ACADEMIC PARTNERSHIPS

PROGRAMME QUALITY HANDBOOK

2026/2027

MSc Global Sustainable Development

Full Time

Contents

1. Welcome and Introduction 3
2. About this Handbook 4
3. Programme Specification 5
3.1. Programme Details 5
3.2 Distinctive Features of the Programme and the Student Experience 6
3.3 Relevant QAA Subject Benchmark Group(s) 6
3.4 Programme Structure: 7
Table 1. MSc Global Sustainable Development course structure 7
3.5 Programme Aims 8
3.6 Programme Intended Learning Outcomes (PILOs) 8
3.7 Admissions Criteria, including RPL, RPEL and Disability Service arrangements 9
3.8 Non Standard Regulations 11
3.9- Transitional Arrangements for existing students looking to progress onto the programme 12
4. Module Records 15

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.

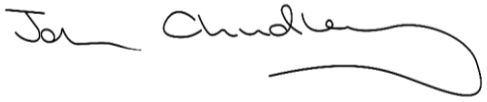
You will already know that MLA College is internationally recognised for its excellent reputation, and you will also benefit from the consistently high standards and expectations MLA College brings to all aspects of its teaching and learning.

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 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:	Full-Time distance e-learning
Final Award:	MSc Global Sustainable Development
Intermediate Award:	None
Programme Title:	MSc Global Sustainable Development
UCAS Code:	N/A Applications handled directly
HECOS Code	100381 (Environmental Sciences) 100469 (Environmental Management)
Date of Programme Approval:	8th March 2024

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.

- Sectorally driven. It leaves behind general notions of the three 'pillars of sustainability', and critically analyses specific sector, showing where each impinges on the SDGs.

- Interdisciplinary. It utilises the expertise of academics and sustainable development practitioners to highlight that sustainability is not one, single, experiences, but requires understanding of a broad number of subjects.

- Flexible to the needs of students. It has uses distance learning to introduce course material, and tutorial support to nurture independent work in order to test ideas of sustainable development at home. This new full-time course gives students currently not in full-time employment the opportunity to accelerate their progression to a Master's Award through studying modules concurrently.

- Fully supportive of student learning even at distance. The initial phase of the MSc develops students in the early days of their academic work, engaging students' varied experiences of sustainable development to fuel conversations and debate. Then, using MLA College's award-winning Total Learning Package provision sectoral studies develop a focus on sustainability in different areas. A final student led Research Project, supported by experienced research supervisors, allows students to develop areas of expertise and enquiry that are personally meaningful to them. The Total Learning Package is downloaded to your laptop and/or desktop computer, so you must be able to download files of up to 650MB at the start of each term. Once downloaded the Total Learning Package is fully functional whether the device is connected to the internet or not, which enables students to study successfully in any location ashore, or whilst deployed for extended periods offshore.

3.3 Relevant QAA Subject Benchmark Group(s)

Geography (2022)
Earth Sciences, Environmental Sciences, and Environmental Studies (2022)
There are no specific L7 Subject Benchmarks in these areas

3.4 Programme Structure:

Table 1. MSc Global Sustainable Development course structure

<table>
<tr><th>Term 1</th><th>Term 2</th><th>Term 3</th></tr>
<tr><td>Core Modules:</td><td>Option Modules – choose 3 from:</td><td>Core Module:</td></tr>
<tr><td rowspan="3">MLA719:
Debating Sustainability
(30 CATS)</td><td>MLA721:
Moving with the times
(20 CATS)</td><td rowspan="6">MLA727:
Research Project
(60 CATS)</td></tr>
<tr><td>MLA722:
A Cultural Lens on Sustainability
(20 CATS)</td></tr>
<tr><td>MLA723:
Hungry for Change
(20 CATS)</td></tr>
<tr><td rowspan="3">MLA720:
Researching Sustainability
(30 CATS)</td><td>MLA724:
Water’s Sustainable Future
(20 CATS)</td></tr>
<tr><td>MLA725:
Developing Sustainable Energy
(20 CATS)</td></tr>
<tr><td>MLA726:
Managing Waste for a Sustainable Future
(20 CATS)</td></tr>
</table>

*Credit Accumulation and Transfer Scheme (CATS): where a full level-7 master’s degree consists of 180 CATS credits.

