



MODULE SPECIFICATION

Part 1: Information			
Module Title	Strategic Growth and Infrastructure		
Module Code	UBGMFH-15-M	Level	Level 7
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	Planning Major Projects [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>Educational Aims: This module focuses on strategic planning and development. The module will provide a short history of the steps that have been taken to plan at this scale over the last 50 years, with examples being taken from both Europe and the UK. In doing so, care will be taken to provide insight into the changing attitudes and practices that successive governments have had to planning at this scale.</p> <p>Transferable skills developed through the module will include:</p> <ul style="list-style-type: none"> Self-directed learning and time management Use of an academic library 	

STUDENT AND ACADEMIC SERVICES

Carrying out secondary research

Collecting information in the field

Development of the ability to construct concise arguments and defend them

Writing in professional and academic styles to a high standard

Ability to engage on a one to one basis in a professional context.

The programme to which this module contributes has been developed with reference to the Royal Town Planning Institute spatial planning learning outcomes as set out in the RTPI (2012) Policy Statement on Initial Planning Education (online):

SP1. Explain and demonstrate how spatial planning operates within the context of institutional and legal frameworks.

SP2. Generate integrated and well substantiated responses to spatial planning challenges.

SP3. Reflect on the arguments for and against spatial planning and particular theoretical approaches, and assess what can be learnt from experience of spatial planning in different contexts and spatial scales.

SP4. Demonstrate how efficient resource management helps to deliver effective spatial planning.

SP5. Explain the political and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures.

SP6. Explain the contribution that planning can make to the built and natural environment and in particular recognise the implications of climate change.

SP7. Debate the concept of rights and the legal and practical implications of representing these rights in planning decision making process.

SP8. Evaluate different development strategies and the practical application of development finance; assess the implications for generating added value for the community.

SP9. Explain the principles of equality and equality of opportunity in relation to spatial planning in order to positively promote the involvement of different communities, and evaluate the importance and effectiveness of community engagement in the planning process.

SP10. Evaluate the principles and processes of design for creating high quality places and enhancing the public realm for the benefit of all in society.

SP11. Demonstrate effective research, analytical, evaluative and appraisal skills and the ability to reach appropriate, evidence based decisions.

SP12. Recognise the role of communication skills in the planning process and the importance of working in an interdisciplinary context, and be able to demonstrate negotiation, mediation, advocacy and leadership skills.

SP13. Distinguish the characteristics of a professional, including the importance of upholding the highest standards of ethical behaviour and a commitment to lifelong learning and critical reflection so as to maintain and develop professional competence.

The spatial planning learning outcomes have been mapped to the module learning outcomes in terms of where they are introduced, consolidated or assessed as follows:

MO1 consolidates SP3, SP4 and SP6

MO2 consolidates and assesses SP12

MO4 consolidates and assesses SP8

STUDENT AND ACADEMIC SERVICES

MO5 consolidates and assesses SP11
MO6 consolidates and assesses SP8
MO7 consolidates and assesses SP1 and SP9

Contribution to the Master of Planning/ Master of Planning (Geography) specialism

Both of the programmes above include a defined specialism around the theme of 'delivery and implementation' which responds to an important strand of the planning school's philosophy, i.e. helping to ensure projects and plans happen. The specialism starts in years one and two but is consolidated (and assessed) at levels three and four where greater emphasis is given to exploring some of the key theories relating to implementation. The programme approaches the specialism from a range of scales, both geographically but also in terms of the size and complexity of the project and plan.

The specialism encapsulates a number of key objectives, namely to ensure that projects and plans are:

Clearly defined and justified

Presented holistically, in order that common agendas can be developed and wider benefits pooled

Developed in collaboration with the public and other key stakeholders

Well-designed in aesthetic and visual terms, in order that they can be assimilated, and add-value, to the environment in which the policy or plan is proposed

Suitably project-managed to ensure projects and plans are delivered on time and at cost

Appraised in sustainability terms to ensure that possible impacts are recognised at an early stage of project design, and appropriate mitigation applied

Financially viable, with risks appropriately identified and accounted for

Supported by an appropriate delivery vehicle

Deliverable, by virtue of adhering to relevant legislation

Monitored and reviewed to ensure that relevant aims and objectives have been appropriately targeted.

The following delivery and implementation specialism objectives have been mapped to the module:

Engage in theoretical, practical and ethical debate at the forefront of the area of the specialism in the context of spatial planning (consolidated)

Evaluate the social, economic, environmental and political context for the area of specialism (consolidated and assessed)

Evaluate the distinctive contribution of the specialism to the making of place and the mediation of space (consolidated and assessed)

Demonstrate the relationship within a spatial planning context of the particular area of specialism to other specialist areas of expertise (consolidated).

Outline Syllabus: The module will outline the type matters where a strategic approach is felt to be necessary, with particular emphasis being given to the planning and delivery of large scale housing. It will explore the steps that are encouraged today for researching the scale and composition of housing demand, as well as the spatial options for delivering strategic housing growth. In doing so, the module will reveal the role for new communities and urban extensions, with past and present examples being provided.

STUDENT AND ACADEMIC SERVICES

Particular emphasis will be given to the tools and processes that exist for assessing the merits of different strategic options, such as that provided by Strategic Environmental Assessment. Specific regard will be directed towards more sub-regional solutions, such as the growth points, eco-towns and garden cities that have been presented by recent governments. In addition to re-asserting the locational factors for accommodating strategic growth, the module will also explore the delivery and financing tools that are shown to be necessary for bringing large sites forward. Particular emphasis will be given to the need for effective governance and partnership working, as well as a coordinated approach to policy development.

The module also focuses on the delivery of large-scale infrastructure. It will refer to some of the key strategic drivers and refer to a number of recent and current projects. The module will also outline the legislative and procedural routes underpinning project delivery, and the skills and practices that have been deployed to ensure project success. The syllabus will therefore explore the following:

Terminology, concepts, definitions and justifications associated with strategic planning

Strategic spatial planning across Europe: a comparative insight

Strategic planning in the UK: past and present perspectives and attitudes

Planning and delivering large-scale housing: demand and supply side considerations

The strategic spatial options for delivering new homes: the role for urban extensions and new communities (or eco-towns and garden cities)

Appraising strategic options for housing development: the role for Strategic Environmental Assessment

Stakeholder perspectives concerning the planning and delivery of large-scale housing

Delivery tools and practices that can help to implement and deliver large scale housing projects

Defining infrastructure

Outlining the need for infrastructure investment

The regulatory and procedural procedures for delivering nationally significant infrastructure

Teaching and Learning Methods: The module will be delivered online with a series of learning units that students will be expected to work through. A number of contact sessions will be held to support assessment and to encourage engagement with the online material. These sessions will be diverse in nature and will involve site visits and guest lecturers.

Students will be expected to learn independently via essential reading and assignment preparation.

Contact time: 20 hours

Assimilation and development of knowledge: 80 hours

Assessment, including preparation: 50 hours

Total: 150 hours

STUDENT AND ACADEMIC SERVICES

Part 3: Assessment

The assessment strategy has been designed to test the learning outcomes identified above. Both forms of assessment are felt to be accessible given the learning and assessment undertaken in previous years. Support for the report will be provided throughout the module and will be provided via a multiple of formats (from face to face to online). Although the requirements concerning the report will be the same, the fact that students will be able to choose their own case study will help to address possible plagiarism issues. The report will be typical to the type of output required by practice; undertaking the assessment should therefore give the students increased confidence in their graduating year.

The module will be assessed by two components of assessment:

A1. Presentation with embedded audio file/script – This will require the students to submit a PowerPoint presentation with an associated audio file/script. The presentation will need to respond to an issued brief that will require the students to engage, and critically reflect, upon the learning materials and directed reading provided to support learning outcomes 2 and 7.

In preparing for this assessment, students will be able to undertake a series of formative exercises and gain feedback in response.

B1. 3,000 word report – This will require students to write a well-illustrated housing strategy report that will need to present a forecast of future population and household growth and provide well-reasoned proposals for delivering future strategic development. The report will test learning outcomes 1, 3, 4, 5 and 6.

As noted above, expectations concerning the report will be discussed in class, with examples from practice provided. Students will be able to present a plan of their report for formative review.

First Sit Components	Final Assessment	Element weighting	Description
Report - Component B	✓	75 %	Individual report (3000 words)
Presentation - Component A		25 %	Individual presentation with embedded audio file/script (15 mins)
Resit Components	Final Assessment	Element weighting	Description
Report - Component B	✓	75 %	Individual report (3000 words)
Presentation - Component A		25 %	Individual presentation with embedded audio file/script (15 mins)

STUDENT AND ACADEMIC SERVICES

Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will be able to:	
	Module Learning Outcomes	
	MO1	Critically reflect on the role and value for planning at the strategic scale in a manner which consolidates and develops knowledge previously gained
	MO2	Evaluate the influence of the European Union in strategic planning, territorial cohesion and infrastructure delivery
	MO3	Demonstrate a critical understanding of the strategic goals set for the delivery of new housing and the roles played by key actors and stakeholders (including house builders).
	MO4	Demonstrate a critical understanding of the strategic options for delivering large-scale housing and the different development strategies through which these can be pursued
	MO5	Demonstrate an understanding of the methodologies that exist for robustly assessing spatial options and development strategies.
	MO6	Consider the type of policy, tools and incentives that can be applied to facilitate the implementation and delivery of large-scale housing
MO7	Explain and demonstrate understanding of the administrative and legal frameworks that exist for delivering infrastructure at the national/regional scale.	
Contact Hours	Contact Hours	
	Independent Study Hours:	
	Independent study/self-guided study	130
	Total Independent Study Hours:	130
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	20
	Total Scheduled Learning and Teaching Hours:	20
	Hours to be allocated	150
	Allocated Hours	150
	Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/ubgmfh-15-m.html</p>