

Community Organising and Empowerment



UKPSF: A1-A4; K1-K4



For Participatory Enquiry, Action competence and Group Discussion

- The 15 credit undergraduate module *Who me? Make a difference in my community?* examines community organizing through the lens of power dynamics, asking who it is that has the power to make change in our communities, and how we can leverage and negotiate these dynamics to bring about the change we want to see in the world.
- Students work with national community organizing group, Citizens UK, to identify elements of best practice when working with communities, from engaging in deep listening processes, to understanding the community organizing 'cycle of action'. Students also work with peers at the University of Maine Farmington, as part of a virtual global experience, to understand the similarities and differences in the way that issues affect these two communities.
- This class offers direct engagement with community groups here in the UK, moving the work out of the theoretical realm into the applied. This enables students to develop skills in community engagement, active listening, negotiation and campaign planning.

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How the specific learning objectives were targeted:

By the end of the module the students were able to:

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- Critically reflect on the limitations of a single discipline to solve wider societal concerns.
 - Develop an understanding of issues currently facing local communities.
 - Develop critical problem-solving skills.
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- Apply knowledge of how inter-disciplinary working can develop solutions to sustainable development issues in a local community.

How the specific learning objectives were assessed:

A group project in which students were asked to develop a presentation showing the impact of their chosen SDG related issue and proposing a possible campaign to resolve the issue.

How the SDGs targeted were embedded



know about reducing inequality in their community



know about supporting the availability of affordable and clean energy



know about promoting healthy lives and wellbeing

How were the learning and teaching activities designed and delivered?

Participatory enquiry and action activities:

Hands on experience working with Citizens UK and local community groups to develop students' skills in community organizing and participatory approaches.

Group discussion:

Discuss readings on community organizing, power dynamics, the Sustainable Development Goals and their impact at local and international levels, and planning for a future campaign to resolve issues linked to one of the three chosen SDGs.

Sustainable Design and Innovation Practice



UKPSF: A1-A4; K1-K4


For Participatory Enquiry, Action competence and Group Discussion

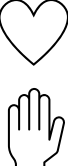
- This 30 credit undergraduate module, *Sustainable Design and Innovation Practice*, starts from the premise that fashion can be a powerful force for good in the world, elevating those without a voice, raising awareness of societal challenges, and promoting understanding of social innovation practice.
- The module is focused around a multidisciplinary community/social-based project that uses fashion as a discipline to drive change, build a sustainable future and improve the way we live.
- Students work in partnership with local organisations to both source the materials that will be used in their projects and empower marginalized members of the community, enabling the students to understand the challenges faced in society and also how solutions can be found in design and innovation strategies

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How the specific learning objectives were targeted:

By the end of the module the students were able to:

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- Evaluate and translate a range of primary and secondary research material to develop ideas in the context of innovative sustainable design practice.
 - Demonstrate creative and critical skills to inform and communicate the design process.
 - Investigate theoretical connections to design innovation and sustainability and reflect on the creative process.

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- Proactively engage and develop independent and professional approaches to responding to critical feedback, and project management.

How the specific learning objectives were assessed:

- Via feedback provided by industry partners who attend student presentations.
- A portfolio of coursework, with evidence of workshops, research, design, project development, reflection and final outcomes.

How the SDGs targeted were embedded



understand how to contribute to sustainable consumption and production patterns



know how to take urgent action to combat climate change and its causes



know how to accelerate and scale up effective partnerships in support of the Sustainable Development Goals

How were the learning and teaching activities designed and delivered?

Participatory enquiry and action activities:

Through the project, students engage with local charities, community groups and individuals. The primary focus of the participatory art and sustainable fashion education project is to develop eco-friendly, handcrafted sustainable products that raise awareness of local social issues.

Group discussion:

Sustainable material innovation, social responsibility and CSR, diversity.

