Module Definition Form (MDF)

Module code: MOD003660	**Version:** 3 **Date Amended:** 15/Sep/2020

1. Module Title
Planning and Society

2a. Module Leader
Nezhapi-Delle Odeleye

2b. School
School of Engineering and the Built Environment

2c. Faculty
Faculty of Science and Engineering

3a. Level
7

3b. Module Type
Standard (fine graded)

4a. Credits
15

4b. Study Hours
150

5. Restrictions

Type	Module Code	Module Name	Condition
Pre-requisites:	None		
Co-requisites:	None		
Exclusions:	None		
Courses to which this module is restricted:			

LEARNING, TEACHING AND ASSESSMENT INFORMATION

6a. Module Description

The focus of this module is the social and political context for planning in the UK. Planning is a construct of the prevailing social, economic and governmental extant policies; this defines planning and in turn planning defines its own context. Unpacking this relationship is fundamental to understanding the extent and way in which planning fulfils its role as an activity undertaken in the public interest. The social and political contexts are discussed in detail., and their impact upon the nature of planning as a process and as a profession is explored. The relationship between theory and practice will be explored through the examination of the relationship between planning and society. Students will work on the principal components of, and diversity within, the social, political and economic structures of the UK and their changing patterns; applying economic and sociological arguments to the analysis of planning issues and policies, including sustainability and the historical context. Through the media of debate with fellow students, private study and reflection, the group will critically analyse conceptualisations of society, power and class. This module will encompass the skills required in a professional planning environment. The transferable skills of a professional in planning, for example, communication, interpretation and working together, will be developed through group projects. Ethical issues of decision making will be explored as will the communication skills and range of media techniques necessary for both specialist and non-specialist audiences.

6b. Outline Content

- Social science inquiry – traditions of thought and approaches to analysis.
- Trends in population, housing, employment and wealth.
- Divisions in society, class, gender, ethnicity, race and religion.
- Government, politics, legitimacy and power, continuity and change, globalisation.
- How policy is made within government and the political system
- Micro economics, demand, supply.
- Macro economics, laissez faire and Keynesianism.
- Planning impacts such as effects of distribution, diversity and BME groups.
- Evaluation of a range of approaches to professional ethics relevant to planning.
- Skills profiling: The theory and practice of negotiation, mediation, communication, advocacy.
- Professionalism and management issues in conflict resolution.
- The role and benefits of communication and team working in delivering effective spatial planning

6c. Key Texts/Literature

The reading list to support this module is available at: https://readinglists.aru.ac.uk/

6d. Specialist Learning Resources

None

7. Learning Outcomes (threshold standards)		
No.	**Type**	**On successful completion of this module the student will be expected to be able to:**
1	Knowledge and Understanding	Demonstrate a critical understanding of the principal components of, and diversity within, the social, political and economic structures of the UK and their changing patterns.
2	Knowledge and Understanding	Apply economic and sociological arguments and theories to the analysis of planning issues and policies.
3	Knowledge and Understanding	Reflect critically on the concepts of power, rights and the role of the State in societal and citizen influence
4	Intellectual, practical, affective and transferrable skills	Reflect professionally on ones own skills, practice and CPD needs

8a. Module Occurrence to which this MDF Refers				
Year	**Occurrence**	**Period**	**Location**	**Mode of Delivery**
2026/7	ZZF	Template For Face To Face Learning Delivery		Face to Face

8b. Learning Activities for the above Module Occurrence			
Learning Activities	**Hours**	**Learning Outcomes**	**Details of Duration, frequency and other comments**
Lectures	12	1,2	1 hour per week
Other teacher managed learning	24	1,2,3,4	2 hours per week linked workshops and seminars
Student managed learning	114	1,2,3,4	9.5 hours per week
TOTAL:	150		

9. Assessment for the above Module Occurrence

The assessment for some modules includes a presentation (see below for details on how this particular module is assessed). We recognise that presenting, especially to a large group, can cause significant anxiety or distress for some students. If this may affect you, please contact your Module Leader or the Disability and Neurodiversity Service as early as possible. We will work with you to consider appropriate reasonable adjustments. Depending on your individual needs, these might include, for example, presenting to a smaller group or presenting only to a member of academic staff.

Assessment No.	Assessment Method	Learning Outcomes	Weighting (%)	Fine Grade or Pass/Fail	Qualifying Mark (%)
010	Coursework	1 2 3	50 (%)	Fine Grade	40 (%)
2400 words.					
Assessment No.	**Assessment Method**	**Learning Outcomes**	**Weighting (%)**	**Fine Grade or Pass/Fail**	**Qualifying Mark (%)**
011	Practical	1 3 4	50 (%)	Fine Grade	40 (%)
1600 words equivalent.					

Assessment components for Element 011

Component No.	Assessment Title	Submission Method	Weighting (%)	Components needed for Mark Calculation?
011/1	Group Report	Canvas	70 (%)	All
011/2	Seminar	Scheduled Activity: Timetabled assessment task	20 (%)	
011/3	Individual Participation	Scheduled Activity: Timetabled assessment task	10 (%)	

In order to pass this module, students are required to achieve an overall mark of 40% (for modules at levels 3, 4, 5 and 6) or 50% (for modules at level 7*).

In addition, students are required to:
(a) achieve the qualifying mark for each element of fine graded assessment as specified above
(b) pass any pass/fail elements

[* the pass mark of 50% applies for all module occurrences from the academic year 2024/25 – see Section 3a of this MDF to check the level of the module and Section 8a of this MDF to check the academic year]