



**UNIVERSITY
OF LONDON**

Programme Regulations 2019–2020

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

Climate Change and
Development
Sustainable Development
(New Programme)

MSc
PGDip
PGCert

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

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Important information regarding the Programme Regulations

About this document

Last revised 20 May 2019

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study. These Programme Regulations are designed and developed by SOAS University of London which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at SOAS University of London. Programme Regulations, together with the guidance on the Virtual Learning Environment, will provide the detailed rules and support for your programme of study.

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

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not in the year in which you initially registered. On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

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

Terminology

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

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

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

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

Changes to the Programme Regulations 2019-2020

Elective Modules

1. *GDM145 Global Citizenship and Advocacy*, offered through the Centre for International Studies and Diplomacy (CISD), will be available as an elective module to students registered on the Sustainable Development programmes only.

Refer to [Appendix A](#) for full programme structures. Assessment for this module will be as described in the [CISD programme regulations](#).

Assessment

2. The assessment weightings of the following modules have changed:

- *DPM552 Urban Sustainability*
- *DPM553 Global Environmental Change and Sustainability*
- *DPM554 Water and Land Management for Sustainable Development*
- *DPM556 Gender and Social Inequality*
- *DPM201 Understanding Sustainable Development*

Refer to [Appendix B](#) for full information.

3. Students are required to re-enrol for incomplete or failed modules at the next available opportunity. Failure to do so will constitute a deferral of that module.

Refer to [sections 6 and 7](#).

1 Structure of the programmes

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

Award

1.1

The following named awards are offered under these regulations:

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

Award structures

1.2

The **MSc** programmes each consist of:

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

1.3

The **Postgraduate Diploma** programmes each consist of:

- One core module and
- Three elective modules

1.4

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

- One core module and
- One elective module

2 Registration

Effective date of registration

2.1

Your effective date of registration will be:

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

2.2

If your effective date of registration is

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

See the Programme Specification on the [website](#) for the minimum and maximum periods of registration applicable to these programmes.

3 Transitional arrangements and Credit transfer

Transitional arrangements

Further information on Transitional arrangements can be found in [Appendix D](#)

3.1

Transitional arrangements are in place for current students on other CeDEP programmes or Individual Professional Awards who wish to transfer to these programmes. We will consider applications to transfer to either of the MSc or Postgraduate Diploma programmes.

Credit transfer

3.2

If your application to transfer from another CeDEP programme is accepted, you may transfer credits as follows. You may apply to transfer 30 credits if you have completed a minimum of two 15-credit modules on your current programme. The maximum number of credits that you can transfer is 60. In all cases, in order to transfer credits to either programme, at least one in every two of the 15-credit modules that you complete must be the 15-credit equivalent of a module offered in the new programme.

3.3

Only credit accumulated and divisible by 30 may be transferred to the new programme. However, all completed modules will be shown on your transcript.

3.4

If you are currently registered on a different CeDEP programme and have passed an odd number of 15-credit modules, you may complete a further 15-credit module before switching to the Climate Change and Development or the Sustainable Development programme in order to transfer all accumulated credit, subject to the conditions outlined in 3.3 above.

3.5

If you have completed a 15-credit module where a 30-credit version is offered, you will not be permitted to study the 30-credit module as part of your new programme.

A current list of modules and their equivalents are shown below in an [Appendix D](#)

Recognition of prior learning

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

3.6

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

4 Module selection

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

4.1

Modules are run in two sessions during the year, each comprising 16 weeks of study. The core module for each programme (either *Climate Change and Development* or *Understanding Sustainable Development*) is available in each study session. Each elective module is normally available at least once in the year.

4.2

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

4.3

Where you have not yet completed a module and you are registering for it again, this may be permitted in addition to the module for that study session. This will be at the discretion of the Programme Director.

4.4

Module enrolment and payment of module fees must be made by the given deadline.

4.5

We cannot guarantee that your preferred choice of module(s) will always be available. On registration, therefore, you will be asked to indicate an alternative choice.

5 Assessment for the programme

Module assessment methods

5.1

Each module, with the exception of *Global Public Policy*, *Human and Critical Security*, *Global Citizenship and Advocacy*, will be examined by an online commentary, the submission of an Examined Assignment (EA) and an unseen timed written examination.

5.2

Climate Change Adaptation will also be examined by your contribution to weekly online discussion.

The relative weightings of assessment elements is given in [Appendix B](#). Further information can be found on the [SOAS website](#).

5.3

In order to pass a module you must achieve an overall mark, weighted across the elements of assessment, of **50% or higher**.

5.4

EAs are typically 3,000 words in length. The word count includes footnotes and endnotes, but excludes bibliography and figures. Tables which contain text will be included in the total word count, whilst tables which contain numerical data will not.

5.5

The deadline for a completed EA is either **1 January** or **18 June** (subject to the session that you are attending).

5.6

Where online participation is required you will be assessed on your contribution in line with specified marking criteria/guidance. You will be provided with feedback on assessed online participation.

Date of examinations

5.7

Written examinations will take place in February/March and August each year. Each examination session will examine modules that were offered in the study session immediately preceding it.

See the website for the [list of examination centres](#).

Global Public Policy, Human and Critical Security and Global Citizenship and Advocacy

5.8

The elective modules *Global Public Policy, Human and Critical Security* and *Global Citizenship and Advocacy*, offered through CISD, are assessed by the completion of six e-tivities. There are no written examinations.

If you choose to register on one of these elective modules, you should refer to the [CISD programme regulations](#) for further information on assessment.

Assessment for the dissertation

5.9

The dissertation module will be assessed by submission of an assessed 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.

You are required to have regular contact with your supervisor during preparation of your assessed proposal, data collection and analysis.

You may register for the dissertation module in either October or April. The two deadlines for submission of dissertation elements (topic form, assessed proposal, progress report, final dissertation report) are 10 April and 10 October. All dissertation elements must be submitted via the Virtual Learning Environment.

Dissertation study stages

It is expected that work on the Dissertation will be undertaken mostly in the blocks between the two annual study sessions. The Dissertation comprises four stages, so requires at least four of these blocks, i.e. a minimum of two years, to complete. During the first stage you will study some basic principles of conducting research, at the end of which, you will produce a topic form that outlines the topic that you wish to research for your dissertation. On the basis of the topic form you will be allocated a dissertation supervisor, who will support you through the remainder of your dissertation research.

During the second stage, you will produce your assessed proposal, which will include: research questions justified on the basis of existing literature, proposed sources of data and an indication of the methods to be used. The third and fourth stages will be devoted to data collection and analysis and to write-up respectively.

At the end of the third stage, you will submit a progress report to your supervisor. During the fourth stage, you will submit the draft dissertation to your supervisor, who will provide you with feedback within one week of submission. The date of submission is to be agreed with your dissertation supervisor. At the end of the fourth stage, you will submit your final dissertation report.

Late submission

5.10

For EAs and the assessed proposal for the dissertation, work submitted up to one week late will be accepted, with 2 marks deducted per working day (a maximum of 10 marks). Submissions received after this period will receive a zero mark.

5.11

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

6 Number of attempts permitted at an examination

6.1

The maximum number of attempts permitted at any element of assessment (online commentary, EA, timed written examination, assessed proposal, and dissertation) is **two**. You will not be permitted to resit any element of assessment which you have passed.

Core and elective modules

6.2

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

- you must retake the failed elements;
- this counts as a **second attempt** when you retake those elements;
- for any elements of assessment where you have received a mark of 50 or higher, the mark will be carried forward;
- on request, the Programme Director will decide if you may register concurrently on a new module.

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

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

6.3

If you fail in any elective module we may permit you to attempt the assessment of a different elective module, where an alternative choice is available. If you fail at your final attempt of an alternative module your registration will normally cease.

6.4

Any re-sit mark for an EA or written examination overrides the first mark attained.

Dissertation

6.5

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

7 Progression within the programme

7.1

If you are registered for an MSc, Postgraduate Diploma or Postgraduate Certificate under these regulations you may attempt examinations in a maximum of **two** modules, excluding resits, in any one year.

7.2

You must submit the EA and sit the written examination in order to complete a valid attempt at a module.

7.3

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

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

7.4

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

7.5

You will only be permitted to defer a module once without penalty. If you do not complete the module at the next opportunity you will be deemed to have made an attempt at all elements of assessment.

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

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

7.6

Once you pass a module with an overall mark of 50% or higher at the end of a study session, the module is deemed complete. Your mark cannot be raised any further and you will not be permitted to submit any outstanding elements of assessment.

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

7.7

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

Progression between related awards

7.8

If you are registered on a Postgraduate Certificate or Postgraduate Diploma, you can apply to progress on to a higher award upon successful completion of your core module.

7.9

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

7.10

Registration on the related MSc requires you to start the Dissertation, comprising four stages and a minimum of two years to complete.

8 Schemes of award

8.1

Modules are marked according to the following scale:

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

8.2

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

You will be awarded:

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

8.3

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

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

8.4

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

8.5

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

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

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

8.6

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

8.7

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

8.8

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

Appendix A – Structure of the programmes

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

The module examination numbers precede the module title and these numbers should be used when completing your examination entry.

MSc in Climate Change and Development

(All modules 30 credits)

One core module

DPM500 Climate change and development

Three elective modules

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

DPM510 Climate change adaptation

DPM511 Low carbon development

DPM512 Energy and development

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

DPM551 Food Security and Social Protection

DPM552 Urban Sustainability

DPM553 Global Environmental Change and Sustainability

DPM554 Water and Land Management for Sustainable Development

DPM555 Understanding Poverty

DPM556 Gender and Social Inequality

GDM135 Global Public Policy

GDM355 Human and Critical Security

And

DPM600 Dissertation

Postgraduate Diploma in Climate Change and Development

(All modules 30 credits)

One core module

DPM500 Climate change and development

Three elective modules:

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

DPM510 Climate change adaptation

DPM511 Low carbon development

DPM512 Energy and development

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

DPM551 Food Security and Social Protection

DPM552 Urban Sustainability

DPM553 Global Environmental Change and Sustainability

DPM554 Water and Land Management for Sustainable Development

DPM555 Understanding Poverty

DPM556 Gender and Social Inequality

GDM135 Global Public Policy

GDM355 Human and Critical Security

Postgraduate Certificate in Climate Change and Development

(All modules 30 credits)

One core module

DPM500 Climate change and development

One elective module chosen from List A, as below:

DPM510 Climate change adaptation

DPM511 Low carbon development

DPM512 Energy and development

MSc in Sustainable Development

(All modules 30 credits)

One core module

DPM201 Understanding Sustainable Development

Three elective modules chosen from:

DPM510 Climate Change Adaptation
DPM512 Energy and Development
DPM556 Gender and Social Inequality
DPM553 Global Environmental Change and Sustainability
DPM511 Low Carbon Development
DPM555 Understanding Poverty
DPM552 Urban Sustainability
DPM554 Water and Land Management for Sustainable Development
GDM355 Human and Critical Security
GDM145 Global Citizenship and Advocacy

And

DPM600 Dissertation

Postgraduate Diploma in Sustainable Development

(All modules 30 credits)

One core module

DPM201 Understanding Sustainable Development

Three elective modules chosen from:

DPM510 Climate Change Adaptation
DPM512 Energy and Development
DPM556 Gender and Social Inequality
DPM553 Global Environmental Change and Sustainability
DPM511 Low Carbon Development
DPM555 Understanding Poverty
DPM552 Urban Sustainability
DPM554 Water and Land Management for Sustainable Development
GDM355 Human and Critical Security

GDM145 Global Citizenship and Advocacy

Postgraduate Certificate in Sustainable Development

(All modules 30 credits)

One core module

DPM201 Understanding Sustainable Development

One elective module chosen from:

DPM510 Climate Change Adaptation

DPM512 Energy and Development

DPM556 Gender and Social Inequality

DPM553 Global Environmental Change and Sustainability

DPM511 Low Carbon Development

DPM555 Understanding Poverty

DPM552 Urban Sustainability

DPM554 Water and Land Management for Sustainable Development

GDM355 Human and Critical Security

GDM145 Global Citizenship and Advocacy

Appendix B – Module Descriptions

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

Climate change adaptation [DPM510]

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

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

Topics:

PART I: Linking Climate Change Adaptation and Development

- Development as both causing and impacted by climate change
- The need for adaptation
- Conceptualising Adaptation
- Conceptualising Vulnerability
- Conceptualising Resilience
- Development pathways, trajectories and climate change adaptation
- Conceptualising and operationalising climate resilient development
- The economics of climate change
- Economics and climate justice

PART II: Governing and Implementing Adaptation and Development

- Adaptation governance, from the local to the global
- Climate change adaptation and social policy
- Technologies for adaptation
- Knowledge systems and adaptation
- Agrarian change and adaptation

PART III: Future of Adaptation and Development

- Prospects for adaptation above 2° C

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)

- contribution to weekly online discussion (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (40%).

