



## MODULE SPECIFICATION

Part 1: Information			
Module Title	International Planning Study Trip		
Module Code	UBGMQA-30-M	Level	Level 7
For implementation from	2019-20		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Geography and Environmental Management
Department	FET Dept of Geography & Environmental Mgmt		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Overview:</b> The changes we are currently witnessing both in the world's economies and industry are unprecedented. Fast paced and relentless, the reorganisation that is taking place because of these changes means that planning and real estate professionals need to be responsive to new ideas, be aware of emerging technologies and knowledge and be able to answer the competition. Markets are moving, values are changing and conventional norms are being challenged. Industry is being besieged by new ideas and is racing to keep up. Planning and real estate industries play key roles in this transformation and have to address the emergence of the new information based economy, financial innovations in challenging economic times, political upheaval and the potential for providing a sustainable built environment for the future. Cities are expected to grow disproportionately as the rural economy continues to decline world-wide.</p> <p><b>Educational Aims:</b> In addition to the learning outcomes, students will also be able to reinforce skills and competencies relating to:</p> <p>Interpreting and communicating knowledge, skills and ideas to specialist and non-specialist audiences in planning and property development.</p> <p>Applying cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level in planning and property development.</p>

## STUDENT AND ACADEMIC SERVICES

Integrating knowledge on a wide spectrum of planning and property issues to the analysis of practice based scenarios.

**Outline Syllabus:** The International Planning Study Trip builds on the knowledge and skills developed during earlier study and involves visiting a global region for up to 14 days. Locations will vary each year but expeditions will be characterised by a programme of activity that integrates theory with practice and offers strong on-site orientation and pro-active participation. Site visits and work-shops will enable students to explore, and critically appraise, the context against which planning and development occurs. Each expedition will provide opportunities to explore a range of new and established building and development projects to help identify innovation and best-practice in planning and property development.

**Teaching and Learning Methods:** Most of the module's contact time will take place in the field but sessions in advance of the expedition will provide an opportunity to explore the selected global region, its cities and its supported planning and development activity.

**Scheduled learning:** The pre-expedition phase will include lectures and small group workshops linked to the selected geography of the expedition and its intended programme. Much of the contact time will take place during the expedition and will consist of, for example, specialist talks and site visits led by local planning and property experts and other relevant stakeholders.

Independent learning includes hours engaged with the assessment and associated reading and research (before, during and after the expedition).

### Part 3: Assessment

The module is assessed by two components. Component A is weighted at 25% and comprises a presentation. Component B is weighted at 75% and comprises an individual report.

**Component A: Individual presentation.**  
Contributing to learning outcomes 4 to 5.

This component requires students to reflect upon the cultural, social, political and institutional context through which planning is practised in the visiting area and how these factors can impact on the delivery and implementation of projects. Students will need to reflect on whether lessons or practices observed via the expedition can be translated to the UK to facilitate better planning and delivery. These reflections will need to be captured via an individual presentation with a narration of no more than 6 minutes. Students will be encouraged to be innovative in their approach, bringing together a range of material gathered before and during the expedition. Each presentation will be expected to include a written summary of no more than 500 words. The presentation will need to be submitted after the expedition but guidance over its design and content can be sought both during and after the expedition.

**Component B: Individual report.**  
Contributing to learning outcomes 1 to 3, 5.

Component B requires students to prepare an individual report of 4,000 words. The report will need to present two case studies, with each of these equating to a project visited during the expedition. Each case study will need to introduce the specific project, its historical context, and provide an evaluation of the development process. The report will need to present comparative analysis between the two case studies and be prepared from a certain perspective, such as:

The perspective of an investor evaluating the acquisition of the project;  
An historical perspective evaluating how the development process and project financial return could have been improved at the time when the project was developed;  
The perspective of a city planner evaluating how the project concept could have been revised to improve its contribution to urban policy goals (e.g. connectivity, sustainability);  
The perspective of a project manager evaluating how the management of the project development could have been improved to minimize risk and streamline the process.

Students will be able to seek guidance on their case studies both during and after the expedition. Opportunities to discuss their ideas with peers will also be provided. Although students will be expected to lead on the development of their work in the field, the report will be submitted for assessment after the expedition.

## STUDENT AND ACADEMIC SERVICES

Resit information: Students must have attended the expedition to be eligible for taking the resit components of the module.			
<b>First Sit Components</b>	<b>Final Assessment</b>	<b>Element weighting</b>	<b>Description</b>
Report - Component B	✓	75 %	Individual report (4000 words)
Presentation - Component A		25 %	Individual presentation (6 mins) plus executive summary of 500 words
<b>Resit Components</b>	<b>Final Assessment</b>	<b>Element weighting</b>	<b>Description</b>
Report - Component B	✓	75 %	Individual report (4000 words)
Presentation - Component A		25 %	Individual presentation (6 mins) plus executive summary of 500 words

### 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>
	Explain and assess the diverse drivers that underpin property development, project management, and place-making	MO1
	Critically reflect on the contextual factors associated with the delivery and implementation of policy and projects by drawing from relevant theory, practice and research	MO2
	Critically assess the reasons for the relative success or failure of specific development projects, from the point of view of project management, planning and regulation, or development feasibility and market risk	MO3
	Critically articulate why approaches to planning differ around the world, considering cultural, social, political and other environments in which planning is practised	MO4
	Critically reflect on practices for the delivery and implementation of projects in the United Kingdom considering the knowledge and understanding gained from observing planning elsewhere	MO5
Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	150
	<b>Total Independent Study Hours:</b>	150
	<b>Scheduled Learning and Teaching Hours:</b>	
	Face-to-face learning	150

## STUDENT AND ACADEMIC SERVICES

	<b>Total Scheduled Learning and Teaching Hours:</b>	150
	<b>Hours to be allocated</b>	300
	<b>Allocated Hours</b>	300
Reading List	<i>The reading list for this module can be accessed via the following link:</i> <a href="https://uwe.rl.talis.com/index.html">https://uwe.rl.talis.com/index.html</a>	

### Part 5: Contributes Towards

This module contributes towards the following programmes of study: