

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: (max 425 characters)

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 [Use HESA KIS definitions] – see Definitions of Elements and Components 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.	8.1.1, 8.2.2, 8.4.3
2. Reflect upon the relationship between the three pillars of sustainability: society, the economy and the environment.	8.1.2, 8.2.1

3. Evaluate a range of global case studies and explain how these examples apply to local contexts.	8.1.3, 8.5.1
4. Communicate findings in a professional manner	8.3.1
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

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:

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 [Use HESA KIS definitions]		
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	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%
		100%

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: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX