



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Planning Theory		
Module Code	UBGLVY-15-3	Level	Level 6
For implementation from	2018-19		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Environment & Technology	Field	Geography and Environmental Management
Department	FET Dept of Geography & Environmental Mgmt		
Contributes towards			
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> See learning outcomes.</p> <p><b>Outline Syllabus:</b> This course puts great emphasis on developing students' abilities to think clearly and analytically. The course will therefore open with a brief introduction to some of the basic principles of clear, and logical, thinking, including basic argument analysis. Thereafter, the course is divided into three parts.</p> <p>PART ONE will be an investigation of the development of planning theory over the last 60 years, including the following:</p> <p>The debate surrounding the physical and /or social emphasis of immediate postwar planning including some background on what went before.</p>

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Controversies surrounding systems planning and rational planning approaches.

The effect of political agendas including the New Right market-led approach.

The results of environmental and sustainability movements on planning.

The impact of minority, cultural diversity and community planning perspectives.

European influences on planning theory and practice.

Collaborative and institutionalist approaches to planning.

The renaissance of urban design theory.

PART TWO will be an enquiry into the main aims or purposes of town (and country) planning - purposes such as planning for economic development, sustainable development, aesthetically pleasing development, development which is in the public interest, etc. This enquiry will also encompass procedural purposes of planning, such as ensuring that decision-making about planning is efficient, is democratic, etc. Within this context the students will also be introduced to the idea of "professional ethics", and thereby to a critical enquiry into what the professional ethics of town planning are, and should be. Throughout this part of the course great emphasis will be placed on developing students' abilities to analyse the meaning (and hence the practical implications) of key normative concepts in town planning - concepts such as "sustainable development", "aesthetic quality", the "public interest", etc.

PART THREE will introduce students to some of the more fundamental, and general, moral and political positions which underpin some of the ethical and political debates about town planning. This enquiry will be organised into two parts:

An examination of some MORAL philosophical positions which underpin commonly made ethical judgements in planning e.g. the ethics of utilitarianism and cost-benefit analysis in planning; egalitarian versus desert theories of justice in relation to the distribution of environmental goods; etc.

An examination of some POLITICAL philosophical positions which underpin arguments about the justification and nature of public sector town and country planning e.g. the political philosophy of modern social democracy and the kind of planning system endorsed by social democrats; classical "free market" liberalism and its critique of town planning by the state; etc. This examination of different political ideologies will be related to the post Second World War history of British town and country planning (e.g. by drawing attention to: the social-democratic nature of the British planning system established in the late 1940s; the New Right critique of social democracy and British town planning under Thatcherism in the 1980s; New Labour and the idea of "third way" politics in relation to town planning; etc.).

Given the emphasis on developing students' abilities to engage in clear, logical thought and argument about the purposes and justification of town planning, there will be a corresponding emphasis in this module on small group discussions. The material for these discussions will be carefully planned to cover various skills of clear thinking and reasoning, and set out in a detailed module guide. Students will discuss set questions on some aspect of the theory, purposes, ethics or politics of planning. The questions set will be exactly like the questions which students will be required to address in their coursework assignment, and in the written examination at the end of the course, so that the regular practice of analysing and addressing questions will be formative to students' final assessment. Small group discussions will be supplemented by a course of lectures covering the subject matter set out in the syllabus, and these will usually take place at the end of classes in order to draw on and attend to problems raised in the group discussions.

**Teaching and Learning Methods:** Scheduled learning includes lectures, small group discussions, etc.

Independent learning includes essential reading, assignment preparation and completion, etc.

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Part 3: Assessment			
<p>The course is assessed by a formal debate in class and an essay. The debate has been chosen as a controlled component of this module's assessment as it emphasises the importance of making clear and articulate arguments (see the learning outcomes).</p> <p>The essay allows students to demonstrate: engagement with the module throughout the year, a complete grasp of the material covered and the mastering of a range of communication and academic skills.</p> <p>Debates will be done in groups but students will be assessed on their individual performance. Essays will be assessed individually.</p> <p>Re-sit work will follow the same broad format.</p>			
First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	75 %	Essay (2500 words)
Presentation - Component A		25 %	Debate
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B	✓	75 %	Essay (2500 words)
Presentation - Component A		25 %	Debate

Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will be able to:	
	<b>Module Learning Outcomes</b>	
	MO1	Clarify the logic of a given argument, distinguishing claims and reasons offered in support of claims, and then critically examine that argument
	MO2	Outline and justify an account of the main aims or purposes of town planning
	MO3	Provide an analysis of the meaning of selected key normative concepts in town planning (such as "economic development", "sustainable development", "aesthetic quality", the "public interest", etc)
	MO4	Demonstrate a basic understanding of some broader moral and political philosophical positions which underpin ethical and political judgements and debates about town planning
	MO5	Demonstrate an understanding of and an ability to apply conceptual and theoretical material in a reflexive manner
	MO6	Demonstrate an understanding of the development of planning knowledge and an awareness of recent developments in this field
MO7	Write a clear, coherently structured, and logically argued essay on the purposes of town planning	

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Contact Hours	<b>Contact Hours</b>	
	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	110
	<b>Total Independent Study Hours:</b>	110
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	40
	<b>Total Scheduled Learning and Teaching Hours:</b>	40
	<b>Hours to be allocated</b>	150
	<b>Allocated Hours</b>	150
Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p><a href="https://uwe.rl.talis.com/index.html">https://uwe.rl.talis.com/index.html</a></p>	