



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Implementation and Design Quality		
Module Code	UBGMP3-30-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	Transport Planning [Sep][FT][Frenchay][1yr] MSc 2018-19 Transport Planning [Sep][PT][Frenchay][2yrs] MSc 2018-19 Transport [Sep][FT][Frenchay][1yr] MSc 2018-19		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Educational Aims:</b> This module seeks to ensure that students have a practical and theoretical understanding of the approaches to managing development through the mechanisms and system of planning. The module will also provide students with a working and practical understanding of analytical skills needed to make decisions based not on the output (i.e. a decision), but rather to be outcome focused. The module is therefore underpinned by the principles of the Development Management approach with an emphasis on the quality of the outcome and the effectiveness of the process.</p>

## STUDENT AND ACADEMIC SERVICES

**Outline Syllabus:** The module will have three core threads running throughout:

The module will include an emphasis upon an exploration of the history, scope and nature of state intervention through, particularly, planning law, decision making processes, and implementation and delivery mechanism. The module will enable students to understand the nature of the management systems that exist and how they can be operationalised in an effective way. The module will be assessed and presented in a UK context, but importantly an international comparative analysis will be embraced within the module content. This aspect of the module content will also give the students the opportunity to understand the role of development management in planning implementation and effective decision making and delivery.

Importantly, in addition to the module providing content on the nature of decision making processes, mechanisms and delivery, an emphasis on design quality is also stressed. The module will allow students to understand the notion of design quality, its importance and value, and the need for a focus upon outcomes, not outputs. The content thread will consider design in the planning context, urban design theories and vocabularies, architectural styles and periods, and design and sustainability principle.

The third thread is directly associated with the second but is a significant thematic focus that will allow the students to expressly explore the issues surrounding movement in the urban environment. There is a growing recognition amongst the built environment professions that decades of planning which treated streets as corridors for high-speed movement rather than spaces for living has caused considerable damage to both the urban fabric and quality of life, and the status quo is a limiting factor on achieving an urban renaissance and more sustainable communities. The overall objective of this area of focus is to consider the variety of functions that streets serve and how a balance can be achieved between movement, safety, sustainability and quality of life objectives.

The syllabus will therefore explore the following:

Decision making processes and implementation mechanisms regarding the development and use of land to meet sustainability objectives within the context of the spatial planning approach.

Decision-making in context: discretion in the British planning system and alternative approaches, and the role of delivery mechanisms, politics and the various decision making processes.

The legislative context: the need for planning permission; the definition of development; permitted development rights; the use classes order; legal validity; design and access statements, planning enforcement.

The development process and planning permissions.

Consultation, participation and engagement within the context of development management.

Development viability: collecting and understanding market data, costs and financing of development projects, appraisal techniques, contributions and obligations.

Professional skills, including a focus upon negotiation, project management, understanding and creating plans and drawings, and viability.

Making a decision; material considerations; the use of conditions; reasons for refusal; planning agreements; moral and ethical dilemmas.

Appeals: written statements, hearings and inquiries; the role of the planning inspectorate; understanding how to produce evidence and justify argument.

Policy, guidance and advice: understanding the development plan and other material considerations, including guidance case law.

The development management approach to managing development and delivering effectively and efficiently with an outcome focus.

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Understanding design in the planning context.

Urban design theories, vocabulary and architectural styles and periods.

The value of good design and how it can delivered.

Design and sustainability principles.

The multiple uses of streets and spaces including the importance of place-making.

Traveller and traffic behaviour in the urban environment, including the nature and perceptions of different forms of movement (walking, cycling, driving, etc.) and the potential for urban design to influence sustainable mobility objectives, such as low-carbon travel choices.

The relationship between urban/street design, with a particular focus on safety through urban design.

The relationship between movement networks and urban form and design (including issues such as linkage, gain, permeability, legibility, activity, security).

Consideration of the needs of the heterogeneity of people and the implications within the urban design context, including the less able movers and the mobility impaired (with reference to the Equalities Act 2011).

Examining appropriate methods of communicating the intention of street design.

**Teaching and Learning Methods:** Scheduled learning includes lectures, site visits, guest speakers (Planning Inspectorate and other practitioners plus supporting UWE staff), workshops and supported group based project work.

Independent learning includes essential reading, assignment preparation and completion etc, site visits to the study area and to visit examples of good practice. Independently managed group based learning will also be required.

Contact time: 72hrs

Assimilation and development of knowledge: 108hrs

Assessment: Portfolio and reflective essay 60hrs, planning appeal 60hrs

Total: 300hrs

### Part 3: Assessment

The assessment will be based upon two components:

#### Component A

A1: A mock planning appeal based around a real refusal decision for a development proposal. The output from this assessment will be a report modelled on a practice format submission (2000 words).

A2: This is the controlled element of the assessment and will constitute a 20 minute contribution within a structured group scenario. The individual's contribution to the scenario will be assessed and will be their own work. Each student will have an area of expertise which demands independent preparation and research. The structure of the event then means that each student will contribute, and the extent of their contribution is in turn controlled and enforced by the scenario itself.

#### Component B

B1: A design portfolio with a development solution to an area identified for change (2000 words equivalent).

B2: A reflective essay which requires students to consider, in an academic manner and drawing in theory where appropriate, matters associated with the areas of focus for this module (2000 words).

First Sit Components	Final Assessment	Element weighting	Description
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Written Assignment - Component B		25 %	Reflective essay (2000 words)
Report - Component A	✓	30 %	Report (2000 words equivalent)
Portfolio - Component B		25 %	Portfolio (2000 word equivalent)
Presentation - Component A		20 %	Presentation/role play (controlled contribution to role play, 20 mins)
Resit Components	<b>Final Assessment</b>	<b>Element weighting</b>	<b>Description</b>
Written Assignment - Component B		25 %	Reflective essay (2000 words)
Report - Component A	✓	30 %	Report (2000 word equivalent)
Portfolio - Component B		25 %	Portfolio (2000 word equivalent)
Presentation - Component A		20 %	Presentation/role play (individual, 20 mins)

### 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	To demonstrate comprehension of planning law in the context of current planning principles, concepts and approach
	MO2	To demonstrate effective decision making and design solution skills informed the application of the development plan, guidance, development viability, and the principles of good design
	MO3	To critically analyse the legal processes and evaluate the implementation tools that might enable the delivery of a fast, efficient and effective planning service
	MO4	Participate fully, with other professionals, in a multi-disciplinary approach to managing development and creating a good quality environment through interaction with other stakeholders in the development process, including demonstration of a critical understanding of the range of issues considered when evaluating a development proposal
	MO5	Demonstrate effective planning research, interrogation, assessment and interpretation skills with an associated ability to present planning argumentation
	MO6	To critically comment on the system for managing development including demonstrating how that system might be improved
	MO7	To explain the role and value of design in the planning system as a vehicle for place-making including the principles of inclusive design and evaluate the impacts of design decision making on the quality of life of the client and user
	MO8	To demonstrate an understanding of the nature of the objectives of urban design, and be able to apply these objectives to typical development situations

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Contact Hours	<b>Contact Hours</b>	
	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	228
	<b>Total Independent Study Hours:</b>	228
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	72
	<b>Total Scheduled Learning and Teaching Hours:</b>	72
	<b>Hours to be allocated</b>	300
	<b>Allocated Hours</b>	300
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/modules/ubgmp3-30-m.html">https://uwe.rl.talis.com/modules/ubgmp3-30-m.html</a></p>	