



MODULE SPECIFICATION

Part 1: Information			
Module Title	Achieving Design Quality		
Module Code	UBGMLA-15-2	Level	Level 5
For implementation from	2019-20		
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		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Overview: Good design is a key aspect of sustainable development, is indivisible from good planning, and should contribute positively to making places better for people. Knowing how to plan, encourage and secure high quality design is an essential skill for planners. Achieving good design is about creating places, buildings, or spaces that work well for everyone, look good, last well, and will adapt to the needs of future generations. Good design responds in a practical and creative way to both the function and identity of a place, and the individual constraints and opportunities arising from a site.</p> <p>Educational Aims: This module will allow students to define good design and the key ingredients that can contribute to the making of successful and sustainable places.</p> <p>Outline Syllabus: Students will be introduced to the language of design and offered experience in exploring how a variety of spaces can be designed and/or re-modelled. Students will explore, and be asked to reflect, on the processes through which good design can be secured, with reference being made to the potential for using different forms of design guidance. Students will be introduced to the notion of public space and be asked to engage in relevant debates concerning its design and management. The module takes an approach of 'learning by doing' and will require students to develop proposals for a street and / or square of your choice.</p>

STUDENT AND ACADEMIC SERVICES

The context of this space will vary but should be suitably complex to enable students to appreciate the kind of factors that design teams need to consider. The module will conclude by considering how design quality can be secured and maintained as planning projects are implemented.

Teaching and Learning Methods: Scheduled learning will comprise coursework and lectures, together with practical tasks, guest speakers and possible field visit(s). Lectures will provide a framework for understanding the reading and the 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.

Project work will be progressively developed through module sessions with dedicated sessions being arranged to help with content and visual design.

Part 3: Assessment

The module will be assessed by a single component of assessment that will require students to undertake a detailed appraisal of a street and / or square and to present ideas for a future re-design. The assessment will require students to apply, and extend, the range of skills developed elsewhere in years one and two. A limit of 3,000 words will be applied to the appraisal and statement. Although each student's proposal will be shaped by group critique, each submission will be prepared and assessed individually. Submissions will need to be supported by evidence of relevant reading.

The assessment will enable students to create a product that is commonplace in urban planning practice. It will also provide a tangible output that can be shown to employers. In addition to responding to the knowledge-based learning outcomes, the assessment will enable students to further develop skills in visual communication achieved at level one.

Re-sit work will follow the same broad format. The assessment is felt to minimise the risk for plagiarism on the basis that each portfolio will focus upon a student's individual proposal, which will be developed under tutor supervision over a series of weeks. Students will be able to present their portfolio for formative review in advance of the deadline. Example portfolios will be made available to the cohort for review, with care being taken to ensure that these relate to a different site and design brief.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	100 %	Individual appraisal and concept statement (3000 works plus visual material)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	100 %	Individual appraisal and concept statement (3000 works plus visual material)

STUDENT AND ACADEMIC SERVICES

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" data-bbox="347 309 1516 680"> <thead> <tr> <th data-bbox="354 318 1353 340">Module Learning Outcomes</th> <th data-bbox="1359 318 1509 340">Reference</th> </tr> </thead> <tbody> <tr> <td data-bbox="354 349 1353 403">Evaluate the principles and processes of design for creating high quality places and spaces, consolidating and developing knowledge previously gained</td> <td data-bbox="1359 349 1509 403">MO1</td> </tr> <tr> <td data-bbox="354 412 1353 465">Explain the principles of inclusive design and evaluate the impacts of design decision making on the quality of life of the client and user</td> <td data-bbox="1359 412 1509 465">MO2</td> </tr> <tr> <td data-bbox="354 474 1353 528">Demonstrate an understanding of good urban and building design and to apply design objectives in formulating proposals for improving streets and spaces</td> <td data-bbox="1359 474 1509 528">MO3</td> </tr> <tr> <td data-bbox="354 537 1353 591">Use the vocabulary and terminology of urban and building design accurately and to appreciate the contributions made by other disciplines/professions</td> <td data-bbox="1359 537 1509 591">MO4</td> </tr> <tr> <td data-bbox="354 600 1353 672">Gain experience in creating plans and drawings that can communicate and visualise a development proposal, both by hand and by using appropriate software</td> <td data-bbox="1359 600 1509 672">MO5</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Evaluate the principles and processes of design for creating high quality places and spaces, consolidating and developing knowledge previously gained	MO1	Explain the principles of inclusive design and evaluate the impacts of design decision making on the quality of life of the client and user	MO2	Demonstrate an understanding of good urban and building design and to apply design objectives in formulating proposals for improving streets and spaces	MO3	Use the vocabulary and terminology of urban and building design accurately and to appreciate the contributions made by other disciplines/professions	MO4	Gain experience in creating plans and drawings that can communicate and visualise a development proposal, both by hand and by using appropriate software	MO5				
Module Learning Outcomes	Reference																
Evaluate the principles and processes of design for creating high quality places and spaces, consolidating and developing knowledge previously gained	MO1																
Explain the principles of inclusive design and evaluate the impacts of design decision making on the quality of life of the client and user	MO2																
Demonstrate an understanding of good urban and building design and to apply design objectives in formulating proposals for improving streets and spaces	MO3																
Use the vocabulary and terminology of urban and building design accurately and to appreciate the contributions made by other disciplines/professions	MO4																
Gain experience in creating plans and drawings that can communicate and visualise a development proposal, both by hand and by using appropriate software	MO5																
Contact Hours	<table border="1" data-bbox="347 721 1516 1469"> <thead> <tr> <th colspan="2" data-bbox="354 730 1509 801">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td data-bbox="354 810 1171 864">Independent study/self-guided study</td> <td data-bbox="1177 810 1509 864">100</td> </tr> <tr> <td data-bbox="354 873 1171 1025">Total Independent Study Hours:</td> <td data-bbox="1177 873 1509 1025">100</td> </tr> <tr> <th colspan="2" data-bbox="354 1034 1509 1106">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td data-bbox="354 1115 1171 1169">Face-to-face learning</td> <td data-bbox="1177 1115 1509 1169">50</td> </tr> <tr> <td data-bbox="354 1178 1171 1330">Total Scheduled Learning and Teaching Hours:</td> <td data-bbox="1177 1178 1509 1330">50</td> </tr> <tr> <td data-bbox="354 1339 1171 1393">Hours to be allocated</td> <td data-bbox="1177 1339 1509 1393">150</td> </tr> <tr> <td data-bbox="354 1402 1171 1456">Allocated Hours</td> <td data-bbox="1177 1402 1509 1456">150</td> </tr> </tbody> </table>	Independent Study Hours:		Independent study/self-guided study	100	Total Independent Study Hours:	100	Scheduled Learning and Teaching Hours:		Face-to-face learning	50	Total Scheduled Learning and Teaching Hours:	50	Hours to be allocated	150	Allocated Hours	150
Independent Study Hours:																	
Independent study/self-guided study	100																
Total Independent Study Hours:	100																
Scheduled Learning and Teaching Hours:																	
Face-to-face learning	50																
Total Scheduled Learning and Teaching Hours:	50																
Hours to be allocated	150																
Allocated Hours	150																
Reading List	<p>The reading list for this module can be accessed via the following link: https://uwe.rl.talis.com/index.html</p>																

Part 5: Contributes Towards

This module contributes towards the following programmes of study: