



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Design and Implementation Project		
Module Code	UBGLY9-15-3	Level	Level 6
For implementation from	2018-19		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Environment & Technology	Field	Geography and Environmental Management
Department	FET Dept of Geography & Environmental Mgmt		
Contributes towards			
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> In addition to the learning outcomes, the following transferable skills developed through the module will include:</p> <ul style="list-style-type: none"> <li>Self-directed learning and time management</li> <li>Use of an academic library</li> <li>Ability to construct concise arguments and defend them</li> <li>Writing in professional and academic styles to a high standard</li> <li>Undertaking an area and site appraisal</li> </ul>

## STUDENT AND ACADEMIC SERVICES

**Outline Syllabus:** This module involves students working collaboratively to develop infrastructure proposals for a concept scheme at a specified development site. Working in teams, students will be presented with a brief that they will need to interpret, and where necessary challenge, in order to develop a programme of integrated activity. The brief will be realistic in its design and will seek to encourage collaboration with external partners. Students will need to investigate the context surrounding both the client and the brief and undertake a detailed assessment of the development site and surrounding area to identify key constraints and opportunities. Options for responding to the brief will need to be developed by each team, with more detailed work being applied progressively after the identification of alternatives/scenarios and the eventual selection of one or two preferred options.

As noted below, key elements of the module will be delivered via mix of keynote lectures, workshops and tutorials. Although these elements will be developed to respond to the specificities of the project and its location, an indicative syllabus would comprise:

The nature of infrastructure

Introducing the design problem: project and site (combined with a field visit)

Infrastructure planning and delivery

Goals of the design process

Actors of the design process

Developing and refining options

Negotiation and conflict resolution

Assessing the costs and benefits of a project

Delivering plans and projects: theoretical considerations

Delivering plans and projects: financial considerations

Mechanisms for implementation: delivery vehicles and partnerships Organisations and the integration of funds and policy

Implementation and the role for marketing and communications

Implementation and the role of leadership

International reflections on implementation

Specific workshops or demonstrations will be convened to respond to the specific needs and considerations of the students in developing their project.

In developing their projects, students will need to research relevant precedents and be mindful of the uncertainties and complexities associated with the multitude of factors making up the design brief. It will also be necessary for them to gather relevant information on environmental, engineering and planning issues, as well as intelligence on material suppliers and the range of collaborators, specialists and other contractors that would be needed to deliver the project. They will also need to have regard to client requirements, site and environmental considerations, costings and viability, health and safety matters, technical site design factors, and the relevance and suitability of available design and construction technologies. It will also be important for ideas and proposals to be suitably future-proofed to adapt and respond to climatic and environmental change and positively contribute towards sustainable design and construction. Taking this context aside, students will also be encouraged to think 'outside of the box' and apply both flair and imagination to their thinking.

Students will need to work collaboratively in their teams but will need to provide leadership in

## STUDENT AND ACADEMIC SERVICES

their own areas of expertise. Each team member will need to contribute to the thinking of the team and ultimately help in the presentation and defence of the proposed solution (s).

A key part of the module will be to consider the factors that will be necessary if the project (and, in most cases, the associated policy) is to be successfully delivered and implemented on the ground. This element of the module will look at the views concerning effective implementation as well as the challenges associated with the delivery of a development (infrastructure) project.

The module also considers the governance arrangements that influence implementation and the need to identify and engage with appropriate actors and stakeholders. Students will need to examine the integration and synergy between different policy and funding strands and consider the type of strategy for building appropriate public and political support.

The module will inevitably identify the skills that will be necessary for designing, appraising, negotiating and delivering an appropriate project response. The various themes that will be discussed include; principles of project management, strategic management, roles and skills of a project manager, project planning, negotiation and use of case studies etc.

**Teaching and Learning Methods:** Scheduled learning via a mix of lectures, seminars and workshop activities.

Independent learning includes essential reading, assessment preparation and completion. Independently managed group based learning will also be required.

