



UNIVERSITY OF  
PLYMOUTH

**PETROC**

# **ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2023-24**

## **FdSc Sustainable Environment Management**

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Welcome to FdSc Sustainable Environment Management delivered at our North Devon Campus by Petroc College of Further and Higher Education.

This foundation degree will give students knowledge in science, ecology and the key principles underpinning sustainability. Students will also learn about the economic, political, business and societal decisions and policies which impact our environment and communities.

Learning opportunities on this course will make use of the surrounding North Devon geography and landscape, the UNESCO Biosphere and compare with national and global ecosystems. Students will explore the challenges of sustainable management in rapidly changing coastal environments and evaluate policies and decision-making which impacts the environment within the North Devon Area of Outstanding Natural Beauty.

Students studying the FdSc Sustainable Environment Management will engage in a variety of meaningful practical work and learning opportunities with local employers and organisations, enabling them to gain real-world experience and skills. Students will be trained in data collection and analysis, refining their research skills in a research and/or industry placement project.

The FdSc Sustainable Environment Management has been developed with the input of local employers, with the skills needed for successful employment in this sector in mind. This programme offers students the opportunity to participate in work-based learning, allowing them to develop meaningful relationships with local employers and to gain a wide range of sector-relevant skills and experience.

Students will benefit from excellent facilities in the University Centre, including seminar rooms, computer rooms, laboratories and study spaces.

required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including: Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE available at: [Course: Higher Education Information \(petroc.ac.uk\)](#)
- Your Module Guide available at: [Moodle: Programmes of Study \(petroc.ac.uk\)](#) • Your University of Plymouth Student Handbook available at: <https://www.plymouth.ac.uk/your-university/governance/student-handbook>

**1. Final award title:** FdSc Sustainable Environment Management

**UCAS code** B100

**HECOS codes**

- 100088 – Leadership
- 100100 – Tourism Management
- 100469 – Environment Management
- 100962 – Research Skills
- 101278 – Employability Skills

**2. Awarding Institution:** University of Plymouth

**Teaching institution:** Petroc

**3. Accrediting body(ies)**

None.

**4. Distinctive Features of the Programme and the Student Experience** • Surrounded by stunning beaches, dramatic coastlines and two national parks which provide the opportunity for unrivalled experiential learning, exploring the environmental challenges (and solutions) for the 21st Century and beyond.

- The programme enables students to play an active role in developing the local and national green economy, support the natural legacy of the region, develop innovative ideas and respond to the global climate emergency.
- The use and development of strong partnerships which offer expertise, placements, field experience, research and links across the world, for example, the North Devon UNESCO Biosphere, which is one of a network of 668 reserves globally.
- A research or industry-based project in the final year of the programme that enables students to explore in depth, the local and global matters that interest them, or investigate issues they are passionate about, and support them in their future career.
- Access to a range of guest speakers, field work opportunities and industry placements to support the development of specialist knowledge and, importantly, to build a strong professional network of contacts in the field to support future employment and career development.

- The full-time programme is delivered over two days in college (or one day for the part-time programme). This allows students to continue to work or carry out other responsibilities during their studies.
- A vibrant and supportive higher education community at Petroc. We are proud that this community provides a nurturing environment with dedicated academic skills and wellbeing advisors, and a programme of social activities.

## 5. Relevant QAA Subject Benchmark Group(s)

The programme development has been informed by the QAA Subject Benchmark, QAA Quality Code, FHEQ, Foundation Degree Characteristics, SEEC Level Descriptors. The Quality Code is a key reference point for UK higher education, protecting the public and student interest, and championing UK higher education's world-leading reputation for quality.

<https://www.qaa.ac.uk/quality-code>

This programme uses the 2022 Subject Benchmark Statement for: Earth Sciences, Environmental Sciences and Environmental Studies.

<https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/earth-sciences-environmental-science-and-environmental-studies>

The programme is based on the SEEC Credit Level Descriptors for Higher Education (2021).

<https://seec.org.uk/wp-content/uploads/2021/03/SEEC-Credit-Level-Descriptors-2021.pdf>

This programme uses the QAA Foundation Degree Characteristics statement which describes the distinctive features of foundation degrees in the UK (2020).

<https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-statement-2020.pdf>

## 6. Programme Structure

<b>FHEQ level: Level 4 For: FdSc Sustainable Environment Management Full Time</b>					
<b>F/T Route Year</b>	<b>Stage</b>	<b>When in Year? (i.e., Autumn, Spring etc)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
1	1	Semester 1&2 - All Year	Core	20	NORD1078 Ecology & Conservation
1	1	Semester 1&2 - All Year	Core	20	NORD1079 Developing Graduate Skills
1	1	Semester 1 - Autumn	Core	20	PETR1170 Understanding Sustainability
1	1	Semester 2 - Spring	Core	20	PETR1172 Sustainable Coastal Communities
1	1	Semester 1& 2 – All Year	Core	20	PETR1174 Ethical Leadership
1	1	Semester 1 - Autumn	Core	20	PETR1181 Low Carbon Futures
Total Credits at Level 4 = 120					

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<b>FHEQ level: Level 5 For: FdSc Sustainable Environment Management Full Time</b>					
<b>F/T Route Year</b>	<b>Stage</b>	<b>When in Year? (i.e., Autumn, Spring etc)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
2	2	Semester 2 - Spring	Core	20	PETR2003 Sustainability in Business

2	2	Semester 1&2 - All Year	Core	20	Petr2171 Experimental Design and Analysis
2	2	Semester 1&2 - All Year	Core	40	PETR2182 Personal Research/Industry Project
2	2	Semester 2 - Spring	Core	20	PETR2190 Sustainable Built Environments
2	2	Semester 1 - Autumn	Core	20	PETR2191 Environment Issues, Communication and Society
Total Credits at Level 5 = 120					

<b>FHEQ level: Level 4 For: FdSc Sustainable Environment Management Part Time</b>					
<b>P/T Route Year</b>	<b>Stage</b>	<b>When in Year? (i.e., Autumn, Spring etc)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
1	1	Semester 1 - Autumn	Core	20	PETR1170 Understanding Sustainability
1	1	Semester 2 - Spring	Core	20	PETR1172 Sustainable Coastal Communities
1	1	Semester 2 – All year	Core	20	PETR1174 Ethical Leadership
1	1	Semester 1 - Autumn	Core	20	PETR1181 Low Carbon Futures
Total Credits at Level 4 = 80					

<b>FHEQ level: Level 4/5 For: FdSc Sustainable Environment Management Part Time</b>
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<b>P/T Route Year</b>	<b>St ag e</b>	<b>When in Year? (i.e., Autumn, Spring etc)</b>	<b>Core or Option Module</b>	<b>Cred its</b>	<b>Module</b>
2	1	Semester 1&2 - All Year	Core	20	NORD1078 Ecology and Conservation
2	1	Semester 1&2 - All Year	Core	20	NORD1079 Developing Graduate Skills
2	2	Semester 1&2 - All Year	Core	20	Petr2171 Experimental Design and Analysis
2	2	Semester 2 - Spring	Core	20	PETR2190 Sustainable Built Environments
Total Credits at Level 4 = 40 & Total Credits at Level 5 = 40					

<b>FHEQ level: Level 5 For: FdSc Sustainable Environment Management Part Time</b>					
<b>P/T Route Year</b>	<b>Stage</b>	<b>When in Year? (i.e., Autumn, Spring etc)</b>	<b>Core or Option Module</b>	<b>Credits</b>	<b>Module</b>
3	2	Semester 2 - Spring	Core	20	PETR2003 Sustainability in Business
3	2	Semester 1&2 - All Year	Core	40	PETR2182 Personal Research/Industry Project
3	2	Semester 1 - Autumn	Core	20	PETR2191 Environmental Issues, Communication and Society
Total Credits at Level 5 = 80					



## 7. Programme Aims

The programme aims to provide students with the opportunity to:

- provide a rigorous, contemporary, and relevant programme of study in environmental management and sustainability, enhanced by both the research and scholarly activity of staff and a practical, 'hands-on' approach to learning.

- Have a thorough understanding of sustainability and how to apply sustainable approaches to both natural and human habitats and how finite resources can be protected.
- Understand environmental management and how the economic, societal, and natural pillars of sustainability can be applied to management systems and processes.
- Develop graduates who are aware of the global issues surrounding sustainable development and how to mitigate and reduce; environmental, economic and environmental impact.

## 8. Programme Intended Learning Outcomes

### 8.1. Knowledge and understanding

On successful completion, graduates should have developed:

- 8.1.1. The concepts of sustainability and sustainable development, including the interaction of environmental, economic, and social wellbeing in achieving sustainability
- 8.1.2. An understanding of earth systems and human interactions with global systems, to build an understanding of change for a sustainable future. Investigatory processes and data analysing techniques
- 8.1.3. Knowledge on the current environmental issues we are faced with, and how to manage, mitigate or prevent them, using both spatial and temporal scales. The importance of working in global partnerships to solve global issues
- 8.1.4. Understanding in how varying attitudes and behaviours can create division and hostility to change, where multi-disciplinary agencies can work together with sustainable goals

### 8.2. Cognitive and intellectual skills

On successful completion graduates should have developed the ability to:

**8.2.1.** Confidently define complex information and assess reliability of sources

**8.2.2.** Critically evaluate material available to form sustained arguments

**8.2.3.** Confidently apply knowledge to resolve complex problems with options and solutions available

**8.2.4.** Assess reliability and validity of evidence

### **8.3. Key and transferable skills**

On successful completion graduates should have developed the ability to:

**8.3.1.** Evaluate scientific data and material and make critical judgement on information available

**8.3.2.** Learn to communicate complex information to others with varying levels of subject expertise

**8.3.3.** Undertake self-directed independent learning

### **8.4. Employment related skills**

On successful completion graduates should have developed the ability to:

**8.4.1.** Identify personal strengths and opportunities to develop and improve

**8.4.2.** Work effectively with others and independently, recognising the values of equality and diversity

**8.4.3.** Critically analyse uncertain situations and make informed judgements

### **8.5. Practical skills**

On successful completion graduates should have developed:

**8.5.1.** Creative skills with the ability to plan, manage and lead on activities using appropriate techniques

**8.5.2.** Field based learning techniques and work-based learning, involving; businesses, government, and non-government organisations

**8.5.3.** Methods to analyse and interpret data related to environment issues

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## 9. Admissions Criteria, including APCL, APEL and Disability Service arrangements

The course is open to students aged 18 years and above. Petroc encourages mature candidate applications on our FdSc Sustainable Environment Management programme.

Applicants will be invited for an interview to discuss the programme, their own individual learning experiences, and any additional support that may be required.

Applications are assessed on an individual basis, University of Plymouth Regulations apply.

Applicants without a minimum of GCSE grade 4 (or equivalent) in English and maths are encouraged to undertake these, particularly as GCSEs may be required for progression to further study and/or some career roles.

Applicants may be required to carry out a short academic exercise and/or a test for maths and English to support their application.

Entry Requirements for FdSc Sustainable Environment Management	
GCSEs required at Grade C or above	Grade 'C' or above in maths and English preferred, but not essential in some instances; relevant level 2 key skills' qualifications or functional skills' qualifications would be acceptable
A Level/AS Level	48 UCAS Points or equivalent
T Level	48 UCAS Points or equivalent
BTEC National Diploma/QCF Extended Diploma	Candidates are required to hold a Pass or equivalent in a related subject
Access to Higher Education at level 3	Candidates are required to hold a Pass or equivalent in a related subject
Other qualifications/non standard awards or experiences	Appropriate areas will normally be in related disciplines, however, qualifications in other subjects may be considered and discussed at interview

Work Experience	To continue the ethos of widening participation that is established in our Foundation Degree programmes of study we feel that applicants with a proven record of experience in related subjects at the correct level and who can demonstrate relevant experience at interview may be eligible to enter the award. All relevantly qualified applicants will be interviewed.
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### **9.1 Accreditation of Prior (Certificated) Learning**

AP(C)L gives recognition to learning which has been formally assessed and for which a certificate has been awarded.

If students have achieved certificated learning with another higher education institution, they may be able to accredit this into one of the University of Plymouth degree courses. Students need to provide a copy of relevant certificate and/or transcript, and any information on the learning outcomes and/or assessment criteria.

Comparison will be made between what has already been learned with what would be studied on the course or programme for which the student is claiming credit. This will show whether the learning on each course or programme is identical or sufficiently similar to enable the student to claim that they have already achieved the learning outcomes. If it is, we will award the student the relevant modules and credits. If it is not identical or sufficiently similar, we will award the student general credits, University of Plymouth regulations apply.

### **9.2 Accreditation of Prior and (Experiential) Learning**

AP(E)L gives recognition for knowledge and skills that have been gained from experience – rather than from a certificated programme of study or training – and refers to prior learning which has not been assessed. University of Plymouth regulations apply. Such learning may have been gained in several different ways:

- experiential learning acquired in paid work
- experiential learning acquired in unpaid or voluntary work
- experiential learning acquired from leisure activities
- un-certificated learning from self-directed study

## **10. Progression routes/criteria for progression to Final and Intermediate Awards**

Student who successfully complete the Foundation Degree may progress to

Level 6 of the BSc (Hons) Environmental Management and Sustainability at UoP.

**11. Non-Standard Regulations**

None.

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**12. Transitional Arrangements for existing students looking to progress onto the programme**

None.

**Appendices**

**Programme Specification Mapping (UG) – core/elective modules**

**Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Award Learning Outcomes. CORE MODULES: tick those Award Learning Outcomes the module contributes to through its assessed learning outcomes. Insert rows and columns as required.**



Core Modules		Award Learning Outcomes contributed to (for more information see Section 8)																Compensation Y/N	Assessment Element(s) and weightings [use KIS definition] E1- exam E2 – clinical exam T1- test C1- coursework A1 – generic assessment P1 - practical				
		8.1 Knowledge & understanding				8.2 Cognitive & intellectual skills				8.3 Key & transferable skills				8.4 Employment related skills						8.5 Practical skills			
		1	2	3	4	1	2	3	4	1	2	3		1	2	3				1	2	3	
L . . . . .	PETR1170		x	x	x						x				x					x		Y	C1 75% P1 25%
	NORD1078		x				x			x									x	x		Y	C1 100%
	PETR1172	x	x	x	x	x	x	x		x					x			x		x		Y	C1 50% P1 50%
	PETR1181		x	x		x	x	x	x	x						x				x		Y	C1 50% P1 50%
	NORD1079	x					x	x	x		x	x		x	x	x		x	x			N	C1 100%
	PETR1174	x			x		x	x		x	x				x							Y	C1 50% P1 50%
<b>Level 4 LOs</b>		<b>3</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>1</b>		<b>2</b>	<b>2</b>	<b>5</b>		<b>2</b>	<b>2</b>	<b>4</b>			
L . . . .	PETR2190	x		x	x		x			x						x		x		x		Y	C1 75% P1 25%
	PETR2191	x		x	x	x			x	x	x				x	x		x	x			Y	C1 50% P1 50%
	PETR2003	x			x		x			x					x							Y	C1 100%
	Petr2171		x				x	x		x		x							x	x		N	C1 80% T1 20%
	PETR2182		x			x	x			x	x	x				x			x	x		N	C1 70% P1 30%
<b>Level 5 LOs</b>		<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>		<b>2</b>	<b>2</b>	<b>4</b>		<b>2</b>	<b>2</b>	<b>3</b>			

<b>Confirmed Award LOs</b>	6	6	4	6	5	10	7	4	8	4	3		3	3	9		4	4	7			
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**1.1. Professional Development (PD) modules within the award/s:**

Please outline in the table below any modules from the award/s that will be used for Professional Development delivery. This allows for scrutiny of these modules by Approval Panels.

Module names*	Using the same Learning Outcomes?	Using the same mode of delivery?	Using the same mode of assessment?	Additional Information (see below)
NORD1078 Ecology & Conservation	Y	Y	Y	
PETR1170 Understanding Sustainability	Y	Y	Y	
PETR1172 Sustainable Coastal Communities	Y	Y	Y	
PETR1174 Ethical Leadership	Y	Y	Y	
PETR1181 Low Carbon Futures	Y	Y	Y	

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## FdSc Sustainable Environmental Management Work Based Learning Map

Level 4 WBL and employment related activity	Activity	Relevant Programme Learning Outcome	Relevance	Assessed
Work based learning	50 hours work based learning (NORD1079)	8.5.2	Students will gain practical working experience within a subject-relevant workplace	Y
Reflective practice	Student reflection on work based learning (NORD1079)	8.4.1	Engage students in continued learning post placement, fosters continued reflective practice.	Y
Professional skills development	Students document engagement with professional development opportunities outside of college (e.g. webinars, conferences, training workshops) (NORD1079)	8.3.3	Encourages students to engage with independent learning and to take responsibility for their continues development	Y
Guest speakers	Students will engage with industry professionals through organised guest speakers (PETR1172, PETR1181)	8.5.2	Exposes students to experts in their industry, showcases employment opportunities and	N

			future career options	
Field trips	Students will visit and experience relevant workplaces, attractions and destinations (NORD1078, PETR1172, PETR1181)	8.5.2	Exposes students to experts in their industry, showcases employment opportunities and future career options	N





<b>Level 5</b> WBL and employment related activity	Activity	Relevant Program me Learning Outcome	Relevance	Assessed
Guest speakers	Students will engage with industry professionals through organised guest speakers (PETR2003, PETR2191)	8.5.2	Exposes students to experts in their industry, showcases employment opportunities and future career options	N
Field trips	Students will visit and experience relevant workplaces, attractions and destinations (PETR2190)	8.5.2	Exposes students to experts in their industry, showcases employment opportunities and future career options	N
Industry placement	Students will work with an industry employer to complete a personal project (PETR2182)	8.5.1	Encourages independent learning and responsibility for continued development, fosters connections between students and employers	Y
Research project	Students will complete an independent research project (PETR2182)	8.3.1	Encourages independent learning and responsibility for continued development, fosters connections between students and employers	Y
Practical skills	Students will learn and apply practical employability skills such as creation of marketing materials and report writing	8.5.1	Students will gain skills desirable in the workplace, enhances employability	Y

	(Petr2171, PETR2191)			
Work based learning (across level 4 & 5)	Students can complete an optional 20 days of work based learning, supported by a bursary	8.5.2	Students will gain practical working experience within a subject-relevant workplace	N

## 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.***

<p><b>MODULE CODE:</b> NORD1078  <b>CREDITS:</b> 20 <b>FHEQ LEVEL:</b> 4                  Management  <b>PRE-REQUISITES:</b> N/A  <b>REQUISITES:</b>                  N/A</p>	<p><b>MODULE TITLE:</b> Ecology and Conservation  <b>HECOS CODE:</b> 100469 – Environment    <b>SHORT MODULE DESCRIPTOR:</b> <i>(max 425 characters)</i>  <b>COMPENSATABLE:</b> Y</p>
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The module covers evolutionary theories, mechanisms of evolution, and the consequent impacts this has upon our understanding of ecology. Human and wildlife interaction is also reviewed. The nature of ecosystems and the populations within them will be reviewed in theory and in practice with students engaging in field work to gather appropriate data. National and international conservation strategies will be discussed.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></i>					
		C1 (Coursework)	100%		

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Ecology & Conservation

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

This module aims to develop an understanding of ecological and conservation principles to enable students to understand core concepts including changes in global ecosystems, national and international conservation strategies, population dynamics and wildlife and human interaction. The module will also introduce basic field study work and include field work in a range of habitats.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

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At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to	
1. Demonstrate a broad understanding of ecosystems and their dynamic nature, exploring the mechanisms and ecological implications of evolution. 2. Analyse human and wildlife interaction and to identify and explain factors affecting population dynamics 3. Identify and evaluate conservation strategies for wildlife and their habitats	Animal Conservation ALO1: K2, K3,  T1 ALO2: K2,  C1  ALO3: K2, C1, T1, P1, P3	Sustainable Environmental Management ALO1: 8.1.2  ALO2: 8.1.2, 8.2.2, 8.3.1, 8.5.3  ALO3: 8.2.2, 8.5.2, 8.5.3

<b>DATE OF APPROVAL:</b> 04/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 04/2015	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b>	<b>SEMESTER:</b> All Year
Notes:	

#### **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:** 2023/24

**NATIONAL COST CENTRE:** 111

**MODULE LEADER:** Leitza Gorman

**OTHER MODULE STAFF:**

### **Summary of Module Content:**

This module will introduce students to the following key themes, utilising case studies and professional practice:

Students will explore a broad range of ecosystems and biomes and their dynamic nature, exploring the mechanisms and ecological implications of evolution such as climate change. Biogeochemical pathways will be explored, as will evolutionary mechanisms that enable animals to adapt to the dynamic nature of ecosystems. Human and wildlife interactions will be reviewed, including dynamics between different users, and the habitats, such as at Torrington common. This will include population dynamics, boom bust principle, and resource availability. Conservation strategies for wildlife and their habitats will be practically demonstrated and developed upon both in lesson time, and it is expected in the students' own time as this will give them an opportunity to arrange extra field survey experience with local organisations.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>

Lectures	16	Students will be taught about the functioning of ecosystems, from the concepts of habitats, populations to ecosystems and biomes. This will be related to both local and global concepts and examples.
Practical	32	Site visits and data gathering will be used to establish these core concepts and to enable students to apply theory to practice, as well as the analysis of ongoing conservation work and its strengths and limitations. This will include both formative and summative assessment.
Guided Independent Study	152	Students will be expected to read widely around the concepts discussed in class, and to spend their own time developing practical techniques as well as data analysis and understanding via the use of the VLE.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

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### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework	C1 Case study write up LO1-2 C2 Report LO3	70% 30% 100%
Practical		
Clinical Examination		
Generic Assessment		

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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Written exam		
Coursework (in lieu of the original assessment)		
Coursework	C1 Case Study Write Up & Report LO1-3	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Leitza Gorman  
**Date:** 29/09/2023

**Approved by:** Leitza Gorman  
**Date:** 29/09/2023





demonstrate with evidence from own			
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practice the ability to work independently and in a team, using effective communication skills.	Tourism Management  ALO1: 8.1.2, 8.2.1, 8.4.2	Environment Management  ALO1: 8.1.1, 8.2.3	ALO1: T1, T2, P1, P2
ALO2 Undertake a minimum of 50 hours of work experience within a suitable setting	ALO2: 8.1.2, 8.1.5, 8.4.2, 8.4.3, 8.5.2	ALO2: 8.2.2, 8.2.3, 8.3.2, 8.3.3, 8.4.2, 8.5.1, 8.5.2	ALO2: T2, P1, P2, P4
ALO3 Demonstrate how relevant theoretical perspectives have informed and enhanced your practical experience and/or knowledge within your subject area.	ALO3: 8.1.2, 8.1.5, 8.2.1, 8.2.3, 8.4.2, 8.5.1	ALO3: 8.1.1, 8.2.2, 8.2.3, 8.2.4	ALO3: K3, C1
ALO4 Evaluate weaknesses and strengths in relation to experiential learning, reflecting upon fulfilling potential roles within the work place/organisation and planning for the development of skills towards career goals.	ALO4: 8.2.1, 8.4.2, 8.4.3	ALO4: 8.2.3, 8.3.2, 8.3.3, 8.4.1, 8.4.3, 8.5.1	ALO4: K3, C1, T1, P2 ALO4: 8.2.1, 8.4.2, 8.4.3

<b>DATE OF APPROVAL:</b> 04/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 04/2015	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> All Year
Notes:	

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Last Saved: 29/09/2023

**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.

**MODULE LEADER:** Leitza Gorman

**OTHER MODULE STAFF:**

**Summary of Module Content:**

Good graduate skills are essential in today's competitive society. The developing graduate skills module helps build and polish these skills. Time management, reflection, research, planning and organisation, communication, and studying are just some of the skills covered. This module also includes an extensive library induction facilitated by one of our specialist librarians, helping students develop excellent research and referencing skills, and provides training on the extremely useful Plymouth University Portal. Workshops are provided on CV writing, self-assessment auditing, mini skills presentations, lesson planning academic writing and referencing. The development of critical thinking and communication skills are furthered through discussions and debates on topical subjects relevant to the programme.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	48	Students will engage in a range of developmental workshops including self-reflection, note taking, critical thinking, writing & presentation skills, SWOT analysis,
Work Based Learning	50	The students are to identify, organise, complete, and enable the authentication of 50 hours of work experience, this is a pass/fail element
Guided Independent Study	102	Students will be expected to reflect upon their own experiences using the tools given to them during the formal delivery of the lectures
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test		
Coursework	C1 Portfolio ALO1, ALO2, ALO3, ALO4	100%

Last Saved: 29/09/2023

	One piece as it is a portfolio made up of a series of assessment tasks, including reflective writing, critical thinking tasks, academic and employment skills development. It is a substantial piece of work documenting their development over the whole year.	
Practical		
Clinical Examination		
Generic Assessment		

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)		
Coursework	C1 Referral Portfolio ALO1, ALO2, ALO3, ALO4	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

**To be completed when presented for Minor Change approval and/or annually updated**

<b>Updated by:</b> Leitza Gorman <b>Date:</b> 29/09/2023	<b>Approved by:</b> Leitza Gorman <b>Date:</b> 29/09/2023
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## 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:** PETR1174    **MODULE TITLE:** Ethical Leadership  
**CREDITS:** 20    **FHEQ LEVEL:** 4    **HECOS CODE(S):** 100088 Leadership  
**PRE-REQUISITES:** n/a    **CO-REQUISITES:** n/a    **COMPENSATABLE:**

This module gives an insight into how to lead using ethical principles. It provides learners with the knowledge and behaviours for success in a VUCA (Volatile, Unpredictable, Complex and Ambiguous) environment and enable them to support organisations by being agents of change for positive and sustainable development. The module provides a variety of inputs from external experts and businesses to encourage challenge and support a greater understanding of the subject and how these can be used practically in a business setting.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sustainable Management

**Professional body minimum pass mark requirement:** N/A

#### **MODULE AIMS:**

This module aims to:

- Provide learners with a solid understanding of leadership models and approaches in an ethical and sustainable context
- Allow learners to explore ethical and sustainability issues within businesses and organisations
- Encourage learners to research and analyse how businesses and organisations can innovate and create positive change

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Last Saved: 29/09/2023

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to:</b>
AL01: Discuss a range of contemporary leadership models, styles and philosophic perspectives and analyse their impact on leading ethically.	ALO1: 8.1.1, 8.1.4, 8.4.2
AL02: Identify a range of approaches to problem solving and analyse how leadership perspectives influence their selection.	ALO2: 8.1.4, 8.3.1, 8.3.2, 8.4.2
AL03: Analyse ethical issues (corporate and social responsibility) and complexities faced by businesses and organisations.	ALO3: 8.1.1, 8.1.4, 8.3.1, 8.3.2, 8.4.2
AL04: Explain innovation, change management principles, and discuss the impact on businesses and organisations.	ALO4: 8.1.1, 8.1.4, 8.4.2

<b>DATE OF APPROVAL:</b> 04/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> All Year
Notes:	

**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>
- University of Plymouth Academic Partnerships Programme Quality Handbook UK 23-24 Page 29 of 64  
Last Saved: 29/09/2023

**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:** 2023/24

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Leitza Gorman

**OTHER MODULE STAFF:**

**Summary of Module Content:**

This module will introduce students to the following key themes, utilising case studies and professional practice:

- Principles of Leadership in Organisations - Traditional models of leadership, such as those of Handy, McGregor X and Y and Taylor, position the leader as the driving force behind organisational success. We will explore the origins of this thinking, how these can limit organisational potential, and how new more empowering approaches (for example, Transformational and Authentic) shift from Ego to Eco leadership.
- Ethical issues faced by businesses and organisations - It is not uncommon to hear of unethical business behaviours in the news. But what are ethics, and how can they inform decision making? From the deeper theories of ethics to their practical application, learners will explore how ethics shape good decision making in the face of a rapidly changing world.
- Corporate Social Responsibility and Sustainability (CRS) - Research shows organisations need to take responsibility for their actions and impact on the world. This is where CSR comes into play. Organisations that are sustainable need to consider their impact and this module will utilise case studies and explore ideas such as the 'Economic Donut.'
- Change Management and improvement - Traditional approaches to change management (for example, Kotter and Lewin) will be explored, evaluated, and juxtaposed with more contemporary approaches, such as the paradoxical theory of change. This moves us to think about how change management could be more dynamic and encourage staff to have more situation awareness of the fast-changing reality in which they are operating.



These principles will be explored bearing in mind the needs of customers, staff, communities, and the wider world.