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 show how sustainability is conceived and practiced differently across different sectors, and to critically evaluate how the UN SDGs interact with these sectors
- To enable students to evaluate 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 United Nations SDGs and their indicators with respect to the delivery of a sustainable future.
2) A comprehensive understanding of the intersections between a given sectoral context and a range of SDGs.
3) The ability to critically evaluate progress against SDGs for a given organisational context.

3.6.2. Cognitive and intellectual skills

On successful completion graduates should have developed:

1) The ability to justify an argument or position based upon analysis of data and academic research that is often contradictory.
2) The ability to choose appropriate methodologies to answer a given sustainability question

3..6.3. Key and transferable skills

On successful completion graduates should have developed the ability to:

1) Write in a cogent and coherent manner following standard academic guidelines.
2) Present ideas verbally, following standard academic guidelines.
3) Synthesise key ideas through engagement with academic literature

3.6.4. Employment related skills

On successful completion graduates should have developed the ability to:

1) The ability to plan and competently deliver project work in a range of contexts.

2) The capacity to fully address notions of ethical behaviour and human participation within the research process.

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 ARPL, 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
Work Experience:	In the case of admission to the MSc Sustainability in Practice, MLA College are most keen to consider admission on the basis of work or life experience. Where an applicant presents with appropriate experience, this may be taken into account 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:	A level 6 qualification in a relevant cognate area or equivalent experience (see RPEL).

Recognition of Prior Learning (RPL): Recognition of Prior 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 in order 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 in order to be assessed. Identification must be made by the student, on the basis of 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. In the case of students being required to complete a form of assessment it will be governed by The University of Plymouth regulations and serves to demonstrate that they have satisfied the learning outcomes of the module(s) for which credit is claimed.
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 6.5 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 4th July 2022)*.

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.

Commented [AT1]: Numbering will need changing

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

More information is available in the student guide which is available in your TLP and on the MLA website

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

Not applicable

(PGT) Mapping table that reflects which core modules contribute to the Programme Intended Learning Outcomes (PILOs)

Module	**Credits**	**C** core **E** elective	Programme Learning Outcomes contributed to (for more information see Section 8)																		Compensation Y/N	**Assessment element(s) and weightings** [use KIS definition] 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		1	2			1	2	3		1	2			1	2				
MLA719: Debating Sustainability	30	C	X	X			X				X	X	X							X			Y	C1, P1
MLA720: Researching Sustainability	30	C			X			X			X	X	X		X	X			X	X			Y	C1,
Learning Outcomes 60 credits			1	1	1		1	1			2	2	2		1	1			1	2				
MLA721: Moving with the Times	20	E	X	X	X		X				X		X										Y	C1
MLA722: A Cultural Lens on Sustainability	20	E	X	X	X		X				X		X										Y	C1
MLA723: Hungry for Change?	20	E	X	X	X		X				X		X										Y	C1
MLA724: Water's Sustainable Future	20	E	X	X	X		X				X		X										Y	C1
MLA725: Developing Sustainable Energy	20	E	X	X	X		X				X		X										Y	C1

MLA726: Managing Waste for a Sustainable Future	20	E	X	X	X		X				X		X										Y	C1
Learning Outcomes 120 credits			4	4	4		4	1			5		5		1	1			1	2				
MLA727: Research Project	60	C	X	X	X		X	X			X	X	X		X	X			X	X			N	C1, P1
Learning Outcomes 180 credits			5	5	5		5	2			6	3	6		2	2			2	3				

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: MLA719	**MODULE TITLE: Debating Sustainability**	
CREDITS: 30	**FHEQ LEVEL:7**	**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, at scales both small and large. 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 Masters' level 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:
After making sure that students have 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 prime aim of this module is to debate the contested nature of the term. In particular, the module will draw from cases where these multi-faceted understandings can be debated and critiqued, helping students to understand important principles such as idea evaluation, the use of evidence, and the epistemology of sustainability.

