



MODULE SPECIFICATION

Part 1: Information			
Module Title	Planning Global Cities		
Module Code	UBGMWE-30-3	Level	Level 6
For implementation from	2018-19		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Geography and Environmental Management
Department	FET Dept of Architecture & Built Environ		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Overview: For the first time in history the majority of the world's population is urbanised, with an increasing number of people being drawn to cities. There are now 21 cities across the globe with a population of more than 10 million people while forecasts predict that by 2020 there will be 530 cities with a population exceeding a million.</p> <p>By this time, the world's hundred largest cities will have reached an average size of 8.5 million people. While many cities are responding to this growth through positive urban planning, others are becoming overwhelmed with growing numbers of people settling in areas that are physically unsuitable or beset with deficits involving governance, infrastructure, and economic and social equity. Notwithstanding the fact that all cities are different, it is clear that cities will have a major influence on human development over the course of the twenty first century.</p> <p>Educational Aims: See Learning Outcomes</p> <p>In addition to the Learning Outcomes, the educational experience may explore, develop, and practise but not formally discretely assess the following:</p> <p>Self directed learning and time management;</p>

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Working collectively with others to share ideas and exchange knowledge of different practices and experiences;

Outline Syllabus: The syllabus is divided into three broad parts.

The first part seeks to provide a context to processes of urbanisation, urban change and city development. It will focus upon the changing distribution of the world's urban population and will critically review the push and pull factors underpinning city growth. A staged-approach to urban development will be outlined, while a typology of urban form will be presented to help distinguish cities of differing size, scale and influence. The relationship that cities have with wider urban hierarchies will be examined, with particular emphasis being given to the territorial and functional links that cities can develop with regional, national and international systems. As an extension to this latter aspect, regard will also be given to the wide ranging infrastructure that is helping to bind cities closer together.

Although the third part of the module looks forward, the second part looks back at how major cities have grown and evolved over the last 50 years. While cities are intrinsically different, sessions will seek to draw upon some of the key critiques associated with past city growth and their more recent development. These perspectives, as described by a variety of theorists, practitioners, observers and journalists, will be developed by using a variety of case studies selected from both the developed and developing world.

Given that cities are organic and are constantly subject to change, the third and final part to the module seeks to outline some parameters for successful city growth into the future. A key goal will be to tease out, and present normative arguments, with respect to how future cities can be strategically planned to create more cohesive, liveable and resilient communities with integrated approaches to transport, housing, employment and infrastructure. An initial element will involve exploring the mechanisms by which the growth (or decline) of a city can be anticipated or forecasted, and how change on the ground can be monitored through the use of GIS and remote sensing technologies. Subsequent to this, sessions will seek to explore the different spatial alternatives for accommodating growth arising from a city and its associated hinterland and how these options can be assessed and tested. Similarly, for those cities that are in decline, case studies will be used to show how this retraction is being positively managed to allocate land to new and enduring uses. The module will outline the significant potential that cities have to initiate change, either through helping to encourage behavioural change or by investing in appropriate infrastructure. For instance, the development of an effective green infrastructure network will be highlighted as one possible strategy that cities can take in helping to adapt and mitigate their environments as part of a response to climate change. Associated with this, sessions will also explore the role that planners can have in making cities more resilient to future shocks and stresses within a city's social, economic, technical and environmental systems. It will also respond to the call for cities to reduce their energy use and to minimise the size of their ecological footprint. The module will emphasise the need for effective leadership, an essential mechanism through which complex strategies of change can be promoted, coordinated and evaluated.

Teaching and Learning Methods: The module will be delivered across two semesters with contact time of three hours each week. The first two hours will be delivered as a lecture/studio with the remaining hour being provided as tutorial. Students will be distributed across three or four tutor groups depending on number. Full attendance will be required throughout the year and for all timetabled sessions. Students will be expected to arrive prepared, having accessed relevant reading and advanced their coursework to an appropriate stage.

Lectures will develop systematic understanding of the module's topics, while the seminars and studio sessions will provide an opportunity for both discussion and reflection. These sessions will also include mechanisms for offering formative feedback with respect to the assessment outlined below. Links with other modules will be identified throughout.

The module will be taught by using a variety of staff from across the department. A variety of teaching methods will be deployed but the use of carefully selected case studies will form an important spine to the module. Examples will be drawn from across the developed and developing world. The module team will endeavour to use a variety of stakeholders to prepare this material, with particular effort being made to develop links with relevant organisations

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(including universities and research centres) in these identified areas.

Scheduled learning includes lectures, seminars, workshops and demonstration master classes (3 hours per week = 72 hours).

Independent learning includes essential reading, preparing for and completing assessment, and preparation for assessment.

Total = 300 hours

Contact Hours:

Contact time: 72hrs (3hrs per week)

Assimilation and development of knowledge: 132 hours

Assessment: 96hrs preparing and completing assessment

Total: 300hrs

Part 3: Assessment

Assessment extends across two components, A and B.

Component A represents the controlled part to the assessment and will require each student to contribute to one, one-hour seminar. The seminar must include strong connection to the module literature and theory. It will respond to learning outcomes 2, 7 and 8.

Students across each tutor group will be allocated into studio teams comprising four or five students. Each team will be advised as to when their presentation will be convened, and the general theme that will need to underpin their discussion.

Other members of the wider tutor group will be expected to attend and engage with the material being presented; there will be an opportunity for these other students to offer their thoughts on the theme after the studio team has presented.

A group mark will be allocated with mechanisms built-in to safeguard against different levels of performance across the group.

The work underpinning component B will be introduced at the start of the module. The assessment will require students to produce three pieces of written work.

The first element comprises will be an essay of 1500 words to respond to learning outcomes 1 ,3, 4, 5, 6 and 7.

The second element of the component will be an A2 poster that will respond to learning outcomes 1, 2, 7 and 8.

The third element of this component will be a PowerPoint presentation with audio to respond to learning outcomes 1 ,3, 4, 5, 6 and 7. Formative support will be provided throughout the project work. In terms of the essay, students will be allowed to submit a one-page plan of bulleted text to ensure their intended structure appears appropriate. Dedicated sessions will provide advice on the format and content of the seminar and presentation. Guidance will also be provided for the poster with submissions from previous years being used to help establish expectations.

Re-sit work will follow the same structure for both components. For component B, the resit briefs will be revised versions to those issued at the first sit, thereby enabling the students to build on any previous work to reach the necessary standard.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	25 %	Individual essay (1,500 words plus visual material)

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Poster - Component B		25 %	Individual work: A2 poster
Presentation - Component B		25 %	Individual Powerpoint with audio
Presentation - Component A		25 %	Group seminar (approx. 10 minutes per person)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	25 %	Individual essay (1,500 words plus visual material)
Poster - Component B		25 %	Individual work: A2 poster
Presentation - Component B		25 %	Individual Powerpoint with audio
Presentation - Component A		25 %	Individual presentation (10 minutes)

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:																			
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	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	72
	Total Scheduled Learning and Teaching Hours:	72
	Hours to be allocated	300
	Allocated Hours	300
Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ubgmwe-30-3.html</p>	

Part 5: Contributes Towards

This module contributes towards the following programmes of study: