



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Independent Project (planning)		
Module Code	UBGLYQ-15-3	Level	Level 6
For implementation from	2019-20		
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		
Module type:	Project		
Pre-requisites	Researching Human Geography 2019-20		
Excluded Combinations	Independent Project (DGEM) 2019-20		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Overview:</b> Pre-requisites: 90 credits at level two to include UBGLXX-30-2: Researching Human Geography or UBLMPL-15-2: Research Skills</p> <p><b>Educational Aims:</b> The aim of this module is to provide students with an opportunity to display a high degree of autonomy through the management and production of an extended piece of individual research at level three. It also provides an important contribution to the 'delivery and implementation' specialism that is progressively developed through the Master of Planning and Master of Planning (Geography) programmes. It builds upon the academic and practical experiences of level two by providing students with an opportunity to undertake personal research connected to the implementation and delivery of plans, policies and/or projects. Each study will need to be contextualised around existing literature and be based upon a strong theoretical and conceptual understanding of implementation processes. While the studies can be built around the interests of each student, the outputs should take a normative stance by drawing out the pre-conditions, or steps for creating, the necessary foundations for effective delivery and implementation.</p> <p>In addition to the learning outcomes, transferable skills developed through the module will include:</p> <p>Self-directed learning and time management</p>

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Use of an academic library

Carrying out secondary research

Development of the ability to construct concise arguments and defend them

Writing in professional and academic styles to a high standard

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 and assesses SP11

MO2 consolidates and assesses SP11

MO3 consolidates and assesses SP11

MO4 consolidates and assesses SP11, SP12 and SP13

MO5 consolidates and assesses SP11

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MO6 consolidates and assesses SP11

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 and assessed)

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

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

**Outline Syllabus:** The module, as a research project, will be largely student-led although a three hour workshop will be convened at the start of the project to help encourage some research ideas.

Subsequent learning will be shaped by the individual student in developing their research project which will require the academic rigour expected at level three of an undergraduate degree. The final project output will have a maximum limit of 6,000 words excluding appendices. Students will be allocated a personal project tutor who can offer support and guidance during the course of the module. Students will be expected to meet individually with their supervisors; dates and the duration of individual meetings will need to be mutually agreed. Students will have a maximum of 6 hours of supervision from their tutor during the course of the year. The completed project will be

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submitted at the end of semester 2. A briefing about the module will be convened at the start to help generate some project ideas.

The students will be expected to use a range of resources to support their research and will need to appreciate the role and impact of the researcher in the research process. Students will need to familiarise themselves with relevant academic literature, and be able to develop their ability to review research critically and rigorously, reinforcing the methodological principles developed through their year two study. The research will need to be based upon a well-reasoned and justified research philosophy and apply appropriate methodological tools. Under tutor guidance, students will formulate aims and objectives, and establish a research question, around the implementation and delivery theme. Tutors will also help to develop investigative methodologies and undertake data collection, analysis and presentation. The project should involve an element of primary data collection (for example, by undertaking interviews or by visiting a site), and the original analysis and interpretation of secondary data (such as representations and correspondence).

The skills and experience gained through this research project, as well as possible research streams, can be extended and applied through the larger dissertation that can be taken in year four.

**Teaching and Learning Methods:** Scheduled learning includes supervision meetings.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion.

Contact Hours:

Contact time: 9 hours

Assimilation and development of knowledge: 77 hours

Assessment: 64 hours

Total: 150 hours

### Part 3: Assessment

#### Summative Assessment

The module is assessed by a single 6,000 word project that students will develop, with tutor support, during the course of the module. As indicated above, each student will be able to meet their tutor for a maximum of six hours during the course of the module. These meetings will help to ensure that the student feels suitably supported in their task, although this ongoing contact will also help to guard against possible plagiarism. The assessment builds upon the learning and knowledge developed in previous years and will provide an effective complement to other forms of assessment being undertaken by the two cohorts of students taking the module.

Component A: – Project (6000 words). Learning outcomes 1-6 Submission date: end of Semester 2.

The submitted project will be no more than 6000 words long (including references but excluding appendices). The university's word count will be referred to in relevant module communications.

Projects will be assessed according to the following general criteria:

Scope, analysis and interpretation of literature relating to the identified specialism.

Clarity of links between academic planning and the professional context

Appropriateness of methodological design and application

Depth of interpretation of results

Integration of results into the wider literature and professional context

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Organisation, quality of writing and presentation

Formative assessment:

On-going formative feedback/support will be given through one-to-one contact with supervisors. The initial introduction to the module will allow the students to develop project ideas in collaboration with their colleagues. They will also be able to review, and critique, similar projects submitted in the past to help identify elements of good and bad practice. This session will also seek to outline key expectations concerning the criteria outlined above. Students will be allowed to present no more than 10% of their work for formal review.

First Sit Components	Final Assessment	Element weighting	Description
Project - Component A	✓	100 %	Research project (6000 words)
Resit Components	Final Assessment	Element weighting	Description
Project - Component A	✓	100 %	Research project (6000 words)

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### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	<b>Module Learning Outcomes</b>	<b>Reference</b>
	Define an academic research question or project aim and demonstrate its relationship to 'implementation and delivery' specialism	MO1
	Design and apply an appropriate investigative methodology to obtain relevant and robust information or data from primary and/or secondary sources	MO2
	Analyse, interpret and critically appraise collected information or data in the context of the wider academic literature and of professional practice	MO3
	Draw conclusions about the topic, reflecting on the investigative process and demonstrating an awareness of the limitations of the study	MO4
	Manage a substantial independent piece of work	MO5
	Demonstrate, where appropriate, an awareness of ethical and health and safety matters relevant to the project	MO6
Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	141
	<b>Total Independent Study Hours:</b>	141
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	9
	<b>Total Scheduled Learning and Teaching Hours:</b>	9
	<b>Hours to be allocated</b>	150
	<b>Allocated Hours</b>	150
Reading List	<i>The reading list for this module can be accessed via the following link:</i>	
	<a href="https://uwe.rl.talis.com/modules/ubglyq-15-3.html">https://uwe.rl.talis.com/modules/ubglyq-15-3.html</a>	

### Part 5: Contributes Towards

This module contributes towards the following programmes of study: