ACADEMIC PARTNERSHIPS

PROGRAMME QUALITY HANDBOOK 2026/2027

BSc (Hons) Global Sustainable Development (Top-up)

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1. Welcome and Introduction

Welcome to MLA College. We are delighted that you have chosen to study with us. We will do all we can to ensure sure you get the maximum benefit from your time here – and that you will be well prepared for the next stage in your academic or professional career path.

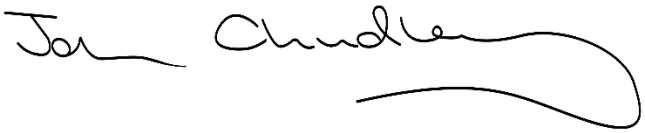
You will already know that MLA College is internationally recognised for its excellent reputation, and you will also benefit from the consistently high standards and expectations MLA College brings to all aspects of its teaching and learning.

You will find that all our staff are dedicated to ensuring you have the best experience possible. As well as being professional, intellectually challenging and up-to-date in their knowledge of the subject matter, we ensure that those teaching you do so in a research-informed, creative, responsive, and engaging way. Your tutors are supported by highly experienced professional colleagues who are here to give you advice and guidance on all aspects of your studies.

As a student at MLA College and the University of Plymouth your feedback is important to us, and we have in place a number of surveys conducted by MLA College during your period of registration. Please do take the time to complete these surveys which will inform our plans to ensure all students continue to receive the best possible experience during their time with us.

We want you to enjoy the best study experience possible and we are here to help create the best opportunities for what you want to do next.

Welcome again to the MLA College.



Professor John Chudley, Rector

MLA College

2. About this Handbook

This Programme Quality handbook contains important information including:
The approved programme specification
Module records

Note: The information in this handbook should be read in conjunction with the current edition of:

- our MLA College Student Guide which contains student support- based information on issues such as finance and studying at HE available at: here
- Your University of Plymouth Student Handbook available here

3. Programme Specification

3.1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	MLA College The Merchant, St Andrews Street, Plymouth PL1 2AX
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Part time distance e-learning
Final Award:	BSc Global Sustainable Development
Intermediate Award:	None
Programme Title:	BSc Global Sustainable Development (Top-Up)
UCAS Code:	N/A Applications handled directly
HECOS Code	100381 (Environmental Sciences) 100469 (Environmental Management)
Date of Programme Approval:	7th June 2022

3.2. Distinctive Features of the Programme and the Student Experience

This provision is:

- Globally focussed. By placing the United Nations 17 Sustainable Development Goals (SDGs) at the heart of its design, it is not drawn to one, regional, notion of sustainability.
- Focused on connection. It moves from the key areas of Environment, Economy, and Society to discussing the complex interconnections between these worlds.
- Flexible to the needs of students. It uses distance learning as its pedagogy to enable students to remain at home whilst studying for their award, lowering costs and environmental footprints.
- Fully supportive of student learning even at distance. The Global Sustainable Development degree uses MLA College's award-winning Total Learning Package provision for studying the further levels as Distance Learning. That distance learning nurtures independent work, within communities, using the students' own context to drive debate on and assessment of thinking around sustainability.

3.3. Relevant QAA Subject Benchmark Group(s)

Geography (2022)

Earth Sciences, Environmental Sciences, and Environmental Studies (2022)

3.4 - Programme Structure:

All modules are at L6, nominal term of delivery is identified to show progress through the course. All are studied part time. The course will last two years

Table 1. BSc Global Sustainable Development (Top Up) course structure

Core/Option	Modules			Terms
Core	MLA635: Sustainability on your Doorstep (20 CATS)	MLA639: Methods for Sustainability Research (20 CATS)		1 & 2 Year 1
Option (2 from 3)	MLA636: Space and Society (20 CATS)	MLA637: Sustainability and the Natural World (20 CATS)	MLA638: Economics, Business, and Sustainability (20 CATS)	3 & 4 in any order Year 1 to 2
Core	MLA640: Honours Project (40 CATS)			5 & 6 Year 2

3.5 Programme Aims

- To provide a sound, and critical, understanding of sustainable development, particularly with reference to the United Nations' Sustainable Development Goals (SDGs).
- To show how sustainability is conceived and practiced differently across the globe.
- To provide key theoretical and practical knowledge of a range of subjects that are important considerations within the SDGs.
- To enable students to understand the role of individuals, communities, and institutions in delivering sustainable development.
- To foster debate and enable students to express reasoned, evidence-based arguments.

