



## **Module Specification**

### **Leading Urban Change**

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## Part 1: Information

**Module title:** Leading Urban Change

**Module code:** UBGLJ1-30-M

**Level:** Level 7

**For implementation from:** 2024-25

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Arts, Technology and Environment

**School:** CATE School of Architecture and Environment

**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:** 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.

**Features:** Not applicable

**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

- The global city today
- Urban challenges such as tackling climate change and achieving climate justice
- Urban leadership in promoting city resilience
- Urban leadership for promoting healthier lifestyles

Smart cities

- Urban leadership for applying technology and innovation in the pursuit of smarter city growth
- Smart cities and mobility
- Smart governance and decision making

### **Part 3: Teaching and learning methods**

**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.

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

**MO1** Identify how planners core competencies can be used for delivering sustainable development whilst reflecting upon and appraising their own situation.

**MO2** Critically review theoretical and practical approaches to urban leadership and change in complex working environments through a variety of lenses.

**MO3** Examine, critically evaluate and reflect upon professional core competencies using examples of urban development relevant to the leadership of urban change.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 150 hours

E-learning/online learning = 70 hours

Total = 0

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/268FE607-1BCD-E724-7ADC-69F02AC84B7B.html?lang=en-GB&login=1) via the following link <https://rl.talis.com/3/uwe/lists/268FE607-1BCD-E724-7ADC-69F02AC84B7B.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** The Assessment:

Reflective Piece (1500 words) - Personal Learning Log. requires students to produce a 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 mid way through the module to check its suitability.

Individual Presentation (15 minutes + Q&A) - carried out via Teams (or appropriate alternative) - requires students to critically review theoretical and practical approaches to leadership in complex/challenging working environments and then reflect on the competencies that city planners require in leading urban change. The presentation should be related to at least one of the themes presented during the module so that specific examples can be used relevant to the leadership of change.

Resit Reflective Piece - same brief to that described above.

Resit Presentation - same brief to that described above.

### **Assessment tasks:**

#### **Reflective Piece (First Sit)**

Description: Personal Learning Log (1500 words)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

#### **Presentation (First Sit)**

Description: Individual presentation (15 minutes + Q&A) carried out via Teams (or appropriate online alternative) to provide critical exploration of an aspect of personal competencies in relation to selected module themes.

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3

#### **Reflective Piece (Resit)**

Description: Personal learning Log (1500 words)

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1

**Presentation (Resit)**

Description: Individual presentation (15 minutes + Q&A) carried out via Teams (or appropriate online alternative) to provide critical exploration of an aspect of personal competencies in relation to selected module themes.

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO2, MO3

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Planning and Urban Leadership [Distance] MSc 2024-25

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