Climate change and development [DPM500]

The module pays attention to issues in both ‘developed’ and ‘emerging’ economies as well as in poor developing economies. Those concerned about climate change and development in poorer economies need to understand more about ‘northern’ issues. This is because the mitigation and adaptation policies in the north affect poor people in the south in terms of more ‘direct’ impacts on global emissions (in the case of mitigation policies) but also, and very importantly, in terms of their ‘indirect’ impacts on market and other livelihood/economic opportunities and constraints affecting individuals, communities, and national and regional economies.

Topics covered:

- Climate change and development: Challenges and brief policy history
- Concepts and responses to climate change problems
- Climate Science
- Climate Change Impacts and Ways Forward for Development
- Climate Change Policy Challenges and Ethics
- Climate Change economics and policy implications
- Mitigation Policies and Development
- Adaptation Policies in Development
- Climate Change Impacts and Adaptation in Agriculture
- Climate Change Impacts and Adaptation in Energy
- Climate Change Impacts and Adaptation in Transport
- Climate Change Impacts in Industry, Water and Settlements
- Climate Change Mitigation and Adaption in Industry, Water and Settlements
- Climate Change and Disasters
- Climate Change, Health and Lifestyle

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (50%).

Energy and development [DPM512]

This module explores the main issues around energy and development. As 1.3 billion people worldwide do not have access to electricity and 2.7 billion people rely on traditional biomass for basic needs such as cooking and heating (World Bank, 2014), access to energy is a key development issue as recognised by the Sustainable Development Goals. At the same time, energy use is closely intertwined with environmental challenges such as climate change, fossil fuel resource depletion and air pollution.

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

Topics:

- Energy, poverty and development: the challenges
- Energy use and energy systems in different countries and contexts
- Energy transitions: From traditional biomass to fossil fuels to renewable energy
- Sectoral energy needs and household energy
- Concepts of energy and development
- The health implications of energy use
- The social implications of energy use
- Energy use and climate change
- Natural resource depletion and air pollution
- The energy-poverty-climate nexus
- Technological advances: fossil fuels
- Technological advances: energy efficiency and low carbon energy
- The economics of energy supply and universal energy access
- Financing a low carbon energy transition
- Policy responses to energy poverty

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (50%).

Food Security and Social Protection [DPM551]

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

This module considers food security and social protection together, given that both are linked to concepts of poverty, vulnerability and resilience. The module introduces students to relevant concepts, theories and approaches to gathering evidence, then uses these to explore practical

policy issues such as the following: What are the most effective interventions for tackling poverty, food insecurity and malnutrition? Should governments provide free or cheap food, or simply offer poor people cash? Is offering a job on a public works scheme a better option and, if so, for whom? Who should be eligible to receive help, on what conditions and for how long? Is there a trade-off between growth and investment in social protection or can well designed programmes promote growth? What are the potential trade-offs with other investments which could reduce food insecurity, such as direct investments in small-scale farming?

Topics:

- Introducing Food Security and Social Protection
- Poverty, Vulnerability and Resilience
- Access to Food
- Nutrition: Economics, Culture and Health
- Measuring Food and Nutrition (In)security
- Impact Evaluation
- Design and Implementation of Social Protection
- Financing and Economics of Social Protection
- Policies and Programmes for Improved Food Access and Utilisation
- Managing Food Prices
- Availability of Food
- Humanitarian Responses
- The Political Economy of Social Protection
- Future Directions for Social Protection
- Achieving Coherence across Food Security and Social Protection

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (50%).

Gender and Social Inequality [DPM556]

This module provides an overview of the major contemporary issues in gender and social inequality, which cut across all areas of policy and development practice in both the developed and developing world. The module examines definitions, concepts and theories of sex, gender and identity; it examines the historical emergence and evolution of various types of feminism; and it examines the ways in which gender inequality can be addressed - and sustainable development promoted - through policy and in practice.

