

M

SUM304 Assessment Brief

Academic Year	2022 / 2023
Semester	1
Module Number	SUM304
Module Title	Sustainable Development
Assessment Method	Written report (individual).
Deadlines (time and date)	Friday 16th December by 4pm
Submission	Assessment Dropbox in the Module Study Area in Campus Moodle.
Word Limit (see Assessment Word Limit Statement)	2500 (+/- 10%)
Module Co-ordinator	Whitney Bevan

What knowledge and/or skills will I develop by undertaking the assessment?

Students will develop knowledge of:

1. The ideas associated with design for sustainable development (within the Built Environment).
2. Methods and practices concerning sustainable development and responsible design for society.
3. Methods and practices concerning sustainable development and responsible environmental design.
4. Mitigation of carbon emissions and building adaptation.

Students will develop skills in:

1. The ability to research and source relevant and upto date information on the task.
2. Critical evaluation of previous studies and findings on the topic.
3. Academic writing (clear to the reader and concise).
4. The ability to structure a report and clearly communicate to the reader (written communication skills).

What knowledge and/or skills will I develop by undertaking the assessment?

On successful completion of the assessment students will be able to achieve the following

Learning Outcomes:

- Critically evaluate people and environment responsible design in a holistic and integrated way.

Please also refer to the Module Descriptor, available from the module Moodle study area.

What is expected of me in this assessment?

Task – report content

The world is in a state of climate emergency. In order to limit global temperature rise, it is essential to control carbon emissions. From COP26 (October – November 2021), the Glasgow Climate Pact was revisited for countries to strengthen their carbon emissions targets. The four broad areas for COP26 surround adaptation & loss and damage, mitigation, finance and collaboration, which can aid the net-zero target.

As the building sector is highly energy intensive and is responsible for approximately 39% of the global carbon emissions, there is a great focus on the built environment and the construction industry. Decarbonizing this sector can help tackle climate change by considerably reducing the carbon emissions. Addressing carbon reduction in the construction sector offers attractive opportunities to achieve net-zero targets.

In this assignment, your task is to suggest regulations that can be put in place following the outcome of COP26 and the Glasgow Climate Pact focussing on **mitigation of global carbon emissions and adaptation** in relation to the construction of **new buildings and refurbishment / retrofit projects**. Looking at current practices, you will **suggest potential regulations to cut carbon emissions** from land use, procurement, construction, embodied carbon, reusing existing buildings, operational carbon...etc in addition to **advice on the building adaptation** (think design for well-being and comfort).

What is expected of me in this assessment?

Week	Description and Learning Outcome(s)	
Weeks 1-3	<p>An understanding of sustainable development, its influence on the construction industry and connection to the built environment:</p> <ul style="list-style-type: none"> • Introduction to sustainable development, sustainability and climate change. • Sustainability and the Built Environment • Embodied carbon and LCA <p>LO: 1, 2</p>	<p>Tutorial activities include the following:</p> <ul style="list-style-type: none"> • Discussions on student ideas of sustainability and experiences in the Built Environment / workplace. • Building and Environment journal articles (climate change impacts, Construction industry preparation and green buildings). • Interview discussing perceptions of sustainability. • Podcast and discussion on sustainable practices in the industry.
Weeks 4-6	<p>A greater knowledge and understanding of sustainable building delivery, assessment processes and sustainable practices (e.g. waste reduction):</p> <ul style="list-style-type: none"> • Materials – waste • Energy efficient buildings and renewable technology integration • Sustainability assessment tools <p>LO: 1, 2</p>	<p>Tutorial activities include the following:</p> <ul style="list-style-type: none"> • Journal articles on barriers to low carbon technology integration in buildings. • Reading and analysis of reports, e.g. better homes and cooler planet, the decarbonisation of homes. • Podcasts on life cycle assessments (embodied carbon).
Weeks 7-10	<p>An introduction to sustainable development for urban design, healthy buildings, well-being and ethics in sustainability.</p> <p>LO: 2</p>	<p>Tutorial activities include the following:</p> <ul style="list-style-type: none"> • Cases that highlight examples of sustainable urban design. • Quality articles and class debates that discuss healthy buildings and comfortable buildings.

What is expected of me in this assessment?

Task report - format

Your assignment should be a report of 2500 words (+/- 10%) to explain and justify the challenge and solutions above. It should be written concisely and academically. Students should also consider a professional report structure to guide the reader and formal writing style. Prevailing literature on the subject should also be used to back up arguments and incorporate what has been read. Sources should be relevant, upto date and of quality (e.g. journal articles, quality reports, books and quality websites). The Harvard referencing system should be used. The use of images, figures and tables are encouraged and will not count within the word count, but these images need to be of value to the report (i.e. they will explain or relate to what is being discussed in the report). Please label all figures, images and tables. Below is a suggestion for a structure:

- Executive summary
- Table of contents
- Introduction
- Main body - a discussion relating the aims of the brief / report, e.g. regulations to reduce carbon emission in the built environment and buildings adaptation)
- Conclusions – key findings from the report and contribution to the broader construction sector
- Reference list
- Appendices (if required)

How will I be graded?

A grade will be provided for each criterion on the feedback grid which is specific to the assessment.

The overall grade for the assessment will be calculated using the algorithm below.

A	At least 50% of the feedback grid to be at Grade A, and normally 100% of the feedback grid to be at Grade B or better.
B	At least 50% of the feedback grid to be at Grade B or better, and normally 100% of the feedback grid to be at Grade C or better.
C	At least 50% of the feedback grid to be at Grade C or better, and at least 100% of the feedback grid to be at Grade D or better.
D	At least 50% of the feedback grid to be at Grade D or better, and at least 100% of the feedback grid to be at Grade E or better.

How will I be graded?

E	At least 50% of the feedback grid to be at Grade E or better.
F	Failing to achieve at least 50% of the feedback grid to be at Grade E or better.
NS	Non-submission.

Feedback grid

GRADE	A	B	C	D	E	F
DEFINITION / CRITERIA (WEIGHTING)	EXCELLENT Outstanding Performance	COMMENDABLE/VERY GOOD Meritorious Performance	GOOD Highly Competent Performance	SATISFACTORY Competent Performance	BORDERLINE FAIL	UNSATISFACTORY Fail
Relevance to people and environment responsible design. (40%) Grade:	Demonstrates a consistently thorough understanding of people and environment responsible design.	Demonstrates a thorough understanding of people and environment responsible design.	Demonstrates a good understanding of people and environment responsible design, but further explanation would be of value, e.g. further detail.	Demonstrates a basic understanding of people and environment responsible design, with some inaccuracies.	Insights of a level of understanding of people and environment responsible design, but fails to explain detail and relate the report to the brief provided.	Little to no understanding of people and environment responsible design. Little to no attempts to relate report to the brief provided.

GRADE	A	B	C	D	E	F
DEFINITION / CRITERIA (WEIGHTING)	EXCELLENT Outstanding Performance	COMMENDABLE/VERY GOOD Meritorious Performance	GOOD Highly Competent Performance	SATISFACTORY Competent Performance	BORDERLINE FAIL	UNSATISFACTORY Fail
Evidence of a critical evaluation of people and environment responsible design in a holistic and integrated way. (40%) Grade:	Demonstrates a very high ability to analyse, synthesise and evaluate the relationships between the different elements and their consequences.	Demonstrates a high ability to analyse, synthesise and evaluate the relationships between the different elements and their consequences.	Demonstrates competence in analysis, synthesis and evaluation of the relationships between the different elements and their consequences.	Demonstrates an adequate ability to analyse, synthesise and evaluate the relationships between the different elements and their consequences.	Occasional evidence of analysis, synthesis and evaluation is present but ambiguity and lack of structure result in the meaning being unclear.	No attempt at review or evaluation and/or not relevant to the coursework brief.

GRADE	A	B	C	D	E	F
DEFINITION / CRITERIA (WEIGHTING)	EXCELLENT Outstanding Performance	COMMENDABLE/VERY GOOD Meritorious Performance	GOOD Highly Competent Performance	SATISFACTORY Competent Performance	BORDERLINE FAIL	UNSATISFACTORY Fail
Communication, presentation and referencing. (20%) Grade:	Structure and clarity of expression are excellent with consistent and accurate grammar and spelling and a fluent academic writing style. All inputs are supported with relevant and consistently accurate referencing where appropriate.	Thoughts and ideas are clearly expressed and structured with accurate grammar and spelling. Where appropriate, referencing is mostly relevant, mostly accurate and of the expected quantity.	There is some reduction in the clarity of the communication of thoughts and ideas. There is a clear structure, grammar and spelling are mainly accurate and language is mainly fluent. Where appropriate, referencing is mostly relevant but contains minor inconsistencies and inaccuracies.	Meaning is apparent in most instances, but structure is inconsistent and there are significant grammar/spelling errors. Where appropriate referencing is present and partially relevant but contains inconsistencies, inaccuracies and a shortfall in number.	Language, grammar and spelling are poor. Referencing is inaccurate or absent.	Unreadable and/or not relevant to coursework brief

Coursework received late, without valid reason, will be regarded as a non-submission (NS) and one of your assessment opportunities will be lost.

What else is important to my assessment?

What is plagiarism?

“Plagiarism is the practice of presenting the thoughts, writings or other output of another or others as original, without acknowledgement of their source(s) at the point of their use in the student’s work. All materials including text, data, diagrams or other illustrations used to support a piece of work, whether from a printed publication or from electronic media, should be appropriately identified and referenced and should not normally be copied directly unless as an acknowledged quotation. Text, opinions or ideas translated into the words of the individual student should in all cases acknowledge the original source” ([RGU 2022](#)).

What is collusion?

“Collusion is defined as two or more people working together with the intention of deceiving another. Within the academic environment this can occur when students work with others on an assignment, or part of an assignment, that is intended to be completed separately” ([RGU 2022](#)).

For further information please see [Academic Integrity](#).

What is the Assessment Word Limit Statement?

It is important that you adhere to the Word Limit specified above. The Assessment Word Limit Statement lists what is included and excluded from the word count, along with the penalty for exceeding the upper limit.

What if I’m unable to submit?

- The University operates a [Fit to Sit Policy](#) which means that if you undertake an assessment then you are declaring yourself well enough to do so.
- If you require an extension, you should complete and submit a [Coursework Extension Form](#). This form is available on the RGU [Student and Applicant Forms](#) page.
- Further support is available from your Course Leader.

What else is important to my assessment?

What additional support is available?

- [RGU Study Skills](#) provide advice and guidance on academic writing, study skills, maths and statistics and basic IT.
- [RGU Library guidance on referencing and citing](#).
- [The Inclusion Centre: Disability & Dyslexia](#).
- Your Module Coordinator, Course Leader and designated Personal Tutor can also provide support.

What are the University rules on assessment?

The University Regulation '[A4: Assessment and Recommendations of Assessment Boards](#)' sets out important information about assessment and how it is conducted across the University.