

MODULE DESCRIPTOR

Module Title

Strategic Building Design

Reference	AC4013	Version	2
Created	September 2021	SCQF Level	SCQF 10
Approved	April 2018	SCQF Points	30
Amended	December 2021	ECTS Points	15

Aims of Module

To provide the student with a broad understanding of the processes involved in planning, implementing building and estate projects in the health sector, as well as those related to the management of facilities over their lifetime.

Learning Outcomes for Module

On completion of this module, students are expected to be able to:

- 1 Demonstrate a broad understanding of the legislative environment that governs building development
- 2 Critically engage with the processes of briefing, strategic design option appraisal, and design with respect to healthcare facilities
- 3 To debate and critically discuss the processes and procedures that ensure the health and safety of estate users.
- 4 Critically engage with the processes governing facilities management and for ensuring that built assets remain fit for purpose.

Indicative Module Content

Introduction to the key processes involved in the design and management of built estate, including: Design; Key legislative framework and instruments relating to planning; building regulations; and project planning and management; Developing a design brief, including qualitative aspects; Strategic design option appraisal; Building/spatial design and visualisation; Interpretation of architectural information; Space planning, utilisation, and the management of facilities; Health & Safety; Managing public safety: policy and procedure; Healthcare Associated Infection system for controlling risk in the built environment (HAI-SCRIBE); Planning, Management, and Maintenance; Sustainability of built estate (BREEAM); Life cycle planning and management of built assets; NHS Scotland Design Assessment Process (NDAP); Property and Asset Management Plans (PAMS); Estates Asset Management System (EAMS); Scottish Capital Investment Manual (SCIM); Statutory Compliance and Reporting Tool (SCART)

Module Delivery

The module will be delivered via a combination of online presentations, topics, and collaborative sessions. The input will be augmented by external industry experts to contextualise learning.

Indicative Student Workload

	Full Time	Part Time
Contact Hours	N/A	48
Non-Contact Hours	N/A	252
Placement/Work-Based Learning Experience [Notional] Hours	N/A	N/A
TOTAL	N/A	300
<i>Actual Placement hours for professional, statutory or regulatory body</i>		

ASSESSMENT PLAN

If a major/minor model is used and box is ticked, % weightings below are indicative only.

Component 1

Type:	Coursework	Weighting:	100%	Outcomes Assessed:	1, 2, 3, 4
Description:	Coursework consisting of an investigative report of a selected case study. This exercise requires analysis, critical evaluation and application of learning to a given context.				

MODULE PERFORMANCE DESCRIPTOR**Explanatory Text**

The overall module grade is based on 100% weighting of Component 1 (Report). An overall minimum grade D is required to pass the module. Non-submission will result in an NS grade

Module Grade	Minimum Requirements to achieve Module Grade:
A	A
B	B
C	C
D	D
E	E
F	F
NS	Non-submission of work by published deadline or non-attendance for examination

Module Requirements

Prerequisites for Module	Course entry requirements, or equivalent.
Corequisites for module	None.
Precluded Modules	None.

INDICATIVE BIBLIOGRAPHY

- 1 Blyth, A. & Worthington, J. *Managing the Brief for Better Design* (2nd edition). Routledge, London, 2010.
- 2 Miller, R, Swensson, E, & Robinson, T. *Hospital and Healthcare Facility Design* (3rd edition). W. W. Norton & Company, 2013
- 3 Atkin, B & Brooks, A. *Total Facility Management*. Wiley-Blackwell (4th edition), 2015
- 4 Carpman, J & Grant, M. 'Design that cares: Planning health facilities for patients and visitors'. John Wiley & Sons, 3rd edition, 2016
- 5 Kobus, R, Skaggs, R, Bobrow, M, Thomas, J, Payette, P & Kliment, S. *Building Type Basics for Healthcare Facilities*, J Wiley & Sons, 2nd edition.