

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: *(max 425 characters)*

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 *[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:

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	8.1.1
2. Curate and critique a body of evidence for progress against a selected UN SDG	8.1.2, 8.2.1
3. Reflect upon the scales at which positive sustainable change can be made	8.5.2
4. Communicate in an appropriate academic manner.	8.3.1, 8.3.2, 8.3.3

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

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: 2024

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, 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 [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	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: XX/XX/XXXX	Date:	Approved by: Date: XX/XX/XXXX
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