

<b>Module Title:</b> Work-based Project	<b>Module Code:</b> EV7112  <b>Level:</b> 7  <b>Credit:</b> 15  <b>ECTS credit:</b> 7.5	<b>Module Leader:</b> Tim Coleridge  <b>Additional tutors:</b> Alan Owen Bryce Gilroy-Scott Frances Hill Jane Fisher Louise Halestrap Ruth Stevenson Siobhan Maderson
<b>Pre-requisite:</b> none		<b>Pre-cursor:</b> Any one of the following modules:  EV7103: 'Ecosystem Services: Land use, Water and Waste Management'  Or  EV7104: 'Environmental Politics and Economics'  Or  EV7105: 'Cities & Communities'  Or  EV7106: Energy Flows in Buildings Part A  Or  EV7107: Energy Flows in Buildings Part B  Or  EV7108: Energy Provision  Or  EV7109: Building Performance Assessment & Evaluation  Or  EV7110: Sustainable Materials in the Built Environment  Or  EV7116: Energy generation, supply and demand in cities  Or  EV7117 Energy Generation from Wind  Or  EV7118 Energy Generation from Solar  Or  EV7119 Hydro and Marine Energy
<b>Co-requisite:</b> none		<b>Excluded combinations:</b> EV7111
<b>Location of delivery:</b> Distance-Learning only		
<b>The main aims of the module are to enable students to:</b>		

Deepen theoretical knowledge and understanding within a chosen specialist area of the field of adaptation and sustainability in the built environment (chosen from one of the Pre-cursor modules – refer to associated module specifications) and its interrelationship with other associated areas of the field through its application within a Work-based Project.

Develop and undertake substantial investigations within the chosen specialist area of the field to address significant areas of associated theory and/or practice, to implement and/or evaluate innovative or sectoral best practice within the chosen specialist area of the field, and critically assess the effectiveness of the methodologies utilised. The project that forms the focus of the module will be of the student's own choosing and each student will develop their associated investigations to suit to the context of their Work-based Project.

Undertake analysis of complex evidence generated through the Work-based Project, and develop critical responses to existing theoretical discourses, methodologies or practices within the chosen specialist area of the field.

Communicate and work effectively to undertake the Work-based Project; identifying and describing the structure and working practices in the placement company/organisation; demonstrate understanding of how social, economic and environmental factors influence the operation of the company/organisation; and reflect on and evaluate the learning achieved.

#### **Main topics of study:**

The specialist area of the field chosen for the module will be the primary driver of its content – refer to associated pre-cursor module specifications.

Investigations undertaken within the Work-based Project.

The module will enable students to apply various insights, knowledge and theoretical perspectives encountered in the pre-cursor module/s to a particular Work-based Project.

All within the context of sustainability and adaptation planning within the built environment.

#### **Learning Outcomes for the module**

At the end of this module, students will be able to:

##### **Knowledge**

1. Demonstrate an ability to apply theoretical knowledge and understanding within a chosen specialist area of the field of adaptation and sustainability in the built environment (chosen from one of the Pre-cursor modules – refer to associated module specifications) to a Work-based Project.
2. Show ability to critically investigate the complex nature of the interrelationship between the chosen specialist area of the field – refer to pre-cursor module specifications, with other associated areas of the field.

##### **Thinking skills**

3. Demonstrate an ability to critically evaluate complex evidence generated through the Work-based Project.
4. Develop critical responses to existing theoretical discourses, methodologies or practices within the chosen specialist area of the field.

##### **Subject-based practical skills**

5. Demonstrate an ability to develop a Work-based Project and undertake substantial investigations within the Work-based Project within the chosen specialist area of the field, to address a significant area or areas of associated theory and/or practice.

6. Demonstrate understanding of how social, economic and environmental factors influence the operation of the company/organisation and outcomes from the Work-based Project, and critically assess the effectiveness of the methodologies utilised.
7. Demonstrate an ability to implement and/or evaluate innovative or sectoral best practice within the chosen specialist area of the field.

***Skills for life and work (general skills)***

8. Demonstrate an ability to communicate and work effectively to undertake the Work-based Project; identify and describe the structure and working practices in the placement company/organisation; and reflect on and evaluate the learning achieved.

**Teaching/ learning methods/strategies used to enable the achievement of learning outcomes:**

The module will enable students to apply various insights, knowledge and theoretical perspectives encountered during one or more of the pre-cursor modules to a particular Work-based Project of their own choosing. The project should be undertaken within a work-based setting within the academic year of delivery, should be relevant to the programme learning outcomes and will generate defined evidence and outputs. The project could, for example, be in a student's own workplace, on seconderies, during a short-term work placement or volunteer position:

1. Students already employed within the built or general environment sectors may choose to base their Work-based Project around a theme of relevance to their own work-place experience.
2. This module offers the opportunity for students who take up a formal work placement (under their own initiative) with a suitable built or general environment related company/organisation to base their Work-based Project on their own work placement experience.

The experiences of participating in the project also forms part of the learning outcomes for the module, so a project involving group-working and/or a clear structure of mentoring, oversight, stakeholder engagement and/or organisational communication will be necessary.

The suitability of a student's proposed context and focus for the Work-based Project (eg work-place, work-placement, project, design, enterprise, research, task, programme, scheme etc.) will be confirmed if mutually agreed between all parties, and approved by the module leader in advance. Students will need to devise their own project and submit a formative 'Project proposal form' to facilitate a structured but formative review of the acceptability of the proposed Work-based Project in advance of the module. This module will therefore require students to be proactive, to find an appropriate setting (company/organisation) and develop a suitable project to undertake in the time available.

Detailed module guidance will be made available through the Student Handbook and/or Module Guide as appropriate.

The module delivery will include formative learning element/s to allow the students to receive critical feedback on their work from their peers and/or tutors without the pressure of marked assessment.

The module will only be available in distance learning (DL) delivery. Students learning will be supported through Internet-based lectures (from the pre-cursor modules), module specific learning resources made available through the VLE (Moodle) – including a Module Guide, online seminars and tutorials (VOIP/Skype/Telephone).

All students also have access to Moodle discussion boards and regular Skype surgeries, where they can meet with their peers and a tutor to discuss any academic issue.

Lectures onsite and through DL highlight key concepts, models and frameworks, and integrate additional resources (such as journal articles). They encourage deep learning through the use of self-assessment questions which encourage students to engage with the topic, to help students understand new topics and skills.

<b>Assessment Methods consist of summative coursework:</b>	<b>Weighting:</b>	<b>Learning Outcomes demonstrated:</b>
1. 3,000 word Report	100%	1, 2, 3, 4, 5, 6, 7

**Reading and resources for the module:**

**Core**

Core and Recommended texts related to the chosen specialist area of the field will be found within the Module Guides and specifications for pre-cursor modules.

**Recommended**

Thomas, G. (2015) *How to Do Your Case Study*. 2nd edition. SAGE. (\*)

Groat, L.N. & Wang D (2013). *Architectural Research Methods*. 2<sup>nd</sup> edition. New York: Wiley. (\*)

Kahn, W. A. (2014) *The Student's Guide to Successful Project Teams*. Routledge. (\*)

LaFasto F.M.J. & Larson C. (2001). *When Teams Work Best: 6,000 Team Members and Leaders Tell What it Takes to Succeed*. Thousand Oaks and London: Sage Publications. (\*)

*SAGE Research Methods: Find resources to answer your research methods and statistics questions.* (no date). Available at: <http://methods.sagepub.com/> (Accessed: 3 March 2017) – online access is available by signing in through Athens / UEL Institutional login. (\*)

Silyn-Roberts H. (2012) *Writing for science and engineering: papers, projects & proposals: a practical handbook for postgraduates in science, engineering and technology*. Oxford: Butterworth-Heinemann. (\*)

Walliman, N. (2011) *Your Research Project: Designing and Planning Your Work*. SAGE. (\*)

Further relevant journals, websites and other relevant resources will be provided within reading materials that are made available for the module and for the pre-cursor modules.

(\*) Available as an e-book or online resource.

<b>Indicative learning and teaching time (10 hrs per credit):</b>	<b>Activity</b>
1. Student/tutor interaction	Activity and hours (online seminars, chat rooms, tutorials, project supervision, formative assessment activities)  7.5 hours

2. Student learning time:	Activity and hours (e.g. seminar reading and preparation / assignment preparation / background reading / on-line activities / project work / portfolio / diary preparation, unsupervised studio work etc):  142.5 hours
Total hours (1 and 2):	150 hours