

MSc Sustainable Development in the Built Environment
Programme Handbook

School of the

Built Environment



What is the Built Environment?



People

Buildings are for people and they have an enormous impact on our daily lives. They are for home, work, leisure and function. They can be inspiring or depressing, but whichever way we look at it, buildings are the fabric of the society which inhabits them. Working in the Built Environment you will play a part in delivering an unique and innovative product for this society.

History

Buildings last a long time, especially if they are well built and designed. They give an identity to a location and there are countless examples of this across the globe. You will learn how architecture and building technology has evolved since the past and how time has given us the rich built environment we have today.



Teamwork

Working as a team is essential to the development, design and construction of successful buildings. This is one of the most important skills you will learn, and you will have lots of practice of this in the School of the Built Environment. You will also have the opportunity to work in one of the most creative and dynamic of businesses with likeminded individuals who want to create great buildings.

Sustainability

The Built Environment produces lots of pollution. It will be your job to make sure new buildings produce much less for the future as well as working on the old buildings to clean them up. There is a world out there that needs your help to survive.



The Future

– is in your hands. You will be developing, designing and constructing the buildings of the future. Take this responsibility seriously; study the interplay of architecture, society, culture and the economy to build buildings which will stand the test of time.

Introduction to your Programme

This booklet is the first source of information and guidance for the Masters degree programme and hopefully will contain answers to most of your queries. However, if there are gaps which the booklet does not fill, then please ask your programme leader Graham Capper. This programme is intended to achieve this end by providing a post-graduate educational opportunity for able and motivated graduates. The programme

seeks to improve the intellectual development and research ability of entrants to the real estate management profession; in particular their ability to think beyond established practices and boundaries. The programme is intended to provide personnel with advanced skills and leadership potential to the profession. The admissions policy, curriculum and module design, teaching learning and assessment for the programme have been

designed to produce an advanced learning experience which builds upon undergraduate studies. The UK programme will provide a focus on property as a sustainable business asset, not only from an investors and owners viewpoint but also from a business occupiers viewpoint, the preferred modules reflecting the current legislation and challenges in the UK market.

The Programme Team

The programme is managed by a team consisting of the Programme Leader, Module Tutors and the Programme Administrator.

Programme Leader

The Programme Leader is concerned with the management and progress of all students studying on that programme. For MSc Sustainable Development the Programme Leader is Graham Capper.

Module Tutors

The Programme Leader and Module Tutors are responsible for giving counselling and advice on academic issues. In relation to academic issues, students are advised to discuss any matter with the relevant Module Tutor in the first instance. If the Module Tutor cannot resolve the matter, then you should arrange a meeting with the Programme Leader.

Guidance Tutor

You will be allocated a Guidance Tutor, a member of academic staff who had the duty of providing you with advice on academic, procedural and (where desired and appropriate) personal matters. Where possible, you will retain the same Guidance Tutor throughout your time at Northumbria.

You will be expected to consult with your Guidance Tutor during induction week, and regularly thereafter, including whenever modular or progression results are available, and whenever option choices have to be made.

You may in addition ask for a meeting with your Guidance Tutor at any time.

Programme Administrator

The Programme Administrator is Julie Rowe who can be contacted at the School Office Room B201, telephone 0191 243 7504 email julie.rowe@northumbria.ac.uk. Students who change their address or contact numbers must inform the Programme Administrator.

The Teaching Team

Name	Room	Tel	Email
Graham Capper	B307	227 4696	graham.capper@northumbria.ac.uk
Mary Lou Downie	B301	227 4938	marylou.downie@northumbria.ac.uk
Andy Dunhill	B225	227 4741	andy.dunhill@northumbria.ac.uk
Peter Fisher	B224	227 4542	peter.fisher@northumbria.ac.uk
Dom Fearon	A217b	243 7287	dom.fearon@northumbria.ac.uk
Paul Greenhalgh	B225	227 4593	paul.greenhalgh@northumbria.ac.uk
John Holmes	B307	227 3651	john.holmes@northumbria.ac.uk
Elaine Paterson	B223	227 4695	elaine.paterson@northumbria.ac.uk
Rob Pickard	WJ204	227 4107	rob.pickard@northumbria.ac.uk
Martin Robinson	A207	243 7610	martin.robinson@northumbria.ac.uk
Gill Robson	B226	243 7883	gill.robson@northumbria.ac.uk
Simon Robson	B309	227 4730	simon.robson@northumbria.ac.uk
Lu Lu Wang	A221	227 3294	lulu.wang@northumbria.ac.uk
Andrea Willett	A219	243 7281	a.willett@northumbria.ac.uk
Lynne Winter	A221	227 3294	l.winter@northumbria.ac.uk

Property Staff Research Interests

Peter Fisher

Property Research, Development Economics

Mary Lou Downie

International Property Valuation,

Paul Greenhalgh

Urban Regeneration, Local Property Markets

Elaine Paterson

Conservation and Urban Design

Simon Robson

Transport Development Finance

Gill Robson

International Property Valuation

Cheryl Williamson

Shopping Centre Tenant Mix

John Holmes

Sustainable Development

How to contact your Tutors

Appointments

Academic staff teach on many modules/programmes and it is advisable to make an appointment if you wish to see them. Occasionally you may be able to have an immediate appointment, but do not be disappointed if you are asked to return at a mutually convenient time. Please contact staff to cancel if you are unable to make the arranged appointment.

The Programme Leader normally allocates time during the week when he/she will be available, but please feel free to see them at any time if the situation is urgent.

Notice Board and eLearning Portal Blackboard

The main point of contact for staff with students is the Programme notice board No. 5 on A block second floor corridor or via eLearning Portal Blackboard announcements. This could be timetable changes, assessment information or personal messages.

YOU MUST REGULARLY CHECK THE NOTICEBOARDS AND ELP ANNOUNCEMENTS.

It is particularly important to check notices at the start of the semester when timetable changes are more likely and towards the assessment period when important information will be displayed.



Room Locations

Much of your teaching will take place in Ellison Building, but you may be required to go to other parts of the University for classes. The building/room abbreviations will be explained when you receive your timetable, but they are also listed on the campus map located under section 6: University facilities.

Email

While the telephone usually gives immediate access, email is used extensively throughout the University and is a very effective method of two-way communication between students and staff. You should automatically be allocated an email address by the University once you have enrolled.

Do remember that the Northumbria email address will be the one that is used to make contact with you, so do make sure that you check it regularly, particularly if you use a personal email account. Also remember to delete old messages, as you have a limited mailbox memory, and once it's full, you won't receive mail!



Educational Aims

The University Vision has recently been revised to include as one of its aims:

- Enhance the quality of the environment and provide leadership in meeting the challenges of global sustainability.

The School of the Built Environment recognises that it can play a critical role in providing regional and national leadership in meeting the challenges of global sustainability. As one of the largest and the most diverse schools in the UK, the School of the Built Environment at Northumbria has the breadth of knowledge to deliver an innovative and relevant programme in environmental sustainability.

The School has recognised that it has an important role to play in the education of construction and property professionals in respect of environmental sustainability and low carbon development.

It has become apparent through research, consultancy and CPD training that there is enormous demand from the region's property and construction community to acquire the skills and knowledge to meet the demand for sustainable development. What was a minority interest five years ago has become mainstream due to legislation and a growing awareness in the corporate sector.

Initially the programme is designed in part-time mode to allow practitioners in the region to attend one afternoon per week. It is anticipated that there will be strong demand from architects, engineers, property developers and construction staff. The initial offering will be designed for property, planning and construction staff. The programme will incorporate existing University Work-based Learning modules to help students work with their employer to develop both the knowledge of the student and the environmental awareness in the organisation. These WBL modules have been successful in Newcastle Business School and our own DL programmes.

The programme will also incorporate distance learning modules to allow students to study part of the syllabus in their own time, this facility will reduce attendance at University and allow students to maintain a work and family balance by avoiding evening sessions.

Programme Learning Outcomes

Knowledge and understanding of:

- 1 the causes and mechanisms of climate change
- 2 low carbon technologies in respect of building design and building services engineering
- 3 site issues in respect of site contamination and remediation, ecology and biodiversity
- 4 evolution of the environmental movement and drivers for change
- 5 policy, legislation and financial issues related to sustainable development
- 6 global environmental issues in the context of the built environment
- 7 components of sustainable communities

Intellectual Skills

Students will gain:

- 1 research and investigative skills to determine the environmental credentials of materials, design options and new technologies
- 2 evaluative skills to consider the balance between low carbon design solutions and economic considerations
- 3 research management skills to devise and execute work-based investigations and projects and dissertation

Practical Skills

Students will be able to:-

- 1 use research skills across a range of media, in particular the world wide web, electronic journals and databanks
- 2 apply of environmental assessment methods and environmental management systems to evaluate projects and organisations
- 3 recognise ethical issues, social responsibility and professional conduct
- 4 carry out feasibility studies
- 5 engage with authority / management to instigate environmental change

Transferable/Key Skills

Students will be able to:

- 1 manage time effectively to maximise productivity and meet deadlines
- 2 apply numerical skills, statistical analysis, general and specialist software
- 3 effective use of communication skills using a range of media
- 4 co-operate with colleagues, manage conflict and contribute to the setting and achievement of goals

Learning, Teaching and Assessment Strategy

The learning objectives of the programme will be achieved through a variety of traditional and innovative teaching strategies.

