

<b>Module Title:</b>  Applied Project	<b>Module Code: EV7111</b>  <b>Level: 7</b>  <b>Credit: 15</b>  <b>ECTS credit: 7.5</b>	<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> EV7112
<b>Location of delivery:</b> CAT and by Distance-Learning		
<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 teamwork based Applied Project.

Develop and undertake substantial investigations within the chosen specialist area of the field to address significant areas of associated theory and/or practice, and critically assess the effectiveness of the methodologies utilised; investigations may take the form of inter alia: a case study scenario exercise; design, fabrication, experimentation and testing exercise; or other devised for the purposes of the module.

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

Communicate and work effectively within a team, as leader or member, undertaking the Applied Project; to implement and/or evaluate innovative or sectoral best practice within the chosen specialist area of the field.

**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 teamwork based Applied Project.
- The module will enable students to apply the various insights, knowledge and theoretical perspectives encountered to a particular Applied 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 teamwork based Applied 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 Applied 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 undertake substantial investigations within the chosen specialist area of the field, to address significant areas of associated theory and/or practice, and critically assess the effectiveness of the methodologies utilised.
6. 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)**

7. Demonstrate an ability to communicate and work effectively within a team, as leader or member, undertaking the Applied Project.

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

The delivery of the teamwork based Applied Project will be planned by the module leader as a range of separate projects – e.g. each focused on a different specialist area of the field defined above (refer to associated pre-cursor module specifications), OR as a number of interdisciplinary projects – each involving a range of disciplines, OR as a single interdisciplinary project, OR a combination of the above. Detailed module delivery proposals will be made available through the Module Guide.

The factual content of the module is taught through lectures, seminars, practical workshops, presentations, tutorials, and experiential teamwork based Applied Project/s, and throughout this process an active exchange of views and opinions is encouraged. Both theoretical and practical aspects are covered.

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

For distance learning (DL) students, learning will be supported through Internet-based lectures (of the onsite lectures), project and/or module specific learning resources made available through the VLE (Moodle), situation related practical exercises, seminars and tutorials.

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</b>  <b>(10 hrs per credit):</b>	<b>Activity</b>
1. Student/tutor interaction:	Activity and hours (lectures, seminars, tutorials, project supervision, formative assessment activities, practical classes and workshops)  30 hours
2. Student learning time:	Activity and hours (e.g. seminar reading and preparation / assignment preparation / background reading / on-line activities / group work / portfolio / diary preparation, unsupervised studio work etc):  120 hours
Total hours (1 and 2):	150 hours