Last Saved: 29/09/2023

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures and Seminars	48	Developing research, evaluation and problem solving and application skills through guided case studies and online workshops. Seminars will include group work, team tasks and guest lecturers.
Guided Independent Study	152	Supportive digital learning environment available, providing resources and guidance to direct learner development and research.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test		
Coursework	C1 Essay ALO1, ALO2	100%
Practical	P1 Presentation ALO3, ALO4	100%
Clinical Examination		
Generic Assessment		

## REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)	C2 Referral Essay in lieu of presentation ALO3, ALO4	100%
Coursework	C1 Referral Essay ALO1, ALO2	100%
Practical		

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Last Saved: 29/09/2023

Clinical Examination		
Generic Assessment		
Test		

**To be completed when presented for Minor Change approval and/or annually updated**

<b>Updated by:</b> Leitza Gorman <b>Date:</b> 29/09/2023	<b>Approved by:</b> Leitza Gorman <b>Date:</b> 29/09/2023
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Last Saved: 29/09/2023

**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:** PETR1172      **MODULE TITLE:** Sustainable Coastal Communities  
**CREDITS:** 20 **FHEQ LEVEL:** 46      **HECOS CODE:** 100100 - Tourism Management  
**PRE-REQUISITES:** N/A      **CO-REQUISITES:** N/A **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

With many of the global population living in coastal communities and in many cases the coast driving coastal economies this module will focus on sustainable tourism and the impacts of humans on coastal systems. The module aims to develop students understanding of coastal dynamics and processes. Explore human interaction with coastal zones including tourism, industry and development, and sustainable coastal management.

<b>ELEMENTS OF ASSESSMENT</b> <i>[Use HESA KIS definitions]</i> – see <a href="#">Definitions of Elements and Components of Assessment</a>					
		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical )	50%

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sustainable Management

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- To embed an understanding of the complexities of coastal processes that shape coastlines. • To explore how human actions have an impact on coastal processes, changing the appearance of coasts both inadvertently and through direct intervention.
- To develop an understanding of sustainable Eco-tourism and the integration of environmental, societal, and economic needs.
- To identify sustainable coastal management functions and mitigation for coastal communities.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>FdSc Sustainable Tourism Management</b>	<b>FdSc Sustainable Environment Management</b>
ALO1: Explain how environmental processes impact coastlines.	ALO1: 8.2.2	ALO1: 8.1.1, 8.1.3, 8.2.1, 8.3.1, 8.5.3
ALO2: Demonstrate knowledge of how human activities have impacted coastlines.	ALO2: 8.1.3	ALO2: 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.3.1, 8.5.3
ALO3: Investigate Coastal Eco-tourism and how coastal communities can develop sustainability whilst incorporating eco tourism.	ALO3: 8.1.3, 8.2.4	ALO3: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.3, 8.4.3
ALO4: Analyse Coastal Management processes and mitigation techniques.	ALO4: 8.1.3, 8.2.2, 8.2.4, 8.3.1	ALO4: 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.2.3, 8.3.1, 8.4.3, 8.5.1

<b>DATE OF APPROVAL:</b> 04/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships	
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SCHOOL/PARTNER:</b> Petroc	
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2	
Notes:		

### **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,

Last Saved: 29/09/2023

**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:** 2023/24

**NATIONAL COST CENTRE:** 124

**MODULE LEADER:** Leitza Gorman

**OTHER MODULE STAFF:**

### Summary of Module Content:

- Natural coastal processes
- Coastal zones for differentiation
- The effects of human induced climate change on coastal systems
- Coastal development and coastal tourism
- Sustainable coastal eco-tourism protecting natural resources and systems whilst establishing economic stability in coastal communities
- Managing coastal development sustainably
- Mitigation against dynamic coastal processes and land retreat.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	29	Classroom based
Seminars	5	Students to research and explore
Fieldwork	12	To gain better understanding of the effects of tourism, both positive and negative on our local coastal communities / coastline visit related to coastal retreat and management.
Lectures (Guest speaker)	2	Local experts who manage coastal areas in North Devon

Guided Independent study	152	Supported by teaching staff
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		

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Coursework	C1 Case Study ALO1, ALO2	100%
Practical	P1 Vlog ALO3, ALO4	100%
Clinical Examination		
Generic Assessment		

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)	C2 Referral Essay ALO3, ALO4	100%
Coursework	C1 Referral Case Study ALO1, ALO2	100%
Practical		

Clinical Examination		
Generic Assessment		
Test		

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Leitza Gorman <b>Date:</b> 29/09/2023	<b>Approved by:</b> Leitza Gorman <b>Date:</b> 29/09/2023

## 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:** PETR1170    **MODULE TITLE:** Understanding Sustainability  
**CREDITS:** 20    **FHEQ LEVEL:** 4    **HECOS CODE(S):** 100469 Environment Management  
**PRE-REQUISITES:** n/a    **CO-REQUISITES:** n/a    **COMPENSATABLE:** Y

### SHORT MODULE DESCRIPTOR: *(max 425 characters)*

As the global population competes for limited natural resources, global leaders are beginning to look at sustainable options for sustaining a good quality of life. Learners will gain an understanding of economic, social, and environmental considerations when embedding sustainability practices. The module explores sustainability at a global, national, and local level, using case studies related to sustainable communities.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	75%	<b>P1</b> (Practical )	25%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sustainable Management

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

- To enable understanding into the origins of Sustainable Development and why the global community is working together on the United Nations Sustainable Development Goals.
- To critically investigate and analyse the challenges of sustainability.
- Identify the differences between Economic, Societal and Environmental characteristics of sustainability and why all need to be implemented in sustainability.
- Explore and develop an understanding of sustainability at various levels of implementation.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:



<b>Assessed Module Learning Outcomes</b>	<b>FdSc Sustainable Tourism Management</b>	<b>FdSc Sustainable Environment Management</b>
ALO1: Students will demonstrate a thorough understanding of sustainable development and the implementation of the sustainable development goals.	ALO1: 8.1.2, 8.1.3	ALO1: 8.1.2, 8.1.3,
ALO2: Identify factors that have led to human induced climate change, the challenges faced by the global community and unequal resource distribution.	ALO2: 8.1.2, 8.4.2	ALO2: 8.1.2, 8.4.2
ALO3: Evaluate what is required for sustainability to be incorporated in human lives and why; society, environment and economy can be vital components for modern sustainability.	ALO3: 8.1.2, 8.1.3, 8.1.4, 8.4.2	ALO3: 8.1.2, 8.1.3, 8.1.4, 8.4.2
ALO4: Explore sustainable communities, the challenges and barriers and implementation of sustainable communities in the future.	ALO4: 8.1.2, 8.1.3, 8.3.2 8.1.4, 8.3.2	ALO4: 8.1.2, 8.1.3, 8.3.2 8.1.4, 8.5.3

<b>DATE OF APPROVAL:</b> 04/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

**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>

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**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:** 2023/24

