



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Planning Major Projects		
Module Code	UBGML9-15-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><b>Educational Aims:</b> This module begins by providing some meaning to the term ‘major project’ and presents some examples of the type of projects that would fall under such a heading. Specific regard is given to the terms ‘major development’ and ‘nationally significantly infrastructure project’. Key policy drivers are outlined while the module also provides some historical context by outlining the processes through which major projects have been developed and examined in the past. The module explains that major projects, by virtue of their size and location, tend to be complex developments to plan, design and project manage. Having clear legislation in place is therefore key if project impacts are to properly considered and if the relevant consenting processes are to be judged as being fair, open, inclusive and timely.</p> <p>In order to facilitate the delivery of major projects on the ground, and to ensure that good projects happen, it is essential that the relevant parties involved have the necessary knowledge to engage with the legislation and consenting regimes in place. This module provides an opportunity for you</p>

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to gain expertise with four different consenting regimes and four separate legislative pillars. By using case studies throughout, you will be able to gain an appreciation of the tasks and considerations that each system demands. You will be able to take judgements about their relative effectiveness and consider the type of changes that might occur to these systems moving forward. Although grounded in UK practice, the skills and knowledge gained will have international relevance.

**Outline Syllabus:** The module's syllabus includes sessions relating to:

Major Projects:

Definition and terminology  
Key policy drivers  
Historical considerations on consenting

Submission and examination under the Town and Country Planning Act:

Defining major development and its treatment under the 1990 Town and Country Planning Act  
Process reflections over application and consenting arrangements  
Conditions, legal agreements and the Community Infrastructure Levy  
Project examples, e.g. Greenwich Peninsula, Wirral Waters, Brent Cross Cricklewood, Cambridge Biomedical Campus extension, Birmingham Bull Ring, Harry Potter World, Paramount London, Cheddar Reservoir

Planning Nationally Significant Infrastructure projects in England and Wales:

Origins to the 2008 Planning Act  
Implementing the 2008 Planning Act  
Key actors, including the Examining Authority and the Secretary of State  
The role and direction of National Policy Statements  
Defining the thresholds for Nationally Significant Infrastructure Projects  
Form and scope of a Development Consent Order (including ancillary works)  
Compulsory purchase issues  
Pre-application procedures  
Information and surveys  
Application and decision making process  
Environmental Impact Assessment and Habitats Regulations Assessment  
Post examination issues: legal challenges, making amendments to the order and order revocation  
Enforcement  
Project case studies  
Critiques of progress to date  
Project examples, e.g. Clocaenog Forest Wind Farm, Daventry International Rail Freight Terminal, Redditch Branch Enhancement Scheme, Hinckley Point C

Transport and Works Act:

Summary of powers provided by current legislation  
Procedure for making and submitting an order  
Decision making process and the form and scope of an agreed order  
Project examples, e.g. Greater Manchester Rapid Transit, London Underground Northern Line extension, Cambridgeshire Guided Busway

Hybrid Bills:

Scope and rationale  
Process considerations (role for first, second and third readings, scope of appointed Select Committee and Public Bill Committee, process to Royal Assent)  
Project examples, e.g. High Speed One, Crossrail, High Speed Two  
Critical evaluation and potential reforms for the future  
Future application and projects, e.g. the expansion of Heathrow Airport

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The assessment strategy, as outlined below, provides an opportunity for you to take a leading role in appreciating the complexity that a major project will typically have and the type of considerations that need to be critically reviewed and balanced.

**Teaching and Learning Methods:** The module will involve a mix of taught and online elements to create a learning experience that is engaging and capable of capturing thought, action and debate in a sector that is ambitious and dynamic. Through the contact sessions, the module will allow you to meet a variety of stakeholders associated with the four legislative routes in order that they can pass on their direct experiences. These individuals will include developers, consultants, decision makers and representatives from the general public.

### Part 3: Assessment

For Component A you will be allocated a live nationally significant infrastructure project from a pool of schemes made available to the group. Once allocated, you will be expected to individually promote and defend the project under examination. To do this you will need to gain an understanding of the context surrounding the project, as well as detailed knowledge of the specific proposals. You will need to speak for five minutes during which you will need to succinctly respond to the objections made by course colleagues through the second element of Component B (as outlined below). These objections will be made available to you in advance of the assessment. Alongside the five minutes for the presentation of your response, you will also need to answer further questions for an additional ten minutes. These will be posed by staff and fellow students who will role-play participants of a local pressure group. The assessment will be undertaken in class and will be filmed to help reinforce feedback. By way of formative support, you will be given the opportunity of attending and observing similarly pitched public meetings. You will also be given advice on how to present and structure proposals when delivering in pressured and potentially contentious settings.

The resit to component A follows a similar format in that you will need to maintain your role as project promoter and defend the same, previously allocated, project. The objection letters that you will need to respond to will be derived from those submitted under the first sit. Subsequent questions will be posed by members of staff who will role-play pressure group participants. Flexibility will be applied as to whether the assessment is delivered online (via skype or equivalent) or via face to face contact.

Component B involves two elements of coursework which are equally weighted.

The first element requires you to write a professional client letter (of 1,500 words) to answer a procedural question related to the project that you will promote and defend through component A. To answer the question you will need to refer to procedural and legislative guidance as well as relevant project precedents. The time to complete the assignment will be kept relatively short to reflect the type of demands you are likely to experience in practice. The assignment will help to refine and extend letter writing skills and develop expertise in succinctly communicating potentially complex ideas and requirements. Similar formative tasks will be provided in advance of the summative task.

The second element will require you to play the role of a pressure group leader who is campaigning against a project that will be presented and defended through Component A. Your letter will need to present a robust series of objections that a fellow student will need to respond to through their presentation. The objection letter (of 1,500 words) will need to draw from relevant policy and academic material. Again, the assignment will help to develop letter writing skills but it will also develop skills in using research, evidence and policy to develop suitably robust arguments. However, it will also put you in an uncomfortable position where you need to object to a project that you might normally be supporting. The exercise will therefore help you to appreciate the differing sides of often complex debates. The resit to Component B will require a response to an alternative procedural question and to another allocated (but similar) project.

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First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		25 %	Client letter (1500 words)
Written Assignment - Component B		25 %	Written objection (1500 words)
Presentation - Component A	✓	50 %	Role play (15 minutes including questions)
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		25 %	Client letter (1500 words)
Written Assignment - Component B		25 %	Written objection (1500 words)
Presentation - Component A	✓	50 %	Individual role-play presentation (15 minutes including questions)

**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	Demonstrate a comprehensive and critical understanding of the key legislative routes through which a major project can be expected to be examined, by virtue of its form and scale
	MO2	Challenge the orthodoxy by critically considering the merits of each consenting pathway and recommending, in response, relevant actions to enhance future performance
	MO3	Synthesise and communicate relevant detail about a major project, and the consenting pathway it needs to progress through, in a way that can be understood by both specialist and non-specialist audiences
	MO4	Gain experience in balancing the respective merits of a major project in order to come to a conclusion about whether it should be supported or not
	MO5	Create and structure an appropriate case to support or oppose a major project, by referring to policy, project precedents and the specific details of the scheme
	MO6	Design and implement a strategy for robustly defending a project in a high pressure and contested environment
Contact Hours	<b>Contact Hours</b>	
	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	115

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	<b>Total Independent Study Hours:</b>	115
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	35
	<b>Total Scheduled Learning and Teaching Hours:</b>	35
	<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/ubgml9-15-m.html">https://uwe.rl.talis.com/modules/ubgml9-15-m.html</a></p>	