

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: *(max 425 characters)*

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

C1 (Coursework)	100%
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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 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.	8.1.1, 8.1.3
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	8.1.2, 8.2.1

artforms (for example, music, dance, visual art). 3. Evaluate a range of case studies related to cultural sustainability. 4. Communicate findings in a professional manner, through written and verbal presentation.	8.2.1, 8.3.3 8.3.1
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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

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: 2024-5

NATIONAL COST CENTRE: 124 (Geography and Environment)

MODULE LEADER: Aoife Sadlier

OTHER MODULE STAFF: TBA

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 [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	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%
		100%

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