The themes explored in this module are applied to a variety of gender-related issues, including the tasks of promoting gender mainstreaming and more equitable forms of representation and participation, reducing gender-based violence, and finding gender-equitable responses to the challenges of climate change and persistent - and in some cases widening - health inequalities.

Topics:

- Introduction to gender
- Examining concepts of gender

- Feminism in historical context
- Approaches to gender and inequality
- Contemporary patterns of gender inequity
- Gender mainstreaming and organisational change
- Gender, development and social change
- Gender, participation and representation
- Gender, culture and religion
- Gender-based violence and conflict
- Gender, biodiversity and conservation
- Gender and climate change
- Gender, health and disease
- Gender in the age of sustainable development
- Radical approaches to gender and social inequality

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (50%).

Global Citizenship and Advocacy [GDM145]

This module is offered through the Centre for International Studies and Diplomacy. Refer to the [CISD programme regulations](#) for more information on assessment.

This module provides students with an understanding of the theories and skills that allow students to be a more effective in achieving advocacy objectives. This module demonstrates how to influence policy at the international, rather than national, level. The module equips the student to effect the policy changes necessary to meet the aims of the non-governmental and international organizations. This module focuses upon advocates who wish to achieve change at the global level, networking across national boundaries and on global issues.

Assessment:

Five written online assessments ('etivities') comprising of 30%, the remaining 70% is formed of a 5,000 word essay.

Global Environmental Change and Sustainability [DPM553]

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

The module examines definitions, concepts and theories of global environmental change and sustainability; it examines the historical emergence and evolution of scientific and social science understandings of environmental change; and it examines the ways in which global environmental change is increasingly entangled with notions of sustainability.

The themes explored in this module are applied to a variety of sustainability issues, including the tasks of finding appropriate policy responses to the challenges of biodiversity loss, climate change,

pollution and resource management. The module also covers the implications of global environmental change for disease and for the persistent and widening health inequalities that occur at the global scale.

Topics:

- Introduction to global environmental change
- Understanding environmental change
- Historical approaches to environmental change
- Current approaches to environmental change
- Contemporary patterns of global environmental change
- Biodiversity change
- Climate change
- Air quality
- Water quality
- Coastal and marine environmental change
- Land and forest degradation
- Urban environmental change
- Global environmental change, population health and disease
- The Anthropocene and sustainable development
- Environmental change in the age of sustainable development
- Radical approaches to global environmental change

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (50%).

Global Public Policy [GDM135]

This module is offered through the Centre for International Studies and Diplomacy. Refer to the [CISD programme regulations](#) for more information on assessment.

This module provides students with an understanding of key themes and approaches in the study of Global Public Policy. The module will familiarise students with public policy making in a context of intensifying globalisation and transnational political contestation. Students will undertake rigorous and critical analysis of policy and the complex processes by which it is formulated, adopted and implemented.

Assessment:

Five written online assessments ('activities') comprising of 30%, the remaining 70% is formed of a 5,000 word essay.

Human and Critical Security [GDM355]

This module is offered through the Centre for International Studies and Diplomacy. Refer to the [CISD programme regulations](#) for more information on assessment.

The Human and Critical Security Studies module examines the meanings, mechanisms and agents of security, acknowledging shifts from the traditional notion of national security to forms of Human Security and critiques of the state. The module investigates processes and phenomena that pose direct threats to groups of people and, in doing so, potentially destabilise or aggravate situations. Famine, the oil trade and AIDS undermine people physically, politically and psychologically, and on occasions result in further forms of insecurity as people resist, retaliate or take advantage of volatile situations. The course also incorporates analysis of contingent – and differentiating – social factors such as age, gender, class and identity and the way that these shape and are shaped by experiences of security. The course draws on literature from a range of sources. The academic literature derives predominantly from Development Studies, Political Science and International Relations. This provides varied analysis of the nature and function security policy, including policies relating to human security. In addition to this, there is a rapidly expanding academic literature linking specific threats to processes of vulnerability, insecurity, terror and globalisation. This is accompanied by literature by pressure groups working on the issues concerned: on AIDS, famine, corporate responsibility, the environment and human rights. The UN, itself heavily involved in forging the meanings of security, has produced documents relating to health, climate change and other elements covered in the course.

Assessment:

Five written online assessments ('activities') comprising of 30%, the remaining 70% is formed of a 5,000 word essay.

