1. **Title of the module**

ARCH8520 (AR852) Global Resilience 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**

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. Engage in theoretical, practical and ethical debate at the forefront of global planning and resilience in the context of spatial planning demonstrating relationships to other specialist areas of expertise such as transport, waste management, green infrastructure, etc.;
	2. Explain and demonstrate systematically how urban planning and resilience operates within the global international context of institutional and legal frameworks;
	3. Acknowledge that urban governance decisions have differing influences and impacts on different people, and identify, explain and critically evaluate how these decisions affect individual neighbourhoods and communities;
	4. Demonstrate conceptual understanding of the practical application of development and resilience finance for estimating costs and benefits of investment decisions;
	5. Demonstrate comprehensive understanding of the added value and efficient resource management for building resilience for both particular interests including city leadership, funders and the wider community;
	6. Demonstrate effective research, analytical and appraisal skills, and the ability to reach appropriate, evidence-based decisions when evaluating the distinctive contribution of spatial planning and urban resilience to the making of place and the mediation of space.
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. Demonstrate independent learning required for continuing professional study
	3. Demonstrate interpersonal skills of negotiation, compromise, leadership, delegation and

acceptance of responsibility within a team framework

1. **A synopsis of the curriculum**

This module is intended to contribute to the student’s understanding of how the core values of urban planning and resilience apply in different cities and in different global contexts. Students will explore through projects, readings and a European field visit how the global interest in resilience extends beyond cities to include ecology, international development, health, urban forestry, food security, community planning, and global humanitarian crises. This will allow students to understand the origins of resilience and its emergence as an urban concept allowing urban practitioners to manage a rapidly changing and uncertain urban context. Through a multiple case study approach, this module explores how resilience has become part of cities’ formal planning practice in multiple cities around the world.

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

Bagaeen, S. and Clark, C. (eds.) (2016) *Sustainable regeneration of former military sites*, New York: Routledge

[Douglas Scarrett](https://www.routledge.com/products/search?author=Douglas%20Scarrett), [Sylvia Osborn](https://www.routledge.com/products/search?author=Sylvia%20Osborn) (2014) *Property Valuation: The Five Methods*, 3rd Edition. London: Routledge

Hall, P. and Tewdwr-Jones, M. (2010) (5th Edition) *Urban and regional planning*. London: Routledge

Newman, P. (2004) *Planning world cities: globalization and urban politics*

[Ratcliffe](https://www.routledge.com/products/search?author=John%20Ratcliffe), J., [Michael Stubbs](https://www.routledge.com/products/search?author=Michael%20Stubbs), [Miles Keeping](https://www.routledge.com/products/search?author=Miles%20Keeping) (2009) *Urban Planning and Real Estate Development* (3rd edition). London: Routledge

Walker, B. and Salt, D. (2012) *Resilience thinking: sustaining ecosystems and people in a changing world*. Washington, DC: Island Press.

Watkiss, P. and Hunt, A. (2016) ‘Assessing climate-resilient development options’, in S. Fankhauser and T.K. McDermott (eds), *The economics of climate-resilient development*. Cheltenham: Edward Elgar Publishing Ltd.

Zebrowski, C. (2008) ‘Governing the network society: a biopolitical critique of resilience’, *Political Perspectives* 3(1): 1–41

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 (40%) (2,000 words)
Essay (60%) (3,000 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 | 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 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| European field trip | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Report |  |  | **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 alongside time spent in Europe as part of the fieldtrip.

**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