



Module Specification

Planning Major Projects

Version: 2023-24, v3.0, 15 Jun 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	6
Part 4: Assessment.....	7
Part 5: Contributes towards	7

Part 1: Information

Module title: Planning Major Projects

Module code: UBGML9-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Environment & Technology

Department: FET Dept of Geography & Environmental Mgmt

Partner institutions: None

Field: Geography and Environmental Management

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: 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 be properly considered and if the relevant consenting processes are to be judged as being fair, open, inclusive and timely.

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 students to gain expertise with four different consenting regimes and four separate legislative pillars. By using case studies throughout, students will be able to gain an appreciation of the tasks and considerations that each system demands. This module will also allow for judgements to be made about their relative effectiveness and consider the type of changes that might occur to these systems moving forward. Although grounded in UK practice, the module will also provide insight into international practices.

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

Part 3: Teaching and learning methods

Teaching and learning methods: The module provides a learning experience that is engaging and capable of capturing thought, action and debate in a sector that is ambitious and dynamic. The module will allow for real life experiences to be aired in order to help share best practice.

The assessment strategy provides an opportunity for students 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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

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 Evaluate the respective merits of a major project in order to come to a conclusion about whether it should be supported or not

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 115 hours

Face-to-face learning = 35 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/ubgm19-15-m.html) via the following link <https://uwe.rl.talis.com/modules/ubgm19-15-m.html>

Part 4: Assessment

Assessment strategy: Written Assignment (3,000 words) - requires the production of an individual written report/letter that students will need to direct to an identified client. Students will be required to provide professional planning advice in order to respond to a scenario connected with the consenting of a major planning project.

Resit Written Assignment - a similar brief to that described above, which may include some topic changes.

Assessment tasks:

Written Assignment (First Sit)

Description: Individual written assignment (3,000 words)

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: Individual written assignment (3,000 words)

Weighting: 100 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Planning and Urban Leadership [Distance] MSc 2023-24

Planning and Urban Leadership [Distance] MSc 2022-23

Geography {Foundation} [Sep][SW][Frenchay][6yrs] - Not Running MPlan 2018-19