Low carbon development [DPM511]

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

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

Topics:

- Low Carbon Development and Climate Change Mitigation: Origins, Concepts and Key Issues
- The Economics of Low Carbon Development
- The Social Dimensions of Low Carbon Development
- The Politics of Low Carbon Development

- The International Policy Architecture for Low Carbon Development
- Technology and Innovation for Low Carbon Development
- Carbon Markets
- Sectoral approaches to Low Carbon Development: Energy
- Sectoral approaches to Low Carbon Development: Transportation
- Sectoral approaches to Low Carbon Development: Agriculture and Forestry
- Low Carbon Development in Low and Middle Income Countries
- Low Carbon Development in High Income Countries
- International Action for Low Carbon Development and Climate Change Mitigation

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (50%).

Understanding Poverty [DPM555]

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

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

Furthermore, throughout the SDGs there is a concern to ensure that “no one is left behind”. As efforts are made to enhance human health, provide quality education, clean water and sanitation, generate decent work through economic growth and so on, this mantra emphasises the need to tackle inequality in both opportunities and outcomes.

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

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

The module requires a basic level of numeracy.

Topics:

- Conceptualising Poverty
- Measures of Monetary Poverty
- Multi-Dimensional Poverty Measures

- Growth and Poverty Reduction
- Inequality, Growth and Poverty
- Poverty Dynamics
- Social Differentiation and Poverty
- Gender and Poverty
- Trends in Monetary Poverty and Malnutrition
- Poverty and the Environment
- Urban Poverty
- Tackling Capability Poverty
- Power, Politics and Governance
- Minerals and Aid
- The Sustainable Development Goals

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (50%).

Understanding Sustainable Development [DPM201]

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

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

Topics:

- The challenge of sustainable development
- Defining sustainable development
- The evolution of the concept
- Types of sustainable development
- Delivering mainstream sustainable development
- Measuring sustainable development
- Alternative perspectives
- Reformism and radicalism
- The circular economy
- Revisiting the challenge of sustainable development
- Responsive cohesion
- Climate change and sustainable development
- Biodiversity conservation and sustainable development
- Revisiting the SDGs
- Conclusion

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (50%).

Urban Sustainability [DPM552]

This module provides an overview of the major contemporary issues in urban sustainability, which has increasing relevance for policy, planning and development practice in both the developed and developing world. The module examines definitions, concepts and theories of urban sustainability; it examines the historical emergence and evolution of notions of urban sustainability; and it examines the ways in which urban sustainability can be promoted through policy and planning and in practice.

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

Topics:

- Introduction to urban sustainability
- Understanding urban environments
- Historical approaches to urban development
- Approaches to urban sustainability
- Contemporary patterns of urbanisation
- Urban development and spatial planning
- Urban infrastructure and development
- Urban neighbourhoods and communities
- Urban transportation and mobilities
- Urban biodiversity and conservation
- Cities and climate change
- Cities and water resource management

- Urban populations, health and disease
- Cities in the age of sustainable development
- Radical approaches to urban sustainability

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (50%).

Water and Land Management for Sustainable Development [DPM554]

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

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

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

Topics:

- Understanding Water Resources and Aquatic Ecosystems
- Social and Economic Characteristics of Water
- Global Issues
- Sustainable Land Management
- Processes of Land Degradation
- Deforestation and Land Use Change
- Land Management in Extensive and Intensive Farming Systems
- Water Use in Agriculture
- Water Use in Fisheries and Aquaculture
- Water Supply and Sanitation
- Water and Energy
- Tools and Frameworks for Assessing and Managing Water

- Water Governance, Policy and Politics
- Policy and Interventions for Sustainable Land Management
- Challenges for Future Professionals

Assessment:

- a 500-word commentary and critical discussion on a key reading, and assessment of the commentaries of two other students (10%)
- a 3000-word examined assignment (40%)
- a two-hour written examination worth (50%).

