



## MODULE SPECIFICATION

| Part 1: Information       |   |                    |  |
|---------------------------|---|--------------------|--|
| Module Title              | Healthy Cities  |                    |  |
| Module Code               | UBGMXN-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       | Urban Design [Jan][FT][Frenchay][1yr] MA 2018-19<br>Social Research (Sustainable Futures) [Sep][FT][Frenchay][1yr] MRes 2018-19<br>Architecture [Sep][FT][Frenchay][1yr] MA 2018-19<br>Social Research (Sustainable Futures) [Sep][PT][Frenchay][2yrs] MRes 2018-19 |                    |  |
| Module type:              | Project   |                    |  |
| Pre-requisites            | None  |                    |  |
| Excluded Combinations     | None  |                    |  |
| Co- requisites            | None  |                    |  |
| Module Entry requirements | None  |                    |  |

| Part 2: Description   |
|---|
| <p><b>Overview:</b> Healthy Cities bridges the gap between two normally separate areas of policy: public health and urban planning. The common ground is the human environment, which is a major determinant of health and wellbeing. The focus of the course is the planning of healthy human settlements.</p> <p>The module will explore a number of themes related to the nature of settlements and the relationship to health and well-being, and the assessment of plans and projects through sustainability appraisal and health impact assessment.</p> |

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**Educational Aims:** This module seeks to introduce to students the role of the built environment, at all scales, in contributing to human health and well-being. Students will be introduced to health impact assessment as a way of bringing together planning and health agendas and as a tool to improve proposed developments and policies and build consensus.

**Outline Syllabus:** The relationship between health and planning is intimate. Modern town planning originated in the nineteenth century because of public health concerns. After being lost for a while, that knot is being tied again now, in the light of the influence of town planning on healthy lifestyles and health inequalities. The World Health Organization (WHO) has been promoting what it terms 'healthy urban planning' for over a decade. Public Health England, the Department for Communities and Local Government, the National Institute for Health and Care Excellence (NICE), the Royal Town Planning Institute (RTPI), and many other organisations are also starting to take action on this agenda. With the responsibility of public health now being managed by local authorities, it is critical for professionals from both backgrounds to understand and recognize the synergies between these two sectors.

Accordingly, the syllabus will explore the following:

The nature of settlements, providing the local human habitat, and the relationship to health and well-being: the settlement health map;

The conceptualization of the urban environment in terms of global and local environmental sustainability;

The relationship between health and planning/design: obesity, physical activity and active travel; mental well-being, social networks and neighbourhoods;

Health equity, social inclusion/exclusion and strategic land use and transport policy;

The operation of the spatial planning system in the UK, with a special emphasis on inter agency collaboration;

The assessment of plans and projects through sustainability appraisal and health impact assessment, with an introduction to the HIA process;

Different HIA tools, including the Spectrum approach to assessment: in theory and in practice;

Learning to assess the impact of a development on health and well-being.

**Teaching and Learning Methods:** Scheduled learning includes lectures, site visits, guest speakers and workshops.

Independent learning includes essential reading, assignment preparation and completion etc, site visits to a study area and to visit examples of good practice.

This is a project module delivered 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 the 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 in integrating the architecture and planning backgrounds of those participating.

Contact time: 36 hours

Assimilation and development of knowledge: 74 hours

Assessment: 40 hours

### Part 3: Assessment

The module will be assessed by a single component of assessment that will take the form of a health impact assessment of a proposed development project. The output for this assessment will be a report, which will critique the proposed development and make recommendations for planning permission, including suggested changes. A justification of the recommendation will form part of the report, drawing on academic literature and research as well as the site analysis and policy context. The analysis will identify associations and causal factors and discuss how the proposed development will impact on this selected health outcome (positively and/or negatively) and make recommendations for improvement.

This assessment will be developed progressively through the module with dedicated sessions being arranged to

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help with its production. These sessions will provide guidance on the health impact assessment approach and substantive content, as well as its visual design and production. The assessment will use, and extend, the range of skills developed in the Masters degree and create a substantial piece of work. A limit of 3,500 words will be applied to each report; reference will be made to the university's word count policy in doing so.

As noted in part two, the report will allow for the assessment of learning outcomes 1-5.

Re-sit work will follow the same broad format.

The assessment is felt to minimise the risk for plagiarism on the basis that each report will focus upon a student's selected site and proposal, which will be developed under tutor supervision over a series of weeks.

Students will be able to present their report for formative review in advance of the deadline. Example reports will be made available to the cohort for review, with care being taken to ensure that these relate to a different site and design brief.

| First Sit Components | Final Assessment | Element weighting | Description         |
|----------------------|------------------|-------------------|---------------------|
| Report - Component A | ✓                | 100 %             | Report (3500 words) |
| Resit Components     | Final Assessment | Element weighting | Description         |
| Report - Component A | ✓                | 100 %             | Report (3500 words) |

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| <b>Part 4: Teaching and Learning Methods</b> |   |  |
|--|---|--|
| Learning Outcomes                            | On successful completion of this module students will be able to:   |  |
|  | <b>Module Learning Outcomes</b>   |  |
|  | MO1   | Identify and critically evaluate the environmental determinants of health  |
|  | MO2   | Explain, by use of relevant evidence, the relationship between the planning of settlements and health, particularly in relation to obesity, mental wellbeing and health inequalities |
|  | MO3   | Analyse the interaction between planning systems and public health in Government policy and practice   |
|  | MO4   | Apply, to a professional standard, the process of health impact assessment and other useful tools which can be applied to HIA  |
|  | MO5   | Analyse a complex development proposal in relation to health and wellbeing and make recommendations for improvement  |
| Contact Hours                                | <b>Contact Hours</b>  |  |
|  |   |  |
|  | <b>Independent Study Hours:</b>   |  |
|  | Independent study/self-guided study   | 114  |
|  | <b>Total Independent Study Hours:</b>   | 114  |
|  | <b>Scheduled Learning and Teaching Hours:</b>   |  |
|  | Face-to-face learning   | 36   |
|  | <b>Total Scheduled Learning and Teaching Hours:</b>   | 36   |
|  | <b>Hours to be allocated</b>  | 150  |
|  | <b>Allocated Hours</b>  | 150  |
| 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/ubgmxn-15-m.html">https://uwe.rl.talis.com/modules/ubgmxn-15-m.html</a></p> |  |