The taught modules will be delivered through the 'traditional' lecture and seminar format. The lectures will demonstrate principles and ideas, whilst the seminars will allow discussion, workshop discovery and examination of case studies. The School benefits from having access to a wide variety of properties and the professional contacts able and willing to demonstrate the problems and solutions to the question inherent in the syllabus. There will be extensive use of case studies and opportunities made for site visits. The two 10 credit distance learning (DL) modules will have a number of benefits. The School has built up expertise in writing distance learning material, the use of self-assessment questions, management of discussion groups and online submission of assessments. These distance learning modules will be delivered through the University's e-learning platform. DL will be deployed to shorten the hours of attendance at University by students. The mature students will have a busy professional life and family commitments, by using distance learning materials attendance at University is likely to be four to five hours per week. Teaching three modules per week would involve students taking a full day off work or continuing their studies

into the evening. It is anticipated that students will prefer the distance learning module to allow them to study the third module at a time convenient to themselves.

The University has devised a number of work-based learning modules which have been used successfully in Newcastle Business School and on the existing distance learning programmes in the School of the Built Environment. Work-based learning will allow students to apply directly the skills and knowledge they have been taught and have a three fold benefit; For students there will be the ability to evaluate and apply taught elements of the course in the work environment with which they are familiar.

Employers will have an active member of staff helping them reduce the environmental impact, carbon footprint and improve their bottom line.

The School will benefit from case studies and practical applications which can be recycled into the teaching programme.

The assessment strategy will encourage module tutors to promote active investigative assignment models which allow the students to draw on their work experience.

In the second year it is intended to create an integrative assessment assignment which will be in the form of a 'Northumbria Sustainable Development Award' in which the students will nominate and evaluate a sustainable development. The nomination may be new build, refurbishment or urban regeneration scheme. This will allow the students to engage with and evaluate the diverse aspects of sustainability and provide a integrative conclusion to the taught elements of the programme.

Programme Structures

There is a national requirement that all programmes of study have a publicly available 'Programme Specification'. The Programme Specification provides an account of the 'Learning Outcomes' (broadly – the student's capabilities by the end of the programme) and how these are to be achieved in a structured way by progression through the programme.

This section of the handbook is based on the Programme Specification for your programme. The full and definitive version can be found at <http://www.northumbria.ac.uk/programmespecs/>

Modules

The 180 point Masters programme is made up of 120 taught credit points and 60 credit dissertation.

There are eight taught modules.

Each module on the course carries credit points.

Single module = 10 credit points, double module = 20 credit points, triple module = 30 credit points

Each 10 credits represents 100 hours of student work load which on average equates to about 6–7 hours per week of lectures, seminars, preparation, revision, assessment, etc. Staff contact time will be approximately 10–15 hours per week. Your own self-managed study time should amount to approximately 30–35 hours per week.

Year 1			Year 2		
Semester 1	Dimensions of Sustainability BE1104 (20 Credits)	Evolution of the Environmental Movement BE1106 (10 Credits)	Semester 1	Low Carbon Design & Technology BE1107 (20 Credits)	Applied Research Methods (Real Estate) BE1099 (10 Credits)
Semester 2	Sustainable Communities BE1105 (20 Credits)	Work-based Investigation into Sustainability BE 1109 (10 Credits)	Semester 2	Work-based Project on Sustainability BE1110 (20 Credits)	Global Issues In Sustainability BE 1108 (10 Credits)

Year 3	
Semester 1	MSc Dissertation (Sustainable Development) BE111
Semester 2	(60 Credits)

Generic Assessment Criteria for Your Masters Programme

Each coursework brief will give you the individual marking scheme for that particular assessment task and your tutor will give you feedback in their preferred manner. Some staff may use their own particular assessment criteria to give you feedback, but to help you initially understand the performance level required, the grid below is designed to explain the difference in achievement at different percentage bands. You may use to self-assess your own work before you submit it!

Please note the pass mark is 50% for this programme.

Northumbria University Generic Assessment Criteria for Taught Postgraduate Programmes 2008/9

Work at Level 7 is required to 'Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision-making including use of supervision' (NICATS summary descriptor).

These are intended for guidance and do not replace the need for judgement by examiners.

Mark Range	Grade	Generic Assessment Criteria
70–100	Distinction	Excellent work providing evidence to a very high level of the knowledge, understanding and skills appropriate to Level 7. All learning outcomes met, many at high level. Marks at the high end of this range indicate outstanding work where all learning outcomes are met at a high level. Excellent in all or most of: use of primary sources of literature from a range of perspectives; development of analysis and structure of argument; critical evaluation and creative use of theory, research methods and findings; presentation of information to the intended audience.
60–69	Commendation	Commendable work providing evidence to a high level of the knowledge, understanding and skills appropriate to Level 7. All learning outcomes met, many are more than satisfied. Good in all or most of: use of up-to-date material from a variety of sources; development of analysis and structure of argument; critical evaluation of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
55–59	Pass	Satisfactory work providing evidence of the knowledge, understanding and skills appropriate to Level 7. All learning outcomes are met. Satisfactory in all or most of: use of relevant material from a variety of sources; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
50–54	Pass	Adequate work providing evidence of the knowledge, understanding and skills appropriate to Level 7 but only at a bare pass level. All learning outcomes are met (or nearly met and balanced by strengths elsewhere). Adequate in all of (or most of, with balancing strength elsewhere): use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
40–49	Fail	Work is not acceptable in providing evidence of the knowledge, understanding and skills appropriate to Level 7. However, a majority of the learning outcomes are met and others are nearly satisfied. Adequate in most but not all of the following aspects: use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
1–39	Fail	Work is not acceptable and provides little evidence of the knowledge, understanding and skills appropriate to Level 7. Few of the learning outcomes are met. Inadequate in some of the following aspects or seriously inadequate in at least one: use of relevant material; development of analysis and structure of argument; evaluation of theory; application of relevant theory, research methods and findings to the problem in question; presentation of information to the intended audience.
0	Fail	Work not submitted OR Work giving evidence of serious academic misconduct (subject to regulations in ARNA Appendix 1) OR Work showing no evidence of the knowledge, understanding and skills appropriate to Level 7. None of the learning outcomes are met.

ASk - Academic English and Study Skills for International Students

The School of the Built Environment together with the English Language Centre offer a weekly 2-hour class in academic skills (ASk) for all international students. There are no exams or assessment for ASk – the classes are there to help you improve your language and study skills and are based around the assignments and other tasks you have to complete during your course. The academic skills that will be taught include the following:

- Academic style and vocabulary
- Referencing using the Harvard system
- Avoiding plagiarism (by paraphrasing, summarising and direct quotation)
- Critical analysis
- Reading academic texts
- Academic speaking

It is also possible for students to ask the teacher for help or advice after the class, as well as by phone or email. It is hoped that you will find the classes useful and we look forward to meeting you in the new semester. Contact details of the tutor are as follows:

Stephen Parkin

English Language Centre

Room 114, Squires Workshop

Email: stephen.parkin@northumbria.ac.uk

Tel: 0191 227 3192

Assessment Regulations for Northumbria Awards

The Assessment Regulations for Northumbria Awards (ARNA) are the standard regulations which apply to all of the University's academic programmes. Any variations to ARNA have to be approved for a particular programme. For full details please go to the <http://northumbria.ac.uk/sd/central/ar/ltds/assess/>

The MSc Award

To attain an MSc award a student is required to successfully complete 180 credits at Level 7. These credits comprise 120 credits of taught modules and a 60 credits dissertation. Following completion of the taught elements, there is a progression point when students will be required to achieve an overall average of 50% to be eligible for referral and must successfully complete any referrals before they progress to the dissertation element of the award. A failed Masters dissertation cannot be compensated and must be resat. For full details see ARNA section 7.4.

Module Descriptors

Module Descriptors give information about each module (subject) delivered on your programme.

How to Obtain a Module Descriptor from the University's Website

First, open up Internet Explorer or Netscape Navigator and log into the Northumbria University website at <http://northumbria.ac.uk/>.

Click on:

1. Students
2. My Northumbria
3. Module Search
4. Type in module code
5. Click on 'Go'

Or alternatively, type the following address into your browser:

<http://sits.unn.ac.uk/live/webserv/mod.php>



Professional/Accrediting Body Requirements

Students are recommended to apply for student membership (free of charge) to the Royal Institution of Chartered Surveyors at the beginning of the programme which will give you access to their services, library and the local organisation and events. Details are available at <http://www.rics.org/>. A workshop will take place in Semester 1 to give you information on the RICS and APC, and the RICS have an office in the School.

Timetable

There will be a timetable given to you at the commencement of each semester showing modules, times, rooms and staff. You will be allocated to a seminar group and should not change your group without consent of the Programme Leader. Changes and extra sessions are notified to you via the programme notice board located on floor 2 A block corridor or via the eLearning Portal.