



Module Specification

Context and Law

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Part 1: Information

Module title: Context and Law

Module code: UBGMP6-15-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: The module provides an introduction to planning as an activity, and to the evolution of regulatory systems of planning in its historical context. It begins with a brief look at the emergence of regulatory systems of control before the Industrial Revolution, in particular some of the concepts, whether practical or aesthetic, which come from the earliest origins of state intervention into the built and natural environment. The module will pass from a consideration of interventions by the 'state' in Mesopotamia, Egypt and the Roman Empire through to a consideration of

planning in, principally, Britain and Europe after the Industrial Revolution in the light of changes in urban form. In this context, planning is discussed as a series of responses to the perceived problems of urban and later rural development.

The module is underpinned by the principles of the Development Management approach with an emphasis on the quality of the outcome and the effectiveness of the process. The module will focus upon the core principles and concepts involved so that, whilst grounded in the UK context to a certain extent, the course has validity in an international context.

Features: Not applicable

Educational aims: This module focuses and concentrates on ensuring that students have a practical and theoretical understanding of the approaches to managing development in the urban and rural contexts through the mechanisms and systems of planning. The module will also provide students with a working and practical understanding of analytical skills needed to make decisions based not on the output (i.e. a decision), but rather to be outcome focused.

Outline syllabus: Themes and subjects covered include the following:

An introduction to planning as an activity, and to planning systems.

The global emergence of state intervention and 'planning'.

The evolution of the British approach to planning and alternative models.

Decision making processes and implementation mechanisms regarding the development and use of land to meet sustainability objectives within the context of the spatial planning approach.

Decision-making in context: discretion in the British planning system and alternative approaches, and the role of delivery mechanisms, politics and the various decision making processes.

The legislative context: the need for 'planning permission'; the definition of

development; models and mechanisms for enabling proportionate intervention, including: permitted development rights; prior approval, and the management of uses. legal scope; planning enforcement; supporting materials.

The development process and planning permissions.

Consultation, participation and engagement within the context of development management.

Professional skills, including a focus upon negotiation, project management, understanding and creating plans and drawings, and viability.

Making a decision; zoning, discretionary decision making, the development plan and material considerations; the use of conditions/post-decisions management; reasons for refusal.

Planning agreements/gain and systems of cost recovery.

Moral and ethical dilemmas.

Appeals and legal challenges: merit based appeals and the use of the courts; the planning review body; understanding how to produce evidence and justify argument.

Policy, guidance and advice: understanding the role of development plan and other material considerations, including guidance case law in discretionary system of planning. Understanding the nature of codified plans.

The development management approach to managing development and delivering effectively and efficiently with an outcome focus.

Understanding design in the planning context in the urban and rural contexts.

The value of good design and how it can delivered in the urban and rural contexts.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning via on-line module materials and links to additional learning resources.

Independent learning includes essential reading, assessment preparation and completion. Independently managed group based learning will also be required.

Contact time: 0hrs

Assimilation and development of knowledge: 80hrs

Assessment: Photographic essay/audio file 50hrs, Essay 20hrs

Total: 150hrs

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

D1 Self-directed learning and time management

D2 Use of an academic library

D3 Carrying out secondary research

D4 Development of the ability to construct concise arguments and defend them

D5 Writing in professional and academic styles to a high standard

MO1 Describe the major landmarks in planning history since the earliest origins of state intervention into the management of the built and natural environment

MO2 Describe and explain basic concepts and theories of state intervention and planning in so far as they relate to understanding place shaping

MO3 To demonstrate comprehension of planning law in the context of current planning principles, concepts and approach

MO4 To demonstrate effective decision making using the planning policy framework, guidance, development viability, and the principles of good design

MO5 To demonstrate effective design solution skills in response to development opportunities

MO6 To critically analyse the legal processes and evaluate the implementation tools that might enable the delivery of a fast, efficient and effective planning service

MO7 Participate fully, with other professionals, in a multi-disciplinary approach to managing development and creating a good quality environment through interaction with other stakeholders in the development process

MO8 To critically comment on the systems for managing development including demonstrating how that system might be improved

MO9 Demonstrate an awareness of administrative and professional activities involved in planning decision making; demonstrate an awareness of range, function and input of organisations involved in decision-making process

MO10 Demonstrate awareness of the role of negotiation in reaching planning decisions which are acceptable both to the applicants and in terms of the public interest

MO11 Demonstrate awareness of the workings of statutory and less formal development partnerships

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 150 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/ubgmp6-15-m.html) via the following link <https://uwe.rl.talis.com/modules/ubgmp6-15-m.html>

Part 4: Assessment

Assessment strategy: The module will be assessed by two pieces of assessment:

Portfolio/audio file – This will require the students to submit a portfolio with an associated descriptive audio file which will be based around a series of individual

projects developed during the course of the module. This portfolio will demonstrate the students' ability to undertake a site analysis and appraisal, including planning policy and guidance, and present an assessment of a design proposal.

Essay – This will require students to demonstrate their knowledge of material covered through the academic year. The essay question will demand that students address an important academic matter raised by the module. The answer will be assessed according to the following criteria:

Relevance of answer to the question set.

Demonstration of understanding and insight in response to the question set.

Structure and organisation of response.

Grounding in literature and appropriate legislation, and use of evidence and supporting material.

Clarity, coherence and depth of argument and analysis.

Standards of literacy and presentation.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio (1500 words equivalent)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: D1, D2, D3, D4, D5, MO10, MO11, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Written Assignment (First Sit)

Description: Essay (2000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: D1, D2, D3, D4, D5, MO1, MO10, MO11, MO2, MO3, MO4, MO6, MO7, MO8, MO9

Portfolio (Resit)

Description: Portfolio (1500 words equivalent)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Written Assignment (Resit)

Description: Essay (2000 words)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study: