Module Specification

Sustainable Urban Communities

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Contents

Part 1: Information

Module title: Sustainable Urban Communities

Module code: UBLMJ1-30-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

College: Faculty of Environment & Technology

School: FET Dept of Architecture & Built Environ

Partner institutions: None

Field: Architecture and the Built Environment, LLE

Module type: Module

Pre-requisites: None

Excluded combinations: Healthy Sustainable Communities 2023-24

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: BEFORE: Learners joining this level 4 course are expected to have fundamental study skills associated with a level 3 qualification, such as an a-level, BTEC, Access course or Foundation year.
DURING: 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.

AFTER: On completion of the course learners can explore further opportunities relating to careers in property and planning.

Features: This module has been designed to be delivered as a stand-alone credit-bearing short course, meeting the criteria for Lifelong Loan Entitlement funding through the Student Loan Company.

The learning outcomes map directly to the existing UWE modules UBLMGN-30-1, which form part of our Property and Planning related degrees, and so learners who progress to the full programme can use the short course to offset these credits.

As this module can be taken as a stand-alone short course, where learners may lack the peer support and institutional knowledge of students on full degree programmes, the course has been designed to meet the highest standard of inclusive design, including:

- A primary in-person teaching environment, that represent at least 72 contact hours out of a total 300 hours of learning (25%).
- A secondary online learning environment where material is available in digital formats, including recordings of in-person delivery.
- Learning material and online reading publications in formats more accessible to neurodiverse learners.
- Each element of learning shall be divided into short presentations on theory, followed by interactive learning activities, using technology enhanced learning, detailed session plans and related reading lists.
- Where possible the use of hands-on learning equipment and real-world case studies, will be used to give the learning a professional focus.

Educational aims: See Learning Outcomes

Outline syllabus: Three overarching themes will be explored:

- The different conceptual models of sustainable development and how these have evolved.
- Climate change.
- Health and well-being and their inequalities.

Learning will 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.

Learners 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 (such as Geographical Information Systems (GIS)) for appraising urban environments:

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

Sustainability and the Property lifecycle will also be considered.

Part 3: Teaching and learning methods

Teaching and learning methods: 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 may be further used to consolidate learning and experience examples from practice first hand.

In parallel with this course free enhancement courses will be offered by the UWE Library in relation to academic study skills.

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

MO1 Identify an urban site that has potential for development using sustainable principles and concepts of healthy planning.

MO2 Outline an urban development of 100 dwelling, clearly considering the impact on aspects such as ecological systems, energy, materials, waste, water and food, within the context of wider development drivers that affect the socio-demographics, health and well-being of populations.

MO3 Critique the different urban design options for the built environment in terms of how they affect and are affected by health and sustainability outcomes, utilising different types of spatial and non-spatial analysis techniques such as GIS.

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 via the following link https://uwe.rl.talis.com/modules/ublmj1-30-1.html

Part 4: Assessment

Assessment strategy: The Strategy:
Considering the syllabus of this module, the level of study and the number expected study hours, it has been determined that an appropriate and engaging form of assessment would be a two stage development proposal for a related project. These demonstrate clearly the level of which the students have achieved the

learning outcomes and also are authentic to the world of work where proposal development skills are much in demand.

The Assessment:

Project 1 (1000 words) - Site selection and context, 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.

Project 2 (2000 words) - Proposal and objectives for a healthy sustainable community and appraisal.

Task 1: Proposal and objectives for a healthy sustainable community: 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 : An overall appraisal of the development will be included using the analysis techniques explored in the module.

Resit Project 1 - a similar brief to that described above, which may include some topic changes.

Resit Project 2 - a similar brief to that described above, which may include some topic changes.

Assessment tasks:

Project (First Sit)

Description: Proposal (2000 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3

Project (First Sit)

Description: Site analysis (1,000 words)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Project (Resit)

Description: Proposal (2000 words)

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3

Project (Resit)

Description: Site analysis (1,000 words)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

Part 5: Contributes towards

This module contributes towards the following programmes of study: