

Planning for Sustainability

UEL_4_PLS

Faculty of Arts and Human
Sciences

2011/2012

Level 4



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1. MODULE DETAILS

Module Title:	Planning for Sustainability
Module Level:	4
Module Reference Number:	UEL_4_PLS
Credit Value:	20 Cat Points
Student Study Hours:	200
Contact Hours:	60
Private Study Hours:	140
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	BA(Hons) Urban and Environmental Planning
Year and Semester	Year 1, Semester 1
Module Coordinator:	Dr. Philip Pinch
UC Contact Details (Email, Room)	pinchpl@lsbu.ac.uk , Room B170a
Teaching Team & Contact Details (If applicable):	Neil Adams, adamsn3@lsbu.ac.uk Room B170a,
Subject Area:	Planning
Summary of Assessment Method:	100% Coursework

2. SHORT DESCRIPTION

A module which examines the challenges faced when spatial planning policies seek to achieve sustainable forms of development. A residential field study visit is integral to the module and provides the opportunity to meet with professionals engaged in planning practice.

This visit will be held in Week 6: Monday 31st October - Friday 4th November 2011. Our study base will be a hotel in Newquay which will provide bed and breakfast accommodation and an evening meal.

3. AIMS OF THE MODULE

Planners are increasingly charged with the task of mitigating climate change and conserving and protecting natural environments, whilst simultaneously ensuring economic prosperity and combating social polarization and fragmentation. The aim of this module is to reveal to students the complexities involved in delivering these political ambitions through spatial planning policies.

The module aims to bring these issues alive to students by using case study examples of planning policy measures found in the fieldtrip locality. These case studies focus on: planning for minerals and post-minerals environments; the planning and construction of sustainable communities; and countryside management and agricultural land-use policies.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

Students will develop a knowledge and understanding of:

- planning as a tool for delivering sustainable development and mitigating the effects of climate change
- the impacts and consequences of planning upon individuals, communities and key interest groups
- political structures and policy processes relevant to planning and the nature and use of power
- the problems of effectively implementing policy measures in a context of conflicting social, economic and environmental demands.

4.2 Intellectual Skills

Students will develop intellectual such as:

- an ability to engage in critical analysis of contemporary public policy measures, both in written and verbal form.
- monitoring and evaluation of planning interventions and outcomes.
- preparing and presenting arguments and illustrative materials in a written and graphic format
- writing a coherent and structured evaluation report.

4.3 Practical Skills

- collecting data in a field study situation through listening and observation

4.4 Transferable Skills

- managing and producing work to time on an individual basis
- working effectively in and with groups
- being aware of, listening to and evaluating the opinions and values of others

5. ASSESSMENT OF THE MODULE

This module is 100% assessed by coursework and the pass mark for the module is 40%.

Students will write an individual fieldtrip report (max 3,000 words) which describes and evaluates the land-use planning schemes and policy measures visited during the Cornwall fieldtrip. The aim of the report is to assess the ways in which these schemes are attempting to promote more sustainable forms of development and the problems which are faced in achieving this.

Full details of the requirements of the report are contained in the *Cornwall Fieldtrip Guide* to follow.

This report must be handed in to the **Faculty Student Information Centre (SIC), Room B266** by **Friday 13th January 2012**. Please keep the receipt you receive when handing-in your work. Work cannot be submitted by post or e-mail, or to individual tutors.

Assessment Criteria

At all levels of student work, key areas of assessment are:

1. Knowledge of the topic - ideas, concepts, policy measures and institutions
2. Analysis of issues and an awareness of different viewpoints
3. Evaluation of competing explanations or theories applied to a problem
4. Ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. Skill in the presentation of an answer with accuracy, clarity and coherence.

The following table provides a broad guide to the grading criteria:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but assessment objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1-5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

6. FEEDBACK

Students will receive written feedback, normally within six teaching weeks from the date of submission, which will be made available in the Faculty Student Office (B266) The work will be retained and a sample of student work will be double marked internally. A sample will also be sent to an external examiner for evaluation and approval.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

Most commentaries trace the concept of 'sustainable development' to a report produced in 1987 by the World Commission on Environment and Development called *Our Common Future* (Oxford University Press). This report is also commonly referred to as the *Brundtland Report*, after the Chair of the Commission - Gro Harlem Brundtland. The report sought to raise awareness of the environmental problems facing the world and to set out ideas that will lead to a better balance between economic development and protection of the environment. It defines sustainable development as follows:

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Against this broad policy contest the residential field visit to Cornwall enables students to explore the challenges faced when seeking to plan and implement policies for sustainable development at the local level. The visit is focused about three key issues:

- how to achieve a balance between economic development and the environment within the china clay industry of mid-Cornwall
- the challenge of housing people in 'sustainable communities'
- and how to balance the competing demands of agriculture, tourism and recreation within the Environmentally Sensitive Area (ESA) of West Penwith, Cornwall.

7.2 Overview of Types of Classes

A central component of both the teaching and assessment of this module is a residential field trip to be held in the early part of the programme. This is supplemented by a series of keynote lectures (with time planned for clarification and discussion), seminars and small group activities.

7.3 Importance of Student Self-Managed Learning Time

It is important that students manage their own study time outside of the taught programme, in order to research and write their 'Fieldtrip Report'. This report is due to be handed-in approximately five weeks after the residential fieldtrip, so students need to plan their study time accordingly. Full details to follow in the *Cornwall Fieldtrip Guide*.

The anticipated teaching and learning will be achieved through the following indicative hours of activity:

Lectures:	12
Seminars and Workshops	18
Field Study Visit:	30
Total Contact hours:	60
Field Study Visit Preparation:	40
Field Trip Report	50
Preparation for seminars and workshops	50
Student managed learning hours:	140
Total learning time:	200

7.4 Employability

This module will provide students with knowledge and understanding of how town and country planning and related policy professions seek to achieve sustainability through the development process. It will therefore help them to gain employment in this important occupational area, or will further enhance their existing careers. Group work during the fieldcourse and across the module will further enhance their personal development and employability.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

- Introduction to module: aims, objectives and assessment procedures; role of the residential field visit to Cornwall.
- Mining, mineral resources and sustainable development: land-use planning and Cornwall's china clay industry - creating a balance between economic growth and the environment.
- Agricultural change, sustainability and 'integrated rural development': the Environmentally Sensitive Area (ESA) of West Penwith - competing demands within an historic environment.
- Housing people in sustainable communities.
- Fieldtrip debriefing session.
- Review of the module: Uneven development and sustainable environmental futures.

The Cornwall Fieldtrip

The residential fieldtrip to Cornwall is a compulsory element of this module. It will be held during teaching Week 6. Staff and students will be staying in hotel accommodation in Newquay. Students will be in shared accommodation, typically 2 per room. Full details of the fieldtrip are set out in the *Cornwall Fieldtrip Guide*, which will be issued to students near to the time.

9. STUDENT EVALUATION

This module has proved extremely popular with students for many years. As well as the knowledge and understanding they achieve on the fieldcourse, students have indicated that they appreciate the chance to form good working and personal relationships with their fellow students during the fieldtrip. Consequently there are no major changes proposed to the module and it will continue to build upon past good practice.

10. LEARNING RESOURCES

10.1 Core Materials

A lot of the information needed will be provided in the Cornwall Fieldstudy guidebook and be compiled by students during the study visits. However, there are a range of academic texts which students should consult in order to develop their understanding of wider conceptual ideas and thinking about 'sustainable development'.

Rydin, Y (2011) *The Purpose of Planning*, Policy Press, Cambridge

Cullingworth, B and Nadin, V (2006) *Town and Country Planning in the UK (14th edition)*, Routledge, London (see Chapter 7)

Layard, A., Davoudi, S and Batty, S (2001) (eds) *Planning for a Sustainable Future*, Spon Press, London

Baker, S (2006) *Sustainable Development*, Routledge, London

Owens, S. E and Cowell, R (2002) *Land and Limits: Interpreting Sustainability in the Planning Process*, Routledge, London

(2005) *Planning Policy Statement 1: Delivering Sustainable Development*

(2007) *Planning Policy Statement: Planning and Climate Change - Supplement to Planning Policy Statement 1*

(2005) *Securing the Future - UK Government sustainable development strategy*

10.2 Other Materials

<http://www.communities.gov.uk/planningandbuilding/>

<http://www.naturalengland.org.uk/ourwork/farming/funding/es/default.aspx>

<http://www.cornwall.gov.uk/>

<http://www.edenproject.com/>

NOTES

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