# Module Definition Form (MDF)

| Module code: MOD003661 | **Version:** 6 **Date Amended:** 15/Sep/2020 |
|---|---|

| 1. Module Title |
|---|
| Planning Implementation |

| 2a. Module Leader |
|---|
| Edward Tyrer |

| 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

This module explores ways in which strategic plans and development frameworks can be transformed into a sustainable reality. The module develops an understanding of the legal, regulatory and policy framework governing land and property development in the UK, development management and appeals, environmental assessment, financial appraisal, regeneration practices, partnerships, community empowerment, equality and diversity objectives. The international foundations and relative interpretations of these issues are drawn out as appropriate. A major part of the role of the planner in the pubic sector is to effect change. Increasingly this is not done using the tools of 'control', though these remain important. Rather it is done through a number of core skills required by professional planners, ranging from strategic thinking through to partnership working, negotiation and mediation. The development of these and other skills will be encouraged throughout the module and the students shall be enabled to transfer their theoretical knowledge to a practical context, developed through site-specific and role-specific tasks with field visits as appropriate, and culminating in a mock planning appeal dealing with a major planning issue. The module also considers a range of specific issues which play a part in development including infrastructure delivery; land ownership and property rights; conservation, listed buildings and trees; urban regeneration and masterplanning; project finance and viability; relations with key stakeholders such as housing associations; and the roles of councillors.

### 6b. Outline Content

- Legal, regulatory and policy relating to development management: legal system within the UK, including international foundations as appropriate; definition of development; policy framework; development management process; techniques for assessment (e.g. Environmental Impact Assessment, flood risk); appeals: enforcement; conservation of natural and historic environment. - Development processes: developer behaviour; financial appraisal; managing the development process; negotiating planning agreements; securing funding for infrastructure and development. - Management of implementation: the DC process; equality, diversity and human rights issues; community involvement, partnerships and consultation; performance objectives, outcomes and impact; professional ethics; regeneration objectives and capacity building.

### 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 awareness of the development and development management process (agency, finance, legal and regulatory framework) |
| 2 | Knowledge and Understanding | Critically evaluate the impact of alternative development strategies on people and places within a context of sustainability |
| 3 | Knowledge and Understanding | Demonstrate a clear knowledge of development management and implementation processes |
| 4 | Intellectual, practical, affective and transferrable skills | Apply skills of analysis, research and group working, and awareness of management issues |

| 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 | 1,2,4 | 1 hour per week over 1 trimester |
| Other teacher managed learning | 24 | 1,2,4 | 2 hours per week linked workshops and seminars |
| Student managed learning | 114 | 1,2,3 | 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 (%) |
| **2000 words equivalent. Linked components may include written statement and mock planning appeal** | | | | | |

**Assessment components for Element 010**

| Component No. | Assessment Title | Submission Method | Weighting (%) | Components needed for Mark Calculation? |
|---|---|---|---|---|
| 010/1 | Appeal Statement | Canvas | 80 (%) | All |
| 010/2 | Mock Public Inquiry Participation | Scheduled Activity: Timetabled assessment task | 20 (%) | |

| Assessment No. | Assessment Method | Learning Outcomes | Weighting (%) | Fine Grade or Pass/Fail | Qualifying Mark (%) |
|---|---|---|---|---|---|
| 011 | Examination Chelmsford | 1 2 4 | 50 (%) | Fine Grade | 40 (%) |
| **1 hours, 1000 words equivalent. Seen examination paper** | | | | | |

**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]**