation dynamics, especially as articulated through energy access and production, relate to the challenges in their field and organizational context;
- Understand the causes, scale and complexity of global challenges such as climate change, energy poverty and development;
- Understand and critically evaluate key elements of climate and energy policy and practice and their implications for development;
- Develop knowledge and critical understanding of relevant disciplines and their application to climate change and development problems;
- Possess a thorough grounding in knowledge available for the design of better-informed adaptation and low carbon development policy;

- Ability to identify important knowledge gaps and conceive of research questions and projects which can contribute to filling such gaps.

Intellectual and transferable skills

- Ability to analyse and critique the ways in which problems are understood, the better to identify alternative solutions;
- Think creatively;
- Gather, question and analyse information;
- Develop arguments in a systematic fashion;
- Ability to analyse and identify the relevance of knowledge acquired through study to 'real world' climate change and development problems.

Subject-based practical skills

- Research methods training which permits students to identify a research question and design a methodology through which to gather data required to answer the question;
- Data analysis skills which enable students to interpret the data in ways which permit them to draw plausible and credible conclusions;
- Capacity to be 'ethical practitioners' – to identify potential ethical issues in research projects;
- Capacity to identify risks to research participants and researchers and to make decisions on the practical and ethical viability of specific research proposals;
- Experience of gaining permissions to conduct research, capacity to identify and gain consent from key information 'gatekeepers'.
- Conduct and/or manage applied research which contributes to scholarly debate, informs policy design and, potentially identifies options for effective implementation;
- Academic and policy report writing skills;
- Academic presentation skills;
- Express ideas clearly in written work and to develop problem solving skills by applying theory and theoretical models in practical situations.

Transferable skills

- Research design, management, analytical and writing skills;
- Capacity for reflective, independent learning;
- Communication of complex ideas;
- Inter-cultural awareness and sensitivity;
- Manage their own workload;

- Project management;
- Flexibility and ability to manage complexity;
- Online networking skills;
- Ability to use online platforms to complete and submit assignments;
- Work effectively to deadlines;
- Work under their own initiative;
- Plan, organise and prioritise tasks.

Learning outcomes of Postgraduate Diploma and Postgraduate Certificate:

The majority of the skills, competences and abilities acquired during MSc study are also present in PGDip and PGCert, with the notable exception of ability to manage and conduct research, and related practical subject area skills. These are not specified in the learning outcomes below. Moreover, all of the skills that can be acquired in a PGDip can also be acquired in PGCert study, because the same study structure – ie completion of CeDEP distance learning modules – is required for both awards. The difference lies in the extent to which the skill is acquired, which is governed by the greater or lesser number of study hours required by the respective awards.

Subject specific – knowledge and understanding

- Understand and critically assess the relationships and the links between climate change and development;
- Understand how climate adaptation and mitigation dynamics, especially as articulated through energy access and production, relate to the challenges in their field and organizational context;
- Understand the causes, scale and complexity of global challenges such as climate change, energy poverty and development;
- Understand and critically evaluate key elements of climate and energy policy and practice and their implications for development;
- Develop knowledge and critical understanding of relevant disciplines and their application to climate change and development problems;
- Possess a grounding in knowledge available for the design of better-informed adaptation and low carbon development policy and practice and a sense of where the knowledge gaps remain.

Intellectual and transferable skills

- Ability to analyse and critique the ways in which problems are understood, the better to identify alternative solutions;
- Think creatively;
- Gather, question and analyse information;

- Develop arguments in a systematic fashion;
- Ability to analyse and identify the relevance of knowledge acquired through study to 'real world' climate change and development problems.

Subject-based practical skills

- Academic presentation skills;
- Subject area expertise across the modules studied;
- Express ideas clearly in written work and to develop problem solving skills by applying theory and theoretical models in practical situations;
- Ability to advise on or work in projects and other work tasks which require subject area knowledge of climate change and development interactions and dynamics.

Transferable skills

- Manage their own workload;
- Work effectively to deadlines;
- Work under their own initiative;
- Plan, organise and prioritise tasks;
- Communication of complex ideas
- Inter-cultural awareness and sensitivity;
- Ability to use online platforms to complete and submit assignments.

Sustainable Development

The **Sustainable Development** programme aims to:

- Provide a thorough, theoretically-informed yet policy-orientated grounding in the multidisciplinary field of sustainable development
- To allow students to understand and critically evaluate the definitions of, and approaches to, sustainable development and their implications for policy
- To allow students to understand and critically evaluate the international policy framework for sustainable development, especially the Sustainable Development Goals (SDGs)
- To provide an understanding of the main global challenges (environmental, social and economic) that have implications for sustainable development, including their main policy implications

Learning outcomes of MSc programme:

Subject specific – knowledge and understanding

- Knowledge and understanding of the main definitions of sustainable development

- Knowledge and understanding of the main principles of sustainable development
- Knowledge and understanding of the main approaches to sustainable development
- Knowledge and understanding of the international framework for promoting sustainable development (including the 2030 Agenda for Sustainable Development and the SDGs)

Intellectual and transferable skills

- The intellectual history of the concept of sustainable development
- Mainstream approaches to sustainable development
- 'Counter-currents' in thinking about sustainable development, including critical and radical approaches
- Main principles in understanding the main environmental, social and economic issues related to sustainable development (such as climate change)

Subject-based practical skills

- Literature searching, review and analysis in relation to sustainable development
- Documentary analysis in relation to sustainable development
- Policy analysis in relation to sustainable development
- Academic writing in relation to sustainable development

Transferable skills

- Literature searching, review and analysis (including use of online library resources, such as e-journals, e-books and academic databases)
- Policy analysis
- Research design
- Research methods (including qualitative and quantitative methods for primary and secondary data collection and analysis)
- Academic writing
- Workload organisation and management

Learning outcomes of Postgraduate Diploma and Postgraduate Certificate:

The majority of the skills, competences and abilities acquired during MSc study are also present in PGDip and PGCert, with the notable exception of ability to manage and conduct research, and related practical subject area skills. These are not specified in the learning outcomes below. Moreover, all of the skills that can be acquired in a PGDip can also be acquired in PGCert study, because the same study structure – ie completion of CeDEP distance learning modules – is required for both awards. The difference lies in the extent to which the skill is acquired, which is governed by the greater or lesser number of study hours required by the respective awards.

Subject specific – knowledge and understanding

- Knowledge and understanding of the main definitions of sustainable development
- Knowledge and understanding of the main principles of sustainable development
- Knowledge and understanding of the main approaches to sustainable development
- Knowledge and understanding of the international framework for promoting sustainable development (including the 2030 Agenda for Sustainable Development and the SDGs)

Intellectual and transferable skills

- The intellectual history of the concept of sustainable development
- Mainstream approaches to sustainable development
- ‘Counter-currents’ in thinking about sustainable development, including critical and radical approaches
- Main principles in understanding the main environmental, social and economic issues related to sustainable development (such as climate change)

Subject-based practical skills

- Literature searching, review and analysis in relation to sustainable development
- Documentary analysis in relation to sustainable development
- Policy analysis in relation to sustainable development
- Academic writing in relation to sustainable development

Transferable skills

- Literature searching, review and analysis (including use of online library resources, such as e-journals, e-books and academic databases)
- Policy analysis
- Academic writing
- Workload organisation and management

Learning, teaching and assessment strategies

Assessments are structured to allow students to demonstrate that they have acquired appropriate knowledge and understanding. The way that students evaluate ideas, apply concepts and manage data to solve problems, and the organisational skills they use to structure their written answers allows the standard of intellectual and transferable skills to be assessed.

Subject knowledge is developed through specially prepared study materials, supplemented by directed study of texts/journal articles, by online discussion and by assignments.