3.6 Programme Intended Learning Outcomes (PILOs)

3.6.1- Knowledge and understanding

On successful completion graduates should have developed:

1) A critical awareness of the ideas and theories that underpin the United Nation's Sustainable Development Goals, and their indicators, for all three 'pillars' of sustainability.
2) A holistic understanding of the complex interconnectedness of these three 'pillars' of sustainability and how these influence ideas about development.
3) An in-depth understanding of how progress against the SDGs varies across a broad range of interrelated contexts, utilising appropriately selected methods and theoretical frameworks to review this progress

3.6.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1) The ability to critically use notions of sustainability to evaluate a range of interventions across business, society, and the natural world.
2) The ability to give reasoned argument based upon supporting evidence from sustainability studies.
3) The ability to choose an appropriate methodology to investigate a given topic, producing potential new ideas

3.6.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1) Communicate effectively using appropriate choices from a range of appropriate techniques
2) Garner, analyse and interpret a variety of forms of data

3.6.4. Employment related skills

On successful completion graduates should have developed the ability to:

1) The ability to design plans for their own body of work
2) The capacity to consider correctly ethical behaviour in research
3) The ability to critically test uncertain and contested data and information in order to create new ideas around sustainability

3.6.5. Practical skills

On successful completion graduates should have developed the ability to:

1) Competent, appropriate, and correct use of mapping, statistical, and textual analysis.
2) The ability to critically apply concepts and principles in sustainable development to new issues that arise from a personally meaningful body of work

3.7 Admissions Criteria, including RPL, RPEL and Disability Service arrangements

Qualification(s) Required for Entry to this Programme:	**Details:**
Level 2: - **Key Skills requirement / Higher Level Diploma:** **and/or** - **GCSEs required at Grade C or above:**	(All applicant) Maths and English at Grade C or higher.
Level 3: at least one of the following: - **AS/A Levels** - **Advanced Level Diploma:** - **BTEC National Certificate/Diploma:** - **VDA: AGNVQ, AVCE, AVS:** - **Access to HE or Year 0 provision:** - **International Baccalaureate:** - **Irish / Scottish Highers / Advanced Highers:**	N/A as admission will be to a level 6 award
Work Experience:	In the case of admission to the BSc Global Sustainable Development (Top Up) programme, MLA College are keen to consider admission based on work or life experience. Where an applicant presents with

	appropriate experience, this may be considered in lieu of certificated qualifications, regardless of age. Relevant experience will be considered on individual merit. Specific reference to RPL and RPEL is made below.
Other HE qualifications / non-standard awards or experiences:	Completion of a relevant DipHE, or Level 5 programme or equivalent. Students can apply to the programme who have passed 240 credits at an accredited and approved provider of higher education in a relevant discipline or a cognate subject, 120 of which should be at level 5.
Recognition of Prior Learning (RPL): **Recogntion of Prior and Experiential Learning (RPEL)**	Follows University of Plymouth Regulation Recognition of Prior Learning which can be found here.
Interview / Portfolio requirements:	Applicants are expected to submit a full *Curriculum Vita* or résumé and an application form. Admissions tutors for MLA College will check all applications thoroughly and may also arrange an interview (usually by telephone or video conferencing) for potential students to assess their suitability for study. Offers of places are based on the information provided in the application documents and interview (where appropriate). In some instances, students may be required to undertake an interview (online, telephone or face to face), or to complete a portfolio assessment and interview. This may take the form of a portfolio of evidence of experiential learning. In line with University regulations, the learning derived from experience or study must be identified to be assessed. Identification must be made by the student, based on systematic reflection on the experience or study and the provision of clear and evidenced statements about that learning. This will be formally reviewed to determine that the learning has in fact occurred and that it is still current, and equivalence to University credit weightings and levels.
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	No
English language requirements	If students have not obtained or do not have the appropriate entry qualifications in the English language,

	they may be required to produce evidence of English language ability. This will normally be the equivalent of: ➢ GCSE Grade C or above in English language. ➢ IELTS 6.0 overall or above with a minimum of 5.5 in all four components (listening, reading, speaking and writing) ➢ For further information and alternatives to IELTS, see The University of Plymouth's international student entry requirements here.

3.8 Non Standard Regulations

This course is delivered via distance learning and MLA College **will apply its approved NSRs** *(as approved by University of Plymouth 26th June 2024*

3.8.1 For modules delivered via distance learning - 28 (calendar) day Extenuating Circumstances Extension for Late Submission: in exception to the UoP's Extenuating Circumstances Policy and Procedures, both self-certified and evidenced applications for Extenuating Circumstances (EC), considered valid by MLA College, will be offered 28 calendar days as an extension to the assessment deadline. Additionally, poor internet connection, where appropriately described as an employment driven issue causing the missing of an assessment deadline (e.g. whilst 'at sea'), may be considered as a valid extenuating circumstance.

3.8.2 Where students are completing a programme of study that has a progression route to undertake another programme within that level of study (e.g. BSc to BSc (Hons), PGCert to PGDip to MSc) and based on their provisional marks have achieved the final module, the IAAB can make the decision that the student may be admitted to the following programme without requirement to wait for the full University Award Assessment Board.

The IAAB will consider ratifying the decision following the marks being confirmed by the Subject Assessment Panel, receipt of the IAAB minutes and subject to the University regulations (or approved non-standard regulations) and policies having been appropriately followed

3.8.3 In the event of failure or non-submission, with or without a valid extenuating circumstances claim, the IAAB will consider the student in line with the University regulations and approved non-standard regulations. The IAAB may refer the student, and if relevant, through assisting with appropriate information, advice, and guidance (IAG), accept a student decision to repeat instead of refer, without requirement to wait for the full University Award Assessment Board:

The IAAB will consider ratifying the decision following the marks being confirmed by the Subject Assessment Panel, receipt of the IAAB minutes and subject to the University regulations (or approved non-standard regulations) and policies having been appropriately followed. Referral period windows of opportunity will follow that of normal University regulations or policies for postgraduate dissertations and for other assessments a period of ten weeks; however, these time periods for undertaking the referral may fall within each of the following three terms

following the failure or non-submission. If the student fails to respond to the invitation to refer across those three terms then the student's study will be interrupted and they may then return to repeat at a later date without loss of an attempt. These aspects reflect the diverse professional natures of the students as well as potential communication barriers and distractions from work that may affect their studies. Opportunities to pick up a referral or a repeat attempt are available to students each term, and students who take up this opportunity but who do not submit their referral work risk losing the chance to submit as the same attempt unless they have valid extenuating circumstances.

3.9 Transitional Arrangements for existing students looking to progress onto the programme

Not applicable

APPENDICES

Appendix 1: (UG) Mapping table that reflects which core modules contribute to the Programme Intended Learning Outcomes (PILOs)

Core modules	Programme Intended Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment Element(s) and weightings E1 (exam), E2 (clinical exam), T1 (test), C1 (coursework), A1 (generic assessment), P1 (practical)
	8.1 Knowledge and understanding				8.2 Cognitive and intellectual skills				8.3 Key and transferable skills				8.4 Employment related skills				8.5 Practical skills					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
PILOs met at Level 6																						
MLA635: Sustainability on Your Doorstep	X	X	X		X				X								X				Y	C1, P1
MLA639: Methods for Sustainability Research						X	X		X	X			X	X	X		X	X			Y	C1, P1
MLA640: Honours Project	X	X	X		X	X	X		X	X			X	X	X		X	X			N	C1, P1

