1. **Title of the module**

ARCH8500 (AR850) Planning Policy and Practice

1. **School or partner institution which will be responsible for management of the module**

Kent School of Architecture

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA Urban Planning & Resilience

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Critically evaluate and comment on the core principles and the legislative and policy framework which underpin development management in the built and natural environment;
	2. Research, analyse and demonstrate a critical understanding of how spatial planning operates within the context of institutional and legal frameworks in the UK and Europe;
	3. Critically evaluate UK spatial planning policy processes and practice in relation to urban and rural planning challenges;
	4. Critically evaluate the social, economic, environmental and political context for the delivery of housing and infrastructure;
	5. Demonstrate a critical understanding of the political, legal and ethical nature of spatial planning and reflect on how planners work effectively within democratic decision-making structures;
	6. Demonstrate a critical understanding of global challenges around planning and governance, the increasing power of cities and how cities are at the forefront of delivering locally the sustainable development goals.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Plan and effectively manage the use of time, including the management of learning using a range of resources.
	2. Manage independent creative and practical projects developing autonomy, and self-management
	3. Develop strategy writing and presentation skills to a professional level.
3. **A synopsis of the curriculum**

This module develops students’ understanding of changing planning legislation used to guide development and land use, to appreciate how and why these have changed over time, to critically reflect upon current spatial planning mechanisms and to recognise the linkages between other public policies and spatial policies. The module also covers planning law, the relationship between decision making and the broader facilitation of development outcomes. Students will become familiar with the methods and mechanisms used for implementing spatial planning policy, the principles underpinning them, and the role of different stakeholders in the implementation process, and how individual rights and community interests are reconciled. Seminar and workshop sessions will apply the skills and knowledge gained through lectures.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Couch, C. (2016) *Urban Planning: An introduction*. London: Palgrave Macmillan

[Crook](http://eu.wiley.com/WileyCDA/Section/id-302479.html?query=Tony+Crook), T., [John Henneberry](http://eu.wiley.com/WileyCDA/Section/id-302479.html?query=John+Henneberry) & [Christine Whitehead](http://eu.wiley.com/WileyCDA/Section/id-302479.html?query=Christine+Whitehead) (2016) *Planning Gain: Providing Infrastructure and Affordable Housin*g. London: Wiley-Blackwell

Cullingworth et. al (2015) *Town and country planning in the UK*. London: Routledge

Dawn Jourdan & Eric Strauss (2015) *Planning for Wicked Problems: A Planner's Guide to Land Use Law*. London: Routledge

[Gallent](https://www.routledge.com/products/search?author=Nick%20Gallent), N., [Iqbal Hamiduddin](https://www.routledge.com/products/search?author=Iqbal%20Hamiduddin), [Meri Juntti](https://www.routledge.com/products/search?author=Meri%20Juntti), [Sue Kidd](https://www.routledge.com/products/search?author=Sue%20Kidd), [Dave Shaw](https://www.routledge.com/products/search?author=Dave%20Shaw) (2015) *Introduction to Rural Planning*. London: Routledge

Greed, C. and David Johnson (2014) *Planning in the UK: An introduction*. London: Palgrave Macmillan

Holloway, A. (2017) Localising Global Goals in Australia’s Global City: Sydney, [*WIT Transactions on Ecology and the Environment*](https://www.witpress.com/elibrary/wit-transactions-on-ecology-and-the-environment), vol. 226, pp. 181-191

*Roadmap for Localizing the SDGs*; UNDP, UN-Habitat, Global Task Force (2016)

*SDGs - What local governments need to know*; UCLG (2016)

1. **Learning and teaching methods**

Total contact time: 36 hours
Total private study: 264 hours
Total study hours: 300 hours

1. **Assessment methods**

13.1 Main assessment methods

Report (50%) (2,500 words)
Essay (50%) (2,500 words)
Both of the above assessed components must be passed (requirement of accreditation by the RTPI)

13.2 Reassessment methods

Like for like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Tutorials / seminars / site visit | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Report | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| Essay |  |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Lectures, seminar teaching and tutorials will continue to draw on international source material and case studies and international speakers will be invited where appropriate.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
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Revised FSO