Leading System Change



UKPSF: A1-A4; K1-K4



For Participatory Enquiry, Action competence and Group Discussion

- This 30 credit masters module has been designed to enable students to understand the role they can play as 'catalysts of change', with a particular focus on their professional lives. The module encourages students to reflect on their own spheres of influence and the areas in which they can manage, lead, and make change for sustainability.
- This module is delivered as blended learning, which includes two, week-long experiential 'residentials' at the Eden Project in Cornwall plus online activities and discussions. External practitioners and thought leaders provide case studies and examples of businesses that successfully combine business practice while also delivering social and environmental benefits.
- The module assessment has been designed to provide students with formative learning opportunities as they first analyse a specific industry sector and then use the knowledge gained to create their own socially responsible business model.

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How the specific learning objectives were targeted:

By the end of the module the students were able to:

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 - Critically evaluate complex issues from a variety of viewpoints.
 - Demonstrate the key features of effective communication and behavioural change in relation to economic, business and political constraints.
 - Critically understand the management processes required to implement sustainable management.
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 - Communicate effectively in spoken, written and graphical forms and be able to present complex concepts and issues in an academic or professional setting.

How the specific learning objectives were assessed:

- A futures evaluation of a place-based business sector (e.g., local to Cornwall UK).
- The creation of a development plan for a business with social impact.

How the SDGs targeted were embedded



know how to accelerate and scale up effective partnerships in support of the Sustainable Development Goals



know about making cities and communities inclusive, safe, resilient, and sustainable



Understand how to promote sustained, inclusive, and decent work for all

How were the learning and teaching activities designed and delivered?

Participatory enquiry and action activities:

Online learning in the first few weeks of the module helps prepare the group and develops underpinning knowledge in preparation for the students' first assignment. The residentials add practical experience through immersion in a place-based social enterprise, which supports the completion of their second assignment.

Group discussion:

Groups discuss readings on regenerative business models, business models for circular economy, and regenerative economics.

Sustainable Land Management



UKPSF: A1-A4; K1-K4

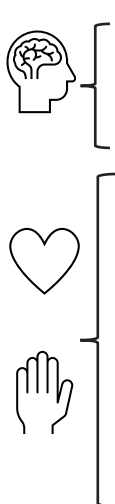
For Participatory Enquiry, Action competence and Group Discussion

- In this 15 credit undergraduate module, students consider how we might halt the degradation of our ecosystems and build a sustainable future. Guest speakers from a range of sectors including local authorities, NGOs, and ecological consultancy firms, support students to take a multi-stakeholder approach to examining the issues of land management practices and their implications for biodiversity and ecosystem function.
- The sessions are delivered through a combination of lectures, field trips and computer workshops that address the sustainability of current UK land management practices.
- The module provides students with the opportunity to apply their learning to a real-world context by conducting a Habitat classification survey on a proposed housing development. Through engagement with a range of external stakeholders, students develop the skills needed to evaluate complex issues from a variety of viewpoints.

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How the specific learning objectives were targeted:

By the end of the module the students were able to:



- Explain how environmental policy and societal pressures influence land use and biodiversity conservation
- Collate and evaluate appropriate data to build cohesive and persuasive arguments regarding the sustainability of land management practices
- Clearly communicate complex issues regarding the ecological value of different land management practices to a range of target audiences

How the specific learning objectives were assessed:

- Carry out an assessment of ecological risks associated with a housing development.
- Creation of a video/podcast aimed at convincing the public that the site needs protecting.
- Creation of a formal, persuasive letter to the local council arguing for the site to be developed.

How the SDGs targeted were embedded



Understand how to promote inclusive and sustainable industrialisation



know how to protect and promote sustainable use of terrestrial ecosystems



understand how to achieve food security and promote sustainable agriculture

How were the learning and teaching activities designed and delivered?

Participatory enquiry and action activities:

Conducting their own Habitat survey and engaging directly with the stakeholders who carry out these types of assessments. Reflection on the role and agendas of different stakeholders.

Group discussion:

Discuss readings related to national and international legislation, urbanisation, ecological restoration, agriculture, national parks, charity-led initiatives, and trade-offs in ecosystem service provision

