



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Healthy Sustainable Communities		
Module Code	UBLMGN-30-1	Level	Level 4
For implementation from	2019-20		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Architecture and the Built Environment
Department	FET Dept of Architecture & Built Environ		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Overview:</b> The module will cover the key concepts that underpin healthy sustainable communities and how these can be translated into the design of the built environment.</p> <p><b>Educational Aims:</b> See Learning Outcomes</p> <p><b>Outline Syllabus:</b> The first two sessions will set the scene for the module (e.g. what we expect from students, our approach, academic integrity, assessment and field trip). It will then explore three overarching themes:</p> <p>The different conceptual models of sustainable development and how these have evolved.</p> <p>Health and well-being and their inequalities.</p> <p>Climate change.</p> <p>All of these will be revisited in more detail across the thematic sessions.</p> <p>The remainder of semester one will consider the real estate lifecycle and 'people' and 'places'. The people theme will cover socio-demographics, health and wellbeing, and social cohesion each of these will include.</p>

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Trends and how the built environment affects and is affected by these (e.g. population growth, household size, ageing, obesity, mental health).

How the theme relates to sustainable development and, where appropriate, climate change drawing on evidence from the academic literature.

A brief summary of the response to these trends in designing healthy sustainable neighbourhoods bringing together, where appropriate, the responses to the resource themes (these will be covered in more detail in the places theme).

It will then begin to examine the 'resources' themes: energy, and ecological systems and food. In semester two the remaining themes of materials, waste and water will be explored. Each of these four themes will include the following:

Key drivers (including international and national legislation and targets).

Trends and how the built environment affects and is affected by these.

How the theme relates to sustainable development, health and well-being and, where appropriate, climate change drawing on evidence from the academic literature.

Response to the drivers/trends in designing healthy sustainable neighbourhoods.

The design responses will link to the people and places theme, focussing on urban form and urban design. The second semester will also examine methods for analysing places, places as systems and trade-offs between the different facets of health and sustainability. This will include analytical tools for appraising urban environments:

Case studies using both positive and negative examples from practice will be used throughout the module to illustrate key points.

**Teaching and Learning Methods:** Students will receive 72 hours of contact time delivered in 3 hour timetabled sessions per week. This will be in a range of formats including lectures, tutorials, exercises, workshops and seminars;

Students will undertake a 2 day local field trip during semester 1 these will allow the students to explore the themes and the design response to them in real developments, neighbourhoods and cities.

The amount of time spent on activities in this module is as follows:

Scheduled Teaching and Learning: 72 hours

Independent Learning: 72 hours

Assignment Preparation and Completion: 140 hours

Field trips: 16 hours

Total Study Time: 300 hours

Scheduled Teaching and Learning includes:

Lectures will be used to provide the background theories, concepts and examples from research and practice;

Exercises and workshops will be used to consolidate this material and allow students to apply this knowledge in different scenarios and critically evaluate examples from practice;

Students will work in groups and discuss their ideas in class to facilitate peer critical evaluation;

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Fieldtrips will be further used to consolidate learning and experience examples from practice first hand;

Directed study will be used to encourage independent learning and the use of academic literature and evidence.

Independent Learning includes:

Time engaged with directed study and other essential reading, exam preparation and revision, assessment preparation and completion.

### Part 3: Assessment

Component A: Objectives for a healthy sustainable community

A substantial project (max. 4500 words, with appropriate visual material) identifying and justifying key objectives for a healthy sustainable community and providing designs on how these could be achieved in the development. The project will be split into three elements to be assessed individually:

Element 1 - 1000 words: Students will select a site for development of a new healthy sustainable community in an existing urban area. They will provide an introduction to the site, its surrounding context and the needs of the area. This will include at least two pieces of spatial analysis.

Element 2 - 2500 words: Students will set out their proposals for the site. This will include the land uses, residential density, and types and tenures of housing. They will then identify key objectives for the development; each objective should have:

Why it is important, what are the drivers, targets, trends that are relevant;

The design response/s to ensure this objective is achieved.

Element 3 - 1000 words: An overall appraisal of the development will be included using the analysis techniques explored in the module.

Resit of coursework

Students are expected to re work and re submit their assignment in response to feedback.

First Sit Components	Final Assessment	Element weighting	Description
Project - Component A		25 %	Site selection and context (1000 words plus visual material)
Project - Component A	✓	50 %	Proposal and objectives (2500 words plus visual material)
Project - Component A		25 %	Appraisal (1000 words plus visual material)
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<b>Part 4: Teaching and Learning Methods</b>																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;"><b>Module Learning Outcomes</b></th> <th style="text-align: left;"><b>Reference</b></th> </tr> </thead> <tbody> <tr> <td>Demonstrate their understanding the concepts of sustainable development and healthy planning.</td> <td>MO1</td> </tr> <tr> <td>Articulate the key drivers and trends affecting the relationship between 'resources' and the built environment including ecological systems, energy, materials and waste, water and food.</td> <td>MO2</td> </tr> <tr> <td>Demonstrate their understanding of how the design of the built environment influences these relationships.</td> <td>MO3</td> </tr> <tr> <td>Articulate the key drivers and trends affecting the socio-demographics, health and well-being of populations and how these affect and are affected by the built environment.</td> <td>MO4</td> </tr> <tr> <td>Critique the different design options for the built environment in terms of how they affect and are affected by health and sustainability outcomes.</td> <td>MO5</td> </tr> <tr> <td>Utilise different types of spatial and non-spatial analysis in the design of the built environment.</td> <td>MO6</td> </tr> <tr> <td>Utilise different forms of evidence in the development of ideas and designs.</td> <td>MO7</td> </tr> </tbody> </table>	<b>Module Learning Outcomes</b>	<b>Reference</b>	Demonstrate their understanding the concepts of sustainable development and healthy planning.	MO1	Articulate the key drivers and trends affecting the relationship between 'resources' and the built environment including ecological systems, energy, materials and waste, water and food.	MO2	Demonstrate their understanding of how the design of the built environment influences these relationships.	MO3	Articulate the key drivers and trends affecting the socio-demographics, health and well-being of populations and how these affect and are affected by the built environment.	MO4	Critique the different design options for the built environment in terms of how they affect and are affected by health and sustainability outcomes.	MO5	Utilise different types of spatial and non-spatial analysis in the design of the built environment.	MO6	Utilise different forms of evidence in the development of ideas and designs.	MO7
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/modules/ublmgn-30-1.html">https://uwe.rl.talis.com/modules/ublmgn-30-1.html</a></p>																

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### Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Real Estate [Sep][FT][Frenchay][3yrs] BSc (Hons) 2019-20

Real Estate [Sep][SW][Frenchay][4yrs] BSc (Hons) 2019-20

Property Development and Planning [Sep][FT][Frenchay][3yrs] BA (Hons) 2019-20

Property Development and Planning [Sep][SW][Frenchay][4yrs] BA (Hons) 2019-20

Urban Planning Practice {Apprenticeship} [Sep][PT][Frenchay][2yrs] CertHE 2019-20

Property Development and Planning {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19

Property Development and Planning {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19

Geography and Planning {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19

Geography and Planning {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19

Real Estate {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19

Real Estate {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19

Urban Planning {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19

Urban Planning {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19

Architecture and Planning {Foundation} [Sep][FT][Frenchay][5yrs] BA (Hons) 2018-19

Geography {Foundation} [Sep][FT][Frenchay][5yrs] MPlan 2018-19

Geography {Foundation} [Sep][SW][Frenchay][6yrs] MPlan 2018-19