STUDENT AND ACADEMIC SERVICES

UWE Bristol | University of the West of England

MODULE SPECIFICATION

Part 1: Information			
Module Title	Leading Urban Change		
Module Code	UBGLJ1-30-M	Level	Level 7
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Geography and Environmental Management
Department	FET Dept of Geography & Envrnmental Mgmt		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description

Overview: The module introduces and explains the role of a planner in leading positive change in the built and natural environment. The actions of planners are set in context through a discussion of key issues in the governance and leadership of urban areas at different scales. Further consideration is given to issues around contemporary contexts, responses to global challenges and smart approaches to functional urban environments.

Educational Aims: The curriculum design is derived from an understanding of the RTPI's Spatial learning requirements. The range of topics covered in this module promote integrated understanding of relevant knowledge, skills and values and of their application in practice. The module aims are:
•   To be able to explain and justify the role of a planner in leading positive change in the built and natural environment.
•   To appraise the actions of planners in context through an understanding of professional ethics and the code of conduct for chartered planners.
•   To evaluate the governance and leadership of urban areas, specifically within the context of planning, at different scales.
•   To assess contemporary contexts and respond to the global challenges facing planning and planners.
•   To interpret and critically analyse the notion of 'smart cities' and the use of smart approaches to functional urban environments.

- To categorise/design/compose a personal strategy for actively contributing to the leadership of urban change.

Outline Syllabus: • Introduction to planning
− Planning as a profession and academic discipline
− Planning practice today
− Professional expectations (including code of conduct)
− Professional ethics
− Professionalism and lifelong learning
− Pathways to becoming a chartered planner
• Governance and leadership
− Governance in planning
− Place-based leadership
− The role of leadership in the promotion and delivery of urban change
− Scales of urban leadership: international; national; regional/sub-regional; city; neighbourhood and site
− Skills and competencies for delivering effective urban leadership (e.g. visioning and goal setting; communication and stakeholder engagement; negotiation and conflict resolution; project management; decision making; and innovation and creativity)
− Stakeholders, sectors and the role of other professional groups in leading urban change
− Barriers and challenges
• Contemporary contexts
− World population growth and spatial development
− The global city today
− Urban challenges by global region
− Urban leadership in promoting city resilience
− Urban leadership for tackling climate change and achieving climate justice
− Urban leadership for promoting healthier lifestyles
• Smart cities
- Urban leadership for applying technology and innovation in the pursuit of smarter city growth
- Big data and the role for urban analytics
- Smart cities
- Smart mobility
- Smart governance and decision making

Teaching and Learning Methods: The module uses readings, video, reflection, discussion, online research and resources, written work, peer review, and community-engaged learning to achieve learning objectives.

Part 3: Assessment

The module is assessed via two elements: a personal learning log (1,500 words plus illustrative material); and a literature review (3,000 words). The two elements are weighted 25:75.

Element 1 (25%) requires students to produce a 1,500 words (plus illustrative material) equivalent personal learning log, or 'scrap book', that identifies examples of planners leading urban change. Each student's log should be personalised to themselves through incorporating a reflective element. This can be presented as a commentary alongside the notable examples they have included (they may wish to include examples where they themselves have contributed in the leadership of urban change – this could be small or large scale). It should be a well-illustrated log utilising photographs, diagrams, plans, graphs etc. Through their learning log students will need to reflect on the range of skills that planners need to have, and subsequently apply, if they are to lead change effectively against definable challenges. Additionally, it should suggest a personal development plan that can be augmented throughout the student's learning experience and beyond. It is intended that this learning log will track their journey over the two years of the programme and serve as a useful resource when completing the professional practice requirements for RTPI membership post qualification. Students will be encouraged to submit a draft of their log at the end of Semester One to check its suitability. Summative hand-in will be at the end of Semester Two.

Element 2 (75%) requires students to prepare a literature review of 3,000 words on the type of interventions that city planners can take, and the challenges that they could experience, in leading urban change at the scale of a

global city. The essay review will need to be related to one of the themes presented during the module. Summative hand-in will be at the end of Semester Two.

The resit requirements are the same as the first sit, with students needing to complete the same Reflective Diary and Literature Review. Students will need to have regard to previous staff comments where submissions have previously been made.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	75 %	Component A (75%) requires students to prepare a literature review of 3,000 words.
Reflective Piece - Component A		25 %	Component A (25%) requires students to produce a 1,500 words (plus illustrative material) equivalent personal learning log.
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	75 %	Same brief as first sit
Reflective Piece - Component A		25 %	Same brief as first sit

Part 4: Teaching and Learning Methods	
Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:

Module Learning Outcomes	Reference
Identify and evaluate theory concerning effective leadership behaviours.	MO1
Critically review practical approaches to leadership and change in complex working environments	MO2
Assess the governance structures that relate to planning and development and the role of urban leadership within this context.	MO3
Evaluate how urban leadership can be used as a tool to promote sustainability.	MO4
Reflect on the role of planners and Planning in projects using both practical and theoretical lenses.	MO5
Examine local, national and international examples of urban development relevant to the leadership of change.	MO6

Contact Hours		
	Independent Study Hours:	
	Independent study/self-guided study	150
	Total Independent Study Hours:	150
	Scheduled Learning and Teaching Hours:	
	E-learning/online learning	70
	Project work (individual or group)	80

	Total Scheduled Learning and Teaching Hours:	150
		4
	Hours to be allocated	300
	Allocated Hours	300
Reading List	*The reading list for this module can be accessed via the following link:* https://rl.talis.com/3/uwe/lists/268FE607-1BCD-E724-7ADC-69F02AC84B7B.html?lang=en-GB&login=1	

Part 5: Contributes Towards
This module contributes towards the following programmes of study: Planning and Urban Leadership [Sep][DL][Distance][2yrs] MSc 2020-21 Planning and Urban Leadership [Sep][DL][1yr] MSc 2020-21