**MODULE AIM**

- The module aims to examine the rationale for planning in a range of cultural, economic and environmental contexts through a critical review of planning theory and related concepts e.g. sustainable development. The module will also explore the role of planning theory in informing contemporary practice and its response to global and national challenges.

**MODULE LEARNING OUTCOMES**

By engaging successfully with this module the students will be able to:

- Explore how the process of globalisation including economic and cultural shifts and the current key environmental challenges are setting the global and national context for planning
- Critically evaluate the key literature in planning theory and its role in informing planning concepts and responses to key global environmental, economic and cultural issues.
- Demonstrate an understanding of the key principles and influences underlying the UK planning system and critique the role of the planning system in implementing and achieving the wider aims and purpose of planning.
Demonstrate the skills required to enable the student to operate as a reflective planning practitioner including the articulation, communication and discussion and debate of the key issues in planning through verbal and written media.

INDICATIVE CONTENT

The content of the module will reflect the contemporary structure of the UK planning system and will be updated in response to ongoing change and development. The ethos of the module though will be maintained in exploring a range of different approaches to planning to equip students as effective practitioners in terms of responding to different cultural, spatial and political contexts.

Key areas covered will include:

1. **Global contexts**
   
   An exploration and overview of the key environmental, economic and cultural issues that form the context for contemporary planning and key concepts in relation to planning responses e.g. sustainable development, climate change and urbanisation.

2. **Contextual theories**

   Modernity and post modernity and the implications for planning including fordism and post fordism.

3. **Rationales and purpose of planning**

   An exploration of the role and purpose of planning from a range of political, including marxist and neo-liberal interpretations of planning, and academic perspectives. A differentiation between planning, planning systems and planning policy and practice.

4. **From government to governance**

   A review of the change from government to governance approaches and an examination of the reality of the devolution of power including the new 'localism' agenda and planning at a neighbourhood level.

5. **From plan to process?**

   The shift from utopic and techno-rational approaches to plan making to the emphasis on process and the use of planning to develop visions, scenarios and consensus.

6. **'The just city'**

   The role of planning in facilitating social justice, equity and diversity.

7. **Participation and power**

   An examination of collaborative and communicative planning approaches and the role of power in relation to planning
8  **Implementing plans and project delivery - the active planner**

The role of planners developing and leading delivery networks for implementing plans and developing and delivering projects.

9  **Legal contexts**

The impact of the English legal system on the ethos and development of planning in England and the statutory aspects of the planning system in England. The use of discretion in English planning.

10  **Defining development**

How the idea of ‘development’ has informed the development of the English planning system including the balance of individual and collective rights, public good and private property.

11  **The planning profession**

An exploration of the range of roles of planners in practice including the role of ethics and values. Discussion of the key issues for the profession and the future. The portrayal of planning by politicians interfacing with the media.

12  **Pragmatism and planners**

A review of the topics covered in the module and how planners in practice synthesise and integrate theory, concepts and context to develop reflective practice to inform plan making, project implementation and decision making.

Throughout these core sessions the emphasis will be on critiques of the relationship between planning theory and planning practice and the role of the planner including ethics and values.

**LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS**

**Learning and Teaching**

Students will be supported in their learning to achieve the above outcomes in the following ways:

The module will be delivered in weekly two hour sessions consisting of a mixture of formal lectures, seminars, debates and workshops. The formal lectures will be used to deliver the key theoretical material and provide students with a framework within which to develop their wider knowledge and understanding of the module material. Workshop sessions will then be used to generate the participation and interaction to allow students to explore and develop their deeper understanding of the module material.

The workshop sessions will use a variety of learning and teaching approaches. These will include traditional group discussion based seminars based on the reading of key material, workshops with exercises involving students applying a theoretical body of knowledge to a contemporary scenario, case studies and visiting speakers from the planning profession. A key feature of the workshop sessions will be the student led discussions and debate which will be used to develop the student's articulation and communication of key debates.
Critical thinking and its application in reflective practice will be developed through the use of the critique of case studies and the pro-active development of proposals for change and improvement.

In addition to engaging with the academic material for the module students will be encouraged to monitor and critique the profile of planning and regeneration in the media and the press. The teaching team will include academics from planning and legal disciplines and will also include visiting speakers from planning and regeneration practice.

The module Blackboard site will be developed as a source of information, providing all of the course documentation, serving as a means of communication, and offering an expanding directory of relevant websites and electronic resources, including library articles. The module tutors will develop the interactive potential of Blackboard.

All lecture and seminar material will be placed on the blackboard site together with any supporting documents and external links

**Assessment**

The first assessment will be a choice of an essay topic from a range of titles. The essay topics will focus on the integration between planning theory and planning practice and will be developed to ensure that all the module learning outcomes are met.

**ASSESSMENT TASK INFORMATION**

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Short Description of Task</th>
<th>Si Code</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration</th>
<th>In-module retrieval available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning theory and practice essay</td>
<td>CW</td>
<td>100%</td>
<td>3,000 words</td>
<td>N</td>
</tr>
</tbody>
</table>

**ASSESSMENT CRITERIA**

Feedback on the formal assessment will use the following assessment criteria

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment Criteria</th>
<th>Threshold level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore how the process of globalisation including economic and cultural shifts and the current key environmental challenges are setting the global and national context for planning</td>
<td>Demonstrate an understanding of key global and national environmental and cultural shifts and how they set the context and agenda for planning</td>
<td>Identification of the key global issues that set the context for planning and how they impact at a national level</td>
</tr>
<tr>
<td>Critically evaluate the key literature in planning theory and its role in informing planning in its responses to</td>
<td>Identify the theoretical frameworks relevant to planning and critically assess their relevance in</td>
<td>Knowledge of a range of relevant theoretical material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentation of an informed argument as</td>
</tr>
<tr>
<td><strong>key global environmental, economic and cultural issues.</strong></td>
<td><strong>developing and informing contemporary best planning practice</strong></td>
<td><strong>to the relevance of the material in informing practice in responding to the key issues</strong></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Demonstrate an understanding of the key features of the UK planning system and critique the role of the planning system in implementing and achieving the wider aims and purpose of planning.</strong></td>
<td><strong>Draw on relevant academic and practitioner research to critically evaluate the effectiveness of the planning system in achieving the wider aims of planning</strong></td>
<td><strong>Knowledge of the key features of the UK planning system</strong>&lt;br&gt;<strong>Assessment of the ability of the planning system to achieve the wider aims and objectives of planning drawing on academic and practitioner research and case studies</strong></td>
</tr>
<tr>
<td><strong>Demonstrate the skills required to enable the student to operate as a reflective planning practitioner including the articulation, communication and discussion and debate of the key issues in planning through verbal and written media.</strong></td>
<td><strong>The structure, organisation and coherency of verbal, visual and written work; the ability to communicate in written format; the professional standard of presentation; the clarity and use of English. Use of Harvard referencing</strong></td>
<td><strong>Development of essay structure</strong>&lt;br&gt;<strong>Clear and appropriate use of language.</strong>&lt;br&gt;<strong>Accurate grammar and spelling</strong>&lt;br&gt;<strong>All sources referenced using Harvard conventions</strong>&lt;br&gt;<strong>Provision of bibliography to Harvard convention</strong></td>
</tr>
</tbody>
</table>

**FEEDBACK**

Students will receive feedback on their performance in the following ways

- Informal formative feedback will be generated by both tutors and peer group during the workshop and seminar sessions
- A significant opportunity for formative feedback from both tutors and peers will occur during the module when students develop their presentation and debate. Tutors will provide written formative feedback on the student led discussion and debate
- Students will be provided with detailed summative feedback on their final essay assignment.

**LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)**

Students will have access to a variety of learning resources provided by the University. These will be provided using on-line systems such as SHU Space, and through the Adsetts Learning Centre. A module Blackboard site will provide all the formal learning materials, presentations and module documents on-line, as well as a wide range of additional supporting resources. These latter materials will be added regularly by tutors to the site, and we will also encourage students to suggest and share resources they have found themselves on this site.

**Indicative Reading:**


Taylor, N (1998) *Urban planning theory since 1945* Sage, provides a readable account of the recent history of planning ideas in Britain.

**Articles: Sample**


Journal of Planning Theory, Town Planning Review

Forrestor J (2012) *Learning to Improve Practice: Lessons from Practice Stories and Practitioners' Own Discourse Analyses (or Why Only the Loons Show up)* Planning Theory and Practice 13:1 11-26


SECTION 2  MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

**MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE**

<table>
<thead>
<tr>
<th>Status</th>
<th>Status Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW MODULE</td>
<td>Y</td>
</tr>
<tr>
<td>EXISTING MODULE - NO CHANGE</td>
<td>N</td>
</tr>
<tr>
<td>Title Change</td>
<td>N</td>
</tr>
<tr>
<td>Level Change</td>
<td>N</td>
</tr>
<tr>
<td>Credit Change</td>
<td>N</td>
</tr>
<tr>
<td>Assessment Pattern Change</td>
<td>N</td>
</tr>
<tr>
<td>Change to Delivery Pattern</td>
<td>N</td>
</tr>
<tr>
<td>Date the changes (or new module) will be implemented</td>
<td>09/2013</td>
</tr>
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</table>

**MODULE DELIVERY PATTERN - Give details of the start and end dates for each module.**

*If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.*

<table>
<thead>
<tr>
<th>Course Intake 1</th>
<th>Module Begins</th>
<th>Module Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30/09/2013</td>
<td>10/01/2014</td>
</tr>
</tbody>
</table>

*Is timetabled contact time required for this module?*  
Y

*Are any staff teaching on this module non-SHU employees?*  
N

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?

**MODULE ASSESSMENT INFORMATION**

Indicate how the module will be marked

*Overall PERCENTAGE Mark of 40%*  
Y

*Overall PASS / FAIL Grade*  
N

*Choose one only – module cannot include both percentage mark and pass/fail graded tasks

**SUB-TASKS**

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?  
N

**FINAL TASK**

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)  
Task No. 2

**NON-STANDARD ASSESSMENT PATTERNS**

MARK ‘X’ IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 2015</td>
<td>Checked Against SI - correct</td>
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</tbody>
</table>