### Process of learning

Students will be tutored through a mix of lectures, group and individual tutorials and laboratories. Design briefs and site locations will be set to ensure an appropriate level of complexity enabling the exploration of both concept alternatives and a detailed design challenge. Alternative concept designs will be developed and evaluated (self, and through formative feedback) leading to the recommendation of one to be investigated further. This will include a site appraisal and an outline of the technology to be adopted as well as consideration of health and safety, cost of the production process and the economic, social and environmental costs of implementing the project.

Students will be expected to conclude with a reflection and critical evaluation of the choice of concept design and its progress through the whole design process. This reflection will need to be included as part of the design file (report).

### Part 3: Assessment

The assessment strategy has been developed to create a continuous journey of learning, with weekly sessions providing a direct contribution to the project report and presentation required by the end of the module. Students will be supported along the way, with the lectures, seminars and workshops designed to inform the process. The assessment will effectively design-out plagiarism on the basis that the project will be different each year and on the basis that the response of each group will be inevitably different.

The assessment comprises two parts, a group presentation and an individual report/design file. Both are linked to the same project. Students will work collaboratively in groups to develop a final presentation, with this work being informed by an individual design file that each student needs to develop. These individual submissions will reflect individual expertise and experience.

#### Component A Group presentation: Design Defence of Final Design Proposal

Presentation of a group response to the project brief with details to include site and area analysis, option design and testing, a recommended design proposal, concept drawings/sketches, and consideration of delivery/implementation factors. The presentation will set out and defend choices made by the group. Each presentation group will be supplied with a single mark, although mechanisms will be provided to cater for those students who have expressed a lower level of engagement than their peers. The presentation will satisfy learning outcomes 1- 6

## STUDENT AND ACADEMIC SERVICES

Component B Design File (Individual Report).

The report (design file) focuses on one complex element of the design project and requires a bespoke investigation undertaken by each student. It will have an equivalent length of 4,000 words. The investigation will respond to the learning outcomes stated above and the skills, experiences and requirements surrounding the student's academic programme. The report will contain interpretation and analysis and commentary on research, data, calculations, proposed solutions, drawings specifications and work programmes appropriate to the project. Learning outcomes 1-6.

Review sessions will be scheduled to help the students prepare for their assessment, with opportunities being offered for presentation and report material to be commented on.

Resit

The Resit will involve an individual presentation for Component A, and an individual report for Component B.

First Sit Components	Final Assessment	Element weighting	Description
Report - Component B		60 %	Report: (4000 words) design file with commentary
Presentation - Component A	✓	40 %	Group presentation: design defence (final) 10 mins e contribution per team member, including a response to questions
Resit Components	Final Assessment	Element weighting	Description
Report - Component B		60 %	Report: (4000 words) design file with commentary
Presentation - Component A	✓	40 %	Individual presentation (10 mins including questions) relating to the design work undertaken through the first sit.

### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to:	
		<b>Module Learning Outcomes</b>
	MO1	Explain and describe the roles and responsibilities of key professions, institutions and regulatory bodies at various stages of the design process
	MO2	Interpret a design brief to clarify project objectives and site context
	MO3	Propose possible conceptual solutions supported by the collection, and analysis of relevant data and information
	MO4	Advise on the appropriateness of options in line with policy and legislative requirements and develop detailed plans, using appropriate software, to inform, justify and evaluate development decisions
MO5	Provide critical reflection on the contextual factors associated with the delivery and implementation of policy and projects by drawing from relevant theory	

## STUDENT AND ACADEMIC SERVICES

	MO6	Analyse implementation activity from a variety of perspectives, including the external controls and restraints that shape development, and advise on the tools and practices for ensuring delivery
Contact Hours	<b>Contact Hours</b>	
	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	117
	<b>Total Independent Study Hours:</b>	117
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	33
	<b>Total Scheduled Learning and Teaching Hours:</b>	33
	<b>Hours to be allocated</b>	150
	<b>Allocated Hours</b>	150
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p><a href="https://uwe.rl.talis.com/modules/ubgly9-15-3.html">https://uwe.rl.talis.com/modules/ubgly9-15-3.html</a></p>	