Elective Modules	Award Learning Outcomes contributed to (for more information see Section 8)																				Compensation Y/N	Assessment Element(s) and weightings E1 (exam), E2 (clinical exam), T1 (test), C1 (coursework), A1 (generic assessment), P1 (practical)
	8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills				8.5 Practical skills					
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
PILOs met at L6																						
MLA636: Space and Society	X	X	X		X	X			X						X		X				Y	C1
MLA637: Sustainability and the Natural World	X	X	X		X	X			X						X		X				Y	C1
MLA638: Economics, Business, and Sustainability	X	X	X		X	X			X						X		X				Y	C1

4. Module Records

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA635 **MODULE TITLE: Sustainability on Your Doorstep**
CREDITS: 20 **FHEQ LEVEL:6** **HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: Y**
SHORT MODULE DESCRIPTOR:
This module grounds students in the fundamental and critical debates around sustainability, by focussing upon challenges near to them. By exploring and debating the various viewpoints on a range of sustainability issues, students will hone their academic skills, preparing them for modules ahead, whilst growing in their understanding of the expectations of undergraduate study in the UK.

ELEMENTS OF ASSESSMENT			
C1 (Coursework)	80 %	**P1** (Practical)	20 %

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to firstly develop a common vocabulary of sustainability, and a clear understanding of the development of the concept, particularly with regard to the UN Sustainable Development Goals (SDGs). The second aim of this module is show how sustainability is understood and practiced at scales large and small. In particular, the module will draw from cases that students bring from their own lived experiences, helping students to understand important principles such as idea evaluation, the use of evidence, and how scale is an issue in many sustainability initiatives. Whilst doing this, students are also practicing the kinds of academic skills that will set them in good stead for the rest of the course, as well as gaining an appreciation for the expectations we place upon them as UK HE students.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1.Summarise the key developments around a chosen issue in sustainability 2.Analyse differing ways in which progress against the UN SDGs is being achieved. 3.Reflect upon the scales at which positive sustainable change can be made	3.6.1.1, 3.6.1.2 3.6.1.3 3.6.2.1, 3.6.3.1, 3.6.5.1

4.Communicate in an appropriate academic manner.	

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: January 2023	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE: N/A	**SEMESTER: All Year**
MODE OF DELIVERY: Distance Learning	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-2027

NATIONAL COST CENTRE: 124 (Geography and Environment)

MODULE LEADER: Marie Hale

OTHER MODULE STAFF: TBC

Summary of Module Content

Early sessions will focus on making sure students have a common understanding of the origins and developments around sustainability, particularly with reference to the UN SDGs. Contemporary case studies will be used, often drawing upon the students own contexts to illustrate the contested ideas of sustainability, and how small and larger scale initiatives interact, or fail to do so. Formative and summative tasks embedded within these debates will reinforce expectations around academic standards and intellectual expectations.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	20	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
Tutorials	20	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial
Self-Study	160	Guided and independent study, assessment preparation
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Report ALO1, ALO2, ALO4 3500 words	100%
Practical	Online Presentation ALO1, ALO3, ALO4	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Report ALO1, ALO2, ALO4 3500 words	100%
Practical	Online Presentation ALO1, ALO3, ALO4	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 6 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA636	**MODULE TITLE: Space and Society: A Social Lens on Sustainability**	
CREDITS: 20	**FHEQ LEVEL: 6**	**HECOS CODE(S) : 100381, 100469**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
What are the factors that constrain or enable human agency and social inclusion? How can we design spaces that foster sustainable development? The module will consider these questions, drawing on global case studies and foregrounding UN SDGs 10 and 11. It will also explore how the three pillars of sustainability–social, economic, and environmental–intersect. Assessment will be via an extended essay and project proposal.

ELEMENTS OF ASSESSMENT	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to introduce students to core topics in the area of social sustainability, notably urban design, space and social inclusion, urban migration, gentrification, globalisation, surveillance, digital activism and the role of the creative economy. The overarching theme of the module is the link between the local and global levels, and how the activities we undertake in everyday life can have a global impact. Through the exploration of relevant case studies, students will also be able to see the linkages between the three core pillars of sustainability – society, the economy, and the environment – moving from an examination of these broad themes to thinking about how we can design/implement relevant solutions.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Evaluate the social underpinnings of sustainability, with particular reference to UN SDG 11.	3.6.1.1, 3.6.2.2, 3.6.4.3
2. Reflect upon the relationship between the three pillars of sustainability: society, the economy and the environment.	3.6.1.2, 3.6.2.1

3. Evaluate a range of global case studies and explain how these examples apply to local contexts. 4. Communicate findings in a professional manner	3.6.1.3, 3.6.5.1 3.6.3.1

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: January 2024	**SCHOOL/PARTNER:MLA**
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: ALL YEAR**
MODE OF DELIVERY: Distance Learning	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-2027

NATIONAL COST CENTRE: 124 (Geography and Environment)

MODULE LEADER: Marie Hale

OTHER MODULE STAFF: TBC

Summary of Module Content

This module enables students to evaluate the social pillar of sustainability, in relation to the economy and the environment. It does so by exploring core topics such as urban design, space and social inclusion, urban migration, gentrification, globalisation, surveillance, digital activism and the role of the creative economy. As well as analysing relevant case studies, students will get the opportunity to design their own community-based project that addresses a particular social issue, which offers good preparation for the Honours Project module.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	30	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
Tutorials	20	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial
Self-Study	150	Analysing existing fieldwork-based case studies, based on direction from tutor and personal research.
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Essay that critically engages with **one** of the core topics discussed in relation to the UN SDGs, and with consideration of how the societal, economic and environmental aspects of sustainability intersect. ALOs 1, 3, 4	60%
	Draft project proposal for a community-based initiative that seeks to address a core social issue of the student's own choosing. ALOs 1, 2, 4	40%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report detailing the intersections of the UNS SDGs with a core issue, and suggesting a potential project or solution at a given spatial or temporal scale	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 6 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA637	**MODULE TITLE: Sustainability and the Natural World**	
CREDITS: 20	**FHEQ LEVEL: 6**	**HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
For most people, sustainability is most focused upon our natural world. This module examines this idea and extends out into the intersection between the natural world and the spheres of economics and society. We see the natural world as the supporter of these two areas of activity and investigate how reframing our view as part of nature rather than separate from it allows us to appreciate sustainability more fully**.**

ELEMENTS OF ASSESSMENT	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to assess the idea that the natural world underpins all human activity, so should always be the central theme of sustainability. It does this by examining the current challenges to the systems of the natural world, and the pressure brought upon by the cross-cutting requirements of people and business.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1.Evaluate progress towards the objectives of the UN SDGs most related to the natural world	3.6.1.1, 3.6.1.3
2. Analyse the relationships between the natural world and the other two pillars of sustainability	3.6.1.2, 3.6.5.1
3. Assess the idea of the natural world as underpinning all sustainable activity	3.6.2.1, 3.6.2.2, 3.6.4.3
4.Communicate effectively in an appropriate academic manner.	3.6.3.1

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: September 2023	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE: N/A	**SEMESTER: ALL YEAR**
MODE OF DELIVERY: Distance Learning	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-2027 | **NATIONAL COST CENTRE: 124 (Geography and Environment)**

MODULE LEADER: Marie Hale | **OTHER MODULE STAFF: TBC**

Summary of Module Content

The module starts with an investigation into the current state of the natural world and focuses upon the SDGs most readily associated with nature. By examining the intersections between people (from issues of space to live and habitat, to forest bathing) and business (from natural resource to potential dustbin), we will go on to investigate the pressures placed upon the natural world. The module closes with a consideration of how the natural world might react to such pressures, and, through feedback process, how that might unsustainably impact upon us.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	20	Online lectures and formative tests
Tutorials	20	One to one, or one to many tutorials discussing ideas raised in lectures and assessment support
Self-Study	160	Independent and guided reading, assessment preparation
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Report 3500 words	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Report	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 6 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA638	**MODULE TITLE: Economics, Business, and Sustainability**	
CREDITS: 20	**FHEQ LEVEL: 6**	**HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
For many, our economies represent the antithesis of a sustainable world. However, like it or not, we all participate in one form of an economic system or other, one that often governs our political lives too. This module examines that difficult relationship and asks whether there are different ways to examine the links between economy, people, and planet.

