



MODULE SPECIFICATION

| Part 1: Information | | | |
|-------------------------|---|--------------------|--|
| Module Title | Foundation Year Project | | |
| Module Code | UBLMPA-30-0 | Level | Level 3 |
| For implementation from | 2018-19 | | |
| 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 | | |
| Contributes towards | Building Surveying {Foundation} [Sep][SW][Frenchay][5yrs] 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 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 {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2018-19 Geography and Planning {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19 Geography {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19 Building Surveying {Foundation} [Sep][FT][Frenchay][4yrs] BSc (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 Geography {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19 Geography {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19 Quantity Surveying and Commercial Management {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19 Quantity Surveying and Commercial Management {Foundation}[Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19 | | |
| Module type: | Project | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |

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|---------------------------|------|
| Co- requisites | None |
| Module Entry requirements | None |

Part 2: Description

Overview: This module is concerned with the impact of global sustainable principles to the local context. Policy and practice surrounding the sustainable development, management and / or conservation of a site will be introduced and explored.

Educational Aims: Students will be introduced to a range of professional fields, while the assessment will enable them to develop skills associated with the planning, organisation and management of a project.

Outline Syllabus: The module contains two parts. The first part of the module will require students to consider some of the strategic sustainability drivers that affect development, management and / or conservation, as appropriate to the project site selected. These could include some of the following:

Priorities relating to investment, regeneration and local economic development.
 Policy surrounding the development and making of place.
 Green infrastructure and habitat management.
 Air quality and environmental protection.
 Ground conditions and contamination.
 Transport policy, including ambitions for promoting public and active travel.
 Design aspirations and priorities for maintaining and enhancing heritage.
 Community priorities, including the need to improve the health and well-being of residents.
 Corporate attitudes towards sustainable development.
 Flood and water management.
 Energy services and decentralised energy opportunities.

The second integral part of the module will introduce students to sustainability factors affecting the development, management and / or conservation of a site. These could include:

On-site waste management – reduce, reuse, recycle.
 On-site water management – rain water handling and Sustainable Urban Drainage Systems.
 Water and waste-water systems.
 Urban greening- including the potential provision of on-site green space or green roofs or walls.
 Interventions designed to support active travel.
 Supply chain management and responsible procurement.
 Lean design, just-in-time and off-site construction.
 Sustainable and low-carbon building design applications.
 Considerate construction management.
 Green leases and the value of sustainable developments.
 Operation and maintenance of sustainable facilities and estates.
 Conservation e.g. for biodiversity, urban green space management, nature reserves etc.

Teaching and Learning Methods: Students will undertake a series of activities outside of their own subject area to appreciate the multidisciplinary nature of how development, management and /or conservation can be practised for the purposes of securing greater sustainability. The project will be developed over the course of the module and will enable students to develop transferable skills necessary for further study at level 1, such as exercising personal responsibility and decision-making.

The module will be delivered via taught sessions that will enable students to gain all rounded knowledge and perspectives on the development, management and / or conservation of a site. To supplement the taught sessions and encourage student engagement the module delivery will contain practical sessions, guest speakers and site visits. This in turn will allow students to start

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considering professional attributes such as empathy for the roles of others and the ability to work as part of a team.

Part 3: Assessment

As part of the module students will be allocated to groups to formulate an idea and develop a development project proposal for a given location. Relating to this project, students shall undertake to do the following.

Component A – Group presentation – Students will be required present their project proposal, drawing on their subject knowledge to demonstrate the role their discipline had played in achieving sustainable credentials of the development. Marking shall contain an element of group peer marking where students will have an opportunity to use marking grids and assessment criteria to evaluate the work of others, hence giving them deeper insight into the assessment process.

Component B – Individual Portfolio – Each student will be required to submit a portfolio of work which will contain a range of course activities relating to their individual learning achieved related to the project. These shall include: a) academic reflections on key issues introduced by the module; b) a description of the development's sustainability credentials, with illustration of the role that certain groups and professions will need to play in order to deliver these; and c) relevant visual material to introduce and explain the approach to development, management and / or conservation.

| First Sit Components | Final Assessment | Element weighting | Description |
|----------------------------|------------------|-------------------|-----------------------------------|
| Portfolio - Component B | | 75 % | Individual portfolio (2000 words) |
| Presentation - Component A | ✓ | 25 % | Group presentation |
| Resit Components | Final Assessment | Element weighting | Description |
| Portfolio - Component B | | 75 % | Individual portfolio (2000 words) |
| Presentation - Component A | ✓ | 25 % | Individual presentation |

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| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | | | |
|---|--|---------------------------------|--|---------------------------------|---|-------------------------------------|--|---------------------------------------|---|---|-------------------------------------|-----------------------|--|---|----|------------------------------|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">Module Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td>MO1</td> <td>Put the theories of sustainable development into practice by collaborating with a multi-disciplinary team to develop a proposal for a site that recognises both global threats and local responsibilities</td> </tr> <tr> <td>MO2</td> <td>Identify and outline innovative and creative solutions to sustainability challenges in the development process</td> </tr> <tr> <td>MO3</td> <td>Reflect on how their discipline plays a role in the development</td> </tr> <tr> <td>MO4</td> <td>Describe the process of development</td> </tr> <tr> <td>MO5</td> <td>Demonstrate awareness of how relevant professions contribute and support development</td> </tr> </tbody> </table> | Module Learning Outcomes | | MO1 | Put the theories of sustainable development into practice by collaborating with a multi-disciplinary team to develop a proposal for a site that recognises both global threats and local responsibilities | MO2 | Identify and outline innovative and creative solutions to sustainability challenges in the development process | MO3 | Reflect on how their discipline plays a role in the development | MO4 | Describe the process of development | MO5 | Demonstrate awareness of how relevant professions contribute and support development | | | | | | |
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| MO3 | Reflect on how their discipline plays a role in the development | | | | | | | | | | | | | | | | | | |
| MO4 | Describe the process of development | | | | | | | | | | | | | | | | | | |
| MO5 | Demonstrate awareness of how relevant professions contribute and support development | | | | | | | | | | | | | | | | | | |
| Contact Hours | <table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">Contact Hours</th> </tr> </thead> <tbody> <tr> <td colspan="2">Independent Study Hours:</td> </tr> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">228</td> </tr> <tr> <td style="text-align: center;">Total Independent Study Hours:</td> <td style="text-align: center;">228</td> </tr> <tr> <td colspan="2">Scheduled Learning and Teaching Hours:</td> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">72</td> </tr> <tr> <td style="text-align: center;">Total Scheduled Learning and Teaching Hours:</td> <td style="text-align: center;">72</td> </tr> <tr> <td>Hours to be allocated</td> <td style="text-align: center;">300</td> </tr> <tr> <td>Allocated Hours</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> | Contact Hours | | Independent Study Hours: | | Independent study/self-guided study | 228 | Total Independent Study Hours: | 228 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 72 | Total Scheduled Learning and Teaching Hours: | 72 | Hours to be allocated | 300 | Allocated Hours | 300 |
| Contact Hours | | | | | | | | | | | | | | | | | | | |
| Independent Study Hours: | | | | | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 228 | | | | | | | | | | | | | | | | | | |
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| Scheduled Learning and Teaching Hours: | | | | | | | | | | | | | | | | | | | |
| Face-to-face learning | 72 | | | | | | | | | | | | | | | | | | |
| Total Scheduled Learning and Teaching Hours: | 72 | | | | | | | | | | | | | | | | | | |
| Hours to be allocated | 300 | | | | | | | | | | | | | | | | | | |
| Allocated Hours | 300 | | | | | | | | | | | | | | | | | | |
| Reading List | <p>The reading list for this module can be accessed via the following link: https://uwe.rl.talis.com/modules/ublmpa-30-0.html</p> | | | | | | | | | | | | | | | | | | |