



## COURSE OUTLINE

# SUS201 Measuring Sustainability

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2022 | Semester 1

USC Sunshine Coast  
USC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

Are we there yet? Measuring and evaluating sustainability across a range of indicators and scales is a key capability of the sustainability professional. In this course, you'll build an assessment toolkit based on industry best practice. You'll explore some of the latest measures for assessing triple bottom line sustainability at scales ranging from individuals and organisations through to global assessments. Principles of learning, empowerment and adaptive management underpin course content.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Weekly online learning materials	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – On Campus tutorial- 2 Hours	2hrs	Week 1	11 times

### 1.3. Course Topics

1. Developing criteria, indicators, measures and targets for assessing sustainability.
2. Scoping a program evaluation and understanding how to undertake it.
3. Reflecting on issues influencing the practice of evaluation.
4. Undertaking and communicating a program evaluation.

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Learning & Teaching Council
<p>1 Develop criteria, indicators, measures and targets for assessing sustainability.</p>	<p>Creative and critical thinker Empowered</p>	<p>1 - Knowing: Demonstrate a coherent geographical understanding of trends, processes and impacts that shape Australian and other environments and/or societies at different spatial and temporal scales. 3 - Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments. 4 - Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems. 5 - Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work.</p>
<p>2 To appropriately scope a program evaluation and understand how to undertake it.</p>	<p>Empowered Sustainability-focussed</p>	<p>3 - Thinking: Apply geographical thought creatively, critically and appropriately to specific spaces, places and/or environments. 4 - Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems. 5 - Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work.</p>
<p>3 Reflect on issues influencing the practice of evaluation.</p>	<p>Knowledgeable Creative and critical thinker</p>	<p>1 - Knowing: Demonstrate a coherent geographical understanding of trends, processes and impacts that shape Australian and other environments and/or societies at different spatial and temporal scales. 4 - Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems. 5 - Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work. 7 - Self-directing and collaborating: Contribute effectively as a member or leader of diverse teams working in geographical or multidisciplinary contexts</p>

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Learning & Teaching Council
4 Effectively undertake and communicate program evaluation.	Empowered Sustainability-focussed	4 - Thinking: Recognise, evaluate and synthesise various views, arguments and sources of knowledge pertinent to solving environmental and social problems. 5 - Investigating and problem solving: Resolve geographical questions by ethical means, applying evidence-based knowledge and appropriate research techniques, including those associated with field work. 6 - Communicating: Communicate geographical perspectives and knowledge effectively to specialist and non-specialist audiences using appropriately selected written, oral and visual means.

## 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Not applicable

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Foundation knowledge in sustainability principles, theory and application

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Feedback on draft items will be provided during workshops.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	25%	500 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Report	Group	35%	3000 words	Week 7	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative	Individual	40%	1000 words maximum (excluding tables, figures and references) for the poster; plus accompanying memo, including data as required.	Week 12	Online Submission

All - Assessment Task 1: Critical review

<b>GOAL:</b>	To demonstrate your skills in reviewing evaluation documents against criteria		
<b>PRODUCT:</b>	Written Piece		
<b>FORMAT:</b>	Individual 500-word report based on a sustainability assessment. Examples will be available on Canvas, or you can approach the Course Coordinator about an alternative. Additional information will be provided on Canvas.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Respond to review questions (40 percent)	1 3 4
	2	Demonstrate ability to critically review documents based on sound logic (30 percent)	1 3
	3	Use relevant literature to support your critique (10 percent)	1 3
	4	Communicate using appropriate language and structure (10 percent)	4
	5	Ensure quality of syntax and grammar in your report (10 percent)	4

All - Assessment Task 2: Program assessment criteria

<b>GOAL:</b>	Demonstrate understanding of sustainability measurement approaches, indicator selection and assessment rationale
<b>PRODUCT:</b>	Report
<b>FORMAT:</b>	Group 3000-word report that uses your understanding of criteria, indicators, measures, targets and assessment frameworks to develop an assessment program for the sustainability of your household. Additional information will be provided on Canvas.

CRITERIA:	No.	Learning Outcome assessed
	1	Appropriate application of chosen assessment framework (20 percent) <span>1 2 4</span>
	2	Quality and coherence of criteria, indicators, measure and targets (30 percent) <span>1 2</span>
	3	Suitability of methods for applying these to evaluate sustainability (30 percent) <span>2 4</span>
	4	Evidence of engagement with the literature on criteria identification (10 percent) <span>1 3</span>
	5	Ensure the quality of syntax and grammar in your report (10 percent) <span>4</span>

### All - Assessment Task 3: Individual conference poster

<b>GOAL:</b>	To conduct and present a sustainability evaluation of household performance based on criteria, indicators and measures against appropriate targets.	
<b>PRODUCT:</b>	Artefact - Creative	
<b>FORMAT:</b>	This poster should (a) be suitable for communicating with sustainability professionals; (b) have a clear performance message; (c) make effective use of text and images; (d) provide direction for improvement. Additional information will be provided on Canvas.	
CRITERIA:	No.	Learning Outcome assessed
	1	Present a clear, coherent analysis and presentation of project findings using an appropriate structure (25 percent) <span>1 2 4</span>
	2	Critically apply techniques and report against them (35 percent) <span>1 4</span>
	3	Suggest actions and ways forward to issues you have identified (20 percent) <span>1 3</span>
	4	Reference appropriate literature (10 percent) <span>2 4</span>
	5	Ensure an academically rigorous and professional report presentation (10 percent) <span>4</span>

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Nil

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)