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	3.6.1.1
2 .Curate and critique a body of evidence for progress against a selected UN SDG	3.6.1.2, 3.6.2.1
3. Reflect upon the scales at which positive sustainable change can be made	3.6.5.2
4. Communicate in an appropriate academic manner.	3.6.3.1, 3.6.3.2, 3.6.3.3

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

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, in particular, the crucial debates about who creates, maintains, and interprets knowledge. 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	30	Lecture, small group discussions, chance for interactive class participation, assessment, and feedback.
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	240	Guided and independent study, assessment preparation
Total	**300**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report ALOs 1,2,4 [4000 words]	100%
Practical	Online Presentation ALOs 1,3,4	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report	100%
Practical	Online Presentation	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 10 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: MLA720	**MODULE TITLE: Researching Sustainability**	
CREDITS: 30	**FHEQ LEVEL: 7**	**HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module enables learners to evaluate and explore quantitative and qualitative methods in sustainability research, notably survey, ethnographic and participatory action research, introductory GIS, and rudimentary statistics, foregrounding UN SDGs 11 and 17. 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)	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 allow students to explore and apply relevant qualitative and quantitative methods in sustainability research. It seeks to encourage students to engage with existing literature and fieldwork examples and to present a case study to their peers, thus fostering their communication skills. The latter will offer a solid preparation for the 'Research Project' module.
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 various quantitative and qualitative methods for researching sustainability.	3.6.2.2, 3.6.4.1
2. Explore the role of leadership, organisations and communities in sustainable development, with reference to UN SDGs 11 and 17.	3.6.1.3
3. Reflect on research methods in the context of existing case studies.	3.6.2.2
4. Apply appropriate research methods to a personal community-based case study.	3.6.4.1, 3.6.4.2, 3.6.5.1, 3.6.5.2
5. Communicate findings in a professional manner, written, and through verbal presentation.	3.6.3.1, 3.6.3.2, 3.6.3.3
DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: January 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: 2025-2026 | **NATIONAL COST CENTRE: 124 (Geography and Environment)**

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

Summary of Module Content

This module seeks to evaluate and apply various quantitative and qualitative research methods 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 role of leadership, organisations and communities in the quest for sustainable development. 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 a reflective essay and a proposed community-based project, based upon reflections on existing research case studies, along with mapping an analysis of data.

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	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	240	Designing a proposed community-based project and analysing existing case studies on research methods, based on direction from tutor and personal research.
Total	**300**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Reflective essay that seeks to evaluate the research methods used in existing case studies. ALOs 1, 4, 5 (1500 words) Essay based on a proposed community-based case study of significance to the learner, drawing on appropriate methods. ALOS 2,3,5 (2500 words) Combined 4000 words]	30% 70%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Development of a proposed scheme of work with a community, with a full and reflective methodology section	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 10 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: MLA721	**MODULE TITLE: Moving with the times: Using sport to address development goals**	
CREDITS: 20	**FHEQ LEVEL: 7**	**HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module enables learners to examine how sport can be used to address development goals such as gender equality, environmental sustainability, poverty alleviation and conflict resolution, foregrounding the UN SDGs and the field of Sport for Development (SDP). It achieves this through lectures, the analysis of fieldwork case studies, and students' development of a proposal for a community-based project

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 area of Sport for Development (SDP) and to interrogate sport's broader role in sustainable development. It does so by offering students the opportunity to engage with relevant SDP literature, case studies and research methods, foregrounding the interaction between global sports and local manifestations. By the end of the module, students should be able to critically evaluate sport's role in sustainability and to propose a potential SDP project that could be carried out in their communities.

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 role of sport in development programmes, with particular reference to the burgeoning field of Sport for Development (SDP).	3.6.1.1, 3.6.1.2, 3.6.3.3
2. Explain the difference between sport plus versus plus sport initiatives as well as the interplay and productive tension between international and local sports.	3.6.2.1
3. Reflect on relevant research methods for carrying out SDP work, drawing on insights from existing fieldwork and academic studies.	3.6.2.1

4. Design a small community-based initiative/project in pairs or individually thatseeks to address a specific developing goal, using sport as a key tool. 5. Communicate findings in a professional manner, written, and through verbal presentation.	3.6.1.2, 3.6.1.3 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: Marie Hale	**OTHER MODULE STAFF: TBC**

Summary of Module Content

This module seeks to introduce students to the burgeoning field of Sport for Development (SDP), enabling them to examine the strengths and weaknesses of using sport to address core development issues. It will do so by foregrounding the role of the UN SDGs, drawing on core SDP literature, notably work by Giulianotti, Coalter, Darnell, Collison and Sadlier, as well as reflecting on key insights from fieldwork case studies. By the end of the programme, students should be able to examine the relationship between productive alliances between international, globalised movement forms and local sports, identify the difference between sport plus and plus sport initiatives, and use their reflections to co-create a small-scale sport for development study to address a core development aim.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
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	Designing a proposed community-based SDP project and analyse 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	Critical literature review of research on Sport for Development in relation to the UN SDGS. ALOs 1,2,5 [2500 words]	40%
	Proposal for a community-based SDP project that seeks to address a specific development goal using sport as the key medium. ALOS 3, 4, 5	60%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Critical literature review of research on Sport for Development in relation to the UN SDGS, and a linked Individual proposal for a community-based SDP project that seeks to address a specific development goal using sport as the key medium. [3000 words]	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 10 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: MLA722	**MODULE TITLE: A Cultural Lens on Sustainability**	
CREDITS: 20	**FHEQ LEVEL: 7**	**HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module enables learners to explore the role of culture in sustainability, focusing on UN SDG 11 and the interaction between globalised and local cultural products. A range of artforms, including visual art, music and dance, are explored in diverse contexts. Students will engage with lectures and analyse fieldwork case studies.

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 evaluate the role of culture and sustainability, in relation to the UN SDGs, drawing on examples from various artforms in diverse cultural contexts. Students will engage with a range of literature, documentary evidence and relevant case studies. The module foregrounds the interaction between global cultural products and local cultural manifestations, enabling students to critically engage with the production of cultural products and artefacts.

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 role of culture in sustainability, with particular reference to UN SDG 11.	3.6.1.1, 3.6.1.3
2. Reflect on the interaction between global and local cultural forms and expressions in an increasingly globalised world, across diverse geographical contexts, and in relation to a variety of artforms (for example, music, dance, visual art).	3.6.1.2, 3.6.2.1
3. Evaluate a range of case studies related to cultural sustainability.	3.6.2.1,.3.6.3.3

4. Communicate findings in a professional manner, through written and verbal presentation.	3.6.3.1

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: September 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: Marie Hale | **OTHER MODULE STAFF: TBC**

Summary of Module Content

This module enables students to evaluate sustainable development through the lens of culture, which has often been overlooked in previous studies. It does so by introducing students to various fieldwork-based case studies, allowing them to probe the relationship between global and local cultural forms and expressions in an increasingly globalised world. Students will also research and present an appropriate local case study that uses culture as a key component of its sustainability work.

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	Critical literature review of research on the role of culture in sustainable development, in relation to UN SDG 11. ALOs 1, 2, 4 [2000 words]	40%
	Essay on the interplay between globalisation and local culture manifestations in three examples, drawing on a critical analysis of relevant literature and analysis of video/documentary evidence. ALOs 1,3, 4 [2000 words]	60%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Critical literature review of research on the role of culture in sustainable development, in relation to UN SDG 11, discussing three examples and drawing on a critical analysis of relevant literature and video/documentary evidence. [3000 words]	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 10 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: MLA723	**MODULE TITLE: Hungry for Change – Food and sustainability**	
CREDITS: 20	**FHEQ LEVEL:7**	**HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
Food lies at the heart of many of the UN SDGs. Whether it is the patterns of food resources, shifting due to climate change, or the ways in which societies express themselves through food and drink, food taps into the fundamental need to survive. This module will focus on how the natural world has been shaped to meet human needs, and how it continues to drive change to a sustainable future.

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 identify and critique the current ways in which food underpins the UN SDGs. At its most basic, the types and availability of food may reflect the status of climate and soil health. Culturally, it will examine how societies use food in emphasising community identities. Socially, it will identify the inequalities in quality and quantity of resources. Trends in food and sustainability will be examined, from a growing connection between nurturing bodies and improving health (both individually and as a community), to the realisation that food as a resource needs to be managed more carefully to improve sustainable outcomes for the human and non-human worlds.

