University of the West of Scotland

Module Descriptor

Session: 2024/2025

Title of Module: Making Sustainable Cities			
Code: SOCY10017	**SCQF Level: 10 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of 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. However, in an age of pronounced socio-spatial inequalities, how can we make cities more sustainable and inclusive for future generations? This module will explore the social, economic and environmental tensions that act as drivers of urban change, always asking "who benefits?" We will investigate how global and local processes and policies shape our cities and how, in turn, we are shaped by them. To gain a more holistic understanding of the ways in which different social groups manage and experience urban change, the first part of the module will draw on key urban thinkers, raising questions about city revival, growth and competitiveness, suburbanization, social exclusion and displacement and community as a potential source of betterment. Following this, evidence from paradigmatic cities and case studies will add empirical weight to our understanding of how different histories, geographies and economies are socially constructed to make diverse contemporary cities. As well as equipping students with a practical toolkit of concepts, skills and strategies for analysing some of society's most pressing policy issues. This 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					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

L1	Demonstrate a critical understanding of the city and its place in the social sciences.
L2	Evaluate theoretical perspectives on experiences of city life and city living.
L3	Exhibit the ability to critically analyse urban problems, ask research questions, understand methods, and conduct research.
L4	Synthesise relevant information and exercise critical judgement in the subjective experience of city life, demonstrating the ability to self-critically evaluate own learning experience.
L5	Click or tap here to enter text.

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 Level **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 are increasingly interested in such skillsets, especially when applied to the highly relevant focus on the city and its place in social sciences.

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	Students will develop a depth of understanding of the values, principles and ideological underpinnings of theories of urban geography which impact on society at a global level.
Practice: Applied Knowledge and Understanding	SCQF Level **10** Retrieving and examining relevant information from a variety of primary and secondary sources relating to city life and city living through the use of global and interdisciplinary case studies. 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 knowledge and understanding from practice-based work in their assessments.
Generic Cognitive skills	SCQF Level **10** For this module, students will be required to evaluate and develop a critical understanding of competing beliefs, ideas, concepts and issues related to city life, urban problems and policy. They will draw on logic and reasoning skills to examine these topics within seminars and will use their visual/auditory processing skills to present their understanding of these issues in assessments.
Communication, ICT and Numeracy Skills	SCQF Level **10** Students will be tested via the two assessments on their ability to communicate complex and contested ideas and theories regarding city life. Oral communication will also be developed through workshops to facilitate discussion on different topics and using tact and diplomacy to critically analyse viewpoints through a persuasive argument.
Autonomy, Accountability and Working with others	SCQF Level **10** Taking responsibility for planning time and meeting deadlines for assessments. Exercising autonomy and individual learning through seminar and coursework preparation.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Tutorial/Synchronous Support Activity	6
Asynchronous Class Activity	14
Independent Study	150
	Hours Total: 200

**Indicative Resources: (eg. Core text, journals, internet access)

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/sustainable-cities-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/

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(**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 (part-time and distant learning students should check with their programme leader for any queries) 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/rights-and-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
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Ug Social Sciences
Moderator	J Clark
External Examiner	R Ryder

Accreditation Details	N/A
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Written Work (2000 words) (40%): An exploration of the tensions between these different dimensions of sustainability.
Assessment 2 – Written Work (3000 words) (60%): Case study comparison of two cities.
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
	✓	✓	✓	✓	✓	40%	0

Component 2							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
	✓	✓	✓	✓	✓	60%	0

Component 3							
Assessment Type (Footnote B.)	**Learning Outcome (1)**	**Learning Outcome (2)**	**Learning Outcome (3)**	**Learning Outcome (4)**	**Learning Outcome (5)**	**Weighting (%) of Assessment Element**	**Timetabled Contact Hours**
Combined Total for All Components						**100%**	**0 hours**

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)