

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: MLA723 **MODULE TITLE:** Hungry for Change – Food and 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)*

Food lies at the heart of many of the UN SDGs. Whether it is the patterns of food resources, shifting due to climate change, or the ways in which societies express themselves through food and drink, food taps into the fundamental need to survive. This module will focus on how the natural world has been shaped to meet human needs, and how it continues to drive change to a sustainable future.

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 identify and critique the current ways in which food underpins the UN SDGs. At its most basic, the types and availability of food may reflect the status of climate and soil health. Culturally, it will examine how societies use food in emphasising community identities. Socially, it will identify the inequalities in quality and quantity of resources. Trends in food and sustainability will be examined, from a growing connection between nurturing bodies and improving health (both individually and as a community), to the realisation that food as a resource needs to be managed more carefully to improve sustainable outcomes for the human and non-human worlds.

ASSESSED 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 importance of food to a range of sustainability goals	8.1.1, 8.1.2, 8.1.3
2. Critique current sustainability projects using food as a driver of change, using appropriate analytical techniques	8.2.1, 8.3.3
3. Communicate these findings in an appropriate academic manner	8.3.1

DATE OF APPROVAL: 07/06/2022	FACULTY/OFFICE: Academic Partnerships
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DATE OF IMPLEMENTATION: May 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: Paul Wright

OTHER MODULE STAFF:

Summary of Module Content

The module enables students to investigate a number of current projects that focus upon food and sustainability. It will start with an examination of how food underpins most, if not all, of the UN SDGs, and then examines current practices and debates which may range as widely as the ‘farm to fork’ movement, slow food, the rise in self grown food, permaculture, and non-till practices. It will ask students to select local cases to practice analytical tools developed earlier in the course, which may be of use later within their research projects

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lectures	20	Online lectures with formative quizzes to check for understanding
Tutorials	20	One to one, or one-to many sessions focussed upon practicing analytical techniques and exploring themes developed in the lectures
Self Study	160	Guided and independent reading, 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 [4000 words]	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Report	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