ASSESSED 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 importance of food to a range of sustainability goals	3.6.1.1, 3.6.1.2, 3.6.1.3
2.Critique current sustainability projects using food as a driver of change, using appropriate analytical techniques	3.6.2.1, 3.6.3.3
3. Communicate these findings in an appropriate academic manner	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: Marie Hale	**OTHER MODULE STAFF: TBC**

Summary of Module Content

The module enables students to investigate a number of current projects that focus upon food and sustainability. It will start with an examination of how food underpins most, if not all, of the UN SDGs, and then examines current practices and debates which may range as widely as the 'farm to fork' movement, slow food, the rise in self-grown food, permaculture, and non-till practices. It will ask students to select local cases to practice analytical tools developed earlier in the course, which may be of use later within their research projects

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	20	Online lectures with formative quizzes to check for understanding
Tutorials	20	One to one, or one-to many sessions focussed upon practicing analytical techniques and exploring themes developed in the lectures
Self-Study	160	Guided and independent 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 [4000 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: 110 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: MLA724	**MODULE TITLE: Water's Sustainable Future**	
CREDITS: 20	**FHEQ LEVEL: 7**	**HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None	**CO-REQUISITES: None**	**COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
Water is a key natural resource; it sustains us, is crucial to farming and manufacturing, and it is used to transport goods around the globe. Important cultural assets are created around water, and what lives within it. The module investigates the function and health of the hydrosphere, how that has been managed and altered by humans, and how, ultimately, its conservation is at the heart of sustainable resource management

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 involve students in the ongoing debate regarding the function of the hydrosphere, how that function has been significantly altered by human behaviour, and the ramifications of this alteration. It will consider how water is managed, both as a resource and a waste stream, and how its sustainable management is key to many of the SDGs. It will consider how human society has placed water at the heart of its development, and how it continues to play a part in arguments regarding resource allocation and equity.

ASSESSED 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.Discuss the importance of water management in delivering key sustainability objectives.	3.6.1.1, 3.6.1.2
2. Evaluate how these objectives are being met with reference to a chosen case study.	3.6.1.3, 3.6.2.1, 3.6.3.3
3.Communicate findings in an appropriate academic manner, using appropriate analytical methodologies.	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**

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

Water on the land – the role hydrological system, its control by humans, and its recent deterioration in environmental quality

Water in oceans – the role of the oceans in climate control, coastal water quality and the links with the land

Water as a cultural resource – the archaeological and historical evidence for water as a key driver in human development

Water as a managed entity – control, power, technology, waste, and transport are all reasons why water is managed, but what sustainability issues does this create?

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	20	Online lectures with formative quizzes to check for understanding
Tutorials	20	One to one, or one-to many sessions focussed upon practicing analytical techniques and exploring themes developed in the lectures
Self-Study	160	Guided and independent 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 [4000 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: 10 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: MLA725 **MODULE TITLE: Developing Sustainable Energy**
CREDITS: 20 **FHEQ LEVEL: 7** **HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
The energy sector is one of the most contentious when it comes to issues of sustainability. Modern life relies on consistent and cheap energy, yet this comes at an environmental price, and arguably a societal gain. Balancing the needs of humans and the planet is most keenly felt in discussions of energy and it is these current interactions between the sector and the UN SDGs where this module focuses

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 develop students understanding of the complex relationship between energy as a driver of economic and societal wealth, and, at present, a source of significant environmental degradation on a global scale. Alternative strategies for energy generation will be investigated, and current case studies will be used to assess whether our current expectations of the energy sector can ever guarantee a sustainable future.