ELEMENTS OF ASSESSMENT	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
This module aims to introduce students to the tensions between the worlds of money and resources (and the control of these) and the inequalities economic systems can bring which challenge notions of sustainability. At the same time, students will consider that our present strategies for significant environmental and societal improvements are funded by these very economic systems. We will consider ideas of better corporate governance and sustainable economics as potential ways of solving the impact of economic systems on society and the degradation of the natural world.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1.Evaluate progress towards the objectives of the UN SDGs most related to economics and business	3.6.1.1, 3.6.1.3
2. Analyse the relationships between economics and business and the other two pillars of sustainability	3.6.1.2
3. Assess new ideas for economic growth that does not cost the planet or people.	3.6.2.1, 3.6.2.2, 3.6.4.3, 3.6.5.1
4.Communicate effectively in an appropriate academic manner.	3.6.3.1

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: September 2023	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE: N/A	**SEMESTER ALL YEAR**
MODE OF DELIVERY: Distance Learning	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-2027	**NATIONAL COST CENTRE: 124 (Geography and Environment)**
MODULE LEADER: Marie Hale	**OTHER MODULE STAFF: TBC**

Summary of Module Content

The module will start by considering how the UN SDGs and the world of economics most commonly interact. Progression against the objectives of these most relevant Goals will be examined, and we will consider the various pitfalls, problems, and benefits of continuing with same economic approaches to yield positive sustainable change. We then go on and examine, more critically, issues of green washing and corporate notions that sustainability just means environmentally friendliness. From there, the module explores potential economic (and thus political) alternatives where business might still flourish but to less of the detriment to society and planet.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	20	Online lectures and formative tests
Tutorials	20	One to one, or one to many tutorials discussing ideas raised in lectures and assessment support
Self-Study	160	Independent and guided reading, assessment preparation
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report [3500 words]	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 6 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA639	**MODULE TITLE: Methods for Sustainability Research**	
CREDITS: 20	**FHEQ LEVEL: 6**	**HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module enables learners to explore quantitative and qualitative methods in sustainability research, notably survey, ethnographic research, introductory GIS, and rudimentary statistics. It achieves this through lectures, the analysis of existing research case studies and application of research methods to a proposed community-based case study.

ELEMENTS OF ASSESSMENT			
C1 (Coursework)	80%	**P1** (Practical)	20%

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA
Professional body minimum pass mark requirement: NA
MODULE AIMS:
The aim of this module is to give students a grounding in the various methodological options they might take when research issues of sustainability, coherently linking this module to the final Honours Project experience. Students will start by reflecting upon past work, practicing methods of their own, and then develop a proposal for a study close to home.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1. Competently use various quantitative and qualitative methods for researching sustainability.	3.6.3.2 , 3.6.4.2, 3.6.5.1
2. Reflect on research methods in the context of existing case studies.	3.6.2.2, 3.6.4.1
3. Apply appropriate research methods to a personal community-based case study.	3.6.2.3, 3.6.4.3, 3.6.5.2
4. Communicate findings in a professional manner, written, and through verbal presentation.	3.6.3.1

DATE OF APPROVAL: 07/06/22	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: May 2023	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE: N/A	**SEMESTER: ALL YEAR**
MODE OF DELIVERY: Distance Learning	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT
Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on

the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-2027 **NATIONAL COST CENTRE: 124 (Geography and Environment)**

