



MODULE SPECIFICATION

Part 1: Information			
Module Title	History and Theory of Urban Planning		
Module Code	UBGMNJ-30-M	Level	Level 7
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 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>Educational Aims: The overall aim of this module is to acquaint students with some of the main ideas and theories that have shaped urban and rural spatial planning (focusing especially on the period since the end of the Second World War), and then, against this background, to examine critically the fundamental justification and purposes of town planning.</p> <p>Outline Syllabus: A central part of this module will be two parallel lecture series, one covering urban spatial planning since 1945 and the main ideas and theories that have shaped this, the other examining critically some of the deeper philosophical questions about the justification and main purposes of statutory spatial planning.</p> <p>The content of the first lecture series will include such topics as: early ideas which shaped the emergence of planning; the post-war settlement; the physical design conception of urban planning that dominated town and country planning in the 1940s and 50s; the critique of physical</p>

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planning in the 1960s and the emergence of the systems and rational process views of planning; the role of values in planning and the view of spatial planning as necessarily political; communicative and collaborative planning theory; diversity and postmodern planning.

The second lecture series will examine such issues as: the "public interest", Social Justice; Environmental Justice; public participation and the role and concept of community; the 'profession' of town planning, politics and the state. It will explore these ideas through works of contemporary and classical thinkers, and with reference to actual examples in the built environment.

Teaching and Learning Methods: A variety of learning approaches will be employed in the teaching of this module. As noted above, there will be two parallel lecture series. In addition to this there will be seminars, workshops and site visits. There will be opportunities for both group work and for students to pursue their own interests within the general area of the module at greater depth.

Students will also be expected to engage in independent learning, mainly taking the form of reading, both to prepare for and follow up on the taught sessions.

Contact time: 72hrs

Assimilation and development of knowledge: 108hrs

Assessment: Portfolio 60hrs, planning appeal 60hrs

Total: 300hrs

Part 3: Assessment

Summative assessment will take a variety of forms to demonstrate the range of learning taking place in this module. The most weighty component will be an individual piece of coursework which will allow students to explore the ideas in the module which interested them the most, and aims to link both theoretical ideas and practical planning issues. This will contribute to assessing all learning outcomes.

Alongside this, there will also be a critical reading log which will give students the chance to reflect on their reading. As well as supporting their preparation for and reflection on seminar discussions, this will provide a useful backdrop for the coursework. This will contribute to assessing LO 2, 3 and 4.

There will be a group presentation. This allows for part of the module to be assessed under controlled conditions, and also for group work and oral argument to be part of the formal assessment. This will contribute to assessing LO 4, 5 and 6.

Students will receive formative assessment constantly during the module, as all sessions will involve some sort of discussion, debate or reflection. This will be both from their peers and module tutors. More formally, there will be scheduled slots for feedback to be given on preparation for summatively assessed work.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		53 %	Coursework (3500 words)
Written Assignment - Component B	✓	22 %	Critical reading log
Presentation - Component A		25 %	Group presentation (45 mins per group, plus 15 mins questions)
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Written Assignment - Component B		22 %	Critical reading log
Presentation - Component A		25 %	Individual presentation

Part 4: Teaching and Learning Methods																											
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <table border="1"> <thead> <tr> <th colspan="2" style="text-align: center;">Module Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td>MO1</td> <td>Demonstrate a critical understanding of the most significant ideas and theories that have shaped urban planning since 1945</td> </tr> <tr> <td>MO2</td> <td>Examine critically the arguments for and against the role of the state in planning</td> </tr> <tr> <td>MO3</td> <td>On the assumption that some role for the state in spatial planning is justified, examine critically the scope of statutory planning and its main purposes</td> </tr> <tr> <td>MO4</td> <td>Understand and be able to analyse arguments about key concepts including the “public interest”, Social Justice; Environmental Justice; public participation and the role and concept of community; the ‘profession’ of town planning, politics and the state</td> </tr> <tr> <td>MO5</td> <td>Clearly communicate ideas and arguments about spatial planning, both orally and in written form</td> </tr> <tr> <td>MO6</td> <td>Identify, clarify, and analyse arguments presented, both orally and in written texts, and be able themselves to construct clear and coherent arguments, and justify conclusions</td> </tr> </tbody> </table>	Module Learning Outcomes		MO1	Demonstrate a critical understanding of the most significant ideas and theories that have shaped urban planning since 1945	MO2	Examine critically the arguments for and against the role of the state in planning	MO3	On the assumption that some role for the state in spatial planning is justified, examine critically the scope of statutory planning and its main purposes	MO4	Understand and be able to analyse arguments about key concepts including the “public interest”, Social Justice; Environmental Justice; public participation and the role and concept of community; the ‘profession’ of town planning, politics and the state	MO5	Clearly communicate ideas and arguments about spatial planning, both orally and in written form	MO6	Identify, clarify, and analyse arguments presented, both orally and in written texts, and be able themselves to construct clear and coherent arguments, and justify conclusions												
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