

Module Title	Sustainable Places
Course Title	PG Dip Town and Country Planning MA Town and Country Planning MA Urban Design and Planning
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS
Division	Urban, Environment and Leisure Studies
Parent Course (if applicable)	MA Town and Country Planning
Level	7
Module Code (showing level)	UEL_7_SPL
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours Teaching 33 Field trip: 40 Student managed learning hours: 127
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	TBC
Short Description (max. 100 words)	This module examines sustainability issues and challenges and the initiatives and responses from spatial planning and related agencies, institutions and organisations in the context of a European field study visit.
Aims	The module aims to provide students with a detailed knowledge and understanding of the different forces at work within a region or city context. It will develop the students' understanding of sustainability issues and the impact of climate change; recognise the processes of change and identify issues and mechanisms that allow an area to develop to fulfil its potential as well as respond to environmental and related challenges.
Learning Outcomes (4 to 6 outcomes)	At the end of the module a student will be able to: <ul style="list-style-type: none"> 1. Critically analyse the concepts of sustainable development, sustainability and sustainable places and the role of spatial planning in terms of delivering this agenda;

	<ol style="list-style-type: none"> 2. Identify sustainability challenges in the host country and appraise the policy and other responses in terms of their ability to address these challenges; 3. Explain how the historical, administrative, political, socio-economic and spatial context of an EU location impacts on the making and delivery of places that are more sustainable; 4. Identify good practice concerning sustainability and sustainable development practices from the host country and interpret the extent to which these could be relevant to the UK; 5. Collecting data in a field study context using a variety of techniques, including, but not limited to, observation, questioning, listening, note taking, sketching; and 6. Evaluating and presenting primary and secondary data effectively in graphic and written form
Employability	<p>Students will develop a coherent package of knowledge, understanding and skills that will be attractive to employers in the workplace, such as: the ability understand planning challenges and approaches in diverse spatial, historical, socio-economic, political and administrative contexts; undertake comparative analysis, appreciate the importance of context sensitivity in terms of planning approaches and solutions; undertaking field research and applying a range of relevant data collection and research techniques</p>
Teaching and learning pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work: <input checked="" type="checkbox"/> Seminars <input type="checkbox"/> Tutorial: <input type="checkbox"/> Laboratory <input checked="" type="checkbox"/> Workshops <input checked="" type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities</p>
Indicative content	<p>Theoretical and conceptual issues relating to sustainability and sustainable development, what makes a sustainable place, identifying and assessing sustainability challenges and responses in a specific European country, understanding the nature and role of historical, socio-economic, political, administrative and spatial contexts in terms of shaping sustainability challenges and responses, the role of planning in the host country and the ability to draw lessons from other contexts and assess the extent to which they can be applied to the UK</p>
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Formative Assessment In class feedback from peers and staff on draft of assessment</p> <p>Summative assessment: CW1: The module is assessed by coursework consisting of a visual study in the form of a written report (2,500 words, 50%) CW2: A1 poster (50%). A critical assessment with appropriate analytical discussion of the sustainability issues raised within the field study visit.</p>

<p>Indicative Sources <i>(Reading lists)</i></p>	<p>Baker S., 2015, Sustainable Development (2nd Edition), Routledge, London</p> <p>Davoudi, S Mehmood, A and Crawford, J (eds) (2009) Planning for Climate Change: Strategies for Mitigation and Adaptation, Earthscan</p> <p>Pallagst, K. Wiechmann, T. Martinez-Fernandez, C. (2015), Shrinking cities: international perspectives and policy implications, London: Routledge</p> <p>Wheeler, S (2013) Planning for Sustainability: Creating Livable, Equitable and Ecological Communities (2nd edition), Routledge, London</p> <p>Plus country specific texts according to destination of field study visit.</p>
<p>Other Learning Resources</p>	<p>The University's Moodle Virtual Learning Environment (VLE) is a key portal for on-line access to additional resources and tutor dialogue.</p>