



## **Module Specification**

### **Built Environment Futures**

Version: 2021-22, v3.0, 15 Nov 2021

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## Part 1: Information

**Module title:** Built Environment Futures

**Module code:** UBLM81-30-0

**Level:** Level 3

**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:** Standard

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** This module focuses on the future challenges of the built environment, including sustainability, fire safety, housing crisis, affordability, disruptive technologies, inclusivity and accessibility. The module takes a global

approach to understanding current activities, with reference being made, for example, to the United Nation's Sustainable Development Goals 2030. A case study approach will be adopted to highlight the wide-ranging challenges that exist, with a variety of development types being used for illustration.

**Outline syllabus:** Sustainability - The module introduces students to existing challenges and continues by outlining the type of actions that are considered necessary for delivering greater environmental, social and economic sustainability.

Fire Safety - the module will explore the impact of recent fires on the regulations used to govern building development and the subsequent impact of retail, design, supply chains and construction practices.

Affordable Homes - the module will explore the housing crisis and the factors that play a role.

Inclusive and Accessible Development - we will explore how development impacts social inequalities such as race identification, gender equality and factors affects those with physical impairments.

Disruptive Technologies - the module will explore the potential impact of technologies such as robotics, AI, automation and MMC.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning will comprise lectures and workshops, including practical tasks. Lectures will provide a framework for understanding the reading and key issues covered by the module. Independent learning will use directed reading via the online reading list and a selection of online resources, including appropriate case studies.

As well as regular weekly taught sessions, the module will include attendance of a number of one-off activities, including site visits, industry conferences, online guest lectures and some industry focused taster CPD.

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

**MO1** Identify the factors that affect the future challenges facing the built environment, considering regional, national and global contexts.

**MO2** Identify and reflect on the role professional bodies, corporations and individual professionals play in tackling future challenges.

**MO3** Investigate a subject and communicate an opinion on future outcomes based on researched evidence.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ubgmpr-30-0.html) via the following link <https://uwe.rl.talis.com/modules/ubgmpr-30-0.html>

## **Part 4: Assessment**

**Assessment strategy:** The module will be assessed by two components. Component A is worth 50%; Component B is worth 50%.

### Component A

Students shall write a 1,000 word reflection demonstrating a deep awareness of one of the future challenges to the built environment, the current position of a Professional Body, the role played by conferences and CPD, and a prediction of how the industry might be different looking 10 years into the future.

The resit for component A will require students to re-submit their 1,000 word reflection.

## Component B

Students will be asked to produce a poster reflecting on industry focussed changes which respond to future social economic, environmental or technological challenges.

The resit for component B will require students to re-submit their poster.

**Assessment components:****Reflective Piece - Component A (First Sit)**

Description: Reflective report (1000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3

**Poster - Component B (First Sit)**

Description: Students will be asked to produce a poster reflecting on industry focused changes or future built environment changes which respond to future social economic environmental or technological challenges.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

**Reflective Piece - Component A (Resit)**

Description: Reflective report (1000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3

**Poster - Component B (Resit)**

Description: Analytical poster describing a theory of change, logic model or pathway to change in the built environment sector.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Building Surveying {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2021-22

Building Surveying {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Construction Project Management {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2021-22

Construction Project Management {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Real Estate {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2021-22

Quantity Surveying and Commercial Management {Foundation}

[Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Quantity Surveying and Commercial Management

{Foundation}[Sep][SW][Frenchay][5yrs] BSc (Hons) 2021-22

Real Estate {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Property Development and Planning {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2021-22

Property Development and Planning {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2021-22