Skills such as analysis, synthesis, evaluation and application are practised and demonstrated through active learning processes involving assignments and online participation and discussion. Research dissertations are used to demonstrate subject-specific intellectual skills.

Skills that are readily transferable to employment and related contexts such as communication etc can be developed through naturally arising opportunities within the curriculum. Written communication will be enhanced through assignment/ dissertation writing and online participation.

Assessment criteria for the programme take into account the level at which these skills have been achieved.

Assessment methods

The precise details of how each module is assessed are shown on the relevant module page on the [CeDEP website](#).

Both the core and elective modules are assessed through a series of online e-tivities culminating in the submission of a written assessment, e-tivity 6, of 5,000 words (excluding footnotes, endnotes, bibliography and figures).

Each activity is marked out of 100.

E-tivity weightings are 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%)

The dissertation module will be assessed by submission of a proposal of up to 3,000 words and a written dissertation of 10,000 words including tables and figures, but excluding appendices and references. The proposal and written dissertation are weighted on a ratio of 20:80.

Student support and guidance

The following summarises the support and guidance available to students:

- Module subject guides for each module studied. These are accessed via the VLE and introduce and develop the topics.
- Lists of key readings and recommended additional readings.
- The support of a dedicated tutor on each module. For each module, students are divided into groups of approximately 15, who discuss the module materials together, facilitated by the tutor. This takes place in a dedicated discussion area on the VLE. Tutors also provide individual feedback on each assignment submitted.
- The support of a personal supervisor during dissertation study.
- Student support team.
- Online student café, which allows students to communicate with each other across modules.
- Past assessment papers and Examiners' commentaries: These provide generic feedback from assessment.
- [Programme Regulations](#).
- The SOAS Online Library: This provides access to the majority of key readings specified in the programme. (The others will be provided to students via other means). The Library also provides access to a wide range of full-text journal articles, e-books and reports that can be consulted as additional readings or used for preparation of assignments or during dissertation study.
- [The University of London Online Library](#): This provides a range of full-text, multidisciplinary databases where journal articles, book reviews and reports can be found.
- [University of London library](#): Registered students may use the resources located within the Senate House library.

Quality evaluation and enhancement

The University of London delivers the majority of its flexible and distance learning programmes through a collaboration between the University of London Worldwide and member institutions of the University of London. However some of the flexible and distance learning programmes draw solely on academic input from the University of London, and are delivered without academic lead by a member institutions. The policies, partnerships (where applicable) and quality assurance mechanisms applicable for the programmes are defined in the following key documents: The Quality Framework, the [Quality Assurance Schedules](#), [Guidelines for Examinations](#), [General Regulations](#) and, for each programme, [programme specific regulations](#).

Awards standards

All University of London qualifications have to align with the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies](#) to assure appropriate standards for each qualification. In addition, every programme that is developed by a member institution of the University of London (or a consortium with representation by more than one member institution) will be developed to the same standard as would be applied within the institution concerned. Proportionate and robust approval procedures, including external scrutiny and student engagement are in place for all programmes. Learning materials are written and all assessments are set and marked by academic staff who are required to apply the University's academic standards.

Review and evaluation mechanisms

Some of the key mechanisms in place to assure the standards of all University of London qualifications and the quality of the student experience, include:

- Annual programme reports: produced for all programmes in order to review and enhance the provision and to plan ahead;
- Independent external examiners: submit reports every year to confirm that a programme has been assessed properly and meets the appropriate academic standards;
- Annual student information statistics: prepared for all systematic reporting within the University of London;
- Periodic programme reviews: carried out every 4-6 years to review how a programme has developed over time and to make sure that it remains current and up-to-date.

Improvements are made as necessary to ensure that systems remain effective and rigorous.

Student feedback and engagement

The principal channel for collecting feedback from students is the Student Experience Survey. Carried out every two years, this collects feedback from the student body on a range of topics relating to the student lifecycle. The results are analysed externally and then considered in a number of different ways, including by the programme team, principal committees and the senior leadership team. Details of any resulting actions taken are published on the Virtual Learning Environment and the Student Portal.