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. Establish links between practice within the energy industry and various appropriate UN SDGs	3.6.1.1, 3.6.1.2
2. Evaluate the success of development in the energy sector in terms of achieving sustainability.	3.6.1.3
3. Assess the feasibility of a truly sustainable energy future.	3.6.2.1, 3.6.3.3
4. Communicate in an appropriate academic manner.	3.6.3.1

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: September 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: Marie Hale	**OTHER MODULE STAFF: TBC**

Summary of Module Content

The first part of this module will be an overview of current energy production and distribution, and an analysis of how the various UN SDGs are dependent upon and influenced by such factors. The module then establishes how the sector is attempting to change in order to fulfil its sustainability obligations, and the final part of the module critiques what further developments will be needed to establish fair access to plentiful and as clean as possible energy.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	20	Online lectures with formative quizzes to check for understanding
Tutorials	20	One to one, or one-to many sessions focussed upon practicing analytical techniques and exploring themes developed in the lectures
Self-Study	140	Guided and independent 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 [4000 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: 10 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: MLA726 **MODULE TITLE: Managing Waste for a Sustainable Future**
CREDITS: 20 **FHEQ LEVEL:7** **HECOS CODE(S): 100381, 100469**
PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: Y**

SHORT MODULE DESCRIPTOR:
This module concentrates upon the role of waste as a challenge to sustainable business practice. It critiques current waste management strategies and investigates a number of environmentally important waste streams. Concepts such as industrial ecology, systems thinking, and life cycle assessment will be introduced as potential solutions to these issues.

ELEMENTS OF ASSESSMENT	
C1 (Coursework)	100%

SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: NA

MODULE AIMS:
This module aims to develop students thinking around current ideas in waste management, such as closed loop systems, through the critical analysis of waste management activities, and the intersection of waste with relevant areas within the UN SDGs. Such developments will be put into context with present business practices to attempt to establish the feasibility of their use in the future.

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.Discuss the intersection between business activity, waste generation, and a range of UN SDGs	3.6.1.1, 3.6.1.2
2. Evaluate current waste management strategies, and discuss developing ideas of waste management that might improve sustainability	3.6.1.3, 3.6.2.1, 3.6.3.3
3. 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 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: Marie Hale | **OTHER MODULE STAFF: TBC**

Summary of Module Content

The first part of this module will discuss the various important waste streams that emanate from a range of manufacturing, transportation, and other commercial activities, and where these problems intersect with many of the UN SDGs. Current strategies and practices to reduce waste in these areas will be debated in the second part of the module. The final part of the module will discuss new ways of dealing with waste streams, drawing upon ideas from industrial ecology and closed loop thinking, using waste products from one process as raw materials from the next.

SUMMARY OF TEACHING AND LEARNING		
Scheduled Activities	**Hours**	**Comments/Additional Information**
Lectures	20	Online lectures with formative quizzes to check for understanding
Tutorials	20	One to one, or one-to many sessions focussed upon practicing analytical techniques and exploring themes developed in the lectures
Self-Study	160	Guided and independent 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 [4000 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: 10 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: MLA727 **MODULE TITLE: Research Project**
CREDITS: 60 **FHEQ LEVEL: 7** **HECOS CODE(S) : 100381, 100469**
PRE-REQUISITES: None **CO-REQUISITES: None** **COMPENSATABLE: N**

SHORT MODULE DESCRIPTOR:
This module is research driven, focussing upon the analysis of data to answer a unique and specific research question. Students will be able to develop ideas and methods practiced elsewhere in the course. 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, defining sustainable solutions for the years to come. 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 and local notions of sustainability	3.6.1.1, 3.6.1.2, 3.6.1.3
2. Critically analyse data, using appropriate analytical methodologies	3.6.2.2, 3.6.4.1, 3.6.4.2, 3.6.5.1
3. Define new ideas related to the chosen sustainability issue	3.6.2.1, 3.6.5.2
4. Communicate effectively using given academic guidelines	3.6.3.1, 3.6.3.2, 3.6.3.3

DATE OF APPROVAL: 07/06/2022	**FACULTY/OFFICE: Academic Partnerships**
DATE OF IMPLEMENTATION: January 2025	**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

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	45	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	555	Personal research, and assessment preparation
Total	**600**	**(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 ALOS1, 4	20%
	Journal paper ALOs 1, 2, 3, 4 [7000 words]	80%
Practical	Online presentation ALOs 2, 3, 4	100%

REFERRAL ASSESSMENT

Element Category	**Component Name**	**Component Weighting**
Coursework	Journal Paper ALOs 1,2,3,4	100%
Practical	Online Presentation	100%

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Ann Timms Date: 10 August 2026	**Approved by**: Claire Deacon Date: 7 September 2026