Module Specification

Healthy Sustainable Communities

Version: 2021-22, v3.0, 08 Sep 2020

Contents

Part 1: Information

Module title: Healthy Sustainable Communities

Module code: UBLMGN-30-1

Level: Level 4

For implementation from: 2021-22

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Environment & Technology

Department: FET Dept of Architecture & Built Environ

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Architecture and the Built Environment

Module type: Project

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: 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.

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: The first two sessions will set the scene for the module (e.g. what we expect from students, our approach, academic integrity, assessment). We will then explore three overarching themes:

The different conceptual models of sustainable development and how these have evolved.

Climate change.

Health and well-being and their inequalities.

Sessions will then focus on People (Socio-demographics, health and wellbeing, and the Importance of understanding behaviours), Place (urban development, form, design and placemaking), and key themes including Ecological systems, Energy, Materials and waste, Transport and Water.

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

Key drivers (including international and national legislation and targets) will be identified

Trends and how the built environment affects and is affected by these will be explored.
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)

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

The design responses will link to the people and places theme, focusing on urban form and urban design. The second teaching block 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.

There will be a significant (4 weeks with prerecorded tasks) Geographical Information Systems (GIS) focus in the first semester, contributing to Component A.

Sustainability and the Property lifecycle will also be considered.

Part 3: Teaching and learning methods

Teaching and learning methods: Students will receive 72 hours of contact time delivered via 1 hour (2x30 minute) prerecorded lectures, and 2 hours timetabled sessions per week. This will be in a range of formats including lectures, tutorials, exercises, workshops and seminars.

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 (under review under Covid-19 and possibly delivered virtually)

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 or online to facilitate peer critical evaluation;

Fieldtrips will be further used to consolidate learning and experience examples from practice first hand (see comment above re Covid-19 impacts)

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate their understanding the concepts of sustainable development and healthy planning.

MO2 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.

MO3 Demonstrate their understanding of how the design of the built environment influences these relationships.

MO4 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.

MO5 Critique the different design options for the built environment in terms of how they affect and are affected by health and sustainability outcomes.

MO6 Utilise different types of spatial and non-spatial analysis in the design of the built environment.

MO7 Utilise different forms of evidence in the development of ideas and designs.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 172 hours

Face-to-face learning = 128 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/ublmgn-30-1.html

Part 4: Assessment

Assessment strategy: Component A: Site selection and context (1000 words (±10%), this should include a brief introduction to the site, its context and the proposed development with appropriate visual material).

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 using GIS.

Component A: Proposal and objectives for a healthy sustainable community and appraisal. (3500 words max).
Task 1: Proposal and objectives for a healthy sustainable community:
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 five 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.

Task 2: Site and development appraisal
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.

Assessment components:

Project - Component A (First Sit)
Description: Site selection and context (1000 words plus visual material)
Weighting: 25 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO3, MO4, MO6

Project - Component A (First Sit)
Description: Proposal and objectives (2500 words plus visual material)
Appraisal (1000 words plus visual material)
Weighting: 75 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO7

Project - Component A (Resit)
Description: Site selection and context (1000 words plus visual material)

Weighting: 25 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO3, MO4, MO6

Project - Component A (Resit)
Description: Proposal and objectives (2500 words plus visual material)
Appraisal (1000 words plus visual material)
Weighting: 75 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Urban Planning [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Environmental Management [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Environmental Management [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Real Estate [Sep][SW][Frenchay][4yrs] BSc (Hons) 2021-22

Real Estate [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Property Development and Planning [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

Property Development and Planning [Sep][SW][Frenchay][4yrs] BA (Hons) 2021-22

Urban Planning Practice {Apprenticeship-UWE} [Sep][FT][Frenchay][2yrs] CertHE 2021-22

Real Estate {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Property Development and Planning {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21

Property Development and Planning {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2020-21

Real Estate {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2020-21

Environmental Management {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2020-21

Environmental Management {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Geography and Planning {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2020-21

Architecture and Planning {Foundation} [Sep][FT][Frenchay][5yrs] BA (Hons) 2020-21

Environmental Management and Practice {Foundation} [Feb][FT][GCET][4yrs] BSc (Hons) 2020-21

Environmental Management and Practice {Foundation} [Oct][FT][GCET][4yrs] BSc (Hons) 2020-21

Urban and Regional Planning {Foundation} [Feb][FT][GCET][4yrs] BSc (Hons) 2020-21

Urban and Regional Planning {Foundation} [Oct][FT][GCET][4yrs] BSc (Hons) 2020-21

Geography and Planning {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2020-21

Urban Planning {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Urban Planning {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2020-21