Additionally, on completion of their programme of study students will be invited to take a survey that seeks to measure what they have gained from their studies.

There are also opportunities for students to get involved in governance. An undergraduate and postgraduate student member is appointed by the University to the majority of committees through an annual appointment round. Some programmes also recruit student members at the programme level. Students are frequently invited to take part in quality review processes such as Periodic Programme Reviews, Programme approval, Thematic Reviews, MOOC review panels and ad hoc focus groups. Opportunities such as these are advertised through social media and on the website. More information can be found on the [website](#).

Students can also apply to join the Student Voice Group, which meets four times a year to consider initiatives for enhancing student experience. Notes from these meetings are published on the Student Portal.

After graduation

Further study

Successful completion of the programme can allow students to progress to a higher level award in the subject area, including PhD research in sustainable development. This programme also has broad applicability so enables students to pursue further study and research in a wide range of fields, including sustainable development, development studies, environmental studies, environmental management, geography, corporate sustainability, urban planning, or many sector-specific areas (such as tourism or transportation).

Graduate employment routes

MSc Climate Change and Development

Broadly speaking, the programme is targeted at professionals already working in conservation, climate change, energy, environment and development sectors who are looking to strengthen their understanding of the climate and development nexus, either as part of their next career move, or in order to be able to increase the capacity of their organisation to respond to this interlinked a set of challenges. These are people who are well established in a particular place or field and do not have the time, or do not feel the need, to move to another country to undertake a course of study, but who are seeking a robust qualification from a prestigious institution with a well-established and well-regarded reputation for distance learning. For the MSc in Climate Change and Development, the following career paths and opportunities have been identified:

- Donor agencies (e.g. DfID Social Development Advisor, USAID, JICA, GIZ, DANIDA, SIDA, NORAD etc)
- Multilateral organisations (e.g. UN system – UNEP, WFP, UNDP, FAO; World Bank, OECD)
- International NGOs (e.g. CARE, Oxfam, Practical Action, SAVE, IFRC)
- Government ministries of environment, sustainable development and energy principally in low and middle income country contexts but also in high income countries
- World Bank (i.e. within the Social Dimensions of Climate Change Programme)
- Private sector consultancies working for the above or large corporations

MSc Sustainable Development

The programme provides a detailed foundation in the principles and practice of sustainable development, so equips students to work in sustainability-related fields in international and government agencies, non-governmental organisations (NGOs) and corporations.

For the MSc in Sustainable Development, the following career paths and opportunities have been identified:

- Multilateral organisations (e.g. UN system – UNEP, UNDP, FAO; World Bank, OECD)
- Donor agencies (e.g. DfID, USAID, JICA, GIZ, DANIDA, SIDA, NORAD etc)International NGOs
- Government ministries of sustainable development, environment and energy both in low and middle income country contexts and in high income countries
- World Bank
- Private sector consultancies working for the above or large corporations

Postgraduate Diploma and Postgraduate Certificate Awards

The same employment routes are equally relevant for the PGDip and PGCert awards. However, these qualifications may be undertaken in situations where:

- Promotion within an existing workplace is sought to a position which does not require MSc level study
- Specialist knowledge about climate change and development or sustainable development is relevant to changed or expanded positions within existing or prospective employers
- Specialist knowledge about climate change and development or sustainable development is relevant to the identification or successful completion of specific tasks within an existing role.

The Alumni Community

Upon finishing a course of study, graduates automatically become part of the University of London alumni community, a diverse global network of more than one million graduates in over 180 countries, providing lifelong links to the University and to each other.

Alumni are encouraged to keep in touch after they graduate and to become active members of the alumni community; in return they receive a number of benefits and services, including an extensive programme of events and engagement opportunities.

More information is available on the alumni [webpage](#).

Follow the alumni community on social media: [Facebook](#), [Instagram](#), [LinkedIn](#).