MODULE LEADER: Marie Hale **OTHER MODULE STAFF: TBC**

Summary of Module Content

This module seeks to show how various quantitative and qualitative research methods can be used in the context of sustainability research. The module foregrounds UN SDGs 11 (Sustainable Cities and Communities) and 17 (Partnerships for the Goal), encouraging learners to reflect on the ways in which researchers might address the investigation of a research problem. Quantitative methods will include an introduction to the use of GIS, and using quantitative data for analysis of similarity, difference, and relationship. The module will be assessed via an essay that explores a proposed community-based project, based upon reflections on existing research case studies, along with mapping and analysis of data. The presentation of this study to tutor and peers will conclude the module

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	20	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
Tutorials	20	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial.
Self-study	140	Designing a proposed community-based project and analysing existing case studies on research methods, based on direction from tutor and personal research.
Practical	20	Mapping and statistics workshops
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Research proposal based on a proposed community-based case study of significance to the learner, drawing on appropriate methods. ALOs 1, 2,4 [2500 words]	100%
Practical	Delivery of a 15-minute presentation on research methods in a selected case study. ALOS 2,3,4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Research proposal based on a proposed community-based case study of significance to the learner, drawing on appropriate methods.	100%
Practical	Delivery of a 15-minute presentation on research methods in a selected case study.	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 6 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. ***Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.***

MODULE CODE: MLA640	**MODULE TITLE: Honours Project**	
CREDITS: 40	**FHEQ LEVEL: 6**	**HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: N**

SHORT MODULE DESCRIPTOR

This module is research driven, drawing upon the student's own interest in sustainability. Students will be able to develop ideas and methods practiced elsewhere in the course, analysing an interpreting data in pursuit of new ideas about their subject. They will report their findings as if writing for an academic journal.

ELEMENTS OF ASSESSMENT			
C1 (Coursework)	90%	**P1** (Practical)	10%

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is for the student to undertake in-depth research in a chosen specific area. Students will formulate their own research objectives and plan, choosing appropriate methodologies for the task. By analysing the data thus collected, they will develop new insight into their chosen topic,. The final report will be written in an academic journal style, using Guidance to Authors associated with the peer-reviewed literature.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant Programme Intended Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes (ALOs)	**Programme Intended Learning Outcomes (PILOs) contributed to**
1.Relate a chosen sustainability topic to global or local notions of sustainability	3.6.1.1, 3.6.1.2, 3.6.1.3
2. Interpret data, using appropriate analytical methodologies	3.6.2.3, 3.6.3.2, 3.6.4.1, 2.6.4.2, 3.6.4.3, 3.6.5.1
3. Develop conclusions by contrasting personal findings with previous scholarly work	3.6.2.1, 3.6.2.2, 3.6.5.2
4. Communicate effectively using given academic guidelines	3.6.3.1

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: May 2024	**SCHOOL/PARTNER: MLA**
DATE(S) OF APPROVED CHANGE: N/A	**SEMESTER: ALL YEAR**
MODE OF DELIVERY: Distance Learning	

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2026-2027	**NATIONAL COST CENTRE: 124 (Geography and Environment)**
MODULE LEADER: Paul Wright	**OTHER MODULE STAFF: Marie Hale**

Summary of Module Content

Much of this module is driven by the student. They will identify an appropriate research topic and develop a research proposal. They will then undertake a period of data collection and analysis. The output of this work will be reported in the style of an academic paper, which will then be presented verbally. Contact between student and tutor will be of a supervisory nature, with students taking ownership of the process and seeking advice where appropriate.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	NA	NA
Tutorials	30	Discussions that are either with peers and tutor or between student and tutor. Formative tasks will be included here, with opportunity for feedback at next tutorial.
Self-Study	370	Personal research, and assessment preparation
Total	**400**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Idea generation and peer feedback ALOs 1, 4 Journal Paper ALOS 1, 2, 3, 4 6000 words	20% 80%
Practical	Online presentation ALO2, 3, 4	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Journal Paper	100%
Practical	Online Presentation	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 6 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026