



MODULE SPECIFICATION

Part 1: Information			
Module Title	Integrated Practice Studio		
Module Code	UBLMJE-30-3	Level	Level 6
For implementation from	2019-20		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Architecture and the Built Environment
Department	FET Dept of Architecture & Built Environ		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Educational Aims: See learning outcomes.</p> <p>Outline Syllabus: The syllabus will explore the following:</p> <p>The context of planning policy and implementation.</p> <p>The changing nature of development control – development management.</p> <p>Theoretical concepts in decision-making. This will include: the need for development control, discretion in decision making, democratic accountability, participation in the system, measurement of 'quality,' the move from reactive to more positive and communicative planning.</p> <p>Different scales of design: e.g. strategic, masterplanning, local and building,</p> <p>Project design and financial viability</p> <p>Planning Law. This includes: up to date legal concepts and cases, definition of development, permitted development types of applications (incl. listed building, conservation area, advertisement etc.), environmental assessment, involvement of the judiciary, decision making</p>

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(material considerations, aesthetics, weighing up).

Making an application: pre application work, legal requirements, making a case, and submission content.

Processing applications: validation, registration, consultation, notification, consideration, negotiation, recommendation, decision.

Planning appeals: written representations, hearings and public inquiries.

Enforcement: including planning enforcement, listed building / conservation, trees, adverts enforcement.

Professional practice; probity, ombudsman, consultant-client relationships, indemnity.

Skills: producing plans and drawings, report writing, site analysis, information gathering (incl. expert consultations), negotiations, communications.

E-planning: the use of electronic media to make, communicate and negotiate in development management / control.

The devolved planning system: development control / management differences in England, Wales and Scotland.

Efficiency and best value including performance management, resourcing and achieving targets.

Teaching and Learning Methods: The module runs alongside the final year design studio and allows students to use their work in that module as a practical example for preparing a planning application in this module. An alternative default brief exists for students not taking the design studio.

The module will comprise two parts taught in an integrated manner through a series of studio based lectures, discussions and workshops. Students are expected to participate actively and much of the teaching requires students to emulate the professional situation. The module links very closely to live examples and uses case studies from public and private sectors to illustrate the points being made. There is a strong emphasis on the understanding of 'best practice' in the subject field. The module also draws upon the interdisciplinary nature of the students' degree by integrating the architecture and planning backgrounds of those participating.

Part 1 will explore the scope and nature of planning law and its application through development management. Students will work on making a planning application for a development proposal in a sophisticated context. As part of this, students will need to consider factors affecting project viability and provide a broad assessment over the viability of their proposals.

Part 2 of the module will give the students the opportunity to understand the role of development management and control in the broader context of planning practice and its effective implementation. The students' understanding will be tested through a portfolio submission comprising two elements (see below).

Scheduled learning includes studio, lectures, tutorials, workshop, site visits

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

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Part 3: Assessment

The module is assessed by a single component that comprises a portfolio (element one) and a reflective statement (element two).

The portfolio is designed to reflect work undertaken in the professional practices of architecture and planning (case law and process, masterplanning, planning application and practice advice). It assesses the students' understanding of case law and the compiling and justification of a planning application as well as the giving of advice to a client.

The reflective statement explores how well the student understands the work completed through the portfolio when considered against theory relating to the planning policy and implementation. Both elements are designed to tie in with work undertaken in the design studio and the portfolio format reflects practice.

For students taking the module who are not taking design studio, a design scenario will be provided against which they make a planning application and do the associated assessed work, instead of this being generated in the design studio. Such students will, therefore, do no work for this module over and above that done by students taking the design studio.

The assessment has two clear elements that must be passed separately from each other (with a minimum mark of 40% in each), they are the portfolio element (80%) and the reflective statement (20%).

All work is individual, there is no group work.

Re-sit work will follow the same format.

First Sit Components	Final Assessment	Element weighting	Description
Reflective Piece - Component A		20 %	Reflective statement
Portfolio - Component A	✓	80 %	Portfolio
Resit Components	Final Assessment	Element weighting	Description
Reflective Piece - Component A		20 %	Reflective statement
Portfolio - Component A	✓	80 %	Portfolio

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	Module Learning Outcomes	Reference
	To demonstrate a detailed up to date understanding of how planning (and associated) applications are made and determined	MO1
	To show competence dealing with the different scales encountered when designing and communicating a development proposal: e.g. strategic, masterplan local and building	MO2
	To practise professional skills such as are required to make a successful and viable planning (and / or associated) application, which includes advocating a proposal for development in a clear, logical and convincing manner and how applications are determined	MO3

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	To critically comment on the system for controlling and managing development including demonstrating how that system might be improved	MO4
	To articulate an understanding of the issues and theories of planning policy and implementation	MO5
	To demonstrate a capacity to reflect on planning practice and their own level of professional competence	MO6
Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	204
	Total Independent Study Hours:	204
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	96
	Total Scheduled Learning and Teaching Hours:	96
	Hours to be allocated	300
	Allocated Hours	300
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/ublmje-30-3.html</p>	

Part 5: Contributes Towards

This module contributes towards the following programmes of study: