



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--|--------------------|--|
| Module Title | Sustainability in the Built Environment | | |
| Module Code | UBLMR4-15-M | Level | Level 7 |
| For implementation from | 2018-19 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | Faculty of Environment & Technology | Field | Architecture and the Built Environment |
| Department | FET Dept of Architecture & Built Environ | | |
| Module type: | Project | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
|--|
| <p>Educational Aims: See Learning Outcomes</p> <p>Outline Syllabus: Module themes will include:</p> <p>Background and drivers for sustainable development: this will explore the development of the sustainability agenda, different conceptual models of sustainable development and the key trends in society that affect, and are affected by, the built environment.</p> <p>Implications of sustainable development for the development process: this will explore a number of aspects concerning the impact of development on the wider environment and how this is mitigated including systems thinking, environmental management systems, responsible sourcing, waste management and corporate social responsibility.</p> <p>Sustainability at the neighbourhood scale: this will examine how sustainable neighbourhoods are planned and designed, the relationship between neighbourhoods and sustainable behaviours as well as the types of features that such neighbourhoods may possess drawn from example neighbourhoods and accreditation methods.</p> <p>Sustainability at the building scale: this will examine different aspects of sustainable buildings,</p> |

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their features, performance and accreditation including examples of buildings from the residential and commercial sectors.

Infrastructure: this will explore different types of infrastructure and their role in achieving sustainable built environments, including energy, water, transport and waste as well as social and green infrastructure.

Teaching and Learning Methods: Students will receive 30 hours of contact time delivered in five blocks fortnightly. This will be in a range of formats, including lectures, tutorials, workshops and support via e-mail.

Distance learning students will have access to recorded lectures and a 1 hour webinar conducted fortnightly via Blackboard Collaborate;

The amount of time spent on activities in this module is shown below:

Hours

Scheduled Teaching and Learning 30

Independent Learning 100

Assignment Preparation and Completion 20

Total Study Time 150

Scheduled Teaching and Learning includes:

Lectures will be used to provide the background theories, concepts and examples from research and practice.

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 to facilitate peer critical evaluation.

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, assessment preparation and completion.

Part 3: Assessment

Summative Assessment:-

Component A: Guiding principles for the delivery of a sustainable development

All learning outcomes:

Students are asked to imagine that they are developer submitting a proposal to the local (or municipal) authority outlining their vision for the development of a piece of brownfield land. The local authority has specified that the development must be sustainable and has asked the developer to submit six guiding principles for the development.

Students will select a brownfield site in a town centre/city centre/built-up area of their choice. The development must be appropriate for the site in question and must be more than a single building.

They will provide a brief description of what they propose to develop on the site, and then set out the six guiding principles that the development will adhere to. Each guiding principle will include the following information:

A short title for the guiding principle.

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A brief description of the background to the guiding principle.

Why this guiding principle is necessary to achieve a sustainable built environment.

How the guiding principle meets key legislation, guidance and/or targets.

Practical examples of how this guiding principle could be achieved in the development.

How the development could be measured or accredited to demonstrate that this guiding principle has been achieved.

Any limitations to the inclusion of this guiding principle.

They will provide a brief report (maximum 2000 words with some graphics, images, diagrams etc.). A reference list will be provided; in particular the guiding principles should be supported with relevant academic references. The reference list, text in figures, tables or captions to figures and table are not included in the word limit.

Timing: Reports will be submitted via Blackboard during the assessment block.

The report will be assessed according to the following criteria:

Identification and explanation of guiding principles (30%).

Provision of appropriate examples of how the guiding principles could be achieved (20%).

The extent to which existing research and evidence have been utilised and analysed to justify and critically evaluate the guiding principles (30%).

Effectiveness of referencing and range of and quality of literature sources (10%).

Quality of report in terms of standards of literacy, presentation and communication (10%).

Formative Assessment:-

Formative assessment will be carried out during workshops.