Appendix C – Assessment Criteria

80%+ High distinction

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

70—79% Distinction

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

60—69% Merit

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

50—59% Pass

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

40—49% Fail on one or more indicators

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

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

20—39% Fail on some or most indicators

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

0—19% Fail on most or all indicators

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

Specific marking guidelines for dissertations

80%+ Distinction of publishable quality

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

70—79% Distinction

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

60—69% Merit

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

50—59% Pass

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

40-49% Fail on one or more indicators

- Some knowledge and understanding of the essential literature and other key sources of information, but arguments are either incomplete or not entirely coherent
- Limited grasp of the problem or topic
- Lacks clarity in written presentation
- Little or no evidence of originality
- Weak grasp of the basic concepts and facts
- Poor formatting, style, presentation and referencing
- Work which is below an acceptable professional standard

20—39% Fail on some or most indicators

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

0—19% Fail on most or all indicators

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

Appendix D – Transitional Arrangements

Students Transferring to the MSc or Postgraduate Diploma in Climate Change and Development

If you apply to transfer credit from your current CeDEP programme or Individual Professional Award to an MSc or Postgraduate Diploma in Climate Change and Development, you will have the following options

Students currently registered on alternative MSc, Postgraduate Diploma and Postgraduate Certificate

The maximum number of credits that you can transfer is 60.

If you have completed two 15-credit modules towards your previous award, you may apply to transfer 30 credits to the Climate Change and Development programme.

If you have completed four 15-credit modules towards your previous award, you may apply to transfer 60 credits to the Climate Change and Development programme.

If you have completed one 15-credit module towards your previous award, you must complete an additional 15-credit module in order to transfer your credits to the Climate Change and Development programme.

If you have completed three 15-credit modules, you may choose to complete an additional 15-credit module in order to transfer all your credits to the Climate Change and Development programme. You will not transfer to the new programme until you have successfully completed the additional 15-credit module. If you do not choose to complete an additional module, the “unused” 15 credits will not count towards the completion of the Climate Change and Development programme but will appear on your transcript.

If you have completed five 15-credit modules, you may apply to transfer 60 credits to the Climate Change and Development programme. The “unused” 15 credits will not count towards completion of the Climate Change and Development programme but will appear on your transcript.

In all cases, at least one in every two of the 15-credit modules that you complete in order to transfer credits to the Climate Change and Development programme must be the 15-credit equivalent of a module offered in the new programme (see table below).

If one of the modules that you have completed is the 15-credit version of ‘Climate Change and Development’, completion of this module (plus a second accompanying 15-credit module) satisfies the core requirement for the Climate Change and Development programme.

If the modules that you have completed do not include the 15-credit version of ‘Climate Change and Development’, you will be required to register for the compulsory 30-credit module of ‘Climate Change and Development’ as the first module you attempt in the programme.

Where your completed 15-credit modules are also offered as 30-credit electives in the new programme, you will not be permitted to register for the 30-credit version of that module.

In calculating marks for the awards of the Climate Change and Development programme, the marks of the modules for which credits have been transferred will each be weighted at 15-credits (see para 8.2 – 8.5 of the main regulations).

If you transfer to the Climate Change and Development programme from your current CeDEP programme, you will maintain your existing registration period.

Individual Professional Award students

The rules for transferring credits from modules completed as Individual Professional Awards are the same as for the rules above, except that students taking Individual Professional Awards are allowed to complete a maximum of three modules. Therefore, if you have completed three 15-credit modules as Individual Professional Awards, you do not have the option of taking an additional 15-credit module and are only allowed to transfer 30 credits to the new programme. The “unused” 15 credits will not count towards your new programme but will appear on your transcript.

If you transfer to the Climate Change and Development programme from studying Individual Professional Awards, we will give you a new maximum period of registration for the Postgraduate Certificate, Postgraduate Diploma or MSc.

Please see the table below for advice on which 15-credit modules have 30-credit equivalents:

30-credit modules within Climate Change and Development and the 15-credit equivalents within existing programmes.

30-credit module within the Climate Change and Development programme	15-credit equivalent CeDEP module
<i>Climate Change and Development</i>	<i>Climate Change and Development</i>
<i>Climate Change Adaptation</i>	-
<i>Low Carbon Development</i>	-
<i>Energy and Development</i>	<i>Energy and Development</i>
<i>Food Security and Social Protection</i>	<i>Food Security and Social Protection</i>
<i>Urban Sustainability</i>	-
<i>Global Environmental Change and Sustainability</i>	<i>Environmental Science and Management</i>
<i>Water and Land Management for Sustainable Development</i>	<i>Water Resources Management</i>
<i>Understanding Poverty</i>	<i>Understanding Poverty</i>
<i>Gender and Social Inequality</i>	<i>Gender and Social Inequality</i>
<i>Global Public Policy</i>	<i>Political Economy of Public Policy</i>
<i>Human and Critical Security</i>	-

For further advice on transferring to the Climate Change and Development programme please contact cedepadmin@soas.ac.uk

Students Transferring to the MSc or Postgraduate Diploma in Sustainable Development

If you apply to transfer credit from your current CeDEP programme or Individual Professional Award to the MSc or Postgraduate Diploma in Sustainable Development, you will have the following options

Students currently registered on an existing MSc, Postgraduate Diploma or Postgraduate Certificate programme

The maximum number of credits that you can transfer is 60.

If you have completed two 15-credit modules towards your previous award, you may apply to transfer 30 credits to the Sustainable Development programme.

If you have completed four 15-credit modules towards your previous award, you may apply to transfer 60 credits to the Sustainable Development programme.

If you have completed one 15-credit module towards your previous award, you must complete an additional 15-credit module in order to transfer your credits to the Sustainable Development programme.

If you have completed three 15-credit modules, you may choose to complete an additional 15-credit module in order to transfer all your credits to the Sustainable Development programme. You will not transfer to the new programme until you have successfully completed the additional 15-credit module. If you do not choose to complete an additional module, the “unused” 15 credits will not count towards the completion of the Sustainable Development programme but will appear on your transcript.

If you have completed five 15-credit modules, you may apply to transfer 60 credits to the Sustainable Development programme. The “unused” 15 credits will not count towards completion of the Sustainable Development programme but will appear on your transcript.

In all cases, at least one in every two of the 15-credit modules that you complete in order to transfer credits to the Sustainable Development programme must be the 15-credit equivalent of a module offered in the new programme (see table below).

If one of the modules that you have completed is the 15-credit version of ‘Understanding Sustainable Development’, completion of this module (plus a second accompanying 15-credit module) satisfies the core requirement for the Sustainable Development programme.

If the modules that you have completed do not include the 15-credit version of ‘Understanding Sustainable Development’, you will be required to register for the compulsory 30-credit module of ‘Understanding Sustainable Development’ as the first module you attempt in the programme.

Where your completed 15-credit modules are also offered as 30-credit electives in the new programme, you will not be permitted to register for the 30-credit version of that module.

In calculating marks for the awards of the Sustainable Development programme, the marks of the modules for which credits have been transferred will each be weighted at 15-credits (see para 8.2 – 8.5 of the main regulations).

If you transfer to the Sustainable Development programme from your current CeDEP programme, you will maintain your existing registration period.

Individual Professional Award students

The rules for transferring credits from modules completed as Individual Professional Awards are the same as for the rules above, except that students taking Individual Professional Awards are allowed to complete a maximum of three modules. Therefore, if you have completed three 15-credit modules as Individual Professional Awards, you do not have the option of taking an additional 15-credit module and are only allowed to transfer 30 credits to the new programme. The “unused” 15 credits will not count towards your new programme but will appear on your transcript.

If you transfer to the Sustainable Development programme from studying Individual Professional Awards, we will give you a new maximum period of registration for the Postgraduate Certificate, Postgraduate Diploma or MSc.

Please see the table below for advice on which 15-credit modules have 30-credit equivalents:

30-credit modules within Sustainable Development and the 15-credit equivalents within existing programmes.

30-credit module within the Sustainable Development programme	15-credit equivalent CeDEP module
<i>Understanding Sustainable Development</i>	<i>Understanding Sustainable Development</i>
<i>Climate Change Adaptation</i>	-
<i>Low Carbon Development</i>	-
<i>Energy and Development</i>	<i>Energy and Development</i>
<i>Urban Sustainability</i>	-
<i>Global Environmental Change and Sustainability</i>	<i>Environmental Science and Management</i>
<i>Water and Land Management for Sustainable Development</i>	<i>Water Resources Management</i>
<i>Understanding Poverty</i>	<i>Understanding Poverty</i>
<i>Gender and Social Inequality</i>	<i>Gender and Social Inequality</i>
<i>Human and Critical Security</i>	-

For further advice on transferring to the Sustainable Development programme please contact cedepadmin@soas.ac.uk