



Module Specification

Integrated Planning Practice

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Part 1: Information

Module title: Integrated Planning Practice

Module code: UBLL7S-30-3

Level: Level 6

For implementation from: 2028-29

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: Architecture and the Built Environment

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: Running in parallel with Design Studio 4, this module examines the multifaceted contexts in which architectural ideas are proposed, including urban, physical, social, political, historical, technical, legal, and economic dimensions. It places particular emphasis on the integration of design and planning disciplines, fostering an understanding of how these areas interconnect to influence the built environment.

A primary objective of the module is to provide students with a comprehensive understanding of planning processes, regulations, legal frameworks, and decision-making practices. Through a practical and collaborative studio-based approach, students will engage with real-world challenges, reflecting on how their design proposals align with and are influenced by planning policies. The module culminates in the preparation of a professional-standard planning application tied to the student's design studio project. This experience is further enriched by reflective practices that encourage students to critically analyse their work in relation to theory, policy, and professional competence.

Features: This module offers a pivotal experience that integrates academic knowledge with practical application, preparing students to tackle the challenges of professional architectural and planning practice. By fostering collaboration, real-world engagement, and reflective learning, it equips graduates with the skills and confidence to navigate the complexities of planning and design.

Explicitly designed to unify the planning and architecture disciplines, the module emphasizes the interplay between creative design and regulatory compliance. Closely linked to the programme's final studio module, it enables students to apply their understanding of planning frameworks to enhance their design proposals, effectively bridging the gap between theory and practice.

A key focus of the module is its emphasis on practical experience, requiring students to develop a comprehensive planning application for a specific project. This task mirrors professional processes, including navigating regulatory frameworks and addressing stakeholder needs. Through this hands-on approach, students gain invaluable insight into the complexities of planning and development, effectively preparing them for industry challenges.

Students are encouraged to adopt a reflective and iterative methodology, mirroring professional practices. The module further addresses multiple scales of planning and design, ranging from strategic frameworks to localized, building-level considerations. This multiscale approach ensures that students are adept at managing various

aspects of planning, including master planning, site analysis, and detailed design integration.

Educational aims: This module is designed to equip students with the comprehensive knowledge, skills, and reflective practices necessary for professional success in the interdisciplinary fields of architecture and planning. By aligning theoretical learning with practical application, the module fosters critical thinking, technical proficiency, and collaborative competencies.

This develops a proficiency in Planning Application process and its position within the a wider development context. Whilst instilling a reflective practice as a core professional habit, enabling students to evaluate their own development within both theoretical and practical contexts.

Outline syllabus: The syllabus will explore the following:

The context of planning policy and implementation.

The changing nature of development control – development management.

Theoretical concepts in decision-making. This will include: the need for development control, discretion in decision making, democratic accountability, participation in the system, measurement of 'quality,' the move from reactive to more positive and communicative planning.

Different scales of design: e.g. strategic, masterplanning, local and building,

Project design and financial viability

Planning Law. This includes: up to date legal concepts and cases, definition of development, permitted development types of applications (incl. listed building, conservation area, advertisement etc.), environmental assessment, involvement of the judiciary, decision making (material considerations, aesthetics, weighing up).

Making an application: pre application work, legal requirements, making a case, and

submission content.

Processing applications: validation, registration, consultation, notification, consideration, negotiation, recommendation, decision.

Planning appeals: written representations, hearings and public inquiries.

Enforcement: including planning enforcement, listed building / conservation, trees, adverts enforcement.

Professional practice; probity, ombudsman, consultant-client relationships, indemnity.

Skills: producing plans and drawings, report writing, site analysis, information gathering (incl. expert consultations), negotiations, communications.

E-planning: the use of electronic media to make, communicate and negotiate in development management / control.

The devolved planning system: development control / management differences in England, Wales and Scotland.

Efficiency and best value including performance management, resourcing and achieving targets.

Part 3: Teaching and learning methods

Teaching and learning methods: The module runs alongside the final year design studio and allows students to use their work in that module as a practical example for preparing a planning application in this module. An alternative default brief is possible for the rare situations where students are not taking the design studio.

The module will comprise two parts taught in an integrated manner through a series

of studio based lectures, discussions and workshops. Students are expected to participate actively and much of the teaching requires students to emulate the professional situation. The module links very closely to live examples and uses case studies from public and private sectors to illustrate the points being made. There is a strong emphasis on the understanding of 'best practice' in the subject field. The module also draws upon the interdisciplinary nature of the students' degree by integrating the architecture and planning backgrounds of those participating.

Part 1 will explore the scope and nature of planning law and its application through development management. Students will work on making a planning application for a development proposal in a sophisticated context. As part of this, students will need to consider factors affecting project viability and provide a broad assessment over the viability of their proposals.

Part 2 of the module will give the students the opportunity to understand the role of development management and control in the broader context of planning practice and its effective implementation. The students' understanding will be tested through a portfolio submission comprising two elements (see below).

Scheduled learning includes studio, lectures, tutorials, workshop, site visits

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

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

MO1 Produce a comprehensive planning applications incorporating the necessary professional skills to advocate for a development proposals.

MO2 Show proficiency in addressing multiple scales in planning and design, from strategic frameworks and masterplans to local and site-specific proposals, ensuring clear and professional communication throughout.

MO3 Critically analyse the development management system, including its strengths, limitations, and potential areas for reform, demonstrating insight into policy, implementation, and governance.

MO4 Demonstrate reflective practice, evaluating personal and professional competence in planning while articulating how planning practice can align with broader theoretical and practical frameworks.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 204 hours

Face-to-face learning = 96 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/94914967-385D-FE88-B06A-6065E4F029BA.html) via the following link <https://rl.talis.com/3/uwe/lists/94914967-385D-FE88-B06A-6065E4F029BA.html>

Part 4: Assessment

Assessment strategy: The module is assessed by a portfolio (Assessment Task one) and a reflective statement (Assessment Task two).

The portfolio is designed to reflect work undertaken in the professional practices of architecture and planning (case law and process, masterplanning, planning application and practice advice). It assesses the students' understanding of case law and the compiling and justification of a planning application as well as the giving of advice to a client.

The reflective statement explores how well the student understands the work completed through the portfolio when considered against theory relating to the planning policy and implementation. Both elements are designed to tie in with work undertaken in the design studio and the portfolio format reflects practice.

For students taking the module who are not taking design studio, a design scenario

will be provided against which they make a planning application and do the associated assessed work, instead of this being generated in the design studio.

Such students will, therefore, do no

work for this module over and above that done by students taking the design studio.

The assessment has two clear assessment tasks that must be passed separately from each other (with a minimum mark of 40% in each), they are the portfolio task (80%) and the reflective statement (20%).

All work is individual, there is no group work.

Re-sit work will follow the same format.

Assessment tasks:

Portfolio (First Sit)

Description: Students compile a portfolio that demonstrates professional skills in planning and development proposal preparation.

Weighting: 80 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

Reflective Piece (First Sit)

Description: Students prepare a reflective statement evaluating their competence and insights into the planning system.

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4

Portfolio (Resit)

Description: Students compile a portfolio that demonstrates professional skills in planning and development proposal preparation.

Weighting: 80 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

Reflective Piece (Resit)

Description: Students prepare a reflective statement evaluating their competence and insights into the planning system.

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Architecture and Planning [Frenchay] BA (Hons) 2025-26