Tutorials will be provided to review assessments prior to submission.

| First Sit Components | Final Assessment | Element weighting | Description |
|----------------------|------------------|-------------------|---|
| Report - Component A | ✓ | 100 % | Report on guiding principles for sustainable development (2000 words) |
| Resit Components | Final Assessment | Element weighting | Description |
| Report - Component A | ✓ | 100 % | Report on guiding principles for sustainable development (2000 words) |

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| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | |
|---|--|---------------------------------|------------------|--|-----|--|-----|---|-----|---|-----|--|-----|---|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Demonstrate their understanding the concepts of sustainable development and how these relate to the built environment.</td> <td>MO1</td> </tr> <tr> <td>Articulate the key drivers and trends affecting the built environment and how these relate to the concepts of sustainable development.</td> <td>MO2</td> </tr> <tr> <td>Demonstrate their understanding of the different measures or features in the built environments that contribute to their sustainability at different spatial scales including infrastructure, neighbourhoods and buildings and their limitations.</td> <td>MO3</td> </tr> <tr> <td>Critique the mechanisms through which sustainable built environments are delivered including legislation and targets, accreditation schemes and environmental management systems.</td> <td>MO4</td> </tr> <tr> <td>Critique the current practices of built environment professionals in terms of sustainable development.</td> <td>MO5</td> </tr> <tr> <td>Utilise different forms of evidence from research and practice in the development of ideas.</td> <td>MO6</td> </tr> </tbody> </table> | Module Learning Outcomes | Reference | Demonstrate their understanding the concepts of sustainable development and how these relate to the built environment. | MO1 | Articulate the key drivers and trends affecting the built environment and how these relate to the concepts of sustainable development. | MO2 | Demonstrate their understanding of the different measures or features in the built environments that contribute to their sustainability at different spatial scales including infrastructure, neighbourhoods and buildings and their limitations. | MO3 | Critique the mechanisms through which sustainable built environments are delivered including legislation and targets, accreditation schemes and environmental management systems. | MO4 | Critique the current practices of built environment professionals in terms of sustainable development. | MO5 | Utilise different forms of evidence from research and practice in the development of ideas. | MO6 | | |
| Module Learning Outcomes | Reference | | | | | | | | | | | | | | | | |
| Demonstrate their understanding the concepts of sustainable development and how these relate to the built environment. | MO1 | | | | | | | | | | | | | | | | |
| Articulate the key drivers and trends affecting the built environment and how these relate to the concepts of sustainable development. | MO2 | | | | | | | | | | | | | | | | |
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| Contact Hours | <table border="1"> <thead> <tr> <th colspan="2">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">120</td> </tr> <tr> <td style="text-align: center;">Total Independent Study Hours:</td> <td style="text-align: center;">120</td> </tr> <tr> <th colspan="2">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">30</td> </tr> <tr> <td style="text-align: center;">Total Scheduled Learning and Teaching Hours:</td> <td style="text-align: center;">30</td> </tr> <tr> <td>Hours to be allocated</td> <td style="text-align: center;">150</td> </tr> <tr> <td>Allocated Hours</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> | Independent Study Hours: | | Independent study/self-guided study | 120 | Total Independent Study Hours: | 120 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 30 | Total Scheduled Learning and Teaching Hours: | 30 | Hours to be allocated | 150 | Allocated Hours | 150 |
| Independent Study Hours: | | | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 120 | | | | | | | | | | | | | | | | |
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| Allocated Hours | 150 | | | | | | | | | | | | | | | | |
| Reading List | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ublmr4-15-m.html</p> | | | | | | | | | | | | | | | | |

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Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Real Estate Management [Sep][FT][Frenchay][1yr] MSc 2018-19

Real Estate Management [Jan][FT][Frenchay][1yr] MSc 2018-19

Construction Project Management [Jan][PT][Frenchay][2yrs] MSc 2018-19

Construction Project Management [Jan][FT][Frenchay][1yr] MSc 2018-19

Construction Project Management [Sep][PT][Frenchay][2yrs] MSc 2018-19

Construction Project Management [Sep][FT][Frenchay][1yr] MSc 2018-19