

## 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:** MLA707B

**MODULE TITLE:** Coastal Zone Management

**CREDITS:** 30

**FHEQ LEVEL:** 7

**HECOS CODE(S):** 100410

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** Yes

### SHORT MODULE DESCRIPTOR:

This module examines maritime activity and its effects in the coastal zone. Examining the status quo in populated and remote coastal zones it offers students a broad perspective on natural and human impacts on littoral areas, embracing the effects of environmental and climate change, commercial and industrial development, legislative control, tourism and leisure.

ELEMENTS OF ASSESSMENT					
<b>E1</b> (Examination)	N/A	<b>C1</b> (Coursework)	<b>100%</b>	<b>P1</b> (Practical)	N/A
<b>E2</b> (Clinical Examination)	N/A	<b>A1</b> (Generic assessment)	N/A		
<b>T1</b> (Test)	N/A	<b>O1</b> (online open book assessment)	N/A		

**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 current state of the coastal zone environment, in remote and populated areas, and explore how natural and human activity is affecting change, against the wider backdrop of climate and other forces. In particular this module also aims to explore in detail the effects of increasing maritime activities close to the shoreline.

**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. Develop a detailed understanding of appropriate coastal zone processes and analyse the effects of natural and human activity on these processes	3
2. Evaluate the legal and regulatory arguments associated with current coastal zone development and protection	2
3. Categorise organisational behaviour in the coastal zone to construct a full description of stakeholder engagement and its environmental, social and	2

economic effects 4. Extrapolate current tourism, leisure or other coastal zone activity to synthesise future pressures and outcomes in this environment.	1
---	---

<b>DATE OF APPROVAL:</b> 24/09/2018	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/2019	<b>SCHOOL/PARTNER:</b> MLA
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> AY
<b>MODE OF DELIVERY:</b> distance learning	

**Additional Guidance for Learning Outcomes:**

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications  
<http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf>
- Subject benchmark statements <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements>
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code <https://www.qaa.ac.uk/quality-code>

**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: 2022-23****NATIONAL COST CENTRE: 111****MODULE LEADER: Dr. Carlos Martins****OTHER MODULE STAFF: Dr. Jaimie Cross****Summary of Module Content**

**Climate and environmental change, applied maritime legislation, tourism and leisure, stakeholder engagement and behaviour.**

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures (online)	40	Indicative figures for distance learning
Tutorials and formative assessment	40	Indicative figures for distance learning
Directed and self-study	100	Reading and associated study
Personal development planning	20	E.g. reflective component within assessed elements
Assessment completion	100	All assessed elements
<b>Total</b>	<b>300</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam	N/A	N/A
Test	N/A	N/A
Coursework	Written assessment	100%
Practical	N/A	N/A
Clinical Examination	N/A	N/A
Generic Assessment	N/A	N/A
Online open book assessment		100%

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam	N/A	N/A
Coursework (in lieu of the original assessment)	Written assessment	100%
Coursework	N/A	N/A
Practical	N/A	N/A
Clinical Examination	N/A	N/A
Generic Assessment	N/A	N/A
Test	N/A	N/A
Online Open Book Assessment	N/A	N/A

**To be completed when presented for Minor Change approval and/or annually updated**

<b>Updated By</b> MLA College Date: 3 <sup>rd</sup> March 2022	<b>Approved by:</b> Dr Ross Pomeroy Date: 3 <sup>rd</sup> March 2022
---	---