



MODULE SPECIFICATION

Part 1: Information			
Module Title	Practising Sustainability		
Module Code	UBGMHJ-15-2	Level	Level 5
For implementation from	2018-19		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Environment & Technology	Field	Geography and Environmental Management
Department	FET Dept of Geography & Environmental Mgmt		
Contributes towards			
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Features: Module Entry requirements: 60 credits at level 1</p> <p>Educational Aims: See Learning Outcomes</p> <p>Outline Syllabus: The module begins by reaffirming previous knowledge about sustainability and sustainable development and offers a contemporary perspective on some of the challenges and tensions relating to the pursuit of sustainable practice (from economic to behavioural). After establishing these basic principles, the module offers a critical appraisal of the type of action that has been initiated to promote increased sustainability across the West of England. By referring to the overarching themes of society, economy and the environment, the module will outline the type of action that is being practised in the policy arenas associated with health, community cohesion, the natural environment, the built environment, waste, water, energy, transport and economic growth.</p> <p>The module will look at the processes through which sustainable plans, policies and projects are</p>

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formulated and subsequently delivered. The module will outline the importance of stakeholder and community engagement, and the need for effective governance and partnership working. By referring to the key theories surrounding implementation and delivery, the module will also consider the challenges and opportunities associated with initiatives for promoting increased sustainability.

The syllabus of the module will therefore be structured as follows:

Sustainability and sustainable development- history, definition and spatial scales

Project scoping, visioning and community engagement

Implementing plans and projects

Campaigning and behaviour change

Building sustainability in plans and projects: exploring the role for Sustainability Appraisal, Strategic Environmental Assessment and Environmental Impact Assessment.

Theme one: Health and sustainability

Theme two: Sustainable urban form and building design

Theme three: Green and active travel

Theme four: Waste and water

Theme five: Food

Theme six: Open space and biodiversity

Theme seven: Energy

Theme eight: Business performance and sustainable economic growth

Theme nine: Environmental education and community cohesion

Teaching and Learning Methods: The module will be delivered to a single programme group who will be studying on a full-time basis.

Scheduled learning will be split between keynote lectures and associated, hands-on workshops. Lectures will be used to provide the background theories, concepts and examples from research and practice. The workshops will encourage both group and individual reflection on the key themes being discussed. Students will be asked to undertake some preparatory work to help support and underpin these workshop sessions, including elements of reading and personal research. Some of these references will be taken from the reading strategy but, given the dynamic nature of the subject matter, students will also be expected to find their own sources. A number of workshop slots will be devoted to the group presentations outlined below. Local fieldtrips will be used to further consolidate the learning experience and will help to show examples from practice.

Suggestions about potential best practice will be provided throughout the scheduled learning. These examples will help to assess and benchmark sustainable performance across the selected geography of the West of England. A key part of this will be to reveal the type of professions and career paths that have a role in practicing sustainability, thereby building upon the insight provided by the accompanying module 'Professional Development for Geographers'.

Independent learning includes hours engaged with essential reading to support the lecture sessions and the reading that will be needed to underpin the workshops(as outlined above). The bulk of the independent work will be directed to developing the project work as described below.

The module will be delivered over a single semester and will average three hours of contact time

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per week. This will be delivered via a mix of lectures and associated workshops. Site visits may be used to supplement certain sessions.

Part 3: Assessment

The module's assessment focuses around a series of real-life projects. Each of these will be aligned to a named organisation from across the West of England (such as Bristol City Council or the Avon Wildlife Trust) and be associated to one of the nine 'sustainability themes' outlined through the syllabus. Each of the projects will be pitched towards resolving some kind of challenge or barrier faced by the organisation in their pursuit of improved sustainability, either in terms of their own operations or in terms of the policy arenas they engage with.

Students will be asked to choose a project of interest and form groups of four (or three, numbers depending). Each group will need to research their allocated organisation and contextualise the challenge against relevant literature and policy (and legislation if appropriate). Groups will need to suggest options for resolving the challenge and agree upon a course of action that will need to be pursued by each group member through their individual written assignment. The form of these individual outputs will vary given the nature of each challenge but could involve the development of some kind of toolkit, policy note or marketing campaign.

The assessment is described below:

Summative assessment:

The module is assessed by means of a group presentation and the submission of an individual report.

Component A – Group presentation (learning outcomes 1 to 3)

Equating to 5 minutes per person (split equally between presentation and discussion)

Scheduled in-class, in advance of the submission date of the final individual report

The presentation will be assessed according to the following criteria:

Demonstration of knowledge concerning the client and the identified challenge

Contextualisation of the project against relevant literature and policy

Identification, and reflection, of relevant project precedents

Consideration of the available options for resolving the identified challenge, and adequacy of justification for the chosen option (the identified solution)

Reflection of the opportunities and threats associated with the chosen option and the type of stakeholders and partners that might need to be involved to help deliver positive change

Standards of literacy and presentation

Component B – written assignment (learning outcomes 4 and 5)

An individual project assignment following the chosen solution as prescribed by the group

Equivalent to 2,500 words plus supporting illustrative material. The stated word count will be calculated in accordance with central university guidelines

The written assignments will be assessed according to the following criteria:

Relevance of content when compared against the group's identified solution for resolving the stated challenge

Level of structure and organisation within the assignment

Use and promotion of relevant literature / evidence

Standards of literacy and presentation

Formative assessment

The group presentations will be delivered in front of an audience comprising staff and students, thereby providing an opportunity for ideas and thoughts concerning each project to be shared. Students will be encouraged to think about the design and appearance of their final individual output with graphical support being provided where appropriate.

The approach to assessment seeks to design-out plagiarism by virtue of the fact that the projects will benefit from being linked to a specific organisation, be possibly relevant to a defined location, and be pitched towards a specific timescale. Students working together through component A will be told of the importance of developing an individual response (around an agreed solution) under component B.

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<p>Marking strategy The presentations delivered under component A will be awarded a single group mark although mechanisms will be included to ensure that individuals can be penalised if their involvement in the lead up to the presentation has been felt to be lower than their fellow group members.</p> <p>Education for Sustainable Development The module, and its constituent assignments, should make a positive contribution in the Assessments of Education for Sustainable development (ESD).</p>			
First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	75 %	Individual written assignment (2500 words)
Presentation - Component A		25 %	Group presentation (5 minutes per person)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	75 %	Individual written assignment (2500 words)
Presentation - Component A		25 %	Individual presentation (10 mins)

Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will be able to:	
	Module Learning Outcomes	
	MO1	Demonstrate a contemporary understanding of sustainability and sustainable development and how sustainable practices are being pursued across a range of spatial scales
	MO2	Recognise the value of group work with respect to problem solving and the sharing of ideas and knowledge
	MO3	Articulate the relevant theories, and necessary pre-conditions, for the successful implementation of plans and projects, including the role for the early involvement of stakeholders
	MO4	Present evidence of an individual resource they have created for promoting improved sustainability in a selected area of policy (such as food, water, health and the built environment)
	MO5	Demonstrate skills in project management by delivering an individual report that is clearly pitched and professional in terms of its production
Contact Hours	Contact Hours	
	Independent Study Hours:	
	Independent study/self-guided study	114

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	Total Independent Study Hours:	114
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	36
	Total Scheduled Learning and Teaching Hours:	36
	Hours to be allocated	150
	Allocated Hours	150
Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ubgmhj-15-2.html</p>	