

Society space and planning

UEL_4_SSP

Faculty of Arts and Human Sciences

2011-2012

Level 4



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1. MODULE DETAILS

Module Title:	Society, space and planning
Module Level:	4
Module Reference Number:	UEL_4_SSP
Credit Value:	20 CAT points
Student Study Hours:	200
Contact Hours:	Contact hours: 45
Private Study Hours:	Student managed learning hours: 155
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	BA Urban and Environmental Planning
Year and Semester	2011-2012 Semester 1
Module Coordinator:	Neil Adams
MC Contact Details (Tel, Email, Room)	adamsn3@lsbu.ac.uk Room B170a
Teaching Team & Contact Details (If applicable):	Dianne Paice paiced@lsbu.ac.uk Room B161
Subject Area:	Planning
Summary of Assessment Method:	Coursework

2. SHORT DESCRIPTION

One of the central aims of planning is the making of place and mediation of space. This module examines what this involves. It introduces students to the structures, networks and relationships that underpin contemporary society, and how these are reflected and mediated geographically.

3. AIMS OF THE MODULE

'Survey, analysis and plan' remains one of the key methodologies of planning. This module aims to provide students with an introduction to some of the intellectual tools and understandings that are crucial to this approach. It examines processes of economic and social change and academic attempts to conceptualize these shifts. In particular it focuses how these shifts affect different groups of people and different places in different ways. This in turn raises issues over the extent to which planning can design, manage and regulate change in the built environment.

4. LEARNING OUTCOMES

4.1 Knowledge and Understanding

- Understand processes of contemporary economic, political and social change and their spatial outcomes along with academic attempts to conceptualize these shifts.
- The role of planning in designing, managing and regulating change in the built environment.

4.2 Intellectual Skills

- An ability to engage in critical evaluation and debate about processes of contemporary socio-economic, political and cultural change.
- Preparing and presenting arguments and illustrative materials in a written and graphic format
- Writing a coherent and structured evaluation report.

4.3 Practical Skills

- An ability to seek, handle and interpret information.
- Oral presentation techniques, using PowerPoint
- Data entry and manipulation skills using Excel and related spreadsheets
- Photographic skills

4.4 Transferable Skills

- The ability to manage and organise oneself and to relate to others. An ability to write a coherent and structured evaluation report.

5. ASSESSMENT OF THE MODULE

This module is 100% assessed by coursework.

There are two elements, both of which involve students gathering data on a place chosen by them in order to describe and interpret processes of social, cultural and economic change and how these are reflected in that neighbourhood.

- An oral presentation (10 minutes) using PowerPoint (20%)
- A 'neighbourhood survey' using a combination of statistical, photographic and written techniques (2,500 words) (80%)

Commented [NA1]: Include assessment criteria, see methodology presentation also include submission dates!!!!!!

Submission dates:

Presentation Tuesday 13th December 2011

Neighbourhood survey Tuesday 10th January 2012

Presentation

5-10 minute oral presentation of the main finding of your report to the class. This accounts for the remaining 20% of the marks. The assessment criteria for the presentation are:

1. Content, organisation and structure of presentation 40%
2. Audibility, body language and timing 20%
3. Use of visual media and imaginative delivery 20%
4. Persuasiveness 20%

Neighbourhood survey report

1. Development, description and application of an appropriate methodology 20%
2. Description of neighbourhood 20%
3. Analysis and interpretation of diverse types of data 25%
4. Discussion of processes of environmental, economic, social and cultural change and how these are reflected in the neighbourhood 25%
5. English, grammar and presentation 10%

6. FEEDBACK

Feedback will normally be given within six weeks of the submission of the coursework.

7. INTRODUCTION TO STUDYING THE MODULE

7.1 Overview of the Main Content

Survey, analysis and plan – origins of a methodology for planners. Processes and structures of society – class, race and gender; culture, ethnicity and lifestyle. The changing economy of the

UK – urban and rural impacts. Understanding locality and place in an era of globalization. Understanding, interpreting and reading the neighbourhood – data collection and analysis techniques.

7.2 Overview of Types of Classes

There will be a mixture of traditional lectures, lab sessions, group discussions and site visits.

7.3 Importance of Student Self-Managed Learning Time

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

Lectures:	26
Seminars and Workshops	13
Total Contact hours:	39
Presentation Preparation:	20
Reading to reinforce lectures	45
Preparation for CW2:	60
Preparation for Seminars and Workshops:	36
Student managed learning hours:	161
Total learning time:	200

7.4 Employability

This module will provide students with a range of skills relevant to the workplace, such as: data search and interpretation skills; public speaking and the preparing and delivering of oral presentations using PowerPoint; using spreadsheets and their statistical and graphic potential.

8. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

Lectures and seminar discussions are used to introduce students to ideas and concepts. This is supported by walking tours of selected places. Much of the data presentation and analysis will be conducted in the computer laboratory.

Week	
1	Introduction to the unit and assessment strategy Planning and the 'mediation of space' and 'making of place'.
2	The UK in figures – what do we know about the characteristics of our population and the neighbourhoods we live in?
3	Understanding and interpreting the geographies of place and planning contexts
4	Understanding Inequalities: Social Class and social mobility.
5	Data collection and analysis techniques B338/9
6	<i>No Session: Cornwall Field Trip</i>
7	Lab / Field work survey and data collection B338/9
8	Understanding Inequalities: Gender
9	Understanding Inequalities: Ethnicity, Lifestyle and Multiculturalism

10	Neighbourhood change and development; a walk to the River.
11	Lab / Field work survey and data collection Guidance on public speaking and oral presentations B338/9
12	Unit review and feedback Assessment 1: 'Planning and My Place' Student Presentations Feedback on Student Presentations B338/9 AND G55
13	Hand-in Deadline for Assessment 2: Neighbourhood survey

8.1 Submission Regulations

No extension to coursework submissions is available. This applies to ALL units. Students who are unable to submit must notify their tutor before the relevant submission date. After this time there is a two-week period for submission for a capped mark (40%). Students with extenuating circumstances must submit an extenuating circumstances form, with appropriate evidence, to the Faculty Office (B266) by the relevant deadline.

8.2 Assessment and Marking Standards

Coursework is assessed in terms of percentage marks for **each piece**, on the following performance criteria.

- An exemplary piece, covering all aspects of the brief and displaying clarity of thought and creativity in response (70% and above).
- Excellent all- round performance with some aspects outstanding (65-70%).
- Competent in all aspects but sound rather than brilliant, perhaps lacking the imaginative spark of a first-class piece (60-65%).
- Some excellent elements but not fully or evenly developed (55-60%).
- A good piece but flawed in one or two aspects; overall understanding and grasp marred by inadequacy in some areas (50-55%).
- Some aspects rise above adequate performance, but others are under-developed, omitted or even incorrect or badly presented (45-50%).
- Only the basic understanding is adequate; presentation, development, application all lacking (40-45%).
- More effort, the development of potential or better treatment of latent ideas, expression and presentation needed (35-40%).
- Deficient in several aspects, but with some features that with considerable effort could redeem it (30-35%).
- The work has been done in a way that is a long way short of adequate, misdirected and badly presented (25-30%).
- Inadequate work, with maybe only one or two aspects that are barely responses to the brief (20-25%).
- Bad fail, wholly inadequate in every respect (less than 20%).

9. STUDENT EVALUATION

This is a new unit. There is therefore no prior student evaluation.

10. LEARNING RESOURCES

10.1 Core Materials

Healey, P, 2010, Making Better Places: The Planning Project in the Twenty-First Century, Palgrave Macmillan

Giddens, A et al, 2007, Sociology (6th Edition), Polity, Cambridge

Cottrell, S, 2009, The Study Skills Handbook

Cloke, P., Cook, I., Crang, P and Painter, J, 2004, Practising Human Geography, Sage, London

Cloke, P., Goodwin, M and Crang, P (eds), 2005, Introducing Human Geographies, Hodder Arnold

10.2 Optional Materials

Massey, D (1995) 'The conceptualization of place' in Massey, D and Jess, P (eds) A Place in the World? Oxford/Open University, Milton Keynes

Massey, D and Jess, P (1995) 'The contestation of place' in Massey, D and Jess, P (eds) A Place in the World? Oxford University Press/Open University, Milton Keynes

Rose, G (1995) 'Place and identity: a sense of place' in Massey, D and Jess, P (eds) A Place in the World? Oxford University Press/Open University, Milton Keynes

Manuel-Navarrete and Redclift (2009) The role of place in the margins of space

<http://www.designcouncil.org.uk/our-work/cabe/>

CABE Archive <http://webarchive.nationalarchives.gov.uk/20110118095356/http://www.cabe.org.uk/>

NOTES

All work you undertake during your academic career should be correctly referenced using the Harvard style.

<http://www.lsbu.ac.uk/library/helpsheets/hs30.pdf>

Even at degree level problems with poor referencing and plagiarism have been increasing over the years largely due to students using internet sources inappropriately. Good scholarship requires that you should draw on others' work, but when quoting directly you must use double speech marks or indent larger quotations, putting the source in brackets (including the page number) in the Harvard style (see

the LSBU Library leaflet). When paraphrasing you must also give the source. To help improve the quality of your work, especially academic referencing skills, we are using the Turn-it-in service. Through the Blackboard site for this unit you must upload your plan for checking by Turn-it-in. You will be given two chances to do this so that you may if you wish revise the plan in the light of the first 'Non-originality' report generated by Turn-it-in. Your mark will not be given out unless this has been completed.

Turn-it-in is software that checks the text of your plan against a database of books, journals and web pages, and gives a report on matches it finds in your work against this database. Turn-it-in generates a report highlighting non-original text and it generates a 'non-originality index'. There is no 'correct' non-originality index. However, your Non-originality Report index should not be more than about 15% (quotations); although it might legitimately be higher.

There is a limit on the file size that can be uploaded so do not include any pictures in the file, just the text of the essay and the references.

Include in the title page of your essay the following statement:

This local area plan has been checked by Turn-it-in and the Originality Index is %
signed date.....