

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 & Social Sciences		
Module Co-ordinator:	Gareth Rice		
Summary of Module			
<p>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.</p> <p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
✓					
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓			✓			
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2		Term 3		

Learning Outcomes: (maximum of 5 statements)

On successful completion 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.

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)	<p>SCQF Level 10.</p> <p>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.</p> <p>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.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10.</p> <p>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.</p> <p>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.</p>

Generic Cognitive skills	<p>SCQF Level 10.</p> <p>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 .</p> <p>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.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 10.</p> <p>Students will be tested via the two assessments on their ability to communicate complex and contested ideas and theories regarding city life.</p> <p>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.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 10.</p> <p>Taking responsibility for planning time and meeting deadlines for assessments.</p> <p>Exercising autonomy and individual learning through seminar and coursework preparation.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching
<p>The module is structured into TWO PARTS as a series of workshops on either side of the mid-term assessment.</p> <p>The workshops will combine learning activities with short lectures on the core topics of the day. They will be delivered on campus over the course of a three-hour session.</p> <p>PART ONE</p> <p>Part One of the module comprises two workshops, that are used to explore the theoretical underpinnings of the module in urbanism and sustainability. Next come three workshops investigating the themes of environmental, social and economic sustainability. Following this, in Assessment One, you will get to explore the tensions between these different dimensions of sustainability.</p> <p>PART TWO</p> <p>Part Two of the module focuses on how policy at different levels can be used to drive sustainability forward under each theme - or create new and sometimes unintended consequences. Towards the end of part two, three special 'case study' workshop sessions have been designed to coach students, as they select and investigate two case study cities in preparation for Assessment Two.</p>

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
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Simon, D (2017) (ed.) <i>Rethinking Sustainable Cities</i>. UK, Policy Press.</p> <p><i>Frontiers in Sustainability</i> https://www.frontiersin.org/ <i>Sustainable Cities and Society</i> https://www.sciencedirect.com/journal/sustainable-cities-and-society</p> <p><i>Urban Studies</i> https://journals.sagepub.com/home/usj</p> <p>Urban Redevelopment Authority https://www.ura.org/</p> <p>End of Suburbia https://www.endofsuburbia.com/</p> <p>United Nations Habitat for a Better Urban Future https://unhabitat.org/</p>	
<p>(**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)</p>	
Engagement Requirements	
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: Academic engagement procedure</p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:</p> <p>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/</p>	

Supplemental Information

Programme Board	Social Sciences
Assessment Results (Pass/Fail)	No
Subject Panel	UG Social Sciences
Moderator	J Clark
External Examiner	R Ryder
Accreditation Details	
Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Written Work (2000 words) (40%)
Written Work (3000 words) (60%)
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Written Work	✓	✓	✓	✓	40	0	
Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours	
Written Work	✓	✓	✓	✓	60	0	
Combined Total For All Components					100%	0 hours	

Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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 Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). 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. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[UWS Equality and Diversity Policy](#)

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