

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: *(max 425 characters)*

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 *[Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)*

C1 (Coursework)	80 %	P1 (Practical)	20 %
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SUBJECT ASSESSMENT PANEL to which module should be linked: MLA

Professional body minimum pass mark requirement: NA

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	8.1.1, 8.1.2
2.Analyse differing ways in which progress against the UN SDGs is being achieved.	8.1.3
3.Reflect upon the scales at which positive sustainable change can be made	8.2.1,

4.Communicate in an appropriate academic manner.	8.3.1, 8.5.1
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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

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: 2023/4

NATIONAL COST CENTRE: 124 (Geography and Environment)

MODULE LEADER: Aoife Sadlier

OTHER MODULE STAFF: Paul Wright

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 [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
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: XX/XX/XXXX	Approved by: Date: XX/XX/XXXX