1. **Title of the module**

ARCH8510 (AR851) Development of Planning and Resilience Theory

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)**

Autumn

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 reflect on the arguments for and against spatial planning along with particular theoretical approaches;
   2. Critically reflect on theories of urban resilience and how these can be applied to city and metropolitan area governance;
   3. Demonstrate a critical understanding of the relevance of planning and resilience theory to recent urban trends and changes in the policy context;
   4. Use theory to appreciate the concept and practice of spatial planning questioning the theoretical assumptions underpinning key planning policies and mechanisms;
   5. Demonstrate effective research, analytical, evaluative and appraisal skills in identifying their own perspectives and reflections on theory and the implications for their practice as planners and resilience practitioners;
   6. Demonstrate a critical understanding of the concept of rights and how planning and development decisions have differing impacts on different people and develop the capacity to identify and explain these impacts so that they can be properly taken into account in planning decision-making.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Undertake independent and original research in the relevant of study and formulate reasoned and critical arguments.
   2. Undertake analysis of complex, incomplete or sometimes contradictory areas of theory.
2. **A synopsis of the curriculum**

The module aims to develop the students’ overall understanding of alternative views in planning and resilience theories. Students will generate responses to spatial planning and global challenges grounded in theory. The module contributes to the students’ lifelong appreciation of how the core values of urban planning and urban resilience expressed in theory may be applied in changing circumstances, particularly as cities suffer more and more shocks and stresses as a result of climate change and global crises.

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

Allmendinger, P. (2009) *Planning Theory*. Basingstoke: Palgrave Macmillan

Arup International Development (2015) *City resilience framework*. Developed for the Rockefeller Foundation

Campbell, S. and S. S. Fainstein (eds) (2003) *Readings in Planning Theory*. Oxford: Blackwell

Chelleri, L., Waters, J.J., Olazabal, M. and Minucci, G. (2015) ‘Resilience trade-offs: addressing multiple scales and temporal aspects of urban resilience’, *Environment & Urbanization* 27(1): 181–198

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

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

Davoudi, S. (2012) ‘Resilience: a bridging concept or a dead end?’ *Planning Theory & Practice* 13(2): 299–307.

Taylor, N. (1998) *Urban planning theory since 1945*. London: Sage

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

Essay 1 (60%) (3,000 words)  
Essay 2 (40%) (2,000 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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Tutorials / seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Class presentations | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 |  | **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 international speakers will be called on 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