Module Descriptor

Title	Making Sustainable Cities		
Session	2025/26	**Status**	Running
Code	SOCY10017	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	G Rice		

Summary of Module

With over half of the global population living in cities, we have become an increasingly urbanised species. As "restless urban landscapes" (Knox, 1991), cities have always been humankind's laboratories, at the forefront of change and policy experiments. However, in an age of pronounced uneven geographical development, and global resource depletion a number of cities have struggled to become sustainable and inclusive for future generations. This module will explore how sustainable cities are made, always asking "who benefits?" We will investigate how global and local processes and policies shape our cities and how, in turn, we shape them. To lay the foundations for later debates and the assessments, the first part of the module will be structured around the interlocking themes of environment, economy and society. Managing the tensions and trade-offs between these can help us explain why some cities are more sustainable than others. Following this, the module will take more of a policy focus and draw upon evidence from paradigmatic cities and case studies to 'map out' and explain the different geographies of sustainability . In assessments, students will be encouraged to explore cities in various parts of the world, including the global south. As well as equipping students with a practical toolkit of key concepts, skills and strategies for analysing some of society's most pressing policy issues, the module is designed to support the skills required for delivering a successful Honours dissertation and to develop a sharp awareness of different parts of the world, appreciating how and why cities can evolve to become places of hope - or of despair

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

				☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Appreciate the importance of studying sustainability vis-à-vis cities and their place in the social sciences.
L2	Develop the capacity to critically explore, in written work and class discussions, the ways in which cities shape and are shaped by the tensions between economy, envionment and society.
L3	Be able to evaluate the evidence on key issues including, the management of urban expansion and congestion, fostering competitiveness, innovation, social inclusion and various forms of sustainability.
L4	Be in position to explain the uneven geography of sustainabilty through a critical assessment of the various policy programmes.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 10** The specific knowledge and understanding that students gain from this module will be highly relevant and useful in terms of employability and their PDP skills. The module deliberately adopts a holistic, global and interdisciplinary perspective and employers who are increasingly interested in such skillsets, especially when applied to the highly relevant focus on policies and their impacts on urban sustainability.
Practice: Applied Knowledge and Understanding	**SCQF 10** Retrieving and examining relevant information from a variety of primary and secondary sources relating to urban sustainability to explore global and interdisciplinary case studies. Where possible, this applied/practice knowledge and understanding will also be supported by direct engagement with organisations working on these issues. Students will also be expected to apply their knowledge and understanding in the assessments.
Generic Cognitive skills	**SCQF 10** Students will be required to evaluate and develop an advanced understanding of the module's main themes, and appreciate how they relate to sustainable cities and policies. In class, students will be

	encouraged to develop critcial thinking skills which they will later apply to module assessments.
Communication, ICT and Numeracy Skills	**SCQF 10** Students will be supported to focus on the ability to use IT in ways that are useful for achieving the module's learning outcomes and completing the assessments. This will involve using the internet, academic search engines and libraries to find relevant sources with the aim of interpreting, processing, and communicating, quantifiable and spatial information.
Autonomy, Accountability and Working with Others	**Please select SCQF Level** It is expected that students will take responsibility for planning their time and independent study so as to meet the learning outcomes and assessment deadlines. This also includes exercising autonomy and individual learning through doing preparation for class work.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36 (x12 x3 hr workshops)
Tutorial / Synchronous Support Activity	4 (x2x2 hr assessment clinics)
Independent Study	160
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Simon, D (2017) (ed.) Rethinking Sustainable Cities. UK, Policy Press. Frontiers in Sustainability https://www.frontiersin.org/

Sustainable Cities and Society https://www.sciencedirect.com/journal/sustainablecities-and-society

Urban Studies https://journals.sagepub.com/home/usj

Urban Redevelopment Authority https://www.ura.org/

End of Suburbia https://www.endofsuburbia.com/

United Nations Habitat for a Better Urban Future https://unhabitat.org/

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

All fulltime students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: http://www.uws.ac.uk/current-students/rightsand-regulations/regulatory-framework/

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/ Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Social Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Social Science

Moderator	J Clark
External Examiner	E Matchett
Accreditation Details	
Module Appears in CPD catalogue	☒ **Yes** ☐ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Assessment 1 – Written Work (2000 words) (40%): An exploration of the tensions between these different dimensions of sustainability
Assessment 2
Assessment 2 – Written Work (3000 words) (60%): Case study comparison of two cities.
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written	☒	☒	☐	☐	☐	40%	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written	☐	☐	☒	☒	☐	60%	

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	**When**	**Who**
Module summary & LOs updated	Mar 25	G Rice