**NATIONAL COST CENTRE:** 124

**MODULE LEADER:** Leitza Gorman

**OTHER MODULE STAFF:**

**Summary of Module Content:**

- Sustainable Development and the Sustainable Development Goals.
- Current political situation and the role of intergovernmental organisations and non governmental organisations.
- The underlying issues of resource depletion and human induced climate change. • Current and future challenges of sustainability and the barriers faced.
- Embedding sustainability into policy and society.
- Environment, society and economic interactions and reliance.
- As a global problem, this module will look at both the global situation and how this can be implemented at grass roots level.
- Case studies, local, national, and global.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	35	Classroom based lectures
Seminars	5	Group exploration of current issues
Lectures (Guest speakers)	4	2 x guest speakers
Tutorials	4	Meetings with group to advise on coursework

Guided Independent Study	152	Supported through academic services
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		

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Coursework	C1 Coursework, ALO1, ALO2, ALO3	100%
Practical	P1 Presentation ALO4	100%
Clinical Examination		
Generic Assessment		

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)	C2 Referral Coursework in lieu of presentation ALO4	100%

Coursework	C1 Referral Coursework, ALO1, ALO2, ALO3	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Leitza Gorman <b>Date:</b> 29/09/2023	<b>Approved by:</b> Leitza Gorman <b>Date:</b> 29/09/2023

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Last Saved: 29/09/2023

## 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:** PETR1181      **MODULE TITLE:** Low Carbon Futures  
**CREDITS:** 20      **FHEQ LEVEL:** 4      **HECOS CODE(S):** 100469 Environment Management  
**PRE-REQUISITES:** n/a      **CO-REQUISITES:** n/a      **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

An introduction into how low carbon lifestyles can be standardised into modern living whilst continuing to enable economic growth. Exploring Renewable energy options and scalability, regionally, nationally, and globally. The module will look at carbon calculations and discuss individuals, companies, and government responsibility to reduce the impact of climate change.

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

		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sustainable Environment Management

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Understand primary energy and fossil fuels
- Explore the variety of renewable energy options available in different environments both large and small scale.
- Draw a balanced case regarding the advantages and disadvantages of renewable energy sustainable technologies.
- Calculations related to greenhouse gasses from fossil fuel energy and energy yields from various systems.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
AOL1: Define primary energy and fossil fuels AOL2: Investigate renewable energy sources	(Please expand this box as necessary to include all required information)

AOL3: Demonstrate an understanding of the advantages and disadvantages of renewable energy and sustainable technologies. AOL4: Determine carbon	ALO1: 8.1.2 ALO2: 8.1.2, 8.1.3 ALO3: 8.1.2, 8.1.3, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.3.1
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output from fossil fuels and energy yields from energy systems.	ALO4: 8.2.3, 8.4.3, 8.5.3
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<b>DATE OF APPROVAL:</b> 04/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2022	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1

Notes:

#### **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:** 2023/24

**NATIONAL COST CENTRE:** 124

**MODULE LEADER:** Leitza Gorman

**OTHER MODULE STAFF:**

### **Summary of Module Content:**

- An introduction into low carbon lifestyles.
- The reliance on fossil fuels and the cost to the climate.
- A balanced investigation into the benefits and disadvantages of fossil fuels and renewable energies.
- Opportunities for renewable energies and cost v benefits, locally, nationally, and internationally.
- Explore carbon capture and storage and modern technologies.
  - Perform calculations related to energy produced, including costs, outputs, and pollutants.

**SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]**

<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	33	Classroom based
Tutorials	5	Group assignment support
Field trips	10	Local renewable energy sources, Hinkley Point
Guided Independent Study	152	Supported but academic staff
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test		
Coursework	C1 ALO1, ALO2	50%
Practical (Groupwork)	C2 ALO3, ALO4	50%
Clinical Examination		
Generic Assessment		

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### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Coursework (in lieu of the original assessment)	ALO3, ALO4	
Coursework	C1 Referral ALO1, ALO2	100%
Practical		



Clinical Examination		
Generic Assessment		
Test		

<b>To be completed when presented for Minor Change approval and/or annually updated</b>	
<b>Updated by:</b> Leitza Gorman <b>Date:</b> 29/09/2023	<b>Approved by:</b> Leitza Gorman <b>Date:</b> 29/09/2023

## 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:** PETR2003  
**CREDITS:** 20 FHEQ

**MODULE TITLE:** Sustainability in Business  
**LEVEL:** 5

**HECOS CODE:** 100469 - Environment Management

**PRE-REQUISITES:** N/A **CO-REQUISITES:** *characters)*

N/A

**COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425*

This module will provide students with an introduction into sustainability in a business context. Students will study the concepts of environmental, economic and social sustainability and how this benefits businesses and consumers. The module will make use of case studies to highlight how this has been successfully achieved, and also highlight the impacts of businesses not abiding by these principles.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Business, Health, and Education

**Professional body minimum pass mark requirement:** N/A

### **MODULE AIMS:**

This module will provide students with an understanding of what sustainable behaviours are, and the importance of achieving economic, social, and environmental sustainability. Students will also then be able to produce an analysis of a business to provide recommendations on how this could be achieved.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Last Saved: 29/09/2023

<b>Assessed Learning Outcomes</b>	<b>FdSc Sustainable Tourism Management</b>	<b>FdSc Sustainable Environment Management</b>
ALO1 Define the concept of sustainability, and the framework of 'triple bottom line.'	ALO1: 8.1.1	ALO1: 8.1.1
ALO2 Analyse the merits and drawbacks of operating within the framework of sustainability.	ALO2: 8.2.3, 8.3.1, 8.4.2	ALO2: 8.2.3, 8.3.1, 8.4.2
ALO3 Analyse business examples and investigate if the business is behaving in a sustainable manner.	ALO3: 8.3.1, 8.4.2	ALO3: 8.3.1, 8.4.2
ALO4 Provide recommendations to businesses/case studies on how sustainable practice could be developed, which over time would benefit customers, society, and business.	ALO4: 8.1.5, 8.2.3, 8.4.2	ALO4: 8.1.4, 8.2.3, 8.4.2

<b>DATE OF APPROVAL:</b> 04/2016	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2017	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2

Notes:

**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>

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Last Saved: 29/09/2023

**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:** 2023/24

**NATIONAL COST CENTRE:** 133

**MODULE LEADER:** Leitza Gorman

**OTHER MODULE STAFF:**

**Summary of Module Content:**

- Definition of Sustainability.
- Key Frameworks including Triple bottom line, Kyoto and Rio treaties
- Overview of economic, social and environmental sustainability and the relevance to business practice.
- Use of case studies/visits to understand real pressures facing businesses and how they can respond to these.
- Understanding the implications of non-sustainable behaviours on society, business and consumers in the medium-long term.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hou rs</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>

Lectures	48	Teaching and learning will be delivered through a series of interactive sessions that encourage learner participation and engagement in the topics discussed. A scheme of work will be provided in induction week which details the scheduled teaching and learning approach within this module.
Guided Independent Study	152	Undergraduates will be required to read around the subject using academic books and appropriate journals/texts related to the subject of sustainability. Students will also be expected to research and write the summative assessments for the module which comprise two reports.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

### SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		

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Last Saved: 29/09/2023

Coursework	C1 Report ALO1, ALO2	50%
	C2 Report ALO3, ALO4	50%
Practical		100%
Clinical Examination		
Generic Assessment		

### REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
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Written exam		
Coursework (in lieu of the original assessment)		
Coursework	C1 Referral Report ALO1, ALO2, ALO3, ALO4	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Lee Norburn

**Date:** 29/09/2023

**Approved by:** Leitza Gorman

**Date:** 29/09/2023

## 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:** Petr2171

**MODULE TITLE:** Experimental Design and Analysis

**CREDITS:** 20

**FHEQ LEVEL:** 5 **HECOS CODE:** 100962 Research

Skills

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** N

**CO-REQUISITES:** N/A

### SHORT MODULE DESCRIPTOR:

This module focuses on core skills and techniques in field studies and data analysis essential to animal conservation. Practical work needs to be performed safely and efficiently within an appropriate experimental design, results described and analysed competently, and outcomes effectively presented. Students complete a chosen research project and a literature review of a topic addressing wider issues.

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

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	80%	<b>P1</b> (Practical )	
<b>T1</b> (Test)	20%				

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Science

**Professional body minimum pass mark requirement:** N/A

### MODULE AIMS:

To develop competence in the design and execution of a research study, data gathering and interpretation, and an ability to communicate their findings by means of oral and written reports. To encourage students to carry out self-directed study of current issues and concepts relevant to their degree programme.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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1. As part of a research study, design and execute the collection of data via any combination of laboratory work, fieldwork,	Sustainable Environment;	Animal Conservation
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questionnaire and reference to academic literature. 2. Analyse, interpret and critically evaluate data in the context of contemporary subject-specific practice and literature. 3. Apply relevant data analysis methods, using appropriate software, and techniques 4. Identify good practices and relevant safety codes and their application to research.	ALO1: 8.1.2, 8.2.3, 8.3.3, 8.5.2  ALO2: 8.1.2, 8.2.2, 8.3.1, 8.5.2  ALO3: 8.2.3, 8.3.1, 8.5.3  ALO4: 8.5.2, 8.5.3	ALO1: C1, T1, T3, P2, P3, P4 ALO2: K3, C1, C2, T1 ALO3: C1, C2, T1, T3, P2 ALO4: K3, C3, T3
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<b>DATE OF APPROVAL:</b> 04/2015	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 04/2015	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> All Year
Notes:	

**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>



Last Saved: 29/09/2023

**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:** 2023/24

**NATIONAL COST CENTRE:** 112

**MODULE LEADER:** Leitza Gorman

**OTHER MODULE STAFF:**

**Summary of Module Content:**

Highly varied, but must include: consideration of experimental or sampling design and execution; data gathering, analysis and interpretation, literature search and review; report writing; science communication.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures/workshops	40	Lectures will focus on the methods of designing experiments and the approaches to be taken, as well as data analysis techniques.
Research Project (Guided Independent Study)	20	Students will outline proposals for research, then have “supervisor” to guide through the process, this will be in the form of group seminars and 1:1
Guided Independent Study	140	To identify, gather and analyse data, and conduct literature review around this.

<b>Total</b>	200	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>
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### **SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test	T1 ALO3	100%
Coursework	C1 ALO1, ALO2, ALO4	100%
Practical		
Clinical Examination		
Generic Assessment		

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### **REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Coursework (in lieu of the original assessment)	C1 Referral ALO3	100%
Coursework	C1 ALO1, ALO2, ALO4	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Leitza Gorman

**Date:** 29/09/2023

**Approved by:** Leitza Gorman

**Date:** 29/09/2023

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Last Saved: 29/09/2023

## 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:** PETR2182

**MODULE TITLE:** Personal Research/Industry Projects

**CREDITS:** 40

**FHEQ LEVEL:** 5

**HECOS CODE:** 101278 - Employability Skills

**PRE-REQUISITES:** N/A

**COMPENSATABLE:** N

**CO-REQUISITES:** N/A

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

This module provides students with the opportunity to specialise in a topic of their interest within sustainable tourism and conduct an in-depth research/industry-based project. Working with an assigned tutor, students will develop a research proposal which they will investigate through the collection of relevant primary data or conduct secondary research using relevant sources.

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

		<b>C1</b> (Coursework)	70%	<b>P1</b> (Practical )	30%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sustainable Management

**Professional body minimum pass mark requirement:** N/A

### **MODULE AIMS:**

This module aims to:

- Develop student autonomy and research skills through organising and completing an original research project.
- Enhance critical analysis and evaluation skills through in-depth investigation of a topic of interest.
- Develop report writing and presentation skills through formative and summative assessment.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>FdSc Sustainable Tourism Management</b>	<b>FdSc Sustainable Environment Management</b>
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ALO1 Demonstrate an ability to carry out independent research	ALO1: 8.2.1, 8.3.1, 8.3.3, 8.4.3, 8.5.1, 8.5.2	ALO1: 8.1.2, 8.2.1, 8.2.2, 8.3.2, 8.4.1
ALO2 Demonstrate an ability to perform a comprehensive and critical literature review	ALO2: 8.1.2, 8.2.1, 8.2.2, 8.3.1	ALO2: 8.2.1, 8.2.2
ALO3 Analyse, present and discuss data generated from a research project	ALO3: 8.1.2, 8.2.1, 8.2.2, 8.3.2, 8.3.3, 8.5.1, 8.5.2	ALO3: 8.2.1, 8.2.2, 8.2.4, 8.3.2, 8.4.3, 8.5.1, 8.5.2
ALO4 Apply relevant ethical considerations in the context of research	ALO4: 8.1.2, 8.3.3, 8.5.2	ALO4: 8.2.2, 8.3.3, 8.5.2

<b>DATE OF APPROVAL:</b> 04/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> All Year

Notes:

**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)

**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: 2023/24 NATIONAL COST CENTRE: 133 MODULE LEADER: Leitza Gorman OTHER MODULE STAFF:**

**Summary of Module Content:**

- Writing literature reviews
- Designing and writing research projects
- Presenting data and results
- Tutor meetings and support

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	86	Students will be introduced to key concepts and theories. Teaching will be delivered in a series of interactive classroom sessions.
Guided Independent Study	310	Students will be required to complete research and read around the subject using appropriate academic texts. Students will be required to collect primary or secondary data from the industry for their research projects.
Tutorials	4	Meetings with students to support project development
<b>Total</b>	<b>400</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test		

Coursework	C1 Report ALO1, ALO2, ALO3, ALO4	100%
Practical	P1 Presentation ALO1, ALO3	100%
Clinical Examination		
Generic Assessment		

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Last Saved: 29/09/2023

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Coursework (in lieu of the original assessment)	C2 Referral Coursework in lieu of presentation ALO1, ALO3	100%
Coursework	C1 Report ALO1, ALO2, ALO3, ALO4	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

**To be completed when presented for Minor Change approval and/or annually updated**

<b>Updated by:</b> Leitza Gorman <b>Date:</b> 29/09/2023	<b>Approved by:</b> Leitza Gorman <b>Date:</b> 29/09/2023
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Last Saved: 29/09/2023

## 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:** PETR2190    **MODULE TITLE:** Sustainable Built Environments  
**CREDITS:** 20    **FHEQ LEVEL:** 5    **HECOS CODE(S):** 10046 Environment Management  
**PRE-REQUISITES:** n/a    **CO-REQUISITES:** n/a    **COMPENSATABLE:** Y

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

An introduction into building methods impact on the environment. The module will look at sustainable aspects of the manufacture of products for use within the built environment. Direct and indirect processes used for materials and how to build environments sustainably.

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

		<b>C1 (Coursework)</b>	75%	<b>P1 (Practical)</b>	25%
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**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sustainable Environment Management

**Professional body minimum pass mark requirement:** N/A

**MODULE AIMS:**

- Students will develop an understanding of using sustainable materials for built environments including buildings, travel, economy, and utility systems.
- Develop an understanding of different building methods can affect the environment differently and measuring the environmental impact of a building.
- Investigate analyse and evaluate issues relating to sustainable built environments and all elements required to create a sustainable built environment.
- Undertake product lifecycle analysis

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

<b>Assessed Module Learning Outcomes</b>	<b>Award/ Programme Learning Outcomes contributed to</b>
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<p>AOL1: Demonstrate an understanding of built environments and their environment impact. AOL2: Analyse a variety of building materials and their effect on the environment.</p>	<p>(Please expand this box as necessary to include all required information)</p> <p>ALO1: 8.1.1, 8.1.3, 8.3.1</p>
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Last Saved: 29/09/2023

<p>AOL3: Undertake a case study on sustainable built environments. AOL4: Analyse and evaluate product (s) lifecycle.</p>	<p>ALO2: 8.1.1, 8.1.3, 8.1.4, 8.2.2 ALO3: 8.1.3, 8.1.4, 8.2.2, 8.3.1, 8.4.3 ALO4: 8.1.1, 8.2.2, 8.3.1, 8.4.3, 8.5.1, 8.5.3</p>
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<p><b>DATE OF APPROVAL:</b> 04/2022</p>	<p><b>FACULTY/OFFICE:</b> Academic Partnerships</p>
<p><b>DATE OF IMPLEMENTATION:</b> 09/2023</p>	<p><b>SCHOOL/PARTNER:</b> Petroc</p>
<p><b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX</p>	<p><b>SEMESTER:</b> Semester 2</p>

Notes:

### **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-cod> University of Plymouth Academic Partnerships Programme Quality Handbook UK 23-24 Page 58 of 64  
Last Saved: 29/09/2023

### **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:** 2023/24  
**MODULE LEADER:** Leitza Gorman

**NATIONAL COST CENTRE:** 123  
**OTHER MODULE STAFF:**

**Summary of Module Content:**

This module looks at all components necessary to create sustainable built environments that can sustain human habitation. The module brings together what is needed for a sustainable built environment and sustainable materials to create and maintain the built environment. Students will gain an understanding of the systems required in our built environment and the impact of materials and products being used.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	31	Classroom based.
Seminars	10	Discussion into in-depth projects.
Guest speakers	1	Plastic Free.
Field trips	6	Visit to carbon neutral buildings.
Independent study	152	Guided by academic support.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

**SUMMATIVE ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test		
Coursework	C1 ALO1, ALO2	100%
Practical	P1 Time capsule on case study ALO2, ALO3, ALO4	100%
Clinical Examination		
Generic Assessment		

**REFERRAL ASSESSMENT**

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
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Written exam		
Coursework (in lieu of the original assessment)	C2 Case Study ALO2, ALO3, ALO4	100%

University of Plymouth Academic Partnerships Programme Quality Handbook UK 23-24 Page **59 of 64**

Last Saved: 29/09/2023

Coursework	C1 ALO1, ALO2	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Leitza Gorman  
**Date:** 29/09/2023

**Approved by:** Leitza Gorman  
**Date:** 29/09/2023

University of Plymouth Academic Partnerships Programme Quality Handbook UK 23-24 Page **60 of 64**

Last Saved: 29/09/2023

## 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:** PETR2191    **MODULE TITLE:** Environment Issues, Communication and Society  
**CREDITS:** 20    **FHEQ LEVEL:** 5    **HECOS CODE(S):** 100469 Environment Management  
**PRE-REQUISITES:** n/a    **CO-REQUISITES:** n/a    **COMPENSATABLE:** Y

With environmental issues in mainstream media and a growing movement of activists around the world this module explores how society receive information and how they act upon it. Developing knowledge and understanding on how to disseminate information and evaluate environmental data. With employment in the green economy requiring skills to understand information and relay this at varying levels.

<b>ELEMENTS OF ASSESSMENT</b> [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%

**SUBJECT ASSESSMENT PANEL to which module should be linked:** Sustainable Environment Management

**Professional body minimum pass mark requirement:** N/A

### **MODULE AIMS:**

- Investigate current environmental issues and how these can generate societal activities and opinions.
- Explore how environmental issues impact people differently and why communication methods need to be adapted related to cultural and geographical differences.

- Critically analyse and evaluate environmental data and information.
- Develop skills to communicate environmental issues to a variety of audiences and over a variety of mediums.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
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<p>ALO1: Demonstrate an understanding of how environmental issues can cause societal activities.</p> <p>ALO2: Illustrate the impact of understanding cultural and geographical differences when communicating environmental issues.</p> <p>ALO3: Demonstrate an understanding of how to critically analyse and evaluate environmental data and information.</p> <p>ALO4: Apply techniques to communicate complex and technical information to different audiences, using a variety of media.</p>	<p>(Please expand this box as necessary to include all required information)</p> <p>ALO1: 8.1.1, 8.1.3, 8.1.4, 8.4.2</p> <p>ALO2: 8.1.1, 8.1.3, 8.1.4, 8.3.1</p> <p>ALO3: 8.2.1, 8.2.4, 8.3.1, 8.4.3</p> <p>ALO4: 8.2.4, 8.3.2, 8.4.2, 8.4.3</p>
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<b>DATE OF APPROVAL:</b> 04/2022	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 09/2023	<b>SCHOOL/PARTNER:</b> Petroc
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Autumn

Notes:

**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> University of Plymouth Academic Partnerships Programme Quality Handbook UK 23-24 Page **62** of **64**  
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## **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:** 2023/24

**NATIONAL COST CENTRE:** 124

**MODULE LEADER:** Leitza Gorman

**OTHER MODULE STAFF:**

### **Summary of Module Content:**

- Current environmental issues.
- Environmental activists and the youth movement.
- Society adopting sustainable / environmentally friendly lifestyles.
- Deciphering environmental data and information.
- Communication complex environmental issues to the public, businesses, local and national governments.
- Appreciating geological sensitivities and cultural differences when communicating environmental issues.
- Exploring mediums to ensure information is available and understood to all members of society.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information (briefly explain activities, including formative assessment opportunities)</b>
Lectures	36	Classroom based
Guest speakers	2	Prominent activist organisation and communication specialist
Tutorials	6	Meetings with group to support coursework
Seminars	4	Group discussions
Guided Learning	152	Support by academic staff
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

## SUMMATIVE ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Test		
Coursework	C1 Essay ALO1, ALO2	100%

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Practical	P1 Presentation / workshop event ALO3, ALO4	100%
Clinical Examination		
Generic Assessment		

## REFERRAL ASSESSMENT

<b>Element Category</b>	<b>Component Name</b>	<b>Component Weighting</b>
Written exam		
Coursework (in lieu of the original assessment)	C2 Coursework in lieu of presentation ALO3, ALO4	100%
Coursework	C1 Referral Essay ALO1, ALO2	100%
Practical		
Clinical Examination		
Generic Assessment		
Test		

**To be completed when presented for Minor Change approval and/or annually updated**

**Updated by:** Leitza Gorman  
**Date:** 29/09/2023

**Approved by:** Leitza Gorman  
**Date:** 29/09/2023

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