Module Descriptor

Title	Green and Blue Space Design		
Session	2025/26	**Status**	Published
Code	ENGG09063	**SCQF Level**	9
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Computing, Engineering and Physical Sciences**		
Module Co-ordinator	TBC		

Summary of Module

Green and blue spaces form the large share of built environment. They are crucial for sustainable urban futures as they extensively contribute to health and well-being. This module explores the design, planning, and management of green and blue spaces within urban and rural environments. It emphasises the role of these spaces in ehancing environmental sustainability, climate resilience, public health and well-being. Learners will develop knowledge and skills necessary to design multifunctional green and blue spaces that align with planning policy framework and best practices. Case studies and design project will illustrate contribution of green and blue infrastructure to place making and sustainable urban design.

The Graduate Attributes relevant to this module are:

Academic: Analytical, Problem-solver, Knowledgeable, Innovative

Personal: Culturally aware, Creative, Resilient, Motivated

Vocational: Collaborative, Research-minded, Socially responsible, Enterprising

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☐ Online / Distance Learning

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☒ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☒	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Critically evaluate the social, environmental and economic benefits of green and blue spaces within spatial planning and urban design contexts.
L2	Apply principles of green and blue space design that respond to contemporary urban challenges such as climate adaptation, biodiversity conservation and public health.
L3	Demonstrate understanding of national and local policies, including National Planning Framework (NPF4) and the Scottish Planning Policy (SPP), relevant to green and blue space development.
L4	Integrate environmental sustainability, ecological principles and land space consideration into green and blue space design.
L5	Develop awareness and appropriate strategies for engaging communities in the design and management of green and blue spaces.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 9** • Understanding principles of green and blue space planning. • Knowledge of sustainable environmental design concepts.
Practice: Applied Knowledge and Understanding	**SCQF 9** • Apply design strategies to urban green and blue spaces. • Develop site plans considering ecological impact.
Generic Cognitive skills	**SCQF 9** • Problem-solving in environmental and spatial design challenges. • Critical thinking in urban ecological planning.
Communication, ICT and Numeracy Skills	**SCQF 9** • Communicate design proposals effectively to stakeholders. • Use mapping and spatial tools for design analysis.
Autonomy, Accountability and Working with Others	**SCQF 9** • Work in teams on group design projects. • Take responsibility for individual research and contributions.

Prerequisites	**Module Code**	**Module Title**
	Other	

Co-requisites	Module Code	Module Title

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

The module will be delivered through a combination of lectures, which will develop the theoretical underpinning for the module content, and lab-based studio nature of workshops which will enable you to develop the appropriate practical and analytical skills. In the studio, you will be introduced a problem where you will analyse green and blue spaces in a local area that will be accessible digitally and field visit. This exercise will equip you with the core skills required to provide solutions of complex urban challnges in spatial dimensions.

Key contents:

- Introduction to Green and Blue Spaces
- Social, Economic and Environmental Benefits
- Policy and Regulatory Frameworks
- Sustainable Design Principles
- Community Engagement and Inclusive Design
- Practical Design and Planning Skills

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Laboratory / Practical Demonstration / Workshop	24
Tutorial / Synchronous Support Activity	12
Independent Study	152
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Bell, S., Fleming, L.E., Grellier, J., Kuhlmann, F., Nieuwenhuijsen, M.J. and White, M.P. eds., 2021. Urban blue spaces: Planning and design for water, health and well-being. Routledge.

Hunter, R.F., Nieuwenhuijsen, M., Fabian, C., Murphy, N., O'Hara, K., Rappe, E., Sallis, J.F., Lambert, E.V., Duenas, O.L.S., Sugiyama, T. and Kahlmeier, S., 2023. Advancing urban green and blue space contributions to public health. The Lancet Public Health, 8(9), pp.e735-e742.

Public Health England, 2020. Improving Access to Greenspace A New Review for 2020. https://assets.publishing.service.gov.uk/media/5f202e0de90e071a5a924316/Improving_access_to_greenspace_2020_review.pdf

Scottish Government, 2023. National Planning Framework 4. https://www.gov.scot/publications/national-planning-framework-4/

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The School of Computing, Engineering and Physical Sciences considers attendance and engagement to mean a commitment to attending, and engaging in, timetabled sessions. You will scan your attendance via the scanners each time you are on-campus and you will login to the VLE several times per week. Where you are unable to attend a timetabled learning session due to illness or other circumstance, you should notify the Programme Leader that you cannot attend. Across the School an 80% attendance threshold is set. If you fall below this, you will be referred to the Student Success Team to see how we can best support your studies.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Aligned with the University's commitment to equality and diversity, this module supports equality of opportunity for students from all backgrounds and learning needs. Using the VLE, material will be presented electronically in formats that allow flexible access and manipulation of content. This module complies with University regulations and guidance on inclusive learning and teaching practice. This module has lab-based teaching and as such you are advised to speak to the Module Co-ordinator to ensure that specialist assistive equipment, support provision and adjustment to assessment practice can be put in place, in accordance with the University's policies and regulations.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Engineering Physical Sciences**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Engineering
Moderator	
External Examiner	TBC
Accreditation Details	None

Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A design Project (50%).
Assessment 2
A presentation and reflection (50%).
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Design project	☒	☒	☒	☒	☐	50	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Presentation (group) and reflection (individual)	☐	☐	☒	☐	☒	50	4

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	4 hours

Change